



Roddensvale School Anti-Bully Policy

INTRODUCTION

School Motto: Prepare. Praise. Progress

School Mission Statement

Our purpose is to provide the most appropriate education for our pupils within a safe environment, which promotes respect for self and others and acknowledges the value of each individual within the school community and beyond.

School Ethos Statement

In Roddensvale School the welfare of every child is of paramount consideration and we endeavour to create a caring, happy, secure, supportive and stimulating environment where children can develop socially, emotionally and physically at their own rate.

The Anti-Bullying policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and confidence, motivation and success are cultivated. The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community. In

Roddensvale School bullying behaviour is contrary to the school ethos. We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents and Governors.

Tolerance of others' values is extremely important but there may be occasions when pupils need to be shown, through discussion and by example, what is and what is not acceptable both inside and outside our school. Basic standards of good behaviour require that all should be considerate, polite, respectful and helpful towards each other.

This policy takes account of guidance provided in:

- DE Circular 2003/13
- Welfare and Protection of Pupils: Education and Libraries (NI) Order 2003
- Pastoral Care in Schools: Promoting Positive Behaviour 2001

- Safeguarding and Child Protection in Schools – April 2017

Anti-Bullying Statement

Bullying is a breach of our responsibility code and will not be tolerated. All pupils have a right to be taught, and staff have a right to work in a safe, caring environment free from the threat of psychological and physical abuse. Everyone in the school community is valued and is entitled to have their rights protected. Everyone also has a responsibility to contribute to the protection and maintenance of such an environment. If an incident of bullying is reported, it will be dealt with promptly and appropriately. Roddensvale School is completely opposed to bullying.

AIMS of the Anti-Bullying Policy

The aims of this policy are to:

- To help all members of the school community understand what constitutes bullying and what procedures are in place to deal with it;
- To clarify for pupils, staff and parents that bullying is always unacceptable and is regarded by the school as a breach of our Positive Behaviour Policy;
- To enable pupils, parents and staff to work together to prevent bullying;
- To develop strategies to create a bully-free ethos and environment, including those to help bullies modify their behaviour, and how these will be implemented.
- To ensure that pupils and parents know how to raise a concern about bullying, in the confidence that any reported incidents will be taken seriously and thoroughly investigated;
- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.

DEFINITION OF BULLYING

By definition bullying is behaviour that intentionally and persistently causes distress to others. Sometimes pupils have use their behaviour as a form of communication and while others may be injured, it is not bullying behaviour.

Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as:

“The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others” *NIABF (2005)*

The Department of Education defines bullying as:

“**Deliberately hurtful** behaviour, **repeated** over a period of time, where it is **difficult** for the victim **to defend him/herself.**”

‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001) Anti-Bullying Policy

PRINCIPLES

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils’ needs (whether bully or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and modify their behaviour.
- Where a concern arises, staff will receive ongoing support from those on SLT with pastoral responsibility.
- Parents will be made aware of our school’s practice to prevent and to respond to concerns through consultation.
- Parents have a right to know their child is safe.
- Staff will treat all children fairly.
- Staff will ensure school rules are implemented fairly and consistently.

Forms of Bullying

PHYSICAL BULLYING	VERBAL BULLYING
<ul style="list-style-type: none">• hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another’s	<ul style="list-style-type: none">• name calling; insulting or offensive remarks; accusing; taunting; put downs

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

Recognising Bullying

Signs or symptoms of a pupil being bullied may not always be obvious or may go unnoticed.

However, a pupil who is a target of bullying may display some of the following:

- A pattern of physical illness, e.g. stomach pain and headaches;

- Anxiety about travelling to and from school: wanting to be taken to and collected from school, avoiding the school Transport
- Changes in temperament or normal behaviour;
- Signs of anxiety, distress or depression – difficulty in sleeping, not eating, weeping, nightmares, become withdrawn from usual friends and family;
- Possessions and/or clothing damaged or missing;
- Increased requests for, and/or stealing money;
- Unexplained bruises or cuts;
- Stop using the computer, appear nervous or jumpy when an instant message or email appears, appears to be angry, depressed or frustrated after using the computer and avoid discussions of what they are doing on the computer (if being cyberbullied);
- Anxiety about attending school or reluctance or refusal to attend or talk about school.

