

TERM 3
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HOLYWOOD PRIMARY SCHOOL

ANTI – BULLYING POLICY

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HOLYWOOD PRIMARY SCHOOL

ANTI-BULLYING POLICY

INTRODUCTION

At Holywood Primary School we believe all forms of bullying behaviour are unacceptable. We believe that all members of our school community have the right to learn in a safe and supported environment.

We recognise that bullying is a concern for all of us, including pupils, teaching and support staff, parents and Governors.

OUR ETHOS

Holywood Primary School is committed to inspiring the whole school community in the active pursuit of learning.

We encourage a family atmosphere, where children are truly valued and the achievements and contributions of the entire school are recognised and celebrated. The school promotes tolerance and mutual respect through promoting the self-esteem of all members of the school community.

**‘Everyone matters, everyone succeeds,
every day counts.’**

This policy reflects the caring ethos of the school and focuses closely on the following articles of the UN Convention on the Rights of a Child.

Article 28 - Every child has the right to an education.

Article 19 – Every child has the right to be protected from being hurt or badly treated

Article 12 – Every child has the right to have a say in all matters affecting them and to have their views taken seriously

OUR VISION

Holywood Primary School promotes the values of respect, perseverance, teamwork, self-discipline, compassion, self-belief, honesty and responsibility.

OUR MISSION STATEMENT

Holywood Primary School is committed to:

Motivating pupils to achieve their full potential by developing life skills and independence through progressive and caring teaching;

Developing a safe and warm environment where all children are treated as individuals, their contributions celebrated and the pursuit of excellence is encouraged;

Nurturing enthusiastic, empowered and responsible children who will develop as lifelong learners, who care about their education, their families, their local community, their world and each other.

HOLYWOOD PRIMARY SCHOOL ANTI – BULLYING OUTCOMES

A whole-school approach to bullying is in place.
Preventative measures are in place and maintained.
Opportunities for bullying behaviour to occur have been reduced/kept to a minimum.
A consistent approach to managing bullying incidents is in place and evident.
Mutually respectful relationships are established within a safe and welcoming environment.
Members of the school community have received copies of the policy and are clear about their roles and responsibilities.

DEFINITION OF BULLYING

1. Definition of ‘bullying’

1. The Addressing Bullying in Schools Act (Northern Ireland) 2016 definition of ‘bullying’ includes but is not limited to the repeated use of:-

- any verbal, written or electronic communication,
- any other act
- or any combination of those,

by a pupil or a 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.

2. For the purposes of subsection (1), ‘act’ includes omission.

Bullying can happen in any situation but we are particularly alert to the following settings:-

playground	Dinner Hall	classroom
toilets	swimming pool	pupils lining up
Pupils coming & going to school	School trips (residential / day trips)	

As a result of this definition above, Holywood Primary School may judge a one-off incident as bullying if the incident meets the one –off criteria included in the BCAF form (Appendix 2) and is premeditated.

POLICY STATEMENT OF ‘BULLYING’ (CHILD FRIENDLY)

- Bullying is a person, or people, doing nasty or unkind things to hurt or scare you, more than once.
- Bullying is done on purpose, more than once making you unhappy and frightened.

SOCIALLY UNACCEPTABLE BEHAVIOUR

The Anti-Bullying and Positive Behaviour Policies for Holywood Primary School both recognise that there is a range of socially unacceptable behaviours which contravenes everyone's right to be safe. They include but are not limited to the following examples:

1. PHYSICAL – jostling, pushing, punching, kicking, and other physical contact
2. VERBAL – name calling, insults, jokes, threats, spreading rumours
3. INDIRECT – omission, refusal to work with/talk to/ play with/ help others, interfering with personal property of someone and can include misuse of a digital device and/ or social media platforms.

Socially unacceptable behaviours will be dealt with according to the school's Positive Behaviour Policy.

Every child can make errors of judgement behaving 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.

