



ANTI-BULLYING POLICY

Signed _____ (Chair Board of Governors)

Date _____

To be Reviewed October 2016

To be reviewed October 2018

Reviewed October 2020

INTRODUCTION

'Striving for excellence...caring for children'

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.

Jones Memorial Primary School is completely opposed to bullying behaviour and will not tolerate it. Bullying behaviour is entirely contrary to the values and principles that we work and live by. When bullying concerns are identified our school will work in a restorative and solution focussed way to achieve the necessary change.

The welfare/well-being needs of all children are paramount and pupils' needs, whether pupil displaying bullying behaviour or targeted pupil, need to be separated from their behaviour. In our school we do not want to label pupils unfairly so we will use the term 'child who has been bullied', or 'target of bullying' instead of Victim. Also instead of bully we will use the term 'child who is displaying bullying behaviour'.

All members of the school community have a right to work in a secure and caring environment free from intimidation and fear. They also have a responsibility to contribute in whatever way they can to the protection and maintenance of such an environment.

As a school community We have sought to understand what bullying behaviour is and the different forms it can take, as the starting point for addressing bullying concerns effectively. Following consultation with staff, pupils and parents, the following definition of bullying has been agreed in our school.

AIMS

The aims of this policy are to:

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.

This policy has been developed consistent with The Education and Libraries (Northern Ireland) Order 2003 and DE Circular 2003/13 - Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003.

Specific articles of the legislation referring to the welfare and protection of pupils include the following:

Article 17 - Duty to Safeguard and Promote the Welfare of Pupils

Article 18 - Child Protection Matters

Article 19 - School Discipline: Measures to Prevent Bullying

'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

'Pastoral Care in Schools: Child Protection' (1999)

DEFINITION OF BULLYING

By definition bullying is behaviour that intentionally and persistently causes distress to others.

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)

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 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 Senior Managers with Pastoral responsibility.
- 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.

The Process of Participation and consultation

Under legislation The Board of Governors and Principal are required to consult with pupils, parents and staff regarding positive Behaviour and bullying prevention measures which must be in place. We have met this requirement in the following ways:

- Awareness raising
- Positive affirming classrooms. (Classroom Charter/ Code of conduct agreed by all pupils)
- Incentives and rewards for positive behaviour e.g Golden Time, School Council discussion/ presentations
- Assemblies
- Posters throughout the school
- Support for NIABF Anti- Bullying Week Annual Event
- Bee Safe programme,
- PDMU curriculum
- Questionnaires .
- Staff development days
- Parent Information sessions/ P/ T meetings

- Governor / parent consultation on policy review
- Information on school website.

Links with other School Policies

Pupil welfare embraces all aspects of pastoral care. Our duty to safeguard and promote the welfare of pupils is addressed through our other school policies such as Positive Behaviour / Discipline Policy, Pastoral Care; Acceptable Use of the Internet Policy, Child Protection & Safeguarding.

This policy links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. Sometimes bullying behaviour and its impact on pupils may cause such distress and significant harm that a referral to the Safeguarding Team is necessary and this will be progressed following the normal Child Protection procedures.

It also links with the Positive Behaviour Policy in which the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the responses which will be used to change behaviour.

FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others.

<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

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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)

Preventative measures

Relationships are at the core of everything we do in St. Francis of Assisi Primary School. We encourage pupils to respect themselves and each other.

We aim to be a 'caring', 'listening school' in which pupils are encouraged to become aware of their feelings and express their fears and concerns and to develop a sense of their responsibility and empathy for others. This process is facilitated through activities such as PDMU lessons in which children explore their needs, rights and feelings and how to deal with situations they may experience.

Within our curriculum, we provide children with the opportunity to develop a range of skills, including assertiveness and communication skills, in a wide variety of contexts, both inside and outside the classroom. The school Curriculum (PDMU/ RE) address prejudice, discrimination and Social/ Emotional Learning.

