

St Therese of Lisieux Primary School



# Anti-Bullying Policy

Reviewed Jan 2017

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## Anti-Bullying Policy

### Principles and Values Statement

At St. Therese of Lisieux Primary School we place high regard on the personal well-being of all members of our learning community. We believe in the paramountcy of each pupil's welfare and dignity, whether pupils displaying bullying behaviour or targeted pupil, and the inherent worth of each individual.

In our school we do not want to label pupils unfairly so we use the term '*child who has been bullied*', or '*target of bullying*' instead of Victim. Also instead of describing any pupil as '*a bully*', we will use the term '*child who is displaying bullying behaviour*'. In this way we are separating the pupil from their unacceptable behaviour, emphasising that this pupil's unacceptable, inappropriate and unkind behaviour can change.

Pupils who are targeted will be listened to, supported and strengthened. Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour. Interventions will be implemented to meet the needs of all pupils involved or impacted. We believe all our pupils should feel physically and emotionally safe, enabling them to be 'available to learn' and confident and secure members of our school community.

Our school ethos, culture and practice proactively promotes pupils pro-social skills development, positive behaviour and their continuing personal and social development and positive self-esteem. We promote values that help develop caring, responsible citizens. These values are enshrined in our school's 'Golden Rules' which are our 'Positive Behaviour Expectations' and essential foundations to preventing unkind, unacceptable and bullying behaviour occurring.

Relationships are at the heart of everything we do in St Therese of Liseux and our practice and interventions in response to any behavioural concerns are restorative and solution focused and are about :-

- Developing, maintaining and repairing positive relationships
- Helping young people learn and develop pro-social skills, emotional intelligence, resilience, problem solving and making good choices—these skills are taught!
- Encouraging pupils to become self-aware and consider the impact of their behaviour on others
- Enabling pupils to acknowledge when they have hurt or harmed another and to think about what they need to do to repair harm caused and 'put things right'-repairing relationships
- Encouraging pupils to consider their own feelings and those of others (developing self-awareness, empathy & promoting emotional well-being)

St Therese of Lisieux Primary School is working towards becoming a 'Rights Respecting School' and we emphasise the mutual rights and responsibility of everyone in this learning community. (Appendix 1)

Our Positive Behaviour and Anti-Bullying Policies contain guidelines which support our ethos and practice to prevent bullying behaviour occurring, and informs school community members on how to respond appropriately and effectively to resolve any bullying concerns which may arise.

### **Consultation With Stakeholders**

This Policy has been developed and revised through a process of consultation involving pupils, parents/carers and school staff, consistent with the statutory requirements of Articles 17 & 19 of The Education & Libraries (NI) order 2003.

Our revised policy complies with the requirements of the 2016 Addressing Bullying in Schools Act (Northern Ireland) 2016 in relation to our definition of bullying behaviour, consultation with key stakeholders, measures taken to prevent bullying behaviour, recording concerns which arise and undertaking a policy review.

Parents are made aware in our schools 'Pastoral Care' summary leaflet of how to report any concern they may have in relation to their child's safety or well-being. Information sent out bi-annually and posters displayed in the school remind pupils that we are 'a listening school' and that pupils and parents/carers should tell a member of staff if they have any worries or fears.

Pupils and parents are made aware of our school's policy and practice to prevent bullying behaviour occurring, and how we respond constructively to any concerns or issues which may arise.

### **Defining Bullying Behaviour**

*In the 2016 Addressing Bullying In Schools (NI) Act "bullying" includes (but is not limited to) the repeated use of—*

- (a) any verbal, written or electronic communication,*
- (b) any other act, or*
- (c) any combination of those,*

*by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.*

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as *'the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights of and needs of another or others'*.

Bullying behaviour can take the following forms:

#### Physical:

This includes physical violence such as hitting, poking, shoving, jabbing, touching, blocking, pinching and tripping. It may also involve interfering with another pupil's property by stealing, hiding or damaging it.

### Verbal:

Teasing or spreading rumours about another pupil and his or her family, name calling, belittling another pupil by making fun of their achievements, mocking and putting them down. These are all forms of verbal bullying.

### Emotional:

All bullying behaviour contains an element of emotional abuse! Writing offensive notes or graffiti about another child. Deliberately excluding a pupil. Ridiculing another's appearance, his/her way of speaking or personal mannerisms.

### Cyber Bullying:

Cyber Bullying is using any form of technology to abuse or threaten another person. Examples include sending harassing, unkind messages/comments using social media, making malicious/abusive phone calls and writing threatening e-mails.

### Homophobic/Transgender Bullying:

Terms used to describe the bullying, harassment or name calling of those perceived to be lesbian, gay, bisexual or transgender.

### **Signs of bullying**

Signs of bullying could be evident in any aspect of school life and may include some of the indicators below. Whilst these may be symptomatic of other problems, they may also be the early signs of bullying:

- deterioration in a child's work
- a child complaining of feeling ill in the mornings
- a child wanting to stay/play by themselves – appearing to favour isolation
- showing a desire to remain with adults
- erratic attendance.

