

# Mossgrove Primary School and Nursery Unit



*Learning, Caring, Achieving*

## **ANTI BULLYING POLICY**

**DRAFT POLICY WORK NOVEMBER 2018 -FEBRUARY 2019**

We believe that everyone in the Mossgrove community has the right to work and learn in a supportive, caring and safe environment. The aim of this policy is to ensure that everyone will feel safe, valued and cared for, in line with our school motto, 'Learning, caring and achieving'.

We seek to achieve this by:

- Promoting values of respect and courtesy
- Maintaining a secure and safe environment for the whole school community
- Ensuring everyone within our community is aware of the nature of bullying and action to be taken should it occur
- Dealing consistently and promptly with any incidents of bullying that may arise

Bullying of any kind will not be tolerated within our community and to this end we seek to create a 'TELLING' environment where anyone, including parents, who feel that bullying is happening (whether alleged or observed) is expected to tell a member of staff as soon as possible. All staff are expected to be vigilant and keep a record of alleged/observed incidents.

### **DEFINITION OF BULLYING**

The 'Addressing Bullying in Schools Act' (Northern Ireland) 2016

In this 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.

NIABF defines bullying as 'the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.'

The term 'bullying' usually has four key elements:

- It is repeated behaviour that happens over a period of time
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
- It is intentionally harmful behavior
- It causes distress

Bullying can take a number of forms including:

- Being hit, kicked, punched, tripped up or knocked over
- Being called nasty names, teased, made fun of, threatened or put down
- Having rumours or gossip spread about you or people talking about you behind your back

- Having belongings stolen or damaged
- Being forced to do something you don't want to do or that you know is wrong
- Being left out, excluded or isolated

Bullying can take place in person or in the form of cyber bullying.

Cyber bullying is when a child is threatened, harassed or embarrassed through the misuse of the internet such as emails and chat rooms, interactive or digital technologies or mobile phones. This could include:

- Hurtful or embarrassing material posted online
- Nasty messages sent as texts
- Being excluded from an online game

Incidents outside of school lie with the responsibility of parents although parents should inform their child's class teacher if a case of cyber bullying has occurred outside of school as this can impact on the child's learning and well-being within school.

The Board of Governors and staff of Mossgrove Primary School are fully committed to an Anti-Bullying Policy that contains guidelines that enable us to create a whole school approach to this issue.

## TYPES OF BULLYING

<p><b>PHYSICAL BULLYING</b></p> <ul style="list-style-type: none"> <li>• hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it;</li> <li>• extortion / threatening demands for money or other items</li> <li>• writing or drawing offensive notes/graffiti about another</li> </ul>	<p><b>VERBAL BULLYING</b></p> <ul style="list-style-type: none"> <li>• name calling; insulting or offensive remarks; accusing; taunting; put downs</li> <li>• ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion;</li> <li>• humiliating another publicly</li> <li>• spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm</li> </ul>
<p><b>EMOTIONAL BULLYING</b></p> <ul style="list-style-type: none"> <li>• excluding/shunning others from group activity/social setting or play;</li> <li>• belittling another's abilities or achievements;</li> <li>• menacing looks/stares;</li> <li>• rude signs or gestures</li> </ul>	<p><b>CYBER BULLYING</b></p> <ul style="list-style-type: none"> <li>• misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity</li> <li>• misuse of mobile phones by text messaging /calls or images – again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity</li> <li>• unauthorised publication or manipulation of private information; impersonation</li> </ul>
<p><b>RACIST / SECTARIAN BULLYING</b></p> <ul style="list-style-type: none"> <li>• name calling relating to race, colour or religion / political opinion</li> </ul>	<p><b>HOMOPHOBIC</b></p> <ul style="list-style-type: none"> <li>• name calling related to gender or sexual orientation</li> </ul>

These categories may be inter-related.

## **CYBER BULLYING**

At Mossgrove we highlight the dangers and consequences of cyber bullying to all children through the topic of online safety. As a school it will not be tolerated from pupils or adults in the school community.