Individually, these signs and symptoms do not necessarily mean that a pupil is being bullied. However, if there is a combination or repetitive occurrence of these, then further investigation is needed in order to determine what is affecting the pupil. For many of our pupils, communication may be difficult and these signs and symptoms may also be attributed to other factors, e.g. illness, anxiety.

STRATEGIES TO PREVENT OR REDUCE BULLYING

Roddensvale School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

Proactive Strategies (to ensure awareness is raised)

- Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school).
- Awareness of Classroom/School Rules, designed at a level appropriate to the developmental needs of pupils
- Recognise and reward good behaviour
- Implementation of the PDMU/PD Scheme of work throughout all classes, from Nursery to Transitions
- Use of creative learning to enhance social and emotional skills

- Lessons on Internet Safety, both provided in-house by trained staff and through outside agencies, e.g. PSNI
- High level of staffing throughout school (vigilant supervision), with all staff signed up to the school's Staff Code of Conduct and up-to-date with Safeguarding training and E-Safety training/E-Safety Code of Conduct
- School assemblies
- By ensuring that all our systems and procedures guarantee equality of opportunity for all our pupils; e.g. if a child is always last in the queue, doesn't this, in time, belittle, devalue and oppress?
- Use of PD/PDMU lessons/Circle time, Helping Hands Programme for KS2 upwards
- Good parental communication/involvement
- Awareness raising e.g. Parent/Teacher meetings, Facebook and school website
- Use of outside agencies – NSPCC, Women's Aid, PSNI, Dual Agency Behaviour Support Service (DABSS).
- Staff modelling positive relationships

Reactive Strategies

The following steps will be taken when dealing with incidents:

- Formulation (involving all stakeholders) and communication of school wide rules concerning Positive Behaviour expectations (e.g. classroom rules, posters, displays, incentives, pupil awards, school assemblies, workshops)
- School Curriculum which addresses prejudice, discrimination and Social/Emotional Learning (PDMU/PD)
- School wide supervision and effective, consistent behaviour management by all staff
- Opportunities for developing Positive Peer Relationships (Circle time strategies and training provided re. Peer Support/Bully Busters)
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.

- Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. class teacher / Head of Junior/Senior School / Vice Principal / Principal / Designated Teacher for Child Protection.
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures / sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases this is not malicious and may arise from a child lacking appropriate ways to communicate their feelings or deal with their own frustration. In Roddensvale School there has always been a culture of pupils showing empathy and caring for each other. Sometimes pupils may need support from outside agencies, e.g. Clinical Psychology or DABSS, to help them develop strategies to manage their behaviour in a more appropriate manner. However, staff throughout Roddensvale School remain vigilant to any behaviour that constitutes bullying and is deliberately targeting another child and/or children.

DEALING WITH REPORTS OF BULLYING

The 3 steps for dealing with reported incidents of bullying are:

- Step 1: Investigating the Report
- Step 2: Taking Action
- Step 3: Monitoring and Reviewing the situation

More advice is available online at:- <http://www.endbullying.org.uk/gallery/effective-responses-to-bullying-behaviour>

Step 1: Investigating the Report

The class teacher and the Head of Junior/Senior School should investigate the report. Depending on the age/needs of the child(ren), this may involve speaking to the victim, the alleged bully (bullies) and any witnesses to the incident separately to establish whether bullying has indeed taken place. In more serious cases the Vice Principal may be involved from the beginning of the investigation. From the start all involved need to know that written records will be kept. Any interviews should take place confidentially in a secure and appropriate environment.