As outlined by EA, some examples of socially unacceptable behaviour is e.g. pushing, nipping, punching, spreading rumours etc. which can occur from time to time when children are playing together.

Socially unacceptable behaviour however can become bullying behaviour when the information gathered by members of staff and shared with members of the Anti-Bullying Support Team clearly demonstrates that the unacceptable behaviours meet the criteria listed below. i.e.

- Intentional
- Targeted at a specific pupil or group of pupils
- Repeated (but is not limited to this)
- Causing physical or emotional harm

METHODS OF BULLYING

<p>PHYSICAL BULLYING e.g. hitting; pushing; punching; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging/intruding upon it; - extortion /threatening demands for money or other items - writing or drawing offensive notes/graffiti about another</p>	<p>VERBAL BULLYING e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs - ridiculing another's appearance/way of speaking/disability/personal mannerisms/ race/colour/religion / gender or sexual orientation; humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm</p>
<p>EMOTIONAL / INDIRECT BULLYING e.g. excluding / shunning others from group activity/ social setting or play; - belittling another's abilities or achievements; - menacing looks, stares; rude signs or gestures; negative body language; - spreading malicious rumours</p>	<p>CYBER BULLYING e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another directly or using perceived anonymity - misuse of digital devices by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke or humiliate another directly or using perceived anonymity - unauthorised publication or manipulation of private information; impersonation</p>

These categories may be inter-related and examples are not exhaustive.

SIGNS IN PUPILS WHICH MAY INDICATE BEING BULLIED & EXPERIENCE BULLYING

Child's unwillingness to travel to or from school / attend school / lateness / erratic attendance

- Avoidance, hanging back from playground or staying late at school
- Deterioration of work / under achievement / disengagement
- Mislaid books, money, equipment or belongings
- Spurious illness / non specific pains, headaches, tummy upsets, change in eating patterns
- Reluctance to talk about anything troubling them
- Nail biting / flinching / jumpiness / forgetfulness / distractibility
- Unexplained bruising and cuts
- 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 being near to certain pupils / or when coming to and from school

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

RESPONSIBILITIES

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

1. **The Board of Governors** at Holywood Primary School must under the terms of the Addressing Bullying in Schools Act (NI) 2016:
 - a. ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school;
 - b. determine the measures to be taken at the school (whether by the Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school: -
 - on the premises of the school during the school day;
 - while travelling to or from the school during the school term;
 - while the pupil is in the lawful control or charge of a member of the staff of the school;
 - while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school;
 - c. review those measures
 - at intervals of no more than 4 years and at such times as the Department of Education (DE) may direct.
 - d. before determining or revising these measures, consult in a manner as appears to be appropriate with the school community
 - e. in determining or reviewing these measures give due regard to any guidance given by DE;
 - f. prepare a written policy or statement of such measures and secure that
 - a copy is given or made available, free of charge and in a form that Governors consider appropriate, to the parents of all registered pupils at the school and to the staff of the school;
 - copies of the policy are available for inspection at the school at all reasonable times
 - g. secure that such measures are taken
2. The Governors of Holywood Primary School, can consider reasonable measures to be taken by Governors, the staff of the school or other persons with a view to preventing bullying involving a registered pupil at the school which
 - involves the use of electronic communication;

- takes place in circumstances other than those listed in subsection (1b); and
- is likely to have a detrimental effect on that pupil's education at the school

Directions under subsection 1c may be given

- in relation to grant-aided schools generally;
- in relation to a class or description of grant-aided school; or
- in relation to any particular grant-aided school or schools.