### **Prevention Strategies and Effective Interventions**

In St Therese of Lisieux Primary School, our Promoting Positive Behaviour Policy and practice is the foundation for preventing bullying behaviour. We promote, model, teach and reinforce pro-social skills and behaviour. We remind pupils of our 'Positive Behaviour Expectations' which are reflected in our Golden Rules. These Golden Rules, developed with the pupils, are displayed throughout the school and form an integral part of school life. Our Golden Rules are positive values reinforcing positive behaviour (kindness, working hard, honesty, respect for self, others and the school environment) Staff respond restoratively to behavioural issues or concerns which arise, supporting pupils return to positive behaviours.

All staff in the school, both teaching and support staff, carefully monitor pupil behaviour to ensure that children feel safe, happy and secure and are encouraged to behave positively. Staff are vigilant and respond to issues when pupils 'make behavioural mistakes', by intervening early and restoratively.

Awareness of the unacceptability of bullying behaviour is reinforced through our taught and hidden curriculum: In Religious Education, Language and Literacy, Circle Time, in 'Personal Development Mutual Understanding, during School Assemblies, Anti Bullying Week and

Internet Safety Week. Pupils are taught, encouraged and empowered to develop skills to respond assertively to unkind or bullying behaviour, using the following strategies and procedures:

- Behave as confidently and assertively as you can. Face the pupil behaving unacceptably and clearly tell him/her to stop. Try to be calm and move away from any danger
- If a pupil teases you, try not to retaliate or become distressed- People behaving unkindly often like to get a reaction.
- It is very important to talk to someone you trust about what is happening e.g. a parent/guardian, a teacher, an assistant, a friend or a relative
- Always Tell Someone–Remember you have a right to feel safe and happy. If you need to, ask a friend to come with you to talk to the teacher about what has been happening
- If you can, write down what a pupil has said or done to you and how you feel about this
- Remember this is not your fault and this hurtful behaviour needs to be stopped.

### **School Procedures for Dealing with Alleged Bullying Concerns**

Our procedures and practice in response to alleged bullying concerns is informed by the NIABF resource 'Effective Responses to Bullying Behaviour' and includes steps taken to support and respond to the needs of all pupils involved; those who are targeted and those who engage in bullying behaviour.

- Staff will **listen** to the pupil or parent/carer, taking their concern seriously, recording key facts (what allegedly happened, where and who was involved/observed) and pupil and/or parent perceptions.
- Staff will use Appendix 3 to record incidents.
- Staff will **Assess the Bullying Concern, referring to school records** of previous incidents and the NIABF best practice guidance for 'Effective Responses to Bullying Behaviour'.
- Staff will **identify and plan an appropriate response**, selecting from a menu of interventions (Appendix 3) and other school policies.
- Key staff roles and responsibilities will be defined and recorded on The Bullying Concern Assessment Form, ensuring a coordinated response and that communication between all involved is maintained.
- Level 1 and 2 interventions will be implemented by teaching and support staff. More complex behaviours requiring Level 3 or 4 interventions will be coordinated by the Key Stage Co-ordinators, SENCO, VP, DT and/or Principal.
- Staff may need obtain advice, support or make a referral to a relevant Support Services eg. Behaviour Management Team, EWO, Education Psychology, Child Protection Support Services in complex cases.
- Following interventions school staff will carefully monitor and review progress made to ensure this is sustained, that there are no further incidents of bullying behaviour and that relationships are repaired.

## **Links with other School Policies**

Pupil welfare embraces all aspects of pastoral care. Our duty to safeguard and promote the welfare of pupils is addressed through school policies: Promoting Positive Behaviour Policy, Pastoral Care Policy, Safeguarding and Child Protection. Acceptable Use of the Internet Policy. E safety Policy, Special Educational Needs and Inclusion Policy, PDMU Policy and Rights Respecting School Policy.

Our Positive Behaviour Policy outlines the behaviours which are considered appropriate, together with the measures which the school uses to promote these behaviours, as well as the interventions used to address and resolve concerns. In this way we actively prevent bullying behaviour occurring.

In extreme situations, bullying behaviour and its impact on pupils may cause such significant harm that a referral to Social Services is necessary and this will be progressed following the normal Safeguarding and Child Protections procedures.

## **Professional Development of all Staff**

Any bullying concerns which arise are subject to analysis to ensure continuous learning and improvement occurs and training needs are identified. Staff are informed of bullying concerns on 'a need to know basis'. They are involved in skilled interventions, monitoring and reviewing behavioural improvements and resolution of issues.

Staff consultation and awareness raising training was made available January 2017. Awareness of this policy will be raised with all staff at least annually and training will be provided as necessary.

## **Monitoring and Evaluation**

Implementation of this policy will be monitored by the Principal, VP, Designated Teacher for Child Protection Pastoral Care Coordinator and the SENCO. It will be formally evaluated and reviewed at no more than 4 yearly intervals.

**SIGNED:**

**DATED:**

**Principal**

**Chair of Board Governors**