

**Anti-Bullying Policy**

 **W**: working together

**A**: to Achieve

**L:** happy Life, long learners

nurturing

**K:** Kindness

**E:** Excellence

+

**R:** Respect

**Rationale**

All members of the school community of Walker Memorial Primary School are completely opposed to bullying behaviour and will not tolerate it. Members of the school community have a right to work in a secure and caring environment. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

**Vision Statement**

Walker Memorial Primary School aims to provide a high quality education in a happy and caring working environment. We aim to foster positive interpersonal relationships within the school and the wider school community, treating one another with kindness and respect.

**The Addressing Bullying in Schools Act (NI) 2016**

**Principles**

**Aims**

This policy aims to create an ethos in which attending school is a positive experience for all members of the school community. Pupils are encouraged to report incidences of bullying behaviour. Reported incidents will be taken seriously and thoroughly investigated. We aim to support and protect victims of bullying behaviour. We aim to help counteract bullying behaviour and support those who bully to change their attitudes and to understand why it needs to change.

**Objectives**

* To maintain and develop effective listening systems for pupils and staff within the school
* To involve all staff in dealing with incidents of bullying behaviour effectively and promptly
* To equip all staff with the skills necessary to deal with bullying behaviour
* To involve the wider school community in dealing effectively with, and if necessary referring, bullying behaviour incidents
* To communicate with parents and the wider school community effectively on the subject of bullying behaviour
* To acknowledge the key role of the class teacher in dealing with incidents of bullying behaviour
* To ensure that all incidents of bullying behaviour are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations

**Bullying Behaviour**

Following consultation with governors, teachers, pupils, parents and ancillary staff of Walker Memorial Primary School, the following definition of bullying behaviour has been formulated:

*Bullying is a repeated act of hurtful behaviour and is intended to cause hurt, pain or discomfort. It can take a number of forms; emotional, verbal, physical, cyber, making gestures, extortion and exclusion. It is an abuse of power. It may be perpetrated by individuals or by groups of pupils.*

Examples of bullying are listed below. These lists are by no means exhaustive.

### **EMOTIONAL**

Ignoring

Demanding

Cyber bullying -

(Misusing technology - internet or mobiles)

Making faces

Talking behind backs

Threatening

Making signs

## PHYSICAL

Kicking

Punching

Biting

Pinching

Scratching

Stealing

Spitting

## CYBER

Harassment

Flaming

Exclusion

Outing

Masquerading

## VERBAL

Teasing

Writing notes

Graffiti

Sarcasm

Spreading rumours

Telling lies

Racial or religious remarks

Using offensive names

Belittling another pupil’s abilities and achievements

**Definition of types of Cyber Bullying**

Just like how traditional bullying exists in many different types such as verbal abuse and physical violence, there are many different types of cyberbullying. Here is a list of few common types of cyberbullying.

**1. Harassment**

It involves the bully sending offensive and malicious messages to an individual or a group and is often repeated multiple times. *Cyberstalking* is one form of harassment that involves continual threatening and/or rude messages, and can lead to physical harassment in the real, offline world.

**2. Flaming**

Flaming is similar to harassment, but it refers to an online fight exchanged via emails, instant messaging or chat rooms. It is a type of public bullying that often directs harsh languages, or images to a specific person.

**3. Exclusion**

Exclusion is the act of intentionally singling out and leaving a person out from an online group such as chats and sites. The group then subsequently leave malicious comments and harass the one they singled out.

**4. Outing**

Outing is when a bully shares personal and private information, pictures, or videos about someone publicly. A person is “outed” when his information has been disseminated throughout the internet.

**5. Masquerading**

Masquerading is a situation where a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim

**Links to other School Policies**

Our Anti-Bullying Policy is one of a number of policies compiled by Walker Memorial Primary School to ensure that each pupil is secure and happy at school and able to function at their optimum level, both physically and academically.

This policy is linked to:

* Pastoral Care Policy
* Child Protection Policy
* Positive Behaviour Policy
* Acceptable use of the Internet Policy: Pupils & Staff
* Code of Conduct
* Special Needs Policy
* Reasonable Force policy

The Staff of Walker Memorial Primary School believe that the implementation of the policies above, and the changing attitudes that they engender, will help to develop a more child centred school, where the needs and concerns of the pupil are paramount.

**Participation and Consultation Process**

All pupils and staff members are aware of the importance of participation and the

on-going consultation process in compiling, monitoring, evaluating and reviewing this Anti-Bullying Policy.

Methods include:

* Obtaining the views of elected pupil representatives through our school improvement council
* Suggestion Boxes/Worry Boxes in each classroom
* Information evening
* Whole staff meetings led by Principal
* Safe Guarding team will meet regularly. They will also review policy and feedback to staff at least once a year.