DUTY TO KEEP A RECORD OF INCIDENTS OF BULLYING

1. The Board of Governors must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school that occur
 - on the premises of the school during the school day;
 - while travelling to or from the school during the school term;
 - while the pupil is in the lawful control or charge of a member of the staff of the school;
 - while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.
2. A record must
 - a) state what, from all of the circumstances, appears to be the motivation of the incident;
 - b) state the methods of bullying behaviour; and
 - c) include information about how the incident was addressed.
3. For the purposes of subsection 2a, motivation may, for example, relate to
 - a) differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status; this list is not exhaustive;
 - b) differences between persons with a disability and persons without;
 - c) differences between persons with dependants and persons without;
 - d) differences between persons based on gender reassignment.
4. The DE may by order subject to negative resolution amend subsection 3 above.
5. DE may from time to time publish guidance as to how Governors are to comply with the duty to keep a record under this section; and in complying with the duty under this section Governors must have due regard to any guidance published.

Staff will:

- follow the procedures set out in this Anti-Bullying Policy;
- provide a safe, secure and caring environment for the children fostering self-esteem, self-respect and respect for others;
- demonstrate by example the high standards of personal and social behaviour we expect of pupils;
- celebrate good behaviour;
- discuss bullying with all classes, to ensure every pupil learns about the impact it can cause to a child who is being subjected to bullying behaviours, and the importance of telling staff if it happens;
- be alert to signs or indicators of bullying behaviour;
- be particularly observant at high risks times e.g. lunch / break time, movement between classes;
- listen to all reports of bullying behaviour made by a child or parent, acting promptly and fully on the action that has been taken;
- consider if a situation involves an imbalance of power, leaving a pupil feeling helpless to prevent bullying or being able to put a stop to it;
- report a suspected case of bullying behaviour to a member of the Anti-Bullying Support team or other responsible adult in their absence;
- follow the agreed procedures, and keeping a record of all occurrences;
- work collaboratively with all relevant members of the school community developing positive partnerships with parents;
- complete Child Protection and Safeguarding Training, also receiving regular training on dealing with Anti Bullying

Pupils must:

- report all incidents of bullying (if a child is being subjected to bullying behaviours 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, even at the risk of incurring temporary unpopularity;
- be respectful and supportive to others.

Parents must:

- follow the procedures set out in this Anti-Bullying Policy
- co-operate and work in partnership with the school, if it has been indicated that their child has experienced alleged bullying behaviours or their child is demonstrating alleged bullying behaviours trying to ascertain the truth and implications of bullying
- advise their child of the importance of reporting any concerns to a member of staff.
- discourage behaviours which might be considered as bullying.
- stress to their children that retaliation is not helpful.
- watch for signs or indicators of their child being subjected to bullying behaviours

- follow the procedures of communication in Hollywood Primary School. **Begin by contacting their child's class teacher;** (Appendix 1)
- accept their role of responsibility 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.

LEARNING ABOUT 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.

Hollywood Primary School community will work in partnership and harmony to build on children's confidence, resilience and self-esteem.

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

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

An example of resources recommended by EA Officers and used to help children understand the differences between bullying and socially unacceptable behaviours are known as the 'Lucky Duck' set of drawings.

STRATEGIES TO PREVENT BULLYING BEHAVIOURS

Hollywood Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

- Ensure that the policy is implemented.
- Ensure that the policy is reviewed and updated regularly.
- Ensure the policy is on the school website and accessible.
- Ensure the policy is given to all new families to the school.

PROACTIVE STRATEGIES to ensure raised awareness

- | |
|--|
| <ul style="list-style-type: none"> ➤ 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 ➤ Promote early intervention and tailor support for any pupil who experiences difficulties in meeting acceptable standards of behaviour ➤ Use of creative learning to enhance social and emotional skills e.g. use of drama, role-play / novels, children will be guided to understand the feelings of bullied children and practice skills needed to avoid bullying |
|--|