We also provide opportunities for developing Positive Peer relationships during Circle Time strategies and through our School Council, Eco Council, School Buddies and Digital champions.

Within our school community, we have agreed and communicated our school expectations for 'Positive Behaviour, summarised in the Golden Rules, during assemblies, displays of posters, Code of Conduct & Classroom Charters.

We promote positive behaviour reinforcing the School's Golden Rules & Code of Conduct. And at all times we reward and incentivise pupils with awards for their 'Golden Behaviour' in weekly 'Golden Time'

Should concerns regarding bullying arise, we aim to implement effective, appropriate interventions and a primary aim is to ensure the safety of the targeted pupil. To this end we can create Safe Spaces through changing seating arrangements and implementing Peer Support arrangements to befriend and support vulnerable pupils.

As appropriate we address issues and concerns restoratively with individuals who engage in bullying behaviour and within the wider group using a range of strategies and those as detailed in the Positive Behaviour Policy, consistent with the Anti- Bullying Forum' effective responses to Bullying Behaviour 'document. Other Preventative measures include:

- Formulation (involving all stakeholders) following negotiation & communication of 'agreed' school rules concerning 'Positive Behaviour' expectations (e.g classroom charters, posters, displays, incentives, pupil awards, school assemblies, workshops)
- School Curriculum addresses 'difference & prejudice', discrimination, Rights and Responsibilities and Social Emotional Learning through PDMU & RE
- School wide supervision and effective, assertive and consistent behaviour management by - staff
- Creating support networks and 'Safe Spaces' for vulnerable pupils in identified "hot spots" e.g through seating arrangements, safe movement between classes, peer support arrangements including 'Circle of Friends'
- opportunities for developing Positive Peer Relationships (Circle time strategies and training provided re. Peer Support/Buddy schemes and /School Council)
- Should bullying behaviours persist, despite early interventions by class teacher, additional support to review their assessment, their actions and to implement further appropriate interventions will be made available from the DT/ DDT

STRATEGIES TO PREVENT OR REDUCE BULLYING

Jones Memorial Primary 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 Rights and Responsibilities.

- *Recognise and reward good behaviour*

- 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 Key Stage / 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.

- Awareness raising eg P1 Parent Induction meetings, class information meetings, School Policies Booklet issued, newsletters, website.

- Awareness of national Anti-Bullying Week (in November each year).

- Use of outside agencies - NSPCC, Childline, PSNI, Behaviour Support Team.

- Staff training / effective communication

PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR

STEP 1

REPORTING OF AN INCIDENT (**significant/repeated/intentional incidents or serious one-off incident**)

- When such a bullying incident is reported, the information will be passed on to following people
 - The teacher of any child involved
 - The Principal
 - The designated teacher for child protection

STEP 2

INVESTIGATION OF AN INCIDENT

- This will normally be carried out by the Designated Teacher for child protection, in co-operation with the class teacher / adults involved
- Pupils involved will be interviewed and a record made of their responses using the school's incident report form (**see appendix 5**) (2 pages)
- Parents of all pupils involved will be informed of the school's action up to this point and kept informed of subsequent action

STEP 3

AGREEING A PLAN FOR RESOLUTION

- Designated teacher will devise a plan for resolution of conflict
- Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned
- Any disciplinary action required will use system of sanctions as set out in the school's Discipline Policy/ Positive Behaviour Policy

STEP 4

REVIEWING THE SITUATION

- Situation monitored and formally reviewed within one month of initial report
- This will involve designated teacher, class teacher, staff community, pupils and parents concerned.

STEP 5

INVOLVEMENT OF OTHER AGENCIES

- Where necessary the school will draw on support of Education Welfare Officer, Behaviour Management Team, Educational Psychology Service ...

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 word 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 Jones Memorial Primary School if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages:

STAGE 1

All 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 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, head of Key Stage, Vice-Principal, Principal. Incidents will be recorded as appropriate.
- A follow-up meeting/discussion is useful 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 as agreed. (See Appendix 1 Procedure for reporting an incident - significant/repeated/or serious one-off incident).
3. Record details as appropriate (See Appendix 2 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 / Head of Key Stage / Vice Principal / Principal.
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 Jones Memorial Primary School. It is important that 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 as 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 School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/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.
- 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.

