

ANTI-BULLYING POLICY

(Pastoral Care)

2022



Ashgrove Primary School



PROCESS TO FOLLOW WHEN SUPPORTING A CHILD EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS



BEHAVIOUR REPORTED AS ALLEGED BULLYING

IN ALL CASES A BULLYING CONCERN ASSESSMENT FORM IS INITIATED

Judgement is made by appropriate Pastoral Staff to determine whether the situation constitutes bullying using the legal 'bullying' definition and following processed on BCAF

Ensure staff plan of action complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Data Protection Act (1998), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SEND Act (NI) (2016), Addressing Bullying in Schools Act (NI) (2016), Safeguarding and Child Protection in Schools: A Guide for Schools (2017).

REFERRED THROUGH

Current Incident

ALLEGATION OF BULLYING IS RECEIVED

Check for previous incidents

Page 1 of Bullying Concern Assessment Form is completed (BCAF)

Alleged Behaviour DOES NOT meet legal definition. Complete BCAF. Keep parents informed.

Using the info gathered, the alleged behaviour is determined against the definition of bullying

Alleged behaviour DOES MEET the legal definition. Complete BCAF. Keep parents informed.

Positive Behaviour Policy – select appropriate interventions.

Positive Behaviour Policy: Appropriate sanctions applied. RESTORATION & INTERVENTION. Recorded on BCAF

Anti-Bullying Policy – Select appropriate interventions. Update BCAF.

Interventions applied to reduce unacceptable behaviour & ensure behaviour does not move into bullying.

Code of Practice. Tailored support provided. Complete BCAF.

Interventions applied to reduce unacceptable behaviours & strengthen targets resilience. Update BCAF.

Code of Practice: SUPPORT OUTCOMES

Together, staff & pupils track, monitor & assess progress together to determine the efficacy of interventions. RECORD PROGRESS ON BCAF

BOARD OF GOVERNORS

Bullying statistics discussed regularly at BoG meetings

Implement appropriate intervention to meet the needs of BOTH those experiencing bullying type behaviours & displaying bullying type behaviours using NIABF Resource (or other social emotional and behavioural need if appropriate. Proceed through stages in BCAF or behaviour plan is appropriate via Positive Behaviour Policy

Maintain clear, chronological record keeping – follow EA Guidance documents. Where a child is educated on another site, ensure effective information processes are in place for accountability.

ANTI-BULLYING POLICY

A SAFEGUARDING & PASTORAL CARE POLICY

AGREE DATE	REVIEW DATE	PERSON RESPONSIBLE FOR REVIEW
2022	2026	Pastoral Care Leader

ASHGROVE PRIMARY SCHOOL ETHOS STATEMENT

At Ashgrove Primary we strive for every child to feel and be remarkable- to nurture their unique gifts and talents.

We intentionally cultivate a family-like, inclusive and vibrant learning environment where the needs of our pupils come first. Here at Ashgrove we nurture a child-centred community where we plant the seeds for lifelong learners, thinkers and risk takers. Our children will grow to be role models in society; future leaders, artists, musicians, creators - our aspirations are high.