- Ensure all staff parents and pupils and the HPS community are aware of the staff code of conduct, school code of conduct and are familiar with the Anti- Bullying Policy and procedures for dealing with reports of bullying behaviour.
- School Council involved in e.g. awareness raising posters being displayed in classrooms and corridors or role plays in Assemblies.
- Appropriate leaflets / literature / online links will be provided for children
- School Assemblies – address Bullying / provide Anti-Bullying strategies
- Vigilant supervision at all times in particular at - playground / movement between classes/ general school environment with zoning in playground areas, making adjustments as necessary
- Consultation with school community e.g. regarding the effectiveness of the policy, monitoring levels of pupil / staff well-being and relationships
- Through Pastoral curriculum actively promote positive emotional health and well-being e.g. Paths Programme helping to build confidence, self-esteem and resilience
- Emphasis at regular intervals highlighting the difference between socially unacceptable behaviours and bullying behaviours
- Use of PDMU lessons, RSE and Shared Education to address issues such as bullying/ racism/ sectarianism
- Circle Time / Class discussions to develop interpersonal and intrapersonal skills
- Promotion of Buddy System i.e. peer support is offered from groups of P6 children trained in the 'Buddy System'. BUDDY BUS-STOP in specified areas of the playground increase the effectiveness of the whole-school listening mode.
- Listening Boxes in classes and a central area; pupils also determine five trusted people (adults) who can support them (i.e.Helping Hand)
- Provision of support for vulnerable pupils including new pupils to the school e.g. through seating arrangements, providing peer support / additional support staff and observation of pupil in need
- Good Parental Communication – e.g. face-to-face, telephone / email / Google Classroom / Seesaw
- Consultation / Questionnaire for pupils and parents at appropriate times
- Involvement in NIABF Anti-Bullying Week (promoted as Friendship Week) & Safer Internet Day / Online Safety Week
- Involvement of Learning Support Teacher as required
- Use of Outside Agencies and resources –e.g. NSPCC, Action Mental Health, Childline, PSNI, Behaviour Support Team
- Staff Training / effective communication

Members of staff will also refer to tables in the link below regarding Level 1-4 Interventions in Effective responses to Bullying Behaviour documentation for all schools as set out by NI Anti- Bullying Forum (NIABF).

[http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective Responses to Bullying Behaviour.pdf](http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective_Responses_to_Bullying_Behaviour.pdf)

REACTIVE STRATEGIES

The following steps will be taken when dealing with incidents:

- If bullying behaviour is suspected or reported, the situation will be dealt with immediately by the member of staff who has been approached
- A member of staff, will respond to any claim of alleged bullying no matter what the circumstance. (N.B. This process will take an agreed period of time to complete to ensure that all parties involved have been listened to.)
- Reports will be taken seriously
- Attempts will be made to resolve a situation quickly
- Steps taken to ensure child feels safe and secure
- Consequences / sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

PROCEDURES FOR DEALING WITH BULLYING

When dealing with bullying behaviour the school will aim to:

1. Stop bullying behaviour.
2. Protect and support the pupil experiencing bullying behaviour.
3. Change the attitude and behaviour of the child displaying bullying behaviours.

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 consequences which are outlined in the Positive Behaviour Policy. Such situations will be dealt with and communicated clearly by the staff in charge in a caring, supportive and fair manner, with some flexibility regarding age of the child and the individual's circumstances as far as consequences are concerned.

A restorative and solution-focused model will be used by Holywood Primary School to move forward when responding to bullying behaviour.

The following preventative safeguarding procedures are in place:

- Named persons have been designated to co-ordinate and monitor both our Anti - Bullying Policy and incidents, or alleged incidents, of bullying. They will also be responsible for periodically reviewing procedures and reporting to appropriate bodies.
- Named persons in Anti - Bullying Support Team: Mrs Debbie Crookshanks (Principal), Mrs Suzanne Gibson (Vice Principal/Designated Teacher, KS1 Leader), Mrs Natasha Hammond (Deputy Designated Teacher for Child Protection, KS2 Leader), Mrs Rebecca Cornish (Senior Leadership Team, FS Leader) and Mr Ryan McConnell (ICT Curriculum Leader P1-P7)
- The Designated Governor for Child Protection and Safeguarding is Mrs Roisin Scott. During arranged Safeguarding Meetings each year with other members of the Safeguarding Team, a review of all incidents of

bullying or alleged bullying takes place. This Governor is also consulted periodically should any more serious incidents occur.

