

Anti-Bullying Policy



St Brigid's

PRIMARY SCHOOL, BALLYMONEY

ST.BRIGID'S PRIMARY SCHOOL

BALLYMONEY

St. Brigid's Anti-Bullying Policy

Rationale

All children and young people have the right to go about their daily lives without fear of being threatened, assaulted or harassed. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, behaviour, academic and social development right through into adulthood.

St. Brigid's Primary School recognises the importance in having an Anti-Bullying Policy to:

- build an inclusive environment where every child can fulfil their potential;
- prepare all pupils for life with citizenship skills;
- meet its statutory duty under the Education and Libraries (NI) order 2003 to prevent and tackle all forms of bullying, giving a clear definition of what constitutes bullying behaviour.

Ethos

St. Brigid's Primary School aims to promote a safeguarding ethos. We provide an educational environment suited to all of the pupils entrusted to our care and we will seek to promote a *friendly, caring, supportive* and *safe* environment free from oppression and abuse. Bullying is an anti-social behaviour that is wrong and it affects everyone. We at St. Brigid's Primary School, view anti-bullying as a whole school responsibility. Therefore we have worked together on this Anti-Bullying Policy. All types of bullying are unacceptable at our school and will not be tolerated. We promote good behaviour and pupils know we are a "TELLING", "LISTENING" and "RESPONDING" school. This means if anyone who knows bullying is taking place is expected to tell a member of staff immediately, in the confidence that effective action will be taken.

Principles

Our Anti-Bullying Policy focuses on:

- Safeguarding
- Preventing
- Protecting

The policy is designed to ensure that St. Brigid's is a proactive school through the promotion of an anti-bullying culture and by ensuring that effective prevention and intervention strategies are put in place. The policy emphasises the important role and involvement of all members of the whole school community, pupils, parents, staff and the Board of Governors. It also highlights that effective and efficient management is needed to support and develop an anti-bullying school both in policy and in practice.

Aims

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 signals and signs are identified and swift and effective action is taken;
- promote a secure and happy environment free from threat, harassment and any type of bullying behaviour;
- to promote and develop an inclusive school environment where every child can reach their potential;
- to ensure that the rights of children and young people should be upheld in accordance with the United Nations Convention on the Rights of the Child;
- ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is, and what they should do if bullying arises (Education & Libraries N.I Order 2003);
- inform children and parents of the school's expectations and to foster a productive partnership, which helps to promote a bully-free environment;
- assure pupils and parents that they will be supported when bullying is reported;
- to prepare all pupils for life with citizenship skills;
- assist in the provision of a positive and supportive atmosphere for those affected by bullying behaviour and for those involved in bullying behaviour;
- to develop procedures for noting and reporting incidents of bullying behaviour.

What is Bullying?

'Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying' (Torfaen definition 2008).

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others. (2005)

Pupils were consulted on a definition of bullying. This involved a process of each class and the Pupil Council discussing and sharing ideas on bullying. As a result the following definitions for each Key Stage were agreed on;

'Bullying is when we get hurt a lot of times.'

Foundation Stage Pupils

'Bullying is hurting someone on the outside (hitting, kicking or punching) and hurting someone in the inside (calling name, leaving children out of games or taking things from them). It happens over and over again by the same people.'

Key Stage 1 Pupils

'Bullying is continually making people feel scared or worried by hurting them physically or emotionally. It can happen in school, outside of school, on a mobile or on-line.'

Key Stage 2 Pupils

The term bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time. This is as a result of it being experienced as part of a continuous pattern and can be extremely threatening and intimidating, which is particularly the case with racist bullying.
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible or play a bystander role.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Forms of Bullying

Bullying generally takes one of four forms:

Physical	pushing, kicking, hitting, punching, slapping or any form of violence
Emotional	being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags, PE kit or books)
Verbal	name calling, teasing, threats, sarcasm
Indirect	getting someone to bully on your behalf
Cyber	all areas of internet misuse, such as nasty and or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging mobile threats by text messaging & calls misuse of associated technology, i.e. camera and video facilities

Some common examples of bullying include:

- Bullying based on disability, ability, gender, appearance, or circumstance;
- Racial bullying based on nationality or colour of skin;
- Homophobic bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. **These signs and behaviours could indicate other problems**, but bullying could be considered a possibility and should be investigated if the child:

- is frightened of walking to or from school and/or begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school;
- gives poor or deteriorating school work;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- cries themselves to sleep at night or has nightmares/bedwetting;
- regularly feels ill in the morning;
- comes home with clothes torn or books damaged;
- has possessions or money go “missing”;
- has unexplained cuts or bruises;
- becomes unreasonable when dealing with school issues;
- stops eating/overeats;
- is frightened to say what’s wrong;
- displays aggressive eruptions or tantrums (still occurring after the age of three);
- is constantly attention seeking/over pleasing/compliant behaviour;
- shows indications of alcohol, drug or substance abuse;
- attempts or threatens self-harm;
- attempts suicide.

Labels

As advised by the Northern Ireland Anti-Bullying Forum St. Brigid's aims to avoid labelling individual children.

Victim: The term victim is problematic as it can mean different things to different people and therefore we use the term 'child/pupil who has been bullied'.

Bully: The term bully is problematic as it implies focus on the child's self, rather than the behaviour he or she is displaying. Therefore we use the term 'child/pupil who is displaying bullying behaviour'.

Participation & Consultation Process (Appendix 1)

1. Self-Evaluation

The review of the Child Protection Policy highlighted the need to evaluate the effectiveness of the school's Anti-Bullying Policy in order to improve and develop both policy and practice.

2. Consultation

- Parent Questionnaire in April 2011 shared with staff, parents and Board of Governors
- Pupil Survey (KS1 & KS2) in January 2013, addressing the 4 key areas, School, Myself, Behaviour and Bullying:
 - Results and key findings shared and discussed with the pupils in class, the Pupil Council, the staff and the Board of Governors.
 - Parents informed of results of Pupil Survey in School Newsletters.
- Three distinct pupil interactive presentations on bullying were designed to meet the differing abilities and understanding of pupils in the three key stages, Foundation Stage, Key Stage 1 and Key Stage 2 (March 2013). Each class had the opportunity to discuss the issues and questions raised, then record their responses directly on the Interactive White Board. This initiated a wealth of discussion and ideas and ensured that there was effective consultation with all the pupils in reviewing the anti-bullying policy. The three interactive presentations focused on some or all of the following aspects of bullying:
 - What is bullying?
 - What are the signs and symptoms?
 - How do we try to prevent bullying?
 - What can we do if we are being bullied?
 - What can we do if we know someone is being bullied?
 - What can the staff in the school do if there is bullying?
 - What can our parents or carers do?
 - What consequences could there be for the child who has displayed bullying behaviour?
 - How can we help the child who has been bullied?
 - How can we help the child who has displayed bullying behaviour?
 - How can we make our school safer for all children?

Each class saved their own contributions on to the school computer system.

3. Draft Anti-Bullying Policy

The Pupil Council met March 2013 (facilitated by the Pastoral-Care Co-ordinator) to view and discuss the above contributions from each class.

Taking into consideration all of the views and ideas, the Pupil Council put together a definition of bullying for each Key Stage.

These were then approved by each class.

The Pupil Council correlated responses on preventative measures and support, shared these with classes and submitted these to be included in the Anti-Bullying Policy.

Teachers and Learning Support Assistants met April 2013 to discuss the on-going development of the school's Anti-Bullying Policy and Practice and their respective roles and responsibilities.

Using the above information representatives from the school community had a direct input in the development and improvement of a draft Anti-Bullying Policy and Practice (April 2013).

4. Training

All those with direct contact with pupils received training (April 2013):

- to highlight the role of pupils in the process;
- to raise awareness of changes in policy and practice;
- to highlight roles and responsibilities under the Education and Libraries N.I Order 2003.

5. Final Anti-Bullying Policy

- Anti-Bullying Policy was ratified by Board of Governors.
- Final policy is shared with representatives from all sections of the school community.

Preventative Measures

In St. Brigid's we try to create a "TELLING", "LISTENING" and "RESPONDING" school environment by making sure everyone knows what bullying is, what they can do about it and who can help.

