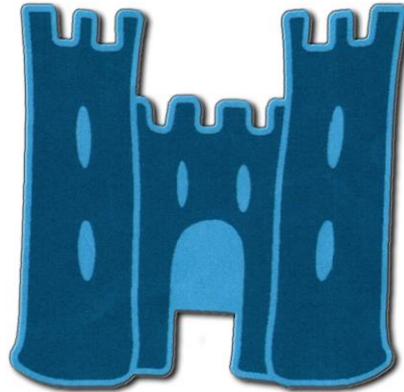




**SOUTH EASTERN EDUCATION  
AND LIBRARY BOARD**



# **CARROWDORE PRIMARY SCHOOL**

## **ANTI-BULLYING POLICY**

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## Definition

Bullying is an act of aggression causing embarrassment, pain or discomfort to someone.

It can take a number of forms: physical, verbal, making gestures, extortion and exclusion.

It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

## Forms of Bullying

- Physical violence, such as hitting, pushing, **kicking, punching** or spitting at another pupil;
- Interfering with another pupil's property, by stealing, hiding or damaging it;
- Using offensive names when addressing another pupil;
- Belittling another pupil's abilities and achievements;
- Writing offensive notes or graffiti about another pupil;
- Excluding another pupil from a group activity;
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.
- Teasing, or spreading rumours about another pupil or his/her family;
- **Cyberbullying: threatening, lying about, stalking or otherwise harassing a person online or via other electronic communication devices like a mobile phone.**

## The School's view

This school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

## The Responsibilities of Staff

Our 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;
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens;

- Be alert to signs of distress and other possible indications of bullying;
- **Make children aware of cyberbullying and send a clear message to children that it is unacceptable.**
- **Provide information for children about how to deal with cyberbullying (see Appendix 3);**
- Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected cases of bullying to Dr Brown.
- Identify when and where bullying occurs with the school;
- Ensure adequate supervision of areas frequented by children at break, lunchtime and at the beginning and the end of the school day;
- Provide appropriate training for all staff in recognising and combating bullying behaviour;
- Develop clear guidelines for dealing with bullying incidents and communicate these guidelines to staff, children and parents to provide consistency of approach;
- **Monitor and record all incidents of bullying; in staff member's daily notebook/diary. Notebooks containing accident/incident records should be retained in school for 15 years or until child reaches the age of 22.**
- Offer appropriate support for victims of bullying;
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures, Appendix 1 and 2.

## **The Responsibilities of Pupils**

*We expect our pupils to:*

- Refrain from becoming involved in any kind of bullying even at the risk of incurring temporary unpopularity;
- intervene to protect the pupil who is being bullied unless it is unsafe to do so;
- 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;

*Anyone who becomes the target of bullies 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.

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## **The Responsibilities of Parents**

*We ask our parents to support their children and the school by:*

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- Advising their children to report any bullying to their Class Teacher or Dr Brown.
- Explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- Advising their children not to retaliate violently **or inappropriately** to any form of bullying;
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Keeping a written record of any reported instances of bullying;
- Informing the school of any suspected bullying, even if their children are not involved;

- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

### **The Responsibilities of All**

*Everyone should:*

- Work together to combat and to eradicate bullying.

## Appendix 1

### DEALING WITH THE BULLY

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. Bullying behaviour should be treated in the same way as any other form of behavioural difficulty, and addressed through the five stages of the Code of Practice ([See Positive Behaviour and Discipline Policy and Special Educational Needs Policy](#)). An appropriate teacher (the class teacher, or the teacher with responsibility for pastoral care) should in the first instance talk calmly and dispassionately with them, asking them to think about, and talk about, the implications of their behaviour for the pupil who was their target, probing for any underlying reasons, and seeking assurances that it will not be repeated.

