

# CAMPHILL PRIMARY SCHOOL

## ANTI-BULLYING POLICY

### INTRODUCTION AND RATIONALE

All schools have a pastoral responsibility towards the children in their charge and should take all reasonable steps to ensure that their welfare is safeguarded, and their safety is preserved. Article 19 in the Convention on the Rights of the Child states:

*"Children have the right to be protected from all forms of physical and mental violence".*

As a Rights Respecting School, this is of utmost importance. Camphill Primary School is completely opposed to bullying and will not tolerate it in any way. It is entirely contrary to the values and principles we work and live by. At Camphill Primary School we are committed to providing a warm, caring and safe place for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and we take all incidents of bullying seriously. Our School's Anti-Bullying Policy reflects our Ethos and Mission Statement and ensures that the conduct of all members of the school community is consistent with the values and beliefs of the school.

When bullying does occur, everyone should be able to tell, secure in the knowledge that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a *TELLING, LISTENING and RESPONDING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff, in the confidence that effective action will be taken.

### AIMS OF THE POLICY

- Raise an awareness of bullying as unacceptable behaviour
- Create a school ethos which encourages pupils to disclose and discuss incidents
- Enable pupils to express their fears and concerns
- Ensure all stakeholders have an understanding of what bullying is and are aware of the school policy
- Ensure all pupils and parents/guardians will know what to do if bullying occurs
- Develop procedures for *RECORDING, INVESTIGATING* and *REPORTING* incidents
- Ensure comprehensive supervision and monitoring arrangements are in place for all pupils
- Positively influence attitudes of pupils through school initiatives and proactive teaching strategies

This policy is active for registered pupils on the premises of the school during the day; whilst travelling to and from school and whilst pupils are in the lawful control or charge of the staff of the school.

## WHAT IS BULLYING?

By definition, bullying is behaviour that intentionally and persistently causes distress to others. The 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)*

## FORMS OF BULLYING

The following are types of unacceptable, anti-social behaviours.

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

## PREVENTATIVE MEASURES TO CREATE AN ANTI-BULLYING ETHOS

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment. These can include:

### *PROACTIVE STRATEGIES*

- Involving the whole school community in reviewing this policy
- Producing a 'child speak' version/flow chart of the policy for the children
- Use of "We Care" and "We are a caring classroom" boards throughout the school
- Making National Anti-Bullying week a high profile event each year
- An anti-bullying display produced by the children
- Each class agreeing on their own Class Charter (Rights Respecting Schools)
- Circle Time/ Class discussions on Bullying
- Awareness raising through regular anti-bullying assemblies
- PDMU lessons/activities
- Stories and poems work on the theme of bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Use of a confidential 'Worry' box where children can write and post their concerns and ideas
- Use of Playground Friends
- Using praise to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Use of outside agencies to support work in this area eg NSPCC, PSNI, Barnardos

### *REACTIVE STRATEGIES*

The school's response to any suspected or reported bullying will include: -

- Establishing the details of the incident  
(An adult within school who responds to a reported incident of bullying will remove the bully from the situation and ensure the victim is safe and being cared for.)
- Establish the type of bullying and the sequence of events
- Identify those involved
- Discuss in detail with the victim and if appropriate, recording what is said
- Talk to witnesses, if possible and record
- Discuss the bullying behaviour with the Perpetrator - present him/her with the details and ask for the truth about the situation/incident. Record.
- Make it clear to the bully that they disapprove.
- Explain clearly the sanction to the bully/bullies and why it is being given eg. 'Yellow' or 'Red' card from the Reward System, withdrawal from playground, and/or other activities, suspension/exclusion. *(If the behaviour does not improve or if a serious incident occurs the Principal may consider the option of suspension. The Principal has the authority to suspend a pupil in line with the EA scheme for the Suspension & Expulsion of Pupils. Should the school believe that Expulsion is*

*required the school will liaise with the EA as legally required.)* The sanction chosen will depend on the severity of the incident.

- Contact parents of the bully and victim and report back to them
- Plan for resolution/action with victim and bully
- Talk to the bully, encourage the bully to see the victim's point of view.
- Review success - monitor the situation
- If necessary other agencies will be involved to provide further support

### **RESPONSIBILITIES OF STAKEHOLDERS:**

The Board of Governors has overall responsibility for ensuring a safe environment for all. The Principal (Mrs K McMaster) is responsible for promoting an anti-bullying culture and ensuring the policy is active. The Senior Management Team will provide leadership in developing both preventative and reactive strategies.

#### *Our School will:*

- Develop an Anti-Bullying Policy through consultation, which clearly identifies the behaviours that are unacceptable and the strategies for dealing with bullying in the school.
- Inform all stakeholders about the Anti-Bullying Policy.
- Provide information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour.
- Follow up complaints of bullying, harassment and intimidation.

#### *Our Staff will:*

- Foster in our pupils self-esteem, self-respect and respect for others
- Model appropriate behaviour
- Closely supervise pupils in all areas of the school and playground.
- 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 possible indications of bullying (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 the class teacher/head of key stage or the Principal.
- Follow up any complaint by a parent about bullying and report back promptly
- Deal with observed instances of bullying promptly and sensitively, in accordance with agreed procedures

#### All staff must avoid: -

- Using sarcasm or other insulting or demeaning forms of language when addressing pupils; making negative comments about a pupil's appearance or background;
- Humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding or vulnerable in other ways;
- Acting in a manner which might appear aggressive and escalate the situation.

