



Regent House School
Preparatory Department

Anti-Bullying Policy

'Achieving excellence together'

Policy created: February 2019
Ratified by Governors: June 2019
Review date: September 2020

INTRODUCTION

“Achieving Excellence Together”

Regent House School is a school with high expectations for all, where the school community is challenged to aspire to excellence in an inclusive, supportive and respectful environment.

All members of our school community were consulted and agreed our Mission Statement. This statement is central to the ethos of our school.

The Anti-Bullying Policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised.

The school aims to foster values of tolerance and mutual respect through promoting the self esteem of all members of the school community.

In Regent House School Preparatory Department, 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.

AIMS

The aims of this policy are to:

- address, 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
 - ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success
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- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
 - [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
 - [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
 - [The Children \(Northern Ireland\) Order 1995](#)
 - [The Human Rights Act 1998](#)
 - [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

DEFINITION OF BULLYING

Addressing Bullying in Schools Act NI 2016

'Bullying includes (but is not limited to) the repeated use of

- a. any verbal, written or electronic communication
- b. any other act, or
- c. any combination of these,

by a pupil or group of pupils against another pupil, or group of pupils with the intention of causing physical or emotional harm to that pupil or group of pupils.'

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) should 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 change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive ongoing support from the HOD and Headmaster
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.
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FORMS OF BULLYING

Bullying can be defined as the use of power to hurt, harm or affect the rights and needs of a person or people.

It can include:

- teasing, abusive remarks and name calling
- threats and physical violence
- damage to property
- leaving pupils out of social activities deliberately
- spreading rumours
- upsetting mobile phone or email messages - this can be called 'cyberbullying'

<p style="text-align: center;">PHYSICAL BULLYING</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"> - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another 	<p style="text-align: center;">VERBAL BULLYING</p> <p>e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs</p> <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 style="text-align: center;">EMOTIONAL BULLYING</p> <p>e.g. excluding/shunning others from group activity/social setting or play;</p> <ul style="list-style-type: none"> - belittling another's abilities or achievements; - menacing looks/stares; - rude signs or gestures 	<p style="text-align: center;">CYBER BULLYING</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"> - 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

These categories may be inter-related

Signs of stress in pupils which may indicate bullying

- Child's unwillingness to attend school / lateness /erratic attendance
- Avoidance, hanging back from playground or staying late at school
- Deterioration of work or mislaid books, money, equipment or belongings (under achievement)
- Spurious illness / non specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home – bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

(N.B. whilst these behaviours may be symptomatic of other problems – bullying may be one reason)

STRATEGIES TO PREVENT OR REDUCE BULLYING

Regent House School Preparatory Department 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 Rights and Responsibilities
- Recognise and reward good behaviour
- Use of creative learning to enhance social and emotional skills

- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school code of conduct as set out in the Positive Behaviour Policy
- School assemblies – addressing bullying and providing Anti-Bullying Strategies
- Vigilant supervision – playground / general school environment
- Consultation with Pupil Council
- Use of PDMU lessons / Circle Time
- Promotion of Playground Buddy Benches
- Questionnaires (all stake holders)
- Good communication with pupils and parents
- Awareness raising e.g. Prep 1 Parent Induction meetings, class information meetings, school website and Facebook page
- Awareness of national Anti-Bullying Week (November).
- Use of outside agencies – NSPCC, Childline, PSNI, Diana Award Anti-Bullying Ambassador Programme
- Staff training / effective communication

Reactive Strategies

The following steps will be taken when dealing with incidents:

- 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 / HOD / Headmaster / 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
- 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)
- School wide supervision and effective, consistent behaviour management by all staff
- Opportunities for developing positive peer relationships (Circle time strategies and training provided e.g. Peer Support/Playground Buddy Benches and Pupil Council)

PROCEDURES FOR DEALING WITH BULLYING

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to “encourage **good behaviour and respect for others**” and in particular **prevent** all forms of bullying.