**Incidences outside of school lie with the responsibility of the parents and therefore parents should be mindful of the appropriate age for the use of social media platforms.**

## **SIGNS OF BULLYING**

The signs and symptoms of bullying may vary with each individual and therefore this is not an exhaustive list of behaviours. These behaviours may be symptomatic of other problems, however, some of the common signs might be that the individual:

- Does not want to come to school and attendance may suffer
- Will often claim to feel ill (especially when it is close to time for school)
- Appears frightened to walk to and from school
- Avoidance, hanging back from playground or staying late at school
- Begins to fall behind in their schoolwork, forgets items required for the school day, is late to school etc.
- Reluctance to sit beside or near certain pupils
- May change their behaviour / act out of character i.e. withdrawn, aggressive, nail biting, flinching, flare up or restlessness etc.
- Frequent complaining of non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite
- May stop communicating in school and at home
- Asking for or beginning to steal money
- Stress manifested at home e.g. nightmares, trouble sleeping, crying, irritability or begin bed wetting
- Unexplained bruising or cuts / damaged clothing
- Refusal to say what is wrong
- Bullying younger siblings
- Is self harming / threatening suicide

## **PROMOTION OF AN ANTI-BULLYING CULTURE**

In Mossgrove we strive to create an anti-bullying environment on a daily basis promoted through our school ethos. We believe that bullying has no place in our school community and will not be tolerated in our school.

## **PROACTIVE AND PREVENTATIVE STRATEGIES**

Our approaches include:

### **In Our School**

- Posters displayed around school showing pupils who they can talk to if they have a concern
- NSPCC posters displayed
- Buddy benches in playground
- School council
- Entrance hall display – valuing the pupil’s art work combined on a permanent display
- Each year group take several assemblies throughout the school year. Appropriate behaviour is reinforced and a special anti-bullying assembly is held each year. Other assemblies which reinforce a sense of community and friendship include:
  - Nursery visit school assemblies
  - P1 – All about me
  - P2 – Friendship
  - P3 - Thankfulness
  - P4 – Harvest – giving to others
  - P5 – Creation – looking after our world
  - P6 - Talents and fairness – treating each other with respect
  - P7 – Leavers assembly celebrating pupil’s achievements

### **In Our Classroom**

- Golden rules displayed in each room which form part of the ‘Behaviour for Learning’ plans
- Curriculum enriched with a focus on promoting an anti bullying culture, in particular PDMU lessons – each year group uses the Living Learning Together programme and select key programmes to link with their topics
- ‘People who can help us’ and anti bullying posters displayed
- Online Safety work – including working on cyber bullying
- Anti-bullying week activities – linked to NIABF – following the given theme or a chosen school focus
- Worry boxes and bubble time – opportunity to share concerns
- Pupil of the week
- Social stories – help with friendship issues
- Individual class displays e.g. kind hands tree
- Good to be green behaviour reward system

- Circle time - age appropriate activities that seek to promote positive behaviour and attitudes towards work
- 'Quiet time' tent in nursery
- Exploring other traditions e.g. Diwali
- The Foundation Stage use the Sesame tree programme to explore friendships and sense of self
- Teddy tots – sharing / group work

### **Through Our Relationships**

- Reading partners – P7s partner with the P4s in the summer term
- Shared education partnership
- Parental links – advice to parents linked to the use of social media
- 'Dip in / Dip out' approach if child identified as needing support from teachers and supervisors
- Transition links with Glengormley High School and nursery visits with school (nursery starting booklet)
- Parent talks
- Parental display e.g. in Nursery entrance hall 'we are friends'
- Seesaw – promote anti bullying week activities
- Staff training and communication – support for identified pupils

### **Through Outside Agencies**

- Bee Safe Event – Policing partnership
- Women's Aid – what is bullying?
- Moving on programme – link with the Baptist church
- RISE /Behaviour Support – to support pupils with identified need
- NSPCC workshops, assemblies and Online Safety talk for parents
- Links with health visitor (nursery)
- Charity work
  - Stand by me
  - Food bank contributions
  - Shoebox appeal
  - Children in Need
  - Respond when possible to environmental disasters

In addition to this preventative approach our pastoral care provision also responds clearly to incidents of unacceptable behaviour, reflected in our Positive Behaviour Policy.