TEACHING ABOUT BULLYING

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

In Foundation and Key Stage 1 classes (P1-P4) 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 (P5-P7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

AT ALL TIMES CHILDREN'S CONCERNS ARE OUR CONCERNS

The school's Positive Behaviour Policy details the behaviour standards set within the school.

Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, children can sometimes be reluctant to seek help, so pupils can report their concerns so they need a number of other options to get that help.

Assemblies and class Circle Time will be used to reinforce positive anti-bullying messages and to raise issues concerning bullying within the context of a Christian message. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils' understanding of bullying. Children are taught that each person is unique and to be valued. Differences are to be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to report their concerns for others.

Bullied pupils will be reassured that they are not in any way to blame (unless there is good reason to think otherwise). Support and protection will be given. As regards the playground, this can usually be done by approaching the adults on duty and Peer Mediators/Playground Friends.

A child who has been involved in bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored and they will be expected to improve and change. They will be encouraged to think and talk about the implications of their behaviour for the pupil who was their target. Discussion should also involve the pupils' parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the Additional Needs Co-Ordinator to address any behavioural problems through a behavioural programme. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be

resolved in age-appropriate ways and any sanctions will be in line with the school's Positive Behaviour Policy.

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.
- Awareness raising posters are displayed in classrooms and corridors and on our Child Protection notice board.
- 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 P6/7 children trained as 'Playground Friends'
- Parents will be issued with a copy of the school's Anti-Bullying policy every two years. 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

Jones Memorial Primary 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
Special Educational Needs

Pastoral Care
Health & Safety

Positive Behaviour
Curricular Policies

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.

MONITORING AND EVALUATION

This policy was formulated by Mrs Isherwood in consultation with school 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.

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

NAME OF STAFF MEMBER(S) INVOLVED

Date: _____

Alleged Bullying Incident Form

	Name	Gender	Ethnicity	Year
Complainant(s)		M/F		
Alleged child (children) who has been bullied (if different from above)		M/F		
Alleged child (children) who has displayed bullying behaviour		M/F		
Date of incident:				
Location of incident:				
<input type="checkbox"/> Classroom				
<input type="checkbox"/> Playground				
<input type="checkbox"/> Corridor				
<input type="checkbox"/> Other (please state) _____				
Type of incident:				

- 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)

Theme (if applicable):

- Cyber (through technology such as mobile phones and internet)
- Disability (related to perceived or actual disability)
- Homophobic (related to perceived or actual sexual orientation)
- Racist (related to skin colour, culture and religion)
- Sectarian (related to religious belief and/or political opinion)

Details of Incident:-

Name of action/support for child(s) who has been bullied: (please tick all that apply)

- Discussion of the incident with peers/class
- Defined on- going support/monitoring from staff
- Parental involvement (please specify) _____
- Counselling
- Referral to other agencies (please specify) _____
- Other (please specify) _____

Outcome (level of satisfaction)			
Good = 1	Satisfactory = 2	Poor = 3	Unresolved = 4
Child who has been bullied			
Parents of above child			
Child who has displayed bullying behaviour			
Parents of above child			
<p>This record is now:</p> <p><input type="checkbox"/> Filed</p> <p><input type="checkbox"/> Passed to Class Teacher/Group Tutor</p> <p><input type="checkbox"/> Passed to Head of Pastoral Care</p> <p><input type="checkbox"/> Passed to Principal</p> <p><input type="checkbox"/> Passed to external agency, please state:</p> <p>_____</p>			
Name and designation of the teacher completing this form:		Date: _____	

Signed:			

Appendix 6 RESOURCES

- a) SAFE GUARDING CHILDREN NOTICE BOARD – Information for children is clearly visible on the notice board and is familiar to them as it is used and referred to throughout the year in Anti Bullying Assemblies.
- b) It is intended that a box of resources with an Anti-Bullying theme will be available in our school library, the office/ Staff Room. Staff will be encouraged to use these for general discussion at Library time or with a specific child/group as the need arises.
- c) Examples of STORIES/MUSICALS/DRAMAS/SONGS/RHYMES/POEMS/RELIGION/NIABF as used by each class, with themes based on various forms of BULLYING.