We develop our skills and knowledge through:

- **Class Agreement:** Each class work together at the beginning of year to develop a Class Agreement on how they should behave both in the classroom and in the playground. They agree on rewards e.g. Star Time and consequences e.g. loss of some Golden time. Staff and pupils refer to this on a regular basis.
- **Circle Time:** St. Brigid's staff have planned, developed and implemented a structured and progressive Circle Time Programme from Y1 to Y7 to:
 - encourage each child to become personally, emotionally, socially and physically effective;
 - to lead healthy, safe and fulfilled lives;
 - to become confident, independent and responsible citizens making informed choices and decisions throughout their lives.
- **Living Learning Together Resources** (N.I Curriculum, CEA) are incorporated into the school Circle Time Programme addressing a range of issues such as understanding feelings, roles and responsibilities, empathy for others, rights and responsibilities, keeping safe, stereotyping and prejudices. Within these sessions pupils can talk, listen and reflect, discuss and debate. Pupils are encouraged to develop positive strategies to deal with bullying.
- **Curriculum Areas of Learning:** Personal Development and Mutual Understanding is integrated into Religion, Literacy, Art, Drama, Music, The World Around Us and RSE to further promote the development of pupils' personal, emotional, social and health needs. Issues surrounding bullying are addressed in these subjects.
- **School/Class Ethos:** Pupils, parents and school staff work together to develop a safeguarding climate by promoting a caring learning environment where understanding and mutual respect permeates all aspects of school life on a daily basis through words, actions and example.
- **Pastoral Care Meetings:** At the beginning of each term staff at all levels meet to review procedures and to highlight how to support those children who may be more vulnerable or may be having difficulties with friendships and relationships.
- **Training:** To ensure a consistent approach staff are trained on promoting safeguarding and addressing concerns and incidents in a supportive and professional manner in line with agreed procedures (Education & Libraries (N.I) order 2003).
- **School Environment:** School buildings and grounds are continually monitored to ensure a safe and secure environment is maintained
- **Anti-Bullying Week:** Every year each class engages in active learning experiences during the month of November for Anti-Bullying Week. This can involve Drama, Art, Music, Literature, ICT, Film Making, Wall Displays and competitions.
- **Assemblies:** Whole school and Key Stage Assemblies taken by different classes with a focus on themes such as ourselves, our families, our community (local, national and world wide), our relationships with others and rights, responsibilities and prejudices. Assemblies which focus on positive behaviour are also led by the Principal and Vice-Principal.

- **Pupil of the Month:** Every month a pupil from each class receives a plaque and 'Golden Certificate' to celebrate positive behaviour.
- **Keeping Safe Presentations:** Pupils in the three Key Stages are shown three different presentations on how to keep safe from bullying and harm and who they can go to for help.
- **Pupil Council:** Elections are held in the first term. In classes Y4 to Y7 pupils are nominated. They write and present their manifestoes, which is then followed by a school election in which pupils learn about the electoral process such as the right to vote and a secret ballot. The Pupil Council provides a forum for pupils to address their concerns, to promote positive behaviour, to improve their experiences and to have a greater say in their school.
- **Safe Box:** A school 'Safe Box' is positioned outside the secretary's office so that pupils can confidentially post their worries or suggestions, for example the identification and management of 'hot spots' (quiet areas where bullying might happen). These are 'picked up' by Pastoral Care Co-ordinator and issues are addressed by Vice-Principal and Principal.
- **PSNI:** Presentations by PSNI on 'Stranger Danger' (Foundation Stage & Key Stage 1 pupils) and Internet and Mobile Phone Safety for Key Stage 2 pupils and their Parents.
- **Posters:** Clear and appropriate wall displays in the school corridor outlining who children can go to if in need of help and support.
- **Buddy System:** Playground 'Buddy' system and Friendship Stop introduced in playground (September 2013) as a result of feedback from classes through the Pupil Council.
- **Leaflets:** Parent leaflets on Anti-Bullying, Child Protection and Discipline are distributed every two years. All parents of Y1 pupils and newly enrolled pupils in other year groups receive these when child is enrolled in the school.

