St Clare's Convent Primary School

Anti-Bullying Policy.

Written Term 2 07/08 school year.
Ratified by BOG
Reviewed Term 1 08/09 Anti-Bullying week
Reviewed Term 1 09/10 Anti – Bullying week
Reviewed Term 1 10/11 Anti bullying week.
Reviewed Term 1 11/12 Anti- bullying week

To be reviewed: Term 1 12/13

Introduction

This policy has been collaboratively devised following ongoing involvement of pupils, parents, teachers, all other staff in the school and governors. The process that we have gone through as a school has been simultaneously exhausting and energising. It has been extremely challenging ensuring that everyone has had a chance to make his or her voice heard, but it has helped us to grow together in our understanding of this extremely emotive school issue.

As a community we truly feel that we are sending out a very clear message that bullying will not be tolerated by anyone in St Clare's and that we all have a vital part to play in sustaining an anti-bullying culture.

The following documents have been used for guidance in devising this policy:

United Nations convention on the Rights of the Child (1992)
Race Relations (NI) Order 1997
The Northern Ireland Act 1998
The Human Rights Act 1998
'Pastoral care in schools – Child Protection' DE 1999
DENI 2001 Pastoral care for schools: Promoting positive Behaviour
'Pastoral care in schools – Promoting Positive Behaviour.' DE2001
DENI circular 2003/13 'Welfare & Protection of Pupils' Education & Libraries NI Order.
DENI guidance on Cyber bullying
NICCY 'Having Your Say In Bullying Policies'
Criminal Justice (No. 2) (NI) Order 2004

Our school mission statement:

We see our school as the extension of the home; a place where children are not just taught, but where staff and children work, play and pray together. The ethos of the school is Christian and Catholic and in this atmosphere the spiritual, intellectual, social and physical growth of the children is fostered in the spirit of St. Francis and St. Clare, encouraging pupils and staff -

(i) To care for each other and the world around us.

(ii) To pray and work for peace in our own school, parish, world.

The above statement, which guides the work of all in St Clare's, clearly indicates our commitment to promoting harmonious relationships. We feel that our anti-bullying strategies sit easily within the spiritual context that permeates St Clare's.

Links with other school policies

The Anti- bullying policy has close links with the following policies/ schemes of work:

- Child Protection
- Special Educational Needs Policy
- Safe Use Of The Internet
- Promoting Positive Discipline
- Pastoral Care
- Alive O series
- Circle Time
- Personal Development and Mutual Understanding work.
- Settling in policy for EAL pupils

What is bullying?

A huge difficulty for us in St Clare's is the inaccurate use of the term 'bullying.' Frequently when two friends have had a disagreement one will inform a teacher/parent/assistant that she is being bullied. The difficulty for the adults trying to deal with relentless use of the term is that it detracts from genuine bullying incidents that may be emerging. Therefore having recognised this as an issue staff set about raising awareness among the pupils as to what actually constitutes bullying and how it is different from one off instances of unkind/ hurtful behaviour. Lots of approaches including art, drama, circle time, language and literacy were used to explore the pupils' awareness and from their various comments we drew up the following definition.

Definition =Bullying is when someone

- **Keeps hurting your feelings or body**

Or

- **Keeps making you feel scared**

Or

- **Keeps leaving you out**

A bully does these things on purpose.

Specific types of bullying:(cyber bullying and bullying against minority groupings)

<u>Cyber bullying</u>: (Update added 11/12 school year)

Cyber bullying as defined within St Clare's is when a pupil uses ICT to repeatedly:

- Hurt someone's feelings
- Make them feel scared or
- Make them feel left out

We recognise the following types of cyber bullying:

- **Mobile phone bullying** using: Text messages, phone calls, (silent or abusive) or picture/ video clips.
- **Computer bullying** using: chat rooms, websites, (online personal polling etc) e-mail.

