



Bun scoil Bheanna Boirche

Anti-Bullying Policy

Reviewed: February 2017

Renewal date: February 2019

Introduction

In Bunscoil Bheanna Boirche we are committed to the provision of a happy and secure environment for every child.

We believe in the dignity and worth of each individual. Accordingly, we work to create an environment within which positive relationships are fostered and actively promote the development of rights, respecting relationships, between all members of our school community. We aim to promote those values, which will make our pupils caring, responsible citizens. In this way, we hope that all our pupils will feel confident and secure in their own personal worth as a member of our School Community.

Principles and values

Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.

The welfare and well-being of all children are paramount and pupils' needs, whether pupils displaying bullying behaviour or the targeted pupil are our priority. Pupils' needs must be separated from their behaviour. 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 a pupil as 'a bully', we will use the term 'pupil who is displaying bullying behaviour'. In this way, we are separating the pupil from his/her unacceptable behaviour, emphasising that this pupil's behaviour can change.

When bullying concerns are identified, our school will work in a 'Restorative' and 'Solution Focused' way, to achieve the necessary changes in behaviour and to restore relationships between the pupils involved, consistent with the NI Anti Bullying Forum (NIABF) Guidance Effective Responses to Bullying Behaviour.

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.

Staff will receive awareness-raising training regarding bullying prevention, including implementing effective and appropriate strategies for intervention.

Parents are made aware in our school's 'Positive Behaviour and Pastoral Care Policy' summary leaflet of how to report any concern or complaint they may have in relation to their child's safety or well-being. We have a poster with this information displayed in the reception area of the school.

Posters displayed in the school and regular circle-time activities emphasise to pupils that we are 'a listening school' and that they should tell a member of staff if they have any worries or fears.

During parent evenings, through consultation processes, classroom workshops and in written policy documents, both pupils and parents are made aware of our school's aim and practice to prevent bullying behaviour occurring and of our policy and our practice when responding restoratively to any bullying concerns which may arise.

The Process of Participation and Consultation

The 2003 Statutory Requirements (Education & Libraries NI Order) require schools to "encourage good behaviour and respect for others" and in particular prevent all forms of bullying.

The Board of Governors and Principal have developed this Policy through a process of consultation with pupils, parents and staff regarding positive behaviour and bullying prevention measures, which must be in place. In responding to bullying behaviour we recognise the importance of working in partnership with parents, staff and pupils in preventing bullying behaviour occurring and also in responding to such unacceptable behaviour promptly and effectively.

In Bunscoil Bheanna Boirche we have met the requirement to consult with all our stakeholders in the following ways:

- Awareness-raising programmes e.g. Draft policies issued to parents for consultation, posters in reception area of school, newsletters, involvement in NIABF Anti-bullying Week annual events, School Council meetings, school website.
- Class based PDMU workshops to negotiate and agree a Code of Conduct for positive behaviours within the class group based on the school golden rules
- Awareness-raising programmes throughout NI Anti-bullying Week
- Annual participation in Safer Internet Day in February
- Survey/questionnaires distributed to pupils and school staff
- Awareness-raising training of all staff in understanding what is bullying, developing the school's definition and Levels of Intervention in responding to bullying behaviour
- Obtaining the views of elected pupil representatives through the school's council and PDMU Classes.
- Finally by obtaining the views of all Governors and Parents before formal adoption of the policy.

This Policy aims to:

- Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour
- Promote a 'whole school' approach, where signs of bullying are identified and swift and effective action is taken
- Show commitment to overcoming bullying by practicing zero tolerance
- Promote a secure and happy environment free from threat, harassment, and any type of bullying behaviour, be it face-to-face or online
- Ensure the whole school community, pupils and parents have an understanding of what bullying is, and what they should do if bullying arises
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
- To develop procedures for noting and reporting incidents of bullying behaviour
- Assure pupils and parents that they will be supported when bullying is reported
- To ensure that all pupils, staff, parents and governors are aware of this policy and their roles and responsibilities in contributing to its success.
- To meet any legal obligations which rest with the school.