Roles and Responsibilities

Staff

In St. Brigid's we adopt a whole school approach to anti-bullying and as such all staff have key roles to play in promoting a safeguarding and protecting ethos, in providing a safe, secure and caring learning environment and in following the agreed procedures when addressing any alleged bullying incidents. They strive to fulfil these responsibilities by:

- Fostering in our pupils self-esteem, self-respect and respect for others.
- Demonstrating by example the high standards of personal and social behaviour we expect of our pupils.
- Discussing bullying with all classes, so that every pupil learns about the damage it causes and the importance of telling a teacher about bullying when it happens.
- Being committed to delivering an anti-bullying prevention curriculum across a diverse range of areas of learning which raise awareness, challenges unacceptable behaviour and stereotypes and proactively celebrates diversity and inclusion.
- Receiving annual training from Pastoral Care Co-ordinator on roles and responsibilities and procedures for dealing with alleged bullying incidents.
- Being alert to signs of distress and other possible indications of bullying.
- Reporting suspected cases of bullying to the Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection.
- Responding to observed instances of bullying and bullying concerns promptly and effectively, in accordance with agreed guidelines and procedures.

Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Take an active role in their child's education and talk to him/her about his/her school day.
- Watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Be sympathetic and supportive towards their children, and reassure him/her that it is not his/her fault and that appropriate action will be taken.
- Advise their children to report any bullying to their class teacher, the Vice-Principal or the Principal and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advise their children not to retaliate to any forms of bullying as it can make matters worse.
- If a pupil has allegedly bullied their child, they should not approach that pupil on the playground or involve an older child to deal with this pupil but rather inform the school immediately.
- It can be upsetting for parents if they feel that their child is being bullied but it is important to try to remain calm so that the facts are clear. We take bullying seriously as we care about each child's wellbeing. We will act in accordance with our Anti-Bullying Policy in an attempt to help all those involved and to improve situations. It is therefore important that parents respect the role of teachers, the Vice-Principal and Principal and assist the school in dealing with bullying in a calm manner.

- Inform the school of any suspected bullying, even if their children are not involved.
- Co-operate with the school, if their child is accused of bullying, try to ascertain the truth and point out the implications of bullying. Work together to try to change their child's behaviour.

Pupils

Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies with all pupils:

What to do if you are being bullied?

- a) Remember that your silence is the other child's (who is displaying the bullying behaviour) greatest weapon. Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- b) Tell yourself that you do not deserve to be bullied and that it is wrong.
- c) Be proud of who you are. It is good to be individual.
- d) Try not to show that you are upset. It is hard, but the person displaying the bullying behaviour thrives on someone's fear.
- e) Stay with a group of friends/people. There is safety in numbers.
- f) Be assertive – shout "No!". Walk confidently away. Go straight to a teacher or member of staff.
- g) Fighting back may make things worse and might get you in trouble.
- h) Generally it is best to tell an adult you trust straight away. You will get immediate support.
- i) Teachers will take you seriously and will deal with the children displaying bullying behaviour in a way which will end the bullying and will not make things worse for you.

What to do you do if you know someone is being bullied?

- a) Don't be an Onlooker! Take action! Get help! Watching and doing nothing looks as if you are on the side of the pupil who is displaying bullying behaviour.
- b) Try to help to protect a pupil who is being bullied, unless it is unsafe to do so.
- c) If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the pupil who is displaying bullying behaviour without getting you into trouble.
- d) Do not be, or pretend to be, friends with someone who displays bullying behaviour.
- e) Do not become involved in any kind of bullying, even at the risk of being temporarily unpopular.

Procedures for Staff Dealing with Alleged Bullying Incidents

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher, the Pastoral Care Co-ordinator, the Vice-Principal and the Principal.

Guidelines for staff responding to a bullying concern

Address situation as soon as possible.

Report an incident. Non-teaching members of staff should report a suspected incident of bullying to the class teacher and report the facts known up to that point, enabling the teacher to investigate further.

Be calm. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians.

Be positive. A pupil is more likely to modify his or her behaviour if he or she perceives that a teacher cares.

Be assertive. Staff should clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been bullied.

Be confident. It is important to be confident in implementing interventions and to focus on the behaviour rather than the pupil.