We have no doubt that others may emerge and we will try to keep abreast of these in order that we can help our pupils avoid them.

The procedures taken to address cyber bullying will be exactly the same as for other non- cyber bullying. Please refer to the remainder of this policy for details.

Bullying against minority groupings:

All in St Clare's warmly embrace the pupils who have joined us from different cultures and countries. We are proud to say that all are welcomed into our community and that the differences between us all are celebrated and enjoyed. In a similar way our pupils from the Irish Travellers' community and those with Special Educational Needs (Ref SENDO) are cherished and the positive contribution they make to our school is fully recognised. Every opportunity is taken to celebrate that we all have our own contribution to make to 'our special school'. The outcome of this is that our pupils appear blissfully unaware that often bullying can be linked to racism, disability etc. All in St Clare's are eager to have this continue and should any instance of such bullying emerge in future times it will be dealt with as a matter of utmost urgency, following the procedures outlined below. The procedures taken to address bullying against minority groupings will be exactly the same as for other non-minority groupings bullying. Please refer to the remainder of this policy for details.

Promoting and sustaining an Anti-bullying culture:

Following the adage that 'prevention is better than cure,' we put great effort into developing a strong anti-bullying culture within our school. Some of the contexts, which we use, are:

- Establishing Anti-bullying pledges with all pupils at the start of the new year
- Circle Time/ Role play when discussing the theme of friendship at the beginning of the year or revisiting at key points thereafter
- Assemblies – The need to be kind and respectful to each other is emphasised on an ongoing basis and is reinforced through our

merit award system. Specific assemblies are presented during anti-bullying week to reiterate the important message.

- Anti – bullying week: poster competitions, guest speakers, assemblies etc. Ideas from online sources eg www.kidscape.org.uk, www.anti-bullyingalliance.org.uk www.niabf.org.uk etc may be used.
- Library time- we have a wide selection of books addressing the theme of bullying, these are read and discussed at class level throughout the year so that the theme is revisited.
- Charity work eg we have guest speakers from chosen charities to address the anti – bullying message
- The work of the school council and P7 pupil leader groups – eg monitors, PE prefects etc.
- The 'anti bullying' display area which portrays the message with great visual impact which benefits all our children and especially those with EAL or/and SEN
- A designated section on the school website to depict the work undertaken to stamp out bullying in St Clare's
- Pupils' 'worry' and 'friendship' boxes. Staff members follow up notes posted into these and issues arising will be addressed. These ensure pupils know they have a voice that will always be heard.

Procedure for dealing with bullying incidents:

1.Establish that what has taken place is bullying **(Re our school definition)**
(Begin to complete Alleged bullying incident form Appendix 2: 4 page form with Pg 1 completed immediately, Pg 2 completed for child who has been bullied, Pg 3 for pupil who has bullied, Pg 4 to establish outcomeNB!!!!!!!!!!)

2. Discuss issue with: A) Child who has been bullied B) Child who has bullied C) Observers
(Complete Appendix 2 Pg 1)

3. Inform principal

4. Decide on course of action eg support to be provided/ sanction to be applied for A) child who has been bullied & B)child who has bullied

(*Complete Appendix 2 Pgs 2 & 3 stg 1)*

5. Establish who will monitor this and on what basis/ for what period
(Complete Appendix 2 Pgs 2 & 3 stg 1)

6. Arrange follow up discussion with A) child who has been bullied & B) child who has bullied
(Complete Appendix 2 Pgs 2 & 3 stg 1)

NB If bullying is resolved here please complete Appendix 2 Pg 4.

If the bullying is ongoing

7. Involve parent of:
A) Bullied child B) Child who has bullied

At this stage guidance/ support should be provided for each set of parents.
(Complete Appendix 2 Pgs 2 & 3 stg 2)

8. Monitor further to establish whether situation has been resolved following parental input.
(*Complete Appendix 2 Pgs 2 & 3 stg 2)*

9. Arrange follow up discussion with A) child who has been bullied & B) child who has bullied

This should take place within a two week period.