**Responsibilities of all Stakeholders**

**The Responsibilities of Pupils**

**We expect our pupils to:**

* Refrain from becoming involved in any kind of bullying
* Report quickly to a member of staff any witnessed or suspected instances of bullying behaviour, to dispel any climate of secrecy and help to prevent further instances

*Anyone who becomes the target of bullies should:*

* Not suffer in silence, but have the courage to speak out

**The Responsibilities of Parents**

We ask our parents to support their children and our school by:

* Advising their child to report any bullying behaviour to their class teacher or Ms Patterson
* Watching for signs of distress or unusual behaviour in their child, which might be evidence of bullying
* Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
* Keeping a written record of any reported instances of bullying behaviour
* Informing the school of any suspected bullying behaviour, even if their children are not involved
* Co-operating with the school, if their children are accused of bullying behaviour, try to ascertain the truth, and point out the implications of bullying behaviour, both for the children who are bullied and for the bullies themselves.

**Parents are entitled to expect that:**

* Their child will be educated in an atmosphere which is safe and caring and free from violence and intimidation.
* They will be informed promptly of any bullying behaviour regarding their child and that this matter will be dealt with confidentially.
* The school will take reasonable steps to prevent bullying behaviour occurring.
* Any bullying behaviour incident which is reported will be investigated promptly
* Any bullying behaviour incident that is found to have taken place will be dealt with in line with the guidelines laid down in the school’s Positive Behaviour Policy

**The Responsibilities of Staff**

Our staff will:

* Foster in our pupil’s self-esteem, self-respect and respect for others
* Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
* Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying behaviour when it happens
* Be alert to signs of distress and other possible indications of bullying behaviour
* Listen to children who have been the target of bullying behaviour, take what they say seriously and act to support and protect them
* Report suspected cases of bullying behaviour to the Designated Teacher, Mrs Beckett and in her absence the Deputy Designated Teacher, Mrs Flack.

**The Responsibilities of Designated and Deputy Designated Teachers**

* Follow up any complaint by a parent about bullying behaviour and report back promptly on the action which has been taken.
* Deal with observed instances of bullying behaviour promptly and effectively, in accordance with agreed procedures
* Keep the Principal informed
* Attend and participate in meetings with the Safeguarding Team
* Monitor and evaluate the Anti-Bullying Policy and procedures within Walker Memorial Primary School

**The Responsibilities of All**

Everyone should:

* Work together to combat bullying behaviour, and build a future where bullying behaviour is unacceptable in Walker Memorial Primary School

**Preventative Strategies**

We believe that the implementation of preventative measures will help to reduce incidence of bullying behaviour.

With this in mind, we will take the following steps:

###### Ethos and Pastoral Care

In Walker Memorial PS our ethosis we are:

**W**: working together

**A**: to Achieve

**L:** happy Life, long learners

 (nurturing)

**K:** Kindness

**E:** Excellence

+

**R:** Respect

###### Curriculum

Through Personal Development and Mutual Understanding (PDMU) we will focus on encouraging each child to become personally, emotionally, socially and physically effective; to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives. Specific attention is given to personal and emotional development, relationships with others, managing conflict and learning to live as a member of a community.

**Supervision**

The school will identify those situations and times of day during which bullying behaviour is more likely to occur and put appropriate procedures in place. Playgrounds are also supervised by staff.

We provide guidance for teachers, classroom assistants and lunchtime supervisors in the promotion of positive play and strategies for dealing with incidents of bullying behaviour.

**Playground**

Walker Memorial Primary School encourages all pupils to look out for, behave and respect each other

* to encourage children to take responsibility
* to actively care for and look out for other children
* to try to ensure that all children are free from loneliness or isolation at playtimes and lunchtimes
* to encourage children to form a variety of friendships with both older and younger pupils
* to encourage participation in a variety of traditional and modern playtime games and activities
* to encourage high levels of self-esteem and confidence in all our pupils as valued members of our school family

**Partnerships**

We encourage close co-operation between school and home in the knowledge that the problem of bullying behaviour can only be prevented with ‘everyone on board’.

The school will foster a close working relationship with outside agencies whose intervention can make a meaningful contribution to challenging bullying behaviour:

* NIABF
* Educational Psychology Service
* NSPCC
* Destined for Greatness
* Relax Kids
* Behavioural Support Team (EA)
* Police Service for Northern Ireland
* Social Services
* Education Welfare Service

#### Procedures for Dealing with Bullying Behaviour

Each case of bullying behaviour will be dealt with individually. Follow-up action will be tailored to meet the needs of the individual pupils concerned.

The following steps will be followed:

**1. The Reporting of an Incident**

When a bullying behaviour incident is reported to a class teacher, he/she will record this in their Teacher’s Diary. The class teacher will then forward this information to a member of the Safeguarding Team.

When a bullying behaviour incident is reported to a classroom assistant, lunch time supervisor, building supervisor, secretary, any other teacher or Principal, he/she will speak to the child’s class teacher, who will record this in their Teacher’s Diary. The class teacher will then forward this information to a member of the Safeguarding Team.

**2. Investigation of an Incident**

This will be carried out by a member of the Safeguarding Team in co-operation with the class teacher/s concerned.