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour
2. Protect and support the bullied pupil
3. Change the attitude and behaviour of the bully

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet discussion and an explanation of how others feel is sufficient to make a difference. Children can and do learn, over time, how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well adjusted person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

In Regent House School Preparatory Department, if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages:

STAGE 1

Staff will:

- Listen to concerns when reported
- Identify those involved in the bullying incident
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying behaviour from recurring
- Staff will remain neutral and avoid direct, closed questions
- The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action
- Other appropriate members of staff will be informed i.e. class teacher, non-teaching staff, HOD or Headmaster. Incidents will be recorded as appropriate and follow procedures set out in the Positive Behaviour Policy
- A follow-up meeting/discussion is necessary to find out whether the solution has been effective or not

STAGE 2

If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions (refer to Positive Behaviour Policy)
2. Continue to monitor the situation and follow procedures for reporting as agreed and outlined above
3. Record details as appropriate (See Appendix 1 Bullying Incident Form)
4. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request for interview by class teacher / HOD / Headmaster
5. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Behaviour Support Team, PSNI

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying Policy of Regent House School Preparatory Department. It is important there is a collaborative, whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

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
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if another pupil is being bullied (TELL SOMEONE))
- Follow the school's code of conduct
- Avoid inappropriate behaviour which might be considered bullying
- Be respectful and supportive to others

Parents should:

- Work in partnership with the school
- Advise their children to report any concerns to a member of staff
- Discourage behaviours which might be considered as bullying
- Stress to their children that retaliation is not helpful
- Contact the HOD to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operate with the school, if their child is accused of bullying, to try to ascertain the truth (point out the implications of bullying, both for the children who are bullied and for the bullies themselves)
- Accept their role in dealing with bullying behaviours which occur outside the school so they do not interfere with effective learning and teaching during the school day.

TEACHING ABOUT BULLYING

This will be delivered and reinforced through various areas of the curriculum:

In Foundation and Key Stage 1 classes (Prep 1 - Prep 4) children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.

This message will be reinforced in Key Stage 2 classes (Prep 5 - Prep 7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

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 & Positive Behaviour Policies and procedures for dealing with reports of bullying
- Awareness raising posters are displayed in classrooms and corridors
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying
- Use of 'Worry Boxes' in KS2 classrooms
- Peer support is offered from Prep 7 pupils trained as 'Mentors'
- Parents will be issued with a copy of the school's Anti-Bullying Policy every two years. Once ratified, this policy will also be available on the school website. Parents 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

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

- Safeguarding & Child Protection
- Positive Behaviour
- Special Educational Needs
- Health & Safety
- Curricular Policies

RACE EQUALITY AND EQUAL OPPORTUNITIES

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

MONITORING AND EVALUATION

This policy was formulated by Ms N Rudewicz (HOD) in consultation with school Governors, staff, pupils and parents. It is to be ratified by the Board of Governors and it is the intention of the HOD and staff to review and update the policy in September 2019. Following this period of change the policy will be reviewed on a bi-annual basis.

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.

CONTINUING PROFESSIONAL DEVELOPMENT

Staff members acknowledge the need for continuing professional development in this area. The HOD will disseminate information on available courses and appropriate staff members will be encouraged to attend. Funds will be allocated to provide resources and materials to enable delivery of this policy. Staff development days may be used to facilitate whole staff training, as necessary. All training will be recorded on the PRSD forms, completed annually.

USEFUL WEBSITES & TELEPHONE NUMBERS

Department of Education
Northern Ireland Anti Bullying Forum

www.deni.gov.uk
www.niabf.org.uk
www.thinkuknow.org

Childline NI
NSPCC (FullStop) campaign

0800 1111
0808 800 5000



Regent House School Preparatory Department
Alleged Bullying Incident Form
(i.e. significant / repeated / or serious one-off incident)

	Name (s)	Gender	Class/Room
Complainant(s)			
Alleged child (children who has been bullied (if different from above)			
Alleged child (children) who has displayed bullying behaviour			

Date of incident:

Location of incident:

Type of incident: Please tick/circle appropriate types

Physical Bullying (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)

Verbal Bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)

Emotional Bullying (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)

Cyber Bullying (please specify) _____

Details of Incident:

*Action / support for child(ren) who has/have been bullied i.e. on-going support / monitoring from staff
(including time frame of follow up action required)*

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

Name of Staff Member(s) Involved: (signatures & dates)