*Parents and Caregivers will support their children and the school by: -*

- Making sure they are aware of the school's definition of bullying and the anti-bullying policy.
- Supporting their children in all aspects of their learning.
- 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 and/or principal and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Supporting their children and developing positive responses to incidents of bullying and advising them not to retaliate violently to any form of bullying.
- Being sympathetic and supportive towards their children and reassure them that appropriate action will be taken.
- Informing the school of any concerns they may have about bullying.
- 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.

*Pupils will: -*

- Treat each other respectfully
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Try to include everyone in play, especially those who are often left out.
- 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.
- Support the pupil who is the recipient of hurtful behaviour.

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.

*The Responsibilities of All*

- Everyone should work together to combat and, hopefully in time, to eradicate bullying.

### **PROCEDURES FOR DEALING WITH INCIDENTS - SEE APPENDIX 2**

If a report is made to a teacher or non-teaching member of staff by a pupil or parent the teacher of the child will be informed. The teacher and/or Head of Key Stage and/or Vice-Principal and/or the Principal will decide if the incident is bullying or bad behaviour. *If the incident is bad behaviour the teacher will either follow-up and resolve or report the matter to Head of KS/Vice-Principal/Principal who will investigate and decide what action will be taken.*

## **AN ANTI-BULLYING CULTURE**

The school has a duty to ensure that safeguarding permeates all activities. This policy therefore complements and supports a range of other school policies and procedures for:

- |  |   |                              |
|--|---|------------------------------|
| ▪ Pastoral Care  | ▪ Positive Behaviour                                      | ▪ Special Educational Needs  |
| ▪ Acceptable use of Mobile Phones and related technologies | ▪ Acceptable use of the Internet and Digital Technologies | ▪ E-Safety                   |
| ▪ Attendance   | ▪ Induction   | ▪ Drugs Education            |
| ▪ Health and Safety  | ▪ Intimate Care   | ▪ Parental Access to Schools |
| ▪ Relationships and Sexuality Education                    | ▪ Educational Visits                                      |                              |

These policies are available to parents and any parent requiring a copy should contact the School Principal or visit the school website at [www.camphillps.co.uk](http://www.camphillps.co.uk)

## **PASTORAL PROGRAMME**

As part of our Pastoral Care policy, procedures activities and resources are in place to help pupils develop a range of skills and attitudes to promote Anti-Bullying. Through the school's PDMU programme pupils are taught to develop strategies to deal with a range of emotions, feelings, situations, events etc.

eg:

- Conflict resolution
- Anger management
- Relationships
- Feelings & Emotions
- Being assertive
- Communication issues

A range of materials are used to deliver Anti-Bullying activities - through written, media and agency formats. These will be reviewed and updated as necessary. Also, the Jigsaw Service in school, provided via the Family-Link Worker can offer additional support, when required.

## **MONITORING AND EVALUATING**

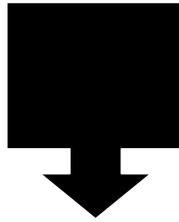
Our school Anti-Bullying policy is subject to continuous review in the light of incidents of bullying behaviour encountered.

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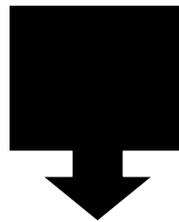
APPENDIX 1

Procedure for a pupil who is having a problem with bullying

Tell any adult in our school



OR  
Tell a Playground Friend at Lunchtime and they  
will take you to an adult.



The Adult tells your problem to the  
appropriate member of staff who then  
decides how to help you

APPENDIX 2

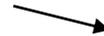
Camphill Primary School  
Anti-Bullying Policy

**How the school will respond to an incident of bullying**

Report made to a member of the teaching or non-teaching staff by a pupil, parent or other.



Inform the bully/bullies class teacher and the victim's class teacher(s). The bully/bullies class teacher(s) and/or Head of KS, VP, Principal will decide if the incident is bullying or bad behaviour



If Bullying:-

If the teacher and/or Head of KS, VP, Principal feels that the incident has elements of bullying, this will be investigated and the member of staff dealing with the matter will decide what action is to be taken

If Bad Behaviour:-

If the teacher and/or Head of KS, VP, Principal feels that the incident has elements of bad behaviour this will be investigated following the 'Positive Behaviour' Policy.



Parents of victim and bully will be informed by the Principal/Vice-Principal

Plan for resolution/action with victim and bully



If necessary other agencies will be involved to provide further support



Review success - monitor the situation

## APPENDIX 3

### Signs, Symptoms and Effects Of Bullying

All stakeholders should be vigilant to changes in behaviour which may indicate bullying. Some signs and symptoms that may suggest a pupil is being bullied are listed below:

- Anxiety about travelling to and from school - requesting parents to drive or collect them or changing their route of travel to school
- Unwillingness to go to school, refusal to attend
- Deterioration in academic performance, loss of concentration, enthusiasm, interest in school
- Pattern of physical illnesses eg. Complaining regularly of headaches, stomach upsets
- Unexplained changes in mood or behaviour - at home or in school
- Visible signs of anxiety or distress - withdrawing, nightmares, difficulty in sleeping, not eating etc.
- Spontaneous, out of character comments about either pupils or teachers
- Possessions missing or damaged
- Increased requests for money or stealing money
- Unexplained bruising or cuts
- Damaged clothing
- Reluctance to express/refusal to say what is troubling him/her

These signs do not necessarily mean that a pupil is being bullied. If they are repeated or occurring in combination, then they warrant investigation in order to establish the cause.

### Effects of Bullying

Pupils who are being bullied may develop feelings of insecurity and extreme anxiety and so may become more vulnerable. Self-confidence may be damaged with a consequent lowering of their self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. It is therefore, important to be alert to changes in behaviour as early intervention is desirable.