

BROWNLEE PRIMARY SCHOOL



Anti-Bullying Policy 2018

**This policy was adopted by the Board of Governors in January 2018
It will be reviewed by the Board of Governors in September 2020 or at such
times as new guidance becomes available or relevant legislation is passed.**

STATEMENT OF INTENT

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)

‘Safeguarding and Child Protection in Schools’ 2017/04

At Brownlee Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Our school is committed to building positive relationships and we will endeavour to have a caring attitude towards both victims and bullies.

LINKS WITH OTHER POLICIES

Pupil welfare embraces all aspects of pastoral care, including child protection, pupil behaviour, health and well-being, safety and security. 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, Online Safety Policy and Child Protection.

WHAT IS BULLYING?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments

- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Phone/Text Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities.
- Online Emails, videos in the public domain, social media.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

AIMS

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work

- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

PROCEDURES

1. When children report bullying/perceived bullying incidents (either in relation to themselves or a fellow pupil) to the class teacher, the Designated teacher for Child Protection should be informed.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted (if a crime has been involved).
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

OUTCOMES

- 1) The bully (bullies) will be asked to consider their actions and counselled as appropriate.
- 2) Disciplinary proceedings will take place in line with the school's Positive Discipline Policy.
- 3) If possible, the pupils will be reconciled.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 5) The designated teacher for Child Protection will maintain records of all incidents.
- 6) Parents of the victim and the bully will be informed as deemed appropriate by senior staff.

ACTION TO REDUCE BULLYING (Suggestions for staff)

- devising an agreed set of class rules
- writing empathetic stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- use of circle time
- Discussion with the Pupil Council
- take preventative measures such as alterations to the school environment procedures and practices that might help reduce bullying
- regular staff (teaching/non teaching) training
- PSHE lessons targeting bullying issues
- Playground Pals scheme implemented in the playground at break and lunch

RESOURCES

In addition to normal classroom resources, the Designated Tteacher for Child Protection will hold specific publications related to bullying issues that can be accessed upon request.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) www.ace-ed.org.uk/advice-about-education-for-parents/tackling-bullying	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4) www.kidscape.org.uk	0845 1 205 204
Family Lives www.familylives.org.uk	0808 800 2222
Youth Access www.youthaccess.org.uk/	020 8772 9900
Childline anti-bullying helpline www.childline.org.uk	08001111
NSPCC www.nspcc.org.uk	0808 800 5000
Department of Education www.deni.gov.uk	028 9127 9279
Northern Ireland Anti-bullying Forum www.endbullying.org.uk/	028 9087 5006
Parents Helpline – Parenting NI www.parentingni.org/parents/helpline/	0808 801 0722
Chalky Helpline www.childrenslawcentre.org.uk/	0808 808 5678