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, such as Positive Behaviour and Pastoral Care Policy, Child Protection and Safeguarding Policy, ICT and eSafety Policy, Social Media, Digital Photography and Mobile Phone Policy, and Special Needs and Inclusion Policy.

Within the Positive Behaviour and Pastoral Care Policy the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the response and 'measures' which the school uses to promote positive behaviour and to address and change inappropriate behaviour. In this way we are actively preventing bullying behaviour occurring.

This policy also links with the Child Protection and Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. Very rarely, in extreme situations, bullying behaviour and its impact on pupils may cause such 'significant harm' that a referral to the Social Services Trust Safeguarding Team is necessary and this will be progressed following the normal Child Protection procedures.

Definition of Bullying

As a school community, we have sought to understand what bullying is and the different forms it can take, as the starting point for tackling bullying effectively. We understand that not all unacceptable, unkind, hurtful behaviour is bullying behaviour. Following consultation with teachers, ancillary staff, pupils and parents, the following definition of bullying behaviour has been agreed in our school:

Bullying is defined as unwanted intentional negative actions, conducted by an individual or group against another person/s, which are repeated and regular, and which make them feel uncomfortable, insecure or threatened.

The term 'Bullying Behaviour' refers to those situations in which a range of harmful behaviours occurs, affecting the physical or psychological wellbeing of the person, with the additional following four features presenting:

- The hurtful behaviour is persistent and repetitive, occurring within a short time scale, for example, over a period of several weeks.
- It is intentionally harmful behaviour, which is 'targeted' at an individual.
- It involves an imbalance of power, leaving 'the targeted pupil' feeling helpless to prevent it or put a stop to it.
- It causes distress and attention must be paid to the impact on the targeted pupil.

Examples of bullying behaviour include:

- Physical: kicking, nipping, pushing, tripping
- Verbal: name-calling, teasing, spreading rumours
- Indirect: includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and also includes online and identity-based bullying.

Online/Cyber-bullying may involve misusing mobile phones, tablet devices, computers and internet programmes to humiliate, threaten and isolate another; bullying through Social Networking Sites, messaging and chat rooms.

Identity-based bullying may involve targeting pupils on the basis of race, religion, culture, gender and including bullying based on perceived or actual sexual orientation.

Signs of stress which may indicate Bullying

- Child's unwillingness to attend school/ lateness/ erratic attendance;
- Avoidance, hanging back from the playground or staying late at school;
- Deterioration of work, mislaid books, money, equipment or belongings / underachievement;
- Spurious illness/ non specific pains, headaches, tummy upsets/ withdrawn, loss of appetite;
- Nail biting/flinching/jumpiness/forgetfulness/distractedness;
- Destructive hitting out/ out of character temper 'flare ups', restlessness, sudden aggressiveness;
- Stress manifested at home – bed wetting/insomnia/ nightmares/restlessness and irritability;
- Reluctance to sit beside or near certain pupils/hesitant to take part in some school activities.

(N.B whilst these behaviours may be symptomatic of other problems, BULLYING may be one reason)

Ethos and Pastoral Care:

Relationships are at the 'core' of everything we do in Bunscoil Bheanna Boirche. We are a rights respecting school and encourage pupils to recognise and respect themselves and each other.

We aim to be a 'caring', 'listening school' in which pupils are encouraged to become aware of their feelings and express their fears and concerns and to develop a sense of their responsibility and empathy for others. This process is facilitated through activities such as PDMU lessons (Personal Development and Mutual Understanding) in which children explore their needs, rights and feelings and how to deal with situations they may experience.

Within our Curriculum, we provide children with the opportunity to develop a range of skills, including assertiveness and communication skills, in a wide variety of contexts, both inside and outside the classroom. The School Curriculum addresses prejudice, discrimination and Social/Emotional Learning.

We also provide opportunities for developing Positive Peer Relationships during Circle time strategies and through our School Council.

Within our school community, we have agreed and communicated our school expectations for 'Positive Behaviour', summarised in the Golden Rules, during School Assemblies, displays of posters & classroom charters.

We promote positive behaviour reinforcing the School's Golden Rules at all times and we reward and incentivise pupils with awards for their 'Golden Behaviour' in weekly 'Moladh' at assembly, use of our Positive Behaviour Tickets system and in Dalta na Seachtaine (Pupil of the Week) awards.