Attend to what is being said, without displaying shock or disbelief. In an incident of bullying, the teacher may speak separately to the pupils involved, in an attempt to get both sides of the story. These discussions will be conducted with sensitivity and with due regard to the rights of all the pupils concerned. Pupils who are not directly involved can also provide useful information in this way.

Ask concise clear questions to the pupil(s) who have been bullied and the pupil(s) who have displayed the bullying behaviour. Do not ask 'leading' questions, e.g. "What did he/she do next?" as this assumes he/she did. Instead ask open questions such as "Anything else to tell me?" or prompts such as "Yes?"/"And?" This will help to establish what happened, where it occurred, the sequence of events and who was involved. This will help to ensure that the specific behaviour is in fact bullying behaviour which conforms to the school's agreed definition of bullying as identified in the school's anti-bullying policy.

Accept what is said. (Believe is too strong; the allegation may be false; keep an open mind.)

Annotate by taking some very brief notes at the time, on any paper at hand, and write them up as soon as possible. When writing up record the date, time, place, any non-

verbal behaviour, and the words used by the pupil, rather than re-interpreting yourself. Record statements and observable things, rather than your 'interpretations' or assumptions. Keep your original notes.

Allay fears by reassuring the pupil he/she was right to tell you, but don't promise confidentiality.

Assuage any guilt by reassuring the pupil that it is not their fault they were bullied and if the child who displayed bullying behaviour 'gets into trouble', it is the fault of the latter, never the fault of the pupil who rightly complained. Try to restore self-esteem and confidence.

Check that the behaviour constitutes bullying behaviour as defined by the school policy and also check records of any previous incidents. It may then be appropriate to discuss the incident with all involved to obtain genuine apologies and to reach reconciliation.

Inform the Pastoral Care Co-ordinator, the Vice-Principal or the Principal. If deemed to be bullying, the teacher should report this to the Pastoral Care Co-ordinator, the Vice-Principal or the Principal and provide a clear and precise account of the incident. They will speak to the pupil(s) involved, record the incident and proceed accordingly. If the matter can be resolved in school without the need for parental contact then this will be done and monitored by the class teacher, the Pastoral Care Co-ordinator, the Vice Principal and the Principal. It may be decided that parents of both parties should be informed immediately and this will be done by the class teacher, the Pastoral Care Co-ordinator, the Vice-Principal or the Principal.

Offer continuous support to the child who has been bullied and explain that they can have you, or another chosen pupil or adult, to support him/her in any later talks that are needed.

Establish the wrong doing but do not criticise the alleged pupil(s) in personal terms, e.g. "Naughty, cruel child." Be aware of labelling children. Rather state that bullying is not acceptable. Remember that reconciliation will be the ultimate aim.

Encourage the pupil who displayed the bullying behaviour to see the point of view of the other pupil(s) involved. This will involve discussing how the other pupil(s) is feeling, how he/she can make amends and how wrong their actions have been, highlighting the need for change.

Complete the Bullying Concern Assessment Form (Appendix 2).

Assess the situation and its severity level and determine the appropriate level of response required to manage the situation effectively. Interventions will be tailored to the age and ability of the pupil and his/her circumstances. They will be issued, in consultation with all parties concerned, in accordance with the guidelines contained within this document.

Implement an appropriate intervention (Appendix 3) involving parents if necessary. Depending on the seriousness and/or frequency of the bullying, parents of the child

who has displayed the bullying behaviour may be encouraged to take an active part in “target setting”, through an Individualised Behaviour Plan, in order to promote acceptable behaviour.

Monitor and **evaluate** the on-going effectiveness of intervention.

Record actions taken and outcomes achieved.

Review outcomes to determine whether further action is required and progress accordingly.

Seek support. If a bullying incident is serious it may be upsetting and you may need some support for yourself.

Assessing the level of severity of bullying

There are four levels of severity:

Level 1: Low Level Bullying Behaviour

Level 2: Intermediate Level Bullying Behaviour

Level 3: Complex Bullying Behaviour

Level 4: High Risk Bullying Behaviour

To determine the level of severity the staff will take into account the following factors:

- The **nature** of the bullying behaviour - for example teasing, excluding or hitting.
- The **frequency** of the bullying behaviour.
- The **duration** of the bullying behaviour.
- The **perceptions** of the child being bullied – The seriousness of bullying can be measured by the degree of distress suffered by the target.