CLASS	RESOURCES USED
RECEPTION	Through story, rhyme and learning to take turns, sharing, showing respect and calling attention when children show kindness and positive social awareness.
PRIMARY 1	Living, Learning Together Year 1 programme, Out and About with Hilda File and DVD. Feelings Pictures to describe different feelings we may have, Feelings play dough mats, Alive O programme, especially lessons in first term about 'belonging', Rainbow Fish Story. During afternoon class I use Problem Solvers Books. There are 6 books in the series. They are: Why be Bossy?, Why be Unfriendly?, Why Fight?, Why lose your Temper? Why not Share? and Why Tease?
PRIMARY 2	Living, Learning Together Year 2 programme, Out and About with Hilda File and DVD, The Anti Bullying DVD, Story of Cinderella, In topic 'Ourselves' discuss feelings and facial expressions, Listen and Think Books – Let's Have Fun Together.
PRIMARY 3	Religion - Losing my way and Time to change - Little Being stories Stories - 'Keep going, Brenda' By: Liz Weir (TSPC - NIC), 'Something Else' By: Kathryn Cave PDMU - 'Living, Learning, Together' - Unit 2 'Feeling good, Feeling Sad' and Unit 6 'Living with Difference' Circle Time - discussions re: Bullying and what makes children happy and sad
PRIMARY 4	Sarah and the Whammi - Anti-bullying Videos from NI Curriculum website. (Family, friendships, bullying, diversity and difference) Big Books - Spencer the Bear that's Always There. - The Three Billy Goats Gruff. - Farmer Duck. - Rainbow Fish. - The Huge Bag of Worries Circle Time. * Alive O Programme Assembly / Drama - During Afternoon Class - Drama based on Bullying/ Acted out/ Video
PRIMARY 5	• €Novels - Red Eyes At Night by Michael Morpurgo ; Conker by Michael Morpurgo

	<ul style="list-style-type: none"> • €The Twits – by Roald Dahl /Because of Walter/ Children Behaving Badly/Take a Run & Jump (Core Reading Scheme) • €The Ugly Duckling – traditional The Children of Lir – Legend • €Songs/Dance/Drama - from Popular Musicals & from Around the World • €Assembly ‘Dignity of Difference’ also Anti Bullying on Duty Week; NIABF www.niabf.org.uk & www.thinkuknow.org • €Religion The Good Samaritan Moses The Ten Commandments
PRIMARY 6	<ul style="list-style-type: none"> • €Short Stories: ‘Willy the Wimp’ by Andrew Browne • €Novels: References to Matilda by Roald Dahl • €Traditional tales: Ugly Duckling (Peer Mediation training), Cinderella • €PDMU/Circle Time: ‘Speaking up for me’ Unit 5 • €Religion: God Nourishes Us (Building Self esteem) • €World Around Us: Vikings Famine Use of www.niabf.org.uk www.thinkuknow.org
PRIMARY 7	<p>Primary Seven work on Anti Bullying Videos. These are planned using the Flow Map as our Story Board Template, then scripted out and finally recorded and edited using the FLIP Camera. P7 usually work in groups working on this activity (usually 4 groups) Idea came about from one of the Anti-Bullying Web Sites whereby pupils (older pupils all be it) created their own anti-bullying videos. A lot of class discussion also takes place around the whole area of Bullying-How it affects us/others? What can we do to prevent it? What do we do if we know its taking place etc? Also use different poems which I have gathered up over the years and as a class we analyse these</p>