

St. Joseph's

Carryduff



ANTI BULLYING POLICY

A Guide for Parents

Mission Statement

The school mission statement states that we:-

Aim to provide an inclusive, caring and safe environment in which all children can grow in self-esteem, independence and confidence. Our care for children enables their holistic development. Integral to this is the recognition of the self-worth and value of every child, the fostering of the key values of Catholic education and the promotion of mutual understanding and respect for others. In order to accomplish this we seek to create a learning community where the children, parents, staff and governors demonstrate a commitment to achieving high standards, mutual care and support each other.

Each member of the school community has the responsibility to contribute to the creation and protection of such an environment. This is a responsibility which is taken seriously and is reflected in a positive and preventative approach to the issue of bullying. At St Joseph's we seek to listen to children and act appropriately on information received. Our school is a 'TELLING' school. Pupils in St Joseph's know that 'telling' someone about inappropriate behaviour is the best way of everyone keeping safe. All incidents of bullying are treated confidentially.

Aims:

- To stop bullying
- To encourage pupils to 'tell'
- To clarify for staff, children and parents that bullying is always unacceptable and that it shall not be tolerated.
- To create an environment in which individual children can flourish and fulfil their true potential
- To promote self-discipline, self-respect and respect for others
- To promote an awareness that we are all responsible for creating a climate in which all children feel safe
- To emphasise the importance of, and to strengthen communication between home and the school

Definition

Bullying is repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

Bullying can take many forms: and these include

- physical: e.g. hitting, spitting, kicking or damage to belonging
- verbal: e.g. threats or name calling
- indirect: e.g. spreading rumours or excluding someone from social groups
- emotional: e.g. being unfriendly, excluding and tormenting
- cyber: inappropriate use of the internet and mobile phones in school

Bullying behaviour can be classified as follows:

- racist: e.g. racial taunts, graffiti, gestures
- sexual: e.g. unwanted physical comment or sexually abusive comments
- homophobic: focusing on the issue of sexual preference
- disability: e.g. taunts or name calling which refer to an individual's disability
- sectarian: e.g. taunts or name calling which refer to an individual's religious affiliation

(Please note this is not an exhaustive list.)

We understand that if unchecked, bullying can be profoundly damaging to the child who is being bullied both emotionally and physically. It can seriously disrupt or impair a child's capacity to learn and develop.

Not all aggressive behaviour is bullying. Behaviour which appears to be bullying may be exhibited by some children, especially very young children without the intention or awareness that it causes distress. Some individuals may feel they are being bullied, even when there is no intention to cause them distress. These situations can often be easily resolved, nevertheless such perceptions of bullying will be taken seriously.

The School's Response to Bullying:

One of the key elements in our preventative strategy is the creation of a positive ethos that reinforces a child's sense of self-worth. Some of the measures that contribute to the creation of that ethos are listed below:

- celebration of achievements at weekly assemblies
- a variety of methods of rewarding achievement are in place in each classroom
- Star of the Week and Helper of the Week
- Liturgical celebrations
- The Alive O programme and accompanying prayer services
- Understanding what bullying behaviour is through the delivery of the PDMU strand of the Revised Curriculum
- Dealing with issues that arise through Circle Time activities
- Positive marking policy celebrating a child's success in their work

- Class rules prohibiting bullying
- Clear pastoral care procedures
- Staff awareness of Child Protection issues/procedures
- Extra-curricular activities
- Careful supervision at break and lunch times
- Effective liaison with parents

Appendix Two

Procedure Flow Line

1 Incident

- a. reported – completion of ABC form
- b. the child who is bullying others and the child who is being bullied will be counselled separately by staff involved
- c. strategies employed to resolve the issue including Circle Time
- d. restorative measures implemented (if needed) for the child who is bullying others
- e. parents/guardians of the child who exhibiting bullying behavior contacted (letter or phone call); the parents of the child who is being bullied will be informed if they are not already aware of the incident
- f. the incident will be revisited by the teacher or the Designated Teacher or the Principal to ensure that it has been resolved satisfactorily

2 If incidents continue

- a. both sets of parents will be invited to meet with the Principal
- b. strategy developed with the consent of both sets of parents

3 If incidents still continue

- a. parents contacted again
- b. further counselling (additional external help may be sought for the child who is bullying others and the child who is the target of the bullying behaviour)

4 If incidents still continue

- a. exclusion procedures (in line with Employing Authority guidance) may begin