### **RESPONSIBILITIES OF TEACHING STAFF**

- We will do our utmost for the children in our care and uphold an ethos that ensures every child is valued and cared for
- To foster in our pupils self-esteem, self-respect and respect for others
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is targeted or the child displaying bullying behaviour,

- and the importance of telling a teacher about bullying when it happens
- We seek to have a 'telling' and 'listening' environment where everyone feels safe and valued
  - All staff are committed to listening and responding appropriately to each individual incident, taking what is said seriously and act in a supportive and protective manner towards the children involved
  - Staff will keep a record of alleged/observed incidents and subsequent teachers will be made aware of any ongoing issues
  - Staff will check all facts before determining whether or not bullying has taken place
  - We will ensure that parents are kept informed in relation to bullying incidents that affect their child
  - We will access agencies as required to support the eradication of bullying. Examples include NSPCC, Life Education Bus and the Education Welfare Service and Gateway services

### **RESPONSIBILITIES OF GOVERNORS**

The Board of Governors will:

- Ensure that the school's Anti-Bullying policy is pursued at school
- Determine the measures to be taken by the school with a view to prevent bullying
- Monitor and review the effectiveness of the policy (at intervals of no more than 4 years or at such times as the Department directs) based on consultation with the Principal, pupils and parents of the school
- Keep a record of all incidences of bullying or alleged bullying involving a pupil:
  - On the premises of the school during the school day
  - Travelling to or from the school during the school term (on school transport)
  - While the pupil is in the care of a member of school staff
  - While the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school

### **RESPONSIBILITIES OF NON TEACHING STAFF**

Our ancillary staff will:

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Be vigilant in looking for signs of bullying
- Report any incidents of bullying, or suspected bullying, to the class teacher or Principal



## **RESPONSIBILITIES OF PUPILS**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying behaviour
- Protect the pupil who is being targeted by speaking up and telling an adult
- Report to a member of staff any witnessed or suspected instances of bullying

In consultation with our pupils they felt that they:

1. Should tell a teacher, or any adult in the school.
2. Stand up for the person being bullied by telling them to stop, walk away.
3. Tell the Principal – or parents could tell the Principal.

Things we shouldn't do:

1. Hit back
2. Call names
3. Get revenge
4. Go online and say nasty things
5. Organise the class against a person
6. Create more problems on Facebook

### **Anyone who becomes the target should:**

- **Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets**

Pupils need to understand:

- That they have the right not to be bullied at school
- That they are not to blame if they are bullied
- That they need to speak out, be honest and should trust the teachers to take their concerns seriously and to help them
- That they are not alone

## **RESPONSIBILITIES OF PARENTS/CARERS**

We ask our parents to:

- Watch for signs of distress or unusual behaviour in your children, which might be evidence of bullying
- Report any such concerns to a member of staff as soon as possible
- Advise your child not to retaliate violently to any form of bullying
- Be sympathetic towards your child and reassure them that appropriate action will be taken
- Check all the facts to confirm that bullying has occurred i.e. that it has been deliberate, targeted and repeated over a period of time
- Cooperate with the school to uphold the anti-bullying policy
- Explain the implications of allowing the bullying to continue unchecked, for themselves

- and for other pupils
- Advise their children to report any bullying to:
    - The class teacher
    - The designated teacher for Child Protection, Mrs Gillespie (Foundation Stage/KS1)
    - The deputy designated teacher for Child Protection, Mrs McKee (KS2)
    - The Vice principal, Mr Wenlock
    - The School Principal, Mrs Sinton

### **RESPONSIBILITIES OF ALL**

- to work together to eradicate bullying within our Mossgrove community.