There is school wide supervision and effective, consistent behaviour management by all staff. Supervisory staff have been trained in how to respond to incidents of unkind/unacceptable behaviour and are aware of the arrangements for responding to bullying incidents.

With regards to online/cyber bullying at school, the following key measures have been adopted to help ensure that our pupils are not exposed to unsuitable material/cannot engage in bullying behaviour through the use of school computers/tablet devices:

- children using the internet will normally be working in the classroom, during lesson time and will be supervised by an adult (usually the class teacher) at all times;
- pupils will be taught to use e-mail and the internet responsibly in order to reduce the risk to themselves and others;
- Golden Rules for Responsible Internet Use will be posted near computer system
- staff will be particularly vigilant when pupils are undertaking their own research and will check that the children are following the agreed Golden Rules;

When any inappropriate behaviour is observed or reported, staff consistently follow the flow chart as outlined in our Positive Behaviour and Pastoral Care Policy, ensuring all pupils are treated fairly and appropriately.

Should concerns regarding bullying behaviour arise, we aim to implement effective, appropriate interventions and our primary aim is to ensure the safety of the targeted pupil. To this end we can create Safe Havens or Safe Spaces through changing seating arrangements and implementing Peer Support arrangements, including establishing a Circle of Friends to 'befriend and support' vulnerable pupils when moving around school and in the school playground. As appropriate we address issues and concerns restoratively with individuals who engage in bullying behaviour and within the wider group using a range of strategies as detailed in the Positive Behaviour and Pastoral Care Policy, consistent with The NI Anti Bullying Forum 'Effective responses to Bullying Behaviour' document.

Should bullying behaviours persist, despite early interventions by a class teacher, additional support to review their assessment, their actions and to implement further appropriate interventions will be made available from the Principal and Teacher with Child Protection responsibility: Mrs Máire Boden.

Procedures for dealing with incidents of bullying

- We will gather information, using the NIABF's Resource, Effective Responses to Bullying Behaviour Assessment Form (Appendix 1).
- We will assess and plan appropriate interventions with reference to the School's Positive Behaviour and Pastoral Care Policy and NIABF Interventions Framework and Guidance Document.
- Through this assessment, roles and responsibilities will be defined for all staff in responding to an incident, ensuring that communication between all involved is maintained: pupils, parents and staff. Actions agreed and key named person will be noted. Time frames involved in responding will be noted and adhered to.
- We may obtain advice, support or make a referral to a relevant Support Services e.g. Behaviour Management Team, EWO, Education Psychology, Child Protection Support Services.
- We will continue to monitor and support all pupils involved.
- All staff have been involved in the review of the policy, including definition and levels of intervention.
- We may identify relevant future training needs within the School Development Planning Process

Monitoring and review of policy

The policy will be reviewed every 2 years and following any incident requiring intervention at Level 3 or above, to assess its suitability in responding and that it is "fit for purpose."

We will collect data and maintain/review records to monitor and evaluate effectiveness of policy and intervention strategies

School will make available a copy of this policy to all parents.

PRINCIPAL: Aingal Nic an tSábhaisigh DATE: 07/02/17

DATE: 10-6-14 Chair of the Board of Governors

Appendix 1 - Documents referenced in the development of this policy

1. This policy has been developed consistent with The Education and Libraries (Northern Ireland) Order 2003 and
2. DE Circular 2003/13 Welfare and Protection of Pupils: Education and Libraries (Northern Ireland) Order 2003.
3. Further information on specific articles of the legislation referring to the welfare and protection of pupils include the following:
 - a. ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS
 - b. ARTICLE 18 – CHILD PROTECTION MEASURES
 - c. ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING
4. 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)
5. 'Pastoral Care in Schools: Child Protection' (1999)
6. The United Nations Convention on the Rights of the Child (1992)
 - a. Article 12 - the right to express views and have these taken seriously
 - b. Article 19 - the right to protection- including bullying
7. Northern Ireland Anti-Bullying Forum - Guidance Documents Effective responses to Bullying Behaviour 2012
8. Rigby, Ken, New Perspectives on Bullying 2002