The pupils involved will be interviewed and a record of their responses will be maintained using the school’s Incident Report Form. (See Appendix B)

The parents of the pupils involved will be informed of the school’s actions to this point and will be kept informed of any subsequent action that is taken.

**3. Identification of Appropriate Level of Intervention**

By working with the pupils concerned, a member of the Safeguarding Team will respond to a confirmed bullying behaviour situation. Each bullying behaviour incident will be individually assessed and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention – Low Level Bullying Behaviour

(One to one discussion and possibly peer support)

Level 2 Interventions – Intermediate Level Bullying Behaviour

(Small group interventions)

Level 3 Interventions – Complex Bullying Behaviour

(Multi-Agency discussion, involving EA Services and other external support agencies)

Level 4 Interventions – High Risk Bullying Behaviour

(External support and EA Child Protection Support Services)

The main aim of all intervention is to RESPOND to the bullying behaviour that is taking place, RESOLVE the concern and RESTORE the well-being of those involved.

A member of the Safeguarding Team will record this information on a Bullying Incident Report Form (Appendix B)

**4. Agreeing a Plan for Resolution**

By working with the pupils concerned, a member of the Safeguarding Team will devise a plan to ensure that the conflict is resolved. This plan will include targets for acceptable behaviour as set out in the school’s Positive Behaviour Policy. The Consequences/Sanctions as listed in our Positive Behaviour Policy will be used appropriately. The Principal will have ultimate responsibility for any decision regarding these.

**5. Reviewing the Situation**

The situation will be monitored and formally reviewed within one month of the initial report. This will be done by a member of the Safeguarding Team, in co-operation with the other teachers, pupils and parents concerned.

**6. Involvement of other agencies in the provision of support**.

When necessary the school will draw on support from a range of outside agencies. In most instances, the school will endeavour to deal with the situation using its own resources. However, if it becomes clear at Step 3 that outside help is needed, the school will not hesitate to avail of it.

**Continuous Professional Development of Staff**

All members of staff receive training and regular updates.

**Monitoring and Review**

This policy will be regularly monitored and reviewed by the Safeguarding Team. The self- evaluation checklist will be used as a guide to evaluate our policy and procedures.

**Revised: August 2023**

**Consultation Period: Sept 4th- 18th 2324**

**Ratified:**

**Review: Aug 2024**

**Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair BoG**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Signs of Bullying Behaviour

Appendix A

The signs below **may indicate** that a child is a victim of bullying behaviour at school. It is important to look for changes in behaviour patterns rather than jump to conclusions.

Behavioural

* Unwilling to come to school;
* Frightened of walking to or from school/changes routes
* Comes to school late
* Avoids friends and others
* Performs poorly in class
* Poor concentration
* Misplaces books or equipment
* Continually loses money
* Refuses to tell anyone what is wrong
* Becomes emotionally volatile

Physical

* Has mystery illness
* Frequently feels sick in class
* Has possessions which go missing
* Has damaged clothes or belongings
* Socially isolated
* Has physical injuries which they are reluctant to explain

Emotional

* Becomes withdrawn
* Irritable and aggressive
* Loses confidence
* Bursts into tears in class
* Becomes depressed
* Has low self-esteem

# Description: C:\Users\lpatterson940.C2KEN\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\888NJNJT\Copy Castle logo.png

Appendix B

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| --- |
| **Bullying Concern Assessment Form(BCAF)****Part 1: Assessment of Concern Date: \_\_\_\_\_\_\_\_\_\_\_**Our school’s Definition of Bullying is: |
|  | Name  | Gender | DOB | Class |
| Person(s) reporting concern |  | M/F |  |  |
| Name of targeted pupil(s) |  | M/F |  |  |
| Name of pupil(s) involved |  | M/F |  |  |
| Does the behaviour involve?* 1:1
* 1: Group
* Group: 1
* Group:Group
 |  |  |  |  |

|  |
| --- |
| **Type of Incident & Theme(if applicable):** 🞏 Physical bullying(included jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞏 Cyber (through technology such as mobile phones and internet)🞏 Disability (related to perceived or actual disability)🞏 Homophobic (related to perceived or actual sexual orientation)🞏 Racist (related to skin colour, culture and religion)🞏 Sectarian (related to religious belief and/or political opinion)* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| Is there persistence/recurrence of this behaviour? Yes/NoIs it targeted behaviour? Yes/NoIs there a power imbalance? Yes/NoIs it intentionally hurtful behaviour? Yes/NoDoes the incident meet your school’s agreed definition of bullying? Yes/No |
| Check records for previously recorded incidents |
| Outline of incidents: Attach all written accounts/drawings of incident/s completed by bullied pupil, witnesses (ie other pupils/staff) including date/s of events, if known, SIMS record. |
| Part 2: Details of Interventions to be implemented in Response Pg 9-10Part 3: Ongoing Record of Support & Intervention (Refer to Level 1- 4 Interventions) Pg (11)Part 4: Status of Concern (Pg 12)Refer to NIABF-Effective Responses Bullying Behaviour File in staff room |