(a) Interviewing the Target of Bullying Behaviour (if appropriate)

1. Listen to the person's story in a calm, non-judgemental way
2. Assure the person that he/she has done the right thing by reporting the incident. Do not make him/her feel he/she is wasting your time or that his/her complaint is trivial
3. Allow the person to explore his/her feelings about the incident
4. It may not be advisable to find out all the facts immediately as this may only increase the stress; find out if there were any witnesses to the incident
5. Make clear that the person is not being blamed for the situation
6. Praise him/her for seeking help.

(b) Interviewing the Pupil(s) Exhibiting Bullying Behaviour (if appropriate)

Pupils who are perceived to be engaged in bullying behaviour also have the right to be heard. The investigating members of staff (class teacher/Head of Junior/Senior School) should meet with these pupils as soon as possible after interviewing the subject of the report and any witnesses.

1. Interview separately the individual or the individual members of the group identified in the bullying report
2. Do not disclose the source by respecting the confidentiality of all concerned, including witnesses
3. State that all reported incidents of inappropriate behaviour are taken seriously
4. Speak in a calm manner
5. Remain neutral and listen in a non-judgemental way
6. Give the pupil(s) an opportunity to give their point of view and explain their actions.

Step 2: Taking Action

Staff investigating the report, including those interviewing witnesses, may need to take advice from a more senior member of staff such as the Vice Principal to establish whether bullying has indeed taken place and if so, the intervention and support to be put in place.

(a) Supporting the Target of Bullying Behaviour

It is very important for an individual who has been targeted to be confident that something will be done immediately to relieve their distress and that intervention by staff will not make the situation worse. This reassurance is needed as well as involving bullied pupils in longer term strategies.

1. Reassure the targeted pupil that all possible steps will be taken to resolve the issue.
2. Discuss and agree with the pupil how he/she will be supported. Such methods may include –
 - identifying a member of staff and/or peer who will act as a point of referral for the pupil
 - finding a reliable friend or 'circle of friends' who will accompany him/her and report any incidents
 - identify times and places of bullying and minimize opportunities by ensuring supervision
 - providing specific advice to staff on strategies to prevent incidents of bullying, e.g. seating arrangements in class
 - involving the harmed pupil in longer term strategies to develop his/her coping skills, e.g. inclusion in opportunities to build up self-esteem, offering counselling
3. Agree acceptable targets for making the situation acceptable.
4. Agree a review date.
5. Implement the agreed support plan
6. Contact parents/carers of the targeted pupil. Enlist parental support to ensure they are aware of and in agreement with the support plan and targets set. (Parental contact may be done by telephone, or, if more appropriate, at an interview).

(b) Supporting the Pupil(s) Exhibiting Bullying Behaviour

Some pupils who bully have low self-esteem or may not understand the 'rules' of social interactions which may manifest itself in aggressive behaviour. Pupils who exhibit bullying behaviour need to be helped to learn more socially acceptable forms of behaviour. They also need to acknowledge what they have done is wrong and understand that there are consequences for their actions.

1. Make it clear to the individuals that his/her behaviour is unacceptable and must stop immediately.
2. Provide the individuals with the opportunity to take responsibility for any harm/hurt/damage caused and show concern for the targeted pupils.
3. Highlight any good behaviour the individual(s) has/have already demonstrated.
4. Communicate and carry out sanctions in line with the School's Positive Behaviour Policy.
5. Parents should be contacted to enlist their support and to inform them of, and ensure they are in agreement with, the targets set and the support plan to be implemented.

6. It may be necessary to refer the pupil to Clinical Psychology, DABSS or counselling for further support in finding more appropriate ways to interact with peers

Step 3 – Monitoring & Reviewing the Situation

The progress of the support plan for both the target of bullying behaviour and those exhibiting bullying-type behaviour, needs to be monitored and reviewed.