Appendix 1 - Recording form

Bullying Concern Assessment Form PART 1 - Assessment of Concern

Our School's Definition of Bullying is			
	Name(s)	Gender	DOB & Year Group (if Pupil)
Person(s) reporting concern		M/ F	
Target			
Other(s) involved in incident/concern			
Does the behaviour involve?			
Individual to individual 1:1 Group to individual			
Type of incident and Theme (if applicable): <ul style="list-style-type: none"> • Physical bullying (includes 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 			
Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.			
Does this incident conform to your school's agreed definition of bullying? Yes No Is there persistence/recurrence of this behaviour? Is it targeted behaviour Is there a power imbalance? Is it intentionally hurtful behaviour? Yes No Yes No Yes No Yes No			
Give details of any previous incidents reported			

PART 2 – Details of interventions to be implemented in response

Outline action/support to be undertaken with pupil(s) who has been targeted:
(please tick all that apply) *Refer to Levels Guidance for Interventions

- Intervention with individual(s) peer group whole class
- Ongoing support/monitoring from _____ (named staff)
- Have parent(s) been informed/involved? Yes No (Give details)

- Referral to other agencies (please specify)

- Any other details (please specify)

Outline action/support to be undertaken with pupil(s) who has been displaying bullying behaviour: (please tick all that apply) * Refer to Level 1-4 Interventions Resource

- Intervention re bullying concern with individual(s) peer group whole class
- Ongoing support/monitoring from _____ (named staff)
- Have parent(s) been informed/involved? Yes No (Give details)

- Referral to other agencies (please specify)

- Any other action (please specify)

- Suspension
- Expulsion

PART 3 - Status of Concern This record is now:

- Filed (Interventions complete, issue resolved, record maintained)
- Further intervention/ Required

<ul style="list-style-type: none"> • Copied to Class Teacher/Group Tutor • Passed to Head of Pastoral • Copied to Principal • Referred to external agency, please state: _____
Name and designation of the teacher completing this form:

Signed: _____ Date: _____

PART 4 - Ongoing record of support and interventions PAGE

(Refer to Levels Guidance for interventions)

Date	Details of Intervention	Action Required	Action Taken
		(Dated and signed)	

Name and designation of the teacher completing this form:

Signed: _____ Date: _____

Appendix 2

PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR
<p>STEP 1 REPORTING OF AN INCIDENT(significant/repeated/intentional incidents or serious one off incident)</p> <p>When such a bullying incident is reported, the information will be passed on to the following people:</p> <p>The teacher of any child involved The Principal The Designated Teacher for Child Protection</p>
<p>STEP 2 INVESTIGATION OF AN INCIDENT</p> <p>This will normally be carried out by the Principal, in co-operation with the class teacher/adults involved.</p> <p>Pupils involved will be interviewed and a record of their responses made using the NIABF's Resource 'Effective Responses to Bullying Behaviour Assessment Form' with one copy kept in the class incident book and another kept by the principal.</p> <p>Parents of all children involved will be informed of the school's action up to this point and kept informed of any subsequent action.</p>
<p>STEP 3 AGREEING A PLAN FOR RESOLUTION</p> <p>Principal along with the class teacher/adults involved will devise a plan for resolution of conflict with reference to the School's Positive Behaviour and Pastoral Care Policy and NIABF Interventions Framework and Guidance Document.</p> <p>Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned.</p> <p>Any disciplinary action required will use systems of sanctions as set out in the school's Positive Behaviour Policy and Pastoral Care Policy.</p>
<p>STEP 4 REVIEWING THE SITUATION</p> <p>Situation will be monitored and reviewed within one month of the initial report.</p> <p>This will involve the designated teacher, class teacher, staff community, pupils and parents concerned.</p>
<p>STEP 5 INVOLVEMENT OF OTHER AGENCIES</p> <p>Where necessary the school will draw on support of the Education Welfare Officer, Behaviour Management Team, Educational Psychology, and any other relevant agencies.</p>