Since research has shown that a high proportion of bullies were themselves, or remain the victims of abuse, the school must consider whether the child protection procedures need to be instigated for the bully. If the school decides that these procedures are not warranted, the school still needs to consider how best to work with the bully to change his or her behaviour. This can involve talking his or her behaviour through with the bully, to allow him or her scope to think about and understand his/her own motives and encourage more socially acceptable behaviour. It should also involve discussion with the pupil's parents, to help identify any relevant background information and secure their support for the remedial action to be taken. Depending on the circumstances, it may be necessary to move directly to stage 2 [on the SEN Code Of Practice](#), to discuss the matter with the SENCO and to put a behaviour programme in place to address the bullying pupil's behavioural problems.

If the outcome of the bullying incident involves the bully and the target being separated, for classes, break-time and/or leaving time, the school should be prepared for the possibility that inaccessibility may move the bully to pick another target. This possibility should be borne in mind, without leading to oppressive supervision, as the bully's group is supervised during the school day.

[The perpetrator should always be given an opportunity to explain from his/her perspective, what happened and why and to provide the member of staff with relevant background information regarding the incident e.g. previous actions by the victim which may have contributed to a negative reaction. Such actions will be investigated but do not prevent the application of sanctions when bullying has clearly occurred.](#)

## Appendix 2

### SANCTIONS

Sanctions are an integral part of a school's behaviour policy. They help to uphold the rules and procedures, they provide children with the security of clearly-defined boundaries and, in so doing, they encourage appropriate and acceptable behaviour. It is important to ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions.

#### *Sanctions should:*

- Be fully understood by all staff (teaching and non-teaching), pupils and parents;
- Be applied by the staff in a fair and consistent manner;
- Be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- Be appropriate to the offence;
- Defuse, rather than escalate, the situation;
- Focus on the misdemeanour, rather than the pupil;
- Allow the pupil to save face, and encourage a more positive attitude in future;
- Take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant circumstances;
- **Be reported to parents as far as is reasonably practicable.**

#### *Sanctions should not:*

- be applied to entire classes or groups of pupils, when the guilty parties have not been identified;
- degrade, or cause them public or private humiliation;
- Involve physical force.

Inappropriate and counter-productive sanctions which should not be used include sarcasm, mimicking the pupil, making unfavourable comparisons with brothers or sisters or criticising the parents. They also include over-reacting, making threats which cannot be carried out, or backing the pupil into a corner, either verbally or physically.

Teachers know that a quiet, firm reprimand is often more effective than a public display of temper, and is much less stressful. The pupils should be in no doubt as to why they are being punished, and what would have constituted a more acceptable form of behaviour. They should have an opportunity to reflect on their misdemeanour, understand its effect on others in the school community and, as appropriate, make some form of reparation. They should also be encouraged to develop a more positive attitude, and appreciate the benefits of so doing and also to themselves.

*Sanctions may include the following:*

- Withdrawal of privileges, for a fixed period or permanently **e.g. position as a monitor/helper;**
- Restriction of access to extra-curricular facilities or activities for a period;
- Completion of additional work to complement or reinforce current studies (not lines);
- **A supervised breaktime and/or lunchtime detention for one or two days with extra work set by the class teacher. A record is kept by the class teacher with details of each detention completed by a child and why. A child should always have an opportunity to eat break and/or lunch and have a comfort break during a detention;**
- **A child may be required to present a written apology;**
- A reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period;
- The referral of a troublesome pupil to a senior member of staff for reprimand;
- The temporary removal of a pupil from his/her peers into another class;
- In extreme cases, suspension, or expulsion following suspension (**see Positive Behaviour and Discipline Policy**).

## Appendix 3

### ADVICE FOR CHILDREN ABOUT CYBERBULLYING

- Never give out personal information online, whether in instant message profiles, chat rooms, blogs, or personal websites.
- Don't use any social media sites without your parents being present.
- Never tell anyone but your parents your password, even friends.
- If someone sends a mean or threatening message, don't respond. Save it or print it out and show it to an adult.
- Never open Emails from someone you don't know or from someone you know is a bully.
- Don't put anything online that you wouldn't want your classmates to see, even in an Email.
- Don't send messages when you're angry. Before clicking "SEND" ask yourself how you would feel if you received the message.
- Help children who are bullied online by not joining in and showing bullying messages to an adult.
- Always be as polite online as you are in person.

*(Advice based on information received from PSNI)*