### **PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING**

It is our belief that the way incidents of bullying are dealt with should make a difference to the quality of a child's experiences in school. We are committed to dealing with every issue in a consistent and effective manner.

Each teacher will keep a record of any incidents with subsequent teachers and the Principal being informed. The school will contact the parents of both the child being bullied and the child carrying out the bullying.

Any complaint by a parent that their child is, or may be, being bullied will be fully investigated, with notes of meetings being recorded. The response will indicate any necessary action to be taken. Staff will use a range of supportive strategies tailored to meet the needs of each child as well as materials from the NIABF document *Effective Responses to Bullying Behaviour*, p20-46 to support both the child being targeted and the child being bullied.

The sanctions taken will depend on the seriousness of the case and will be applied in line with our Positive Behaviour Policy. They may include the following:

- Monitoring of behaviour and peer interaction until staff are satisfied that the bullying has stopped
- Withdrawal from break and lunchtime play
- Losing any privileges he/she holds in school e.g. school council
- Being placed on behaviour report
- Being suspended in accordance with the Education Authority's procedures
- Facing expulsion in accordance with the Education Authority's procedures

## **REACTIVE STRATEGIES**

### **The following steps will be taken when dealing with incidents:**

- If bullying is suspected or reported, the incident will be dealt with immediately by the class teacher and attempts will be made to resolve the situation as quickly as possible, ensuring the well being of all parties involved
- The class teacher will consult with, in the first instance, the designated teacher for Child Protection, Mrs Gillespie (Foundation Stage/KS1) or the deputy designated teacher for Child Protection, Mrs McKee (KS2)
- If bullying is identified the Vice Principal, Mr Wenlock and Principal, Mrs Sinton will be involved
- Reports will be taken seriously
- Steps will be taken to ensure the targeted child feels safe and secure
- Significant incidents i.e. those investigated and confirmed as bullying will involve further investigation and recording
- A clear account will be reported to the appropriate members of staff (see steps detailed below)
- Significant or repeated incidents will require parents to be informed
- Disciplinary measures / sanctions in line with the Behaviour Policy, will be explained and used

## **PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING**

When an incident of bullying is reported, the class teacher will investigate the alleged incident. They will talk to the child who is believed to be the target of bullying, the child suspected of the bullying behaviour and any witnesses. Details will be kept using the school's proforma i.e. classroom based observations.

A parent may also contact the Principal, Mrs Sinton, the Vice Principal, Mr Wenlock, the Designated Teacher for Child Protection, Mrs Gillespie or the Deputy Designated Teacher for Child Protection, Mrs McKee, if they have any concerns and these will be investigated in the same manner.

If any degree of bullying is identified (i.e. not a series of isolated incidences) the class teacher will complete the school's proforma for bullying. Contact will be made with the parents of the children involved and inform them of the situation. Notes will be made during these meetings.

Strategies appropriate to the age and situation will be put in place. Sanctions will be applied according to the school's behaviour policy and the following steps taken:

- The Principal will be informed alongside the Vice Principal the Designated and Deputy Designated teacher for Child Protection
- The occurrence will be fully investigated - notes of meetings will be made using the school proforma
- All parties will be made aware of the effect of bullying and will be reminded of the school policy on bullying
- The targeted child will be reassured that the matter is being dealt with by school staff
- Parents of both the child displaying the bullying behaviour and the targeted child will be informed once an incident has been fully investigated and identified
- An interview with the parents will be arranged. The child displaying the bullying behaviour will be present at some point during the meeting with their parents. Sanctions in line with the school behaviour policy will be administered.

Help and support will be given to both the targeted child and the child displaying the bullying behaviour in order to repair relationships and to see the consequences of their actions. This will be monitored by the class teacher and a meeting will take place with both sets of parents after a 2 week period and then to an agreed timescale where appropriate.