- A Positive Behaviour Policy, outlining the ethos of the School and the Code of Behaviour expected within the School community is in place.
- Agreed procedures for responding to and recording incidents of bullying have been established. These procedures include informing parents at appropriate stages and are outlined on the next page.

If a parent is concerned that their child is experiencing bullying behaviours, they should follow the procedures of communication at Hollywood Primary School by contacting their child's class teacher .

Refer to Bullying Concern Assessment Form (BCAF) on the basis of the information in Appendix 2 which is also stored on SIMS.net computer record system.

<p>1. STEP 1 Completion of BCAF PART 1</p>	<ul style="list-style-type: none"> Page 1 & 2 of Bullying Concern Assessment Form (BCAF) completed by class teacher (and member of support staff if appropriate) The class teacher will meet with the appropriate member of the Anti-Bullying Support Team. On the basis of information gathered, collectively use the indicators on the form to assess whether or not the behaviour is to be considered 'bullying', as defined by the NIABF, or recorded as socially unacceptable behaviour. The Positive Behaviour Policy strategies will be actioned. The remainder of Part 1 is completed in all cases. <p>In either instance, the class teacher will contact the parent who raised the concern confirming how the matter will be dealt with.</p>
<p>2. STEP 2 Completion of BCAF PART 2</p>	<p>If the assessment of concern is <u>defined as bullying</u>, the teacher will:</p> <ul style="list-style-type: none"> Clarify the nature of the bullying behaviour and complete page 3 (PART 2) of BCAF.
<p>3. STEP 3 Completion of BCAF PART 3</p>	<p>Inform the parents of both the pupil experiencing bullying behaviour (P.E.B.B.) and the Pupil Displaying Bullying Behaviour (P.D.B.B.) of the situation. The class teacher will</p> <ul style="list-style-type: none"> begin the 2-week support cycle recording on Part 3 of BCAF send a 'BULLYING ALERT' email to staff. <p><u>Week 1</u> -This form will be updated each day by the teacher involved and signed by the member of the Anti – Bullying Support Team at the end of this week. Those involved will be observed, reassured and supported as necessary.</p> <p><u>Week 2</u> – As above, recorded twice by the teacher The teacher will note positive and/or negative incidents after consulting with the children involved. (page 4 & 5)</p>
<p>4. STEP 4 Completion of BCAF PART 4 (a)</p>	<p>At the end of the two-week intervention, this will be reviewed by the teacher and member of the Anti-Bullying Support Team. The class teacher will inform the parents of the children involved of progress. (page 6)</p> <p>Decision as to whether situation is resolved fully / partially or further intervention / support required will be determined</p>
<p>5. STEP 5 Completion of BCAF PART 4 (b)</p>	<p>If, at this stage, the incident is still unresolved, the teacher will refer the incident directly to the DT/DDT/ Principal who will decide, with the teacher, what further action is required with an appropriate timeframe established.</p> <p>Parents will be kept informed and records kept.</p>
<p>6. STEP 6 Continuation of BCAF PART 4 (b)</p>	<p>If the issue remains unresolved at this stage, it will move to the Safeguarding Team for consideration of next steps to be taken. e.g. accessing support from EWO / EA Behaviour Support Team / PSNI.</p> <p>Parents will be kept informed and records kept.</p>

LINKS WITH OTHER SAFEGUARDING POLICIES

Hollywood Primary School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It forms part of the suite of safeguarding policies which links with other policies such as:

Attendance	Child Protection	Pastoral Care
Positive Behaviour	Safe Handling	Intimate Care
E-Safety	Education Visits	RSE
Health and Safety	First Aid	Special Educational Needs
Administration of Medicines		

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their gender, Governors need to be involved here and records disability or ability. This policy takes account of any individual pupil's developmental age or capacity to understand the impacts of their behaviours. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

MONITORING AND EVALUATION

This policy was formulated by Mrs Crookshanks in consultation with school Governors, staff, pupils and parents. The Governors will be involved in the tracking and monitoring procedures i.e. this will be an item on the Agenda of Governor Meetings, relating to the efficacy or otherwise with regard to individual interventions and strategies used or the overall effectiveness of the Anti-Bullying Policy and practice.