Appendix 3

Anti-Bullying P1-3 Pupil Questionnaire

Class _____

Date _____

Please tick only one box for each question		Yes	No
1.	I feel happy in my school.		
2.	I feel safe in my school.		
3.	I know what to do if I feel sad.		
4.	I tell the teacher or someone in charge if someone hurts me or makes me sad.		
5.	I like going outside to play.		
6.	I will talk to a buddy if I feel sad.		
7.	I will tell someone at home if someone hurts me or makes me feel sad at school.		
8.	When we do well in school, we are given stickers/stars by our teachers.		
9.	When we are kind or helpful in class, this is mentioned at weekly assemblies.		
10.	I try my best at school.		

Anti-Bullying P4-7 Pupil Questionnaire

Class _____

Date _____

	Please tick only one box for each question	True	Mostly true	Not true
1.	I always feel happy in my school.			
2.	Pupils in our school are well behaved			
3.	Our teachers and supervisors are fair when there is trouble.			
4.	If I tell a teacher that I am being bullied I know that he/she will listen and will do something to help.			
5.	In school we have talked about what is meant by bullying behaviour and about ways of dealing with it.			
6.	If I am bullied in school I am happy to go and talk to an adult, a teacher, or a supervisor.			
7.	Teachers and supervisors help me to feel safe in school.			
8.	I get on well with other pupils in my class.			
9.	We are given opportunities to learn to respect one another, to think of others and treat everyone the same.			
10.	If I am bullied at school, I will choose to tell a friend/or older pupil rather than an adult.			
11.	When we do well in school we are praised in class or assembly.			
12.	I feel safe from all forms of bullying behaviour in the playground.			
13.	I feel safe from all forms of bullying in the toilets and corridors.			
14.	In our school I feel comfortable about telling someone that I am being bullied.			
15.	I know what to do if I am being bullied.			
16.	I understand that I must tell an adult if I know that someone is being bullied.			
17.	We learn about the feelings of bullying through Assemblies, Circle Time, Drama, Discussion, Songs and Stories.			
18.	If I feel I am being bullied at school I will tell someone at home.			

Promoting an Anti-Bullying Culture Questionnaire for Parent/Carers

My Child's Class _____ Today's date: _____

	Please tick only one box for each question	true	mostly true	not true
1.	The school is fully committed to creating an environment of care and trust for all pupils.			
2.	High standards of behaviour are expected and are evident in the school.			
3.	The staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school.			
4.	Pupils feel able to express concerns about bullying to any member of staff, knowing that these will be received sympathetically and that appropriate action will be taken.			
5.	Teachers and supervisors help my child feel safe in school/playground.			
6.	Good relationships between teachers, assistants, supervisors and pupils exist in and out of the classroom.			
7.	Pupils are encouraged to value one another and to express their own views while appreciating the views of others.			
8.	My child feels secure and free from emotional and physical harm in school.			
9.	The achievements of all pupils are recognised, valued and celebrated so that pupils' self esteem is enhanced.			
10.	In school, pupils learn to respect and appreciate differences.			
11.	In school, pupils are given opportunities to express their feelings in ways which are not aggressive.			
12.	My child feels safe from bullying in school at all times.			
13.	I agree with the school's anti-bullying policy.			
14.	I am aware of clearly defined procedures for reporting and recording bullying incidents in school.			

Appendix 4
Bullying - Don't Suffer in Silence
INFORMATION FOR PARENTS

If you feel your child has been bullied;

- calmly talk to your child about it
- make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- reassure your child that telling you about the bullying was the right thing to do
- explain that any further incidents should be reported to a teacher immediately
- make an appointment to see your child's teacher
- explain to the teacher the problems your child is experiencing
- try and stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened - give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school - let them know if things improve as well
- as if problems continue

If you think your concerns are not being addressed:

- check the school anti-bullying policy to see if agreed procedures are being followed
- make an appointment to meet the Principal, keeping a record of the meeting
- if this does not help, write to the Chair of the Board of Governors explaining your concerns and what you would like to see happen

If your child is bullying other children:

Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- show your child how to join in with other children without bullying
- make an appointment to see your child's teacher;
- explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are cooperative or kind to other people