### **LINKS TO OTHER POLICIES**

This policy is closely linked to our range of Pastoral Care policies, including:

- Positive Behaviour Policy
- SEN policy
- PDMU policy
- Child Protection Policy
- Online Safety Policies

### **CONTINUOUS PROFESSIONAL DEVELOPMENT OF STAFF**

- School based training for staff (where identified needs arise)
- Child Protection Training for Child Protection Team / Governors
- School based Child Protection Training for all staff

- Staff meetings / discussions

### **USEFUL WEBSITES**

- [www.parentingni.org/parents/helpline](http://www.parentingni.org/parents/helpline)
- [childline.org.uk](http://childline.org.uk) (0800 1111)
- [familylives.org.uk](http://familylives.org.uk)
- [kidscape.org.uk](http://kidscape.org.uk)
- [www.endbullying.org.uk](http://www.endbullying.org.uk)
- <http://www.niabf.org.uk>
- [www.thinkuknow.org](http://www.thinkuknow.org)

### **CONSULTATION WITH STAKEHOLDERS**

This policy has been reviewed by staff, pupils and is currently under consultation by all governors and parents.

Our pupils agree on our Golden Rules, rewards and consequences at the beginning of each school year.

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, recording concerns which arise and undertaking a policy review.

### **MONITORING, EVALUATION AND REVIEW**

Through consultation with stakeholders (2017/18):

- 100% of parents believe their child is happy at school
- 93% of parents felt that the school has caring teachers
- 80% of parents feel discipline in school is good or very good

These statistics will be reviewed against our policy aims at the end of the current 3 year development plan.

Implementation of this policy will be monitored by the Designated and Deputy Designated Teacher for Child Protection, the Vice Principal and Principal. Records will be reviewed and incidences will be reflected upon in order to implement any improvements required.

The review of this policy will occur in accordance with the Addressing Bullying in Schools Act 2016 and on a biannual basis.

Staff, pupils and parents will be given the opportunity to give their views on the effectiveness of the policy.

The School Council provides our children with the opportunity to raise concerns and work with adults on how bullying can be reduced.

**Bullying Concern Assessment Form****Date:** \_\_\_\_\_

<b>Name:</b>	<b>DOB:</b> ____ / ____ / ____
<b>Gender:</b> Male / Female	<b>Year Group:</b>
<b>Person(s) Reporting Concerns:</b>	
<b>Name of Pupil(s) involved:</b>	
<b>Does the behaviour involve?</b>	Individual to individual 1:1 Individual to Group Group to individual Group to group
<b>Type of incident:</b>	
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)	
_____	
Disability (related to perceived or actual disability)	
Cyber (through technology such as mobile phones and internet)	
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 / No	
Is it targeted behaviour? Yes / No	
Is there a power imbalance? Yes / No	
Is it intentionally hurtful behaviour? Yes / No	
Does this incident meet your school's agreed definition of bullying? Yes / No	
Check records for previously recorded incidents.	
If any, use the following page to timeline incidents:	
Attach all written accounts/drawings of incident(s) completed by targeted pupil(s), witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record	

**Implementation of Interventions for Targeted Pupil / Pupil Displaying Bullying Behaviour**

Name: \_\_\_\_\_

DOB: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Outline Action/Support to be Implemented:**

Does it involve Peer Group intervention – yes/no Whole Class intervention – yes/no

On-going support/monitoring to be provided \_\_\_\_\_ (daily, weekly) by \_\_\_\_\_ (named staff) and will be formally reviewed by \_\_\_\_\_ (date)

Have parent(s) been informed / involved? Yes / No

Referral to other agencies- If yes, please specify:

\_\_\_\_\_

\_\_\_\_\_

Any other details / actions (please specify):

\_\_\_\_\_

\_\_\_\_\_

**This concern is now resolved:** yes or no      Date: \_\_\_\_\_

- Information filed in Child's Personal Record (Interventions complete, issue resolved, record maintained).

**When concern is not resolved:**

Further intervention required, please select:

- Review information and action to date
- Reassess situation with VP and Principal
- Re-assess Interventions
- Assign tasks, record and continue to monitor
- Reassess on \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Name of teacher completing this form:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