The school will use the ETI Safeguarding proforma along with the SIMS.net records to check whole-school effectiveness. The school will continue to focus on helping children understand the difference between socially unacceptable and bullying behaviours making changes where needed to ensure they understand the differences.

The school will review measures at intervals of no more than 4 years or if directed by DE to do so. e.g. new legislation introduced, following an ETI Inspection or after dealing with a particularly challenging situation which has highlighted the need for amendments to be made.

The Safeguarding Team / Anti – Bullying Support Team will on an annual basis review the data held regarding bullying behaviours, identifying trends and evaluate the effectiveness of anti-bullying strategies.

- It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure effective implementation and maintenance of this policy.

LEGAL CONTEXT

This policy is informed and guided by current legislation and Department of Education (DE) guidance listed below: -

The Legislative Context: -

- Health & Safety at Work NI Order 1978
- The Children (NI) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order 1998 Article 3 – See DE 1998/25
- Welfare and Protection of Pupils Education & Libraries (NI) Order 2003
- The Education (2006 Order) (Commencement N0.2) Order (NI) 2007
- Addressing Bullying in Schools Act (NI) 2016

DE Guidance: -

- Pastoral Care in Schools: Promoting Positive Behaviour DE 2001
- Safeguarding & Child Protection in Schools. A Guide for Schools 2017 (updated in August 2020)
- Children & Young People’s Emotional Health and Wellbeing in Education
- Framework, DE/ D of H, February. 2021 to be read in conjunction with the following: -
 - Cooperating to Safeguard Children & Young People in NI, Dept. of Health, Social Services and Public Safety 2016
 - Safeguarding Board for NI’s (SBNI) Policies & Procedures 2017
 - Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools & Board of Governors 2019

The school Complaints Policy can be downloaded from the school website or by requesting a copy from the school Office should a parent feel their procedures and concerns identified in this policy have not been effectively addressed.

USEFUL WEBSITES & TELEPHONE NUMBERS

Department of Education <http://www.deni.gov.uk>

Education Authority (SER) <http://www.eani.org.uk>

Northern Ireland Anti Bullying Forum <http://www.niabf.org.uk>

www.thinkuknow.org

Childline NI 0800 1111
NSPCC (FullStop campaign) 0808 800 5000



Parent Summary Sheet

My child is being subjected to bullying behaviour; what should I do?

1. Reassure your child that he / she was right to tell you.
2. Listen to and reassure your child that you will do everything you can to sort out the problem and so will the school.
3. Find out the facts.
4. Confirm your child knows the difference between bullying behaviour and socially unacceptable behaviour.
5. Emphasise that he or she needs to tell the truth.
6. Allow him or her plenty of time to explain what is happening.
7. Record:
 - a. What happened and when
 - b. Who else saw it - this is extremely important
8. If the bullying behaviour is connected with school i.e. it took place in school or on the way to or from school – please contact us.

How do I approach a meeting at the school?

- Please remember we are here to help. We are as keen as you to resolve this problem. It is always going to be more helpful if we work in partnership.
- **Please contact school to initially speak to the Class Teacher.**
- Tell us how your child has been affected, what he or she is afraid of and what he or she feels might help. Describe to us the facts about the bullying behaviours.
- We will listen and give you an assurance that the matter will be responded to, dealt with and that you will be kept informed.
- If there is anything that you are not sure about, please ask for a clearer explanation.
- We will stress the importance of keeping us informed of any further concerns or incidents.
- We will give you the opportunity to establish on-going communication with the school to monitor the progress of the situation.