1. Staff who teach the pupils or are on duty around the school may be requested to observe their behaviour in an unobtrusive way and report back to the designated teacher.
2. At the agreed interval(s) or date(s) a review meeting should be held to monitor the situation.
3. If the matter has been resolved, file copies of the incident with each pupil's records (classroom-based).
4. If the matter is not resolved, set new goals and repeat the procedure.
5. Contact parents to ascertain their view on progress and keep them informed of the School's position.
6. Monitor and review until the situation is resolved.
7. Staff involved in the incident should review the effectiveness of their strategies in dealing with the situation and if required, modify them.

ROLES AND RESPONSIBILITIES IN PREVENTING/DEALING WITH BULLYING

Staff should:

- Provide a safe, secure and caring environment
- Promote and sustain good behaviour
- Listen to all reports of bullying
- Address each situation in line with procedures, seeking advice on onwards referrals, if necessary
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents

Pupils should (where possible, taking account of their developmental needs):

- Report all incidents of bullying (if a child is being bullied or if another pupil is being bullied – TELL SOMEONE)
- Avoid inappropriate behaviour which might be considered as bullying

- Be respectful and supportive to others
- Tell an adult before retaliating

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff, or raise any concerns they have with the class teacher on behalf of their child
- Watching for signs of distress or unusual behaviour in their child, which might be evidence of bullying
- Discourage behaviours which might be considered as bullying
- Stress to their children that retaliation is not helpful
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken by the School
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day
- Monitoring their children's use of the Internet and mobile phones if concerned about cyberbullying and keeping any messages on the computer or mobile phone which may be used as evidence
- Not confronting pupils who have allegedly bullied, or their families, as this may exacerbate the situation

RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.

Children will be encouraged to understand their roles in preventing bullying and being a "good friend" using, for example, drama; role-play and novels. Children will be guided to understand their feelings and the feelings of others through a range of appropriate strategies, e.g. Circle Time

Parents will be issued with a letter linking them to the school's Anti-Bullying policy every three years, located on the school website. They will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

LINKS WITH OTHER POLICIES

Roddensvale School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

- Safeguarding & Child Protection
- Pastoral Care
- Positive Behaviour Policy
- Special Educational Needs
- Acceptable Use of the Internet and Digital Technologies
- Parents Policy

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

Policy Review

It is the responsibility of the Vice Principal to conduct a formal review of the policy at regular intervals (the minimum is once every four years). The policy will be updated on an annual basis. The views of pupils, parents and staff are welcome at any time and should be directed to the Vice Principal, Mrs H Stewart.

MONITORING AND EVALUATION

This policy was formulated by Mrs Stewart in consultation with the Board of Governors, staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

Date Ratified by Governors: _____

Signed: _____ (Chair of Governors)

Review Date: November 2020

Roddensvale School**Alleged Bullying****Incident Form**

(i.e. significant / repeated / or serious one-off incident)

	Name(s)	Gender	Class
Complainant(s)			
Alleged child(ren) who has/have been bullied (if different from above)			
Alleged child(ren) who has/have displayed bullying behaviour			
Date of Incident:			
Location of Incident:			

Type of incident: please tick all that apply

Physical Bullying (includes jostling, physical intimidation, interfering with personal property [stealing/damaging], punching/kicking, hair pulling, spitting, extortion, writing/drawing offensive notes)

Verbal Bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridiculing another's appearance/way of speaking/mannerisms, humiliating others publically, mocking, sarcasm)

Emotional Bullying (includes isolation, refusal to work with/talk to/play with others, belittling their abilities or achievements, menacing looks, stares or rude gestures)

Cyber Bullying (includes misuse of emails, images, texts, blogs, social media, Xbox Live, etc.)

Racist Bullying (includes name calling relating to race, colour or religion)

Homophobic Bullying (includes name calling related to gender or sexual orientation)

Details of Incident (including witnesses):

Action/support for child(ren) who has/have been bullied, i.e. on-going support/monitoring from staff

Review date: _____

Parental involvement (please specify dates and details of information received)

Signed: _____ **(Staff Member)**

Signed: _____ **(Head of Junior/Senior School)**

Date: _____