10. Arrange follow up meeting/discussion/ contact with Parents

This should take place within two weeks from initial meeting with parents.
(Complete Appendix 2 Pgs 2 & 3 stage 2)

Having consulted with pupils, parents, staff and governors it was agreed that a two-week period should be allowed between each intervention and the follow up meeting. However parents were eager to have it clearly set out that should further issues arise during the two week period the teacher should be informed immediately without the child or parent feeling that they had to wait until the two weeks monitoring period had ended.

NB If bullying is resolved here please complete Appendix 2 Pg 4

If still unresolved:

11. Seek support from external agencies (with parental involvement) – counselling/ behaviour support etc (NB* It may become a child protection/PSNI matter)
(*Complete Appendix 2 Pgs 2 & 3 stage 3)*

NB If bullying is resolved here please complete Appendix 2 Pg 4

If still unresolved move to:

12. Fixed exclusion
(Complete Appendix 2 Pgs 2 & 3 stage 4)

NB If bullying is resolved here please complete Appendix 2 Pg 4

If still unresolved move to:

13. Permanent exclusion
(Complete Appendix 2 Pgs 2 & 3 stage 4)

NB If bullying is resolved here please complete Appendix 2 Pg 4

If still unresolved move to:

14. Other
(Complete Appendix 2 Pgs 2 & 3 stage 5)

NB If bullying is resolved here please complete Appendix 2 Pg 4

Procedures for reviewing the anti-bullying policy:

St Clare's anti-bullying policy will be reviewed annually. 'Anti – bullying' week will be the week in which review work will be undertaken. Any comments or observations made by staff parents and pupils during the previous year's implementation will be addressed in reviewing how effective the policy is and whether amendments are needed.

Appendix 1:
St Clare's Convent PS: Alleged Bullying Incident form see on next pages

Appendix 2:
Overview of process undertaken in writing this policy, see after App 1 on the following pages.

St Clare's Convent Primary School

Alleged Bullying Incident Form Page 1

1.

	Name	**Gender**	**Ethnicity**	**Year**
Report made by:				
Alleged child who has been bullied				
Alleged child who has displayed bullying behaviour				

2.

Date of Incident:

Location of incident: (Please tick)

- Classroom
- Playground
- Dining Hall
- Corridor
- Other (Please state) _____

Toilets
Cloak room
Stairs/Steps
Veranda

Type of bullying: (Please tick)

- Hurting her feelings
- Hurting her body
- Making her feel scared
- Leaving her out

NB. If this bullying was cyber or minority grouping related, please indicate.

Details of incident:

Procedures followed for child who has been bullied:

Stage 1 (Please tick)

- Discuss situation with child
- Discuss situation with observers
- Decide on support to be put in place _____

_____

- Provide pupil with coping strategies_____

_____

- Inform Principal
- Establish how situation will be monitored_____

_____

- Outcomes of follow up discussion with child:_____

_____

Stage 2 (Please tick)

- Parents involved _____

_____

- Establish the way forward _____

_____

- Outcomes of follow up meeting with parent(s) _____

_____

Stage 3 (Please tick)

- Referral to other agencies _____

_____

Stage 4 (Please tick)

- Other action taken_____

_____

Procedures followed for child who has bullied: Page 3

Stage 1 (Please tick)

- Discuss situation with child
- Discuss situation with observers
- Decide on support/sanction to be put in place

  _____

- Provide pupil with positive behaviour expectations and strategies re same:

  _____

- Inform Principal
- Establish how situation will be monitored_____

  _____

- Outcomes of follow up discussion with child:_____

  _____

Stage 2 (Please tick)

- Parents involved _____

  _____

- Establish the way forward _____

  _____

- Outcomes of follow up meeting with parent(s) _____

  _____

Stage 3 (Please tick)

- Referral to other agencies _____

  _____

Stage 4 (Please tick)

- Fixed exclusion
- Permanent exclusion

Stage 5

- **Other**

Outcome (level of satisfaction) Page 4		
Good = 1 Satisfactory =2 Poor = 3 Unresolved = 4		
Child who has been bullied:	Score =	Date =
Parent(s) of above child:		
Child who has displayed bullying behaviour:		
Parent(s) of above child:		

This form is now:

- Filed as resolved (next teacher merely needs to be informed that a situation had existed)
- Filed with a need for next teacher to be informed in detail of situation
- Passed to external agency
- This is a reoccurring issue and intervention must begin at stage 2, moving on swiftly to stage 3 (if needed.)

Name and designation of teacher completing this form:

_____

Date:

_____

Signature:

_____

Appendix 2 – Procedures undertaken to ensure that the pupil and parental voice had key input into this policy when it was first devised.

Involving our pupils:(These are the steps we went through when we devised this policy in 2008.Since the policy seems to be working well we do not see this as being an area in need of further in-depth audit at this stage (although a quick pupil review is taken each year during anti-bullying week each year –November 2011)

All staff were determined that this updated anti-bullying policy would be very much the outcome of combined pupil, parent and staff input. As such work undertaken with the pupils took a full term and the stages worked through are outlined below:

1. As stated earlier Pupils from P2 – P7 were audited re their perceptions of bullying and whether they had ever been bullied.

Pre awareness raising work = 66 % of pupils felt that they had been bullied

Post awareness raising work = 24 % of pupils felt that they had been bullied

11/12 audit update:
During Anti-bullying week 2011, pupils were asked the same question. 5 pupils from P2-P7 felt that they had been bullied. This demonstrated that awareness among pupils was high. Almost every child in P1 felt that she had been bullied which indicated that our pupil awareness work undertaken throughout the 7 years in primary school is crucial.

2. Each teacher brought her pupils' work together and a whole school definition of the term 'bullying' was drawn up.

3. Teachers brought the definition back to their classes and did a lot of interactive work with pupils to ensure that they were clear as to what constitutes bullying as opposed to day-to-day disagreements.

4. Pupils engaged in circle time/ other activities/ discussions to explore:

- The different types of bullying: Physical, Verbal, Exclusion, Cyber, Racist etc. (Pupils' perception of these is shown in appendix 1)

- Common locations in which bullying takes place (Pupils' perception of these is shown in appendix 2)
- How a bully should be treated/punished
- How someone who has been bullied should be supported.

(Ideas from the latter two were built into our procedures for dealing with a case of bullying.)

* 5. The school council is now in its fourth year and is well established. (Nov 10). A significant aspect of its remit is to 'stamp out bullying within St Clare's.' Support has been provided by the Pupil Personal Development Services to 'skill up' our staff working with the school council.

Involving our parents: **(These are the steps we went through when we devised this policy in 2008.Since the policy seems to be working well we do not see this as being an area in need of further audit at this stage –November 2011. This is due to the effort we expend at the start of each year in reminding pupils and their families of our stance re bullying.)**

From the outset it was seen as imperative that parents should have an input into our policy so that they could be confident in relation to the procedures within St Clare's for dealing with this extremely emotive area. Therefore all parents were invited to contact principal if interested in becoming part of a working group. This group met in January 08 to have input into the initial draft of the policy. It was an extremely beneficial experience for all involved and the parents who participated represented a great cross section of the school community experience and incorporated parents whose child had experienced undoubted bullying and others who were there simply because it was an area of which they had no experience and were eager to ensure nonetheless that robust strategies exist within St Clare's to help reduce the occurrence of same and to deal with it if/when it arises. The parents made some key suggestions to the sections- 'Procedures for dealing with bullying incidents' and 'Procedures for recording bullying incidents.' These have been incorporated into the final, approved policy.