



Bucket Filling and Anti-Bullying Policy

“Everyone who works with children should do what is in the best interests of the child.”

Article 3 United Nations Rights of the Child

Opening Statement:

At Trinity School, we are a ‘bucket filling’ school. We believe everyone has the right to learn and feel safe, welcome, secure and happy in school. We should treat others with respect, kindness, compassion, understanding and tolerance whilst recognise all pupils are unique and special and celebrate differences. By doing so, our aim is to ensure that every child’s ‘bucket’ is kept full. This should help them achieve their maximum potential with their learning and in school in general.

Aims:

- To create a school where respect, friendship and compassion is at the heart of everything we do;
- To create a learning environment and school where difference is valued and children feel safe;
- To promote and reinforce ‘bucket-filling’ behaviour amongst pupils and staff;
- To create a consistent approach from adults to deal with bucket-dipping;
- To generate a shared understanding of ‘bullying’ and an approach to deal with any situations that might arise.

A Bucket Filling School

Becoming a bucket filling school has been inspired by Carol McCloud’s story – ‘Have You Filled a Bucket Today?’

It works on the premise that everyone in the world has an invisible bucket. The purpose of this bucket is to hold good thoughts and feelings about oneself. When the bucket is full, one feels happy and good; when the bucket is empty one feels sad and lonely. Everyone can fill each others’ buckets and you can also fill your own bucket.

Bucket filling

Buckets can be filled by anything that makes someone feel good about themselves, for example:

- Saying or doing something kind,
- Giving someone a smile,
- Making someone feel special,
- Giving compliments,
- Showing understanding and compassion,
- Being friendly,
- Making an effort to include someone,
- Greeting each other nicely,
- Showing an interest in others.

The emphasis where possible should be on encouraging, promoting and praising bucket-filling. The more we can focus on the positive, then the hope is it can reduce bucket dipping (negative behaviour).

Bucket-filling will be encouraged in various ways, both as a whole school and in class:

There will be times when it will be a whole school focus (weekly skill) and will be mentioned frequently in assemblies.

Class teachers are to refer to and praise good examples of bucket-filling on a regular basis and encourage children to recognise and respond to bucket-filling behaviour towards them. This can be done by various means, for example: periodically using the individual buckets to write compliments, have a bucket-filler of the day, having a weekly secret bucket-filler etc...

All staff will be asked to use the language of bucket-filing and look out and praise good examples that they see. Break-time monitors will also be 'employed' to listen out for some examples of bucket-filling behaviour as well as being on hand to provide bucket-filling for those who are feeling upset.

Bucket-dipping and the link to bullying

It is also possible to dip into a bucket and take out some good feelings. This is known as bucket dipping. Bucket dipping takes place by:

- Making fun of someone
- Doing or saying mean things
- Ignoring someone
- Hurting someone
- Leaving someone out

We accept that some bucket dipping will take place and want to try and deal with it by reminding them of the core values (respect, friendship and compassion) and reinforcing the positives.

However we also acknowledge that some things can cause hurt and create problems if not nipped in the bud. Also bucket dipping could lead to bullying situations.

Bucket-dipping will be dealt with in the following way:

- Where possible bucket-dipping will be dealt with straight away by talking to the children involved, reminding them of the core values and trying to resolve the issue there and then by encouraging bucket-filling behaviour to resolve the problem (apology, compliment etc...).
- If the bucket-dipping comment is deemed a 'verbal comment with the intent to hurt' by the adult then it needs to be recorded as a blip (as per behaviour policy).
- Double or triple blips can be recorded if the behaviour is deemed particularly serious.
- The class teacher (if another adult has dealt with the problem) needs to be informed.

Blips are monitored throughout the year for the following patterns:

- 5 blips for bucket dipping for different children in a half term;
- 3 blips for bucket dipping by the same child to the same child within in a half term;
- Blips for bucket dipping by the same child to the same child over the course of the year.

If these happen then a bucket-dipping alert will be triggered.

A bucket-dipping alert will mean:

- The class teacher will hold a resolution meeting with the receiver of the bucket dipping using a solution orientated approach (following the format) and a similar resolution meeting (see behaviour policy) with the individual doing the bucket dipping to try and come up with a solution going forward. If appropriate a meeting could also be held together.
- Parents will be informed.
- The Deputy Head will be informed.
- The class teacher will then monitor and action the solution going forward and check in regularly with the children, consistently reinforcing and encouraging the positives.
- If the problem continues then a referral to the Deputy Head might be appropriate and additional meetings should occur.
- One of the aims of the meetings are to support the person on the receiving end to ensure their self esteem, resilience and happiness are built up again; the other aim will be to make the person doing the bucket dipping aware of what they are doing, the effect it might be having and support them to change their behaviour.
- Other appropriate consequences might be implemented at the time of the original incident and if the issue is not resolved. This could involve temporarily removing the pupil/s carrying out the bucket-dipping from where the bucket dipping is commonly occurring (e.g. missing or swapping break and lunchtimes).
- This will all be logged.

What is Bullying?

It is important for there to be a clear and shared definition of what bullying is between staff, children and parents. We take any behaviour that causes upset seriously and deal with it appropriately. However it is important for there to be a differentiation between bullying and other forms of peer-to-peer conflict and falling out. Bullying is a very serious offence; to use the word inaccurately and frequently is not healthy as it can affect self-esteem and provoke strong reactions.

We define bullying as having 3 key features:

1. It is ongoing and repeated
2. It is deliberate and intentional
3. There is a power difference between the person/people doing the bullying and the person experiencing it.

(SEAL)

Bullying can take many different forms and can be direct (done directly to the target) or indirect (behind someone's back). Some of the forms of bullying might include: name-calling, violence, threatened violence, isolation, cyber bullying, exclusion, ridicule, spreading unpleasant stories/gossip about someone.

Education about bullying situations will take place throughout the school in Jigsaw (PSHE) lessons and will include a strong emphasis on the role of the bystander. A bystander is a person who might not be involved in the bullying situation, but is aware that it is going on.

Finally as a school we try to be careful about the language we use when talking about bullying situations. We want to avoid permanent labels such as bully. Instead we try to use

'person who bullies', or someone who is 'using bullying behaviours'. This is because there is a difference between what we are and what we sometimes do. By labelling someone a bully, it implies they cannot change. At Trinity we believe people make mistakes and they can choose to change their behaviour. We also believe it is our role to help them do so.

For further information please see

- Trinity Behaviour Policy
- Trinity Lunchtime Policy
- Education Dept – Online Safety Policy
<https://www.gov.ie/SiteCollectionDocuments/Education/P%20Online%20Safety%20Policy%2020189010%20AM.pdf>

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Investigating allegations of bullying behaviour

1. Listen and document

2. Collect additional information

3a Action

Revisit definition of bullying
 Talk to children
 Conflict resolution used
 Restorative practice used
 Recorded on SIMS as behaviour

3b Action

Supportive meetings with parents and children, separately at first
 Leadership informed
 Agreements made and plan formulated
 Recorded on SIMS as bullying

4a Resolved

Check in after one month

4b Continues

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4c Support for children *

Circle of Friends
 Emotional profile q'aire
 Wellbeing support
 Regular check ins

5 Check in

One week
 One month
 3 months
 Progress recorded on SIMS under initial bullying log

6a Resolved

Check in after one month

6b Resolved

Return to 2

* options