When children are involved in incidents of bullying, adults need to intervene. The aim of any intervention is to **respond** to the bullying taking place, **resolve** the concern and **restore** the well-being of all those involved.

Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001) Paragraph 125 states the following:

“As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour.”

It is recognised that support must be given to the child who displayed bullying behaviour. Interventions for the child who displayed bullying behaviour are intended to change or modify behaviour rather than label anyone as a bully. The staff will refer to the Intervention Tables (Appendix 3) which provide guidance on appropriate

interventions for the four levels of severity of bullying. The level of intervention will be based on the age, ability or any special educational needs of the children involved.

Level 1 Interventions – Low Level Bullying Behaviour (Appendix 3 Table 1)

Interventions at Level 1 are to help individuals recognise their unacceptable behaviour and “to get them back on track” while also listening to and supporting the pupils experiencing bullying. Whole class approaches such as Circle Time are also used by teachers to explore issues around bullying and identify possible solutions. Peer Mediators may be used to help in reconciliation if the teacher views this to be appropriate.

The child who has been bullied

Informal chat to enable pupil to identify possible solutions to current situation.

Worth a Re-Think – to help pupils think of what they would do differently so that the consequences change and they do not feel so upset.

Parental support if felt appropriate at this stage.

Peer support if the child wishes to use this.

Regular monitoring by class teacher.

The child who has displayed bullying behaviour

The inappropriateness of the behaviour is stressed and the distress of the other pupil is highlighted. The possible consequences are explained if the bullying behaviour continues. If appropriate the class teacher will try to encourage reparation by using one of the following interventions (Appendix 3, Table 1 and Appendix 4).

Restorative Questioning

Worth a Re-Think

Shared Control Discussion

Think Time Discussion Sheet

Sanctions such as:

- Specified timed withdrawal from favoured activities (not complete loss);
- Withdrawal from representing the school;
- Withdrawal of privileges and treats for agreed period of time;
- Loss of Golden Time with opportunities to earn back time.

The situation will be monitored by the teacher and if it does not improve an intervention at Level 2 may be implemented.

Level 2 Interventions – Intermediate Level Bullying Behaviour (Appendix 3 Table 2)

While interventions at Level 2 involve continuing with support similar to Level 1, there may be a shift from individual support to group interventions. Circle Time lessons focusing on bullying issues are also included and led by class teacher.

The child who has been bullied

The child meets with his or her class teacher and gives an account of the distress he or she is feeling. The teacher explains that he/she will be there to support the child and together they will identify another child or a group of children who can support him/her.

Agree, teach and practice coping skills.

The 'Group Work Approach' (Appendix 3 Table 2)

The child who has displayed bullying behaviour

The 'Group Work Approach'

Action Plan (COP Stage 1/SENCO) or Individual Behaviour Plan (COP Stage 2/SENCO)

Sanctions such as:

- The school's 'Blue Play Programme' for pupils Y4 to Y7. The pupil agrees clear targets with the Pastoral Care Co-ordinator and they sign a 'contract'. Pupils start 'Blue Play Programme' with 5 minutes play for both Break and Lunch and as they continue to behave in a positive way they earn more playtime.
- Parents are informed of their child's participation in 'Blue Play Programme'.

Level 3 Interventions –Complex Bullying Behaviour (Appendix 3 Table3)

Interventions at Level 3 will involve the Pastoral Care Co-ordinator, the Vice-Principal and the Principal in collaboration with pupils and parents to determine the way forward in affecting change. Circle Time lessons focusing on bullying issues will be led by class teacher to support other interventions.

The child who has been bullied

- The child meets with his or her class teacher and gives an account of the distress he or she is feeling. The teacher explains that he/she will be there to support the child.
- Pastoral Care Meetings will inform other members of staff so that they can focus on building the child's self-esteem and emotional well-being within class and in whole school context.

- The class teacher, Pastoral Care Co-ordinator, the Vice-principal and the Principal will identify another child or a group of children who can support him/her.
- The child who has been bullied is continually monitored and the class teacher, the Pastoral Care Co-ordinator, the Vice-Principal and the Principal will check if the situation has improved for him/her.
- Parental Involvement to work in partnership with school and/or with external agencies to effect change.
- Additional advice/support from NEELB and/or external agencies.

The child who has displayed bullying behaviour

Intervention may involve the NEELB and other outside agencies. Bullying at this level may involve complex group dynamics, where a number of roles are evident, such as those displaying the bullying behaviour, the bystanders and the pupils experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement.

INDIVIDUAL PUPIL INTERVENTION

(some or all of the following interventions may be employed)

Monitoring by class teacher, Pastoral Care Co-ordinator, Vice-Principal & Principal.

Individual Behaviour Plan (COP Stage 3/SENCO)

Behaviour Management Programme

Risk Assessment/Protective Factors

Additional advice/support from NEELB (Behaviour Support) and external agencies.

Sanctions such as:

- The school's 'Blue Play Programme' for pupils Y4 to Y7. The pupil agrees clear targets with the Pastoral Care Co-ordinator and they sign a 'contract'. Pupils start 'Blue Play Programme' with 5 minutes play for both Break and Lunch and as they continue to behave in a positive way they earn more playtime.
- Parents are informed of their child's participation in 'Blue Play Programme'.
- Exclusion from school during lunchtimes;
- Exclusion from school, depending on the severity of the incident(s) and the frequency of incidents.

Level 4 Interventions – High Risk Bullying Behaviour (Appendix 3 Table 4)

The child who has been bullied

DE's guidance 'Pastoral Care in School: Child Protection' (issued under covering Circular 1999/10) states:

“Where a pupil's bullying behaviour is persistent and defies attempts by the school to address it satisfactorily by behaviour management strategies or disciplinary methods within reasonable time, the child protection procedures should be instigated. The victim's needs should always be paramount.” (Paragraph 87)

If the pupil is presenting with significant mental health, criminal and/or protection concerns the Designated Teacher for Child Protection or Deputy Designated Teacher for Child Protection refer to relevant investigative agencies:

- PSNI
- Health & Social Care Trusts
- Gateway Teams

The school will work closely with the pupil's parents and external agencies to help improve and develop the pupil's well-being.

The child who has displayed bullying behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all the pupils involved. Such severe bullying concerns may be new or may have proven to be resistant to earlier school interventions and have now been assessed as high risk. The School's Child Protection Policy and safeguarding procedures will need to be invoked. Referrals to external support services will be necessary (PSNI, Health & Social Care Trusts and Gateway Teams).

Sanctions

Refer to the school's Discipline Policy and Scheme for the Suspension and Expulsion of Pupils.

Monitoring, Evaluation and Review

- The school (governors, staff, pupils and parents) will review this policy every two years to take account of any legal or societal/environmental changes;
- Prevention strategies, procedures, support and range of sanctions will be reviewed on an annual basis to account for curriculum changes, bullying trends and new pupils, parents and staff;
- Training of all staff on anti-bullying will be on an annual basis;
- Audit to assess its implementation and effectiveness. Amendments to the policy will be promoted and implemented throughout the school.

The Designated Teacher for Child Protection is Mrs L McNally and the Deputy Designated Teacher for Child Protection is Mr. M Conlon.

Links with other Policies

St. Brigid's Anti-Bullying Policy is integrally related to the following policies:

- Positive Behaviour Policy
- Child Protection Policy
- Discipline Policy
- Promoting Health and Safety Policy
- Educational Visits Policy
- Code of Conduct Policy
- Use of Reasonable Force Policy
- Special Needs Policy
- Intimate Care Policy
- Drugs Education Policy
- Religion Policy
- Mobile Phone Policy
- Acceptable Use of the Internet and Digital Technologies

Conclusion

St. Brigid's Primary School is working towards creating a learning environment where children can learn and play free from bullying through the commitment and involvement of the whole school community to work together to promote this vision.

Responsible For: Pastoral Care Co-ordinator and Principal

Adopted by Board of Governors: Meeting 12, Tuesday 18 June 2013

Date for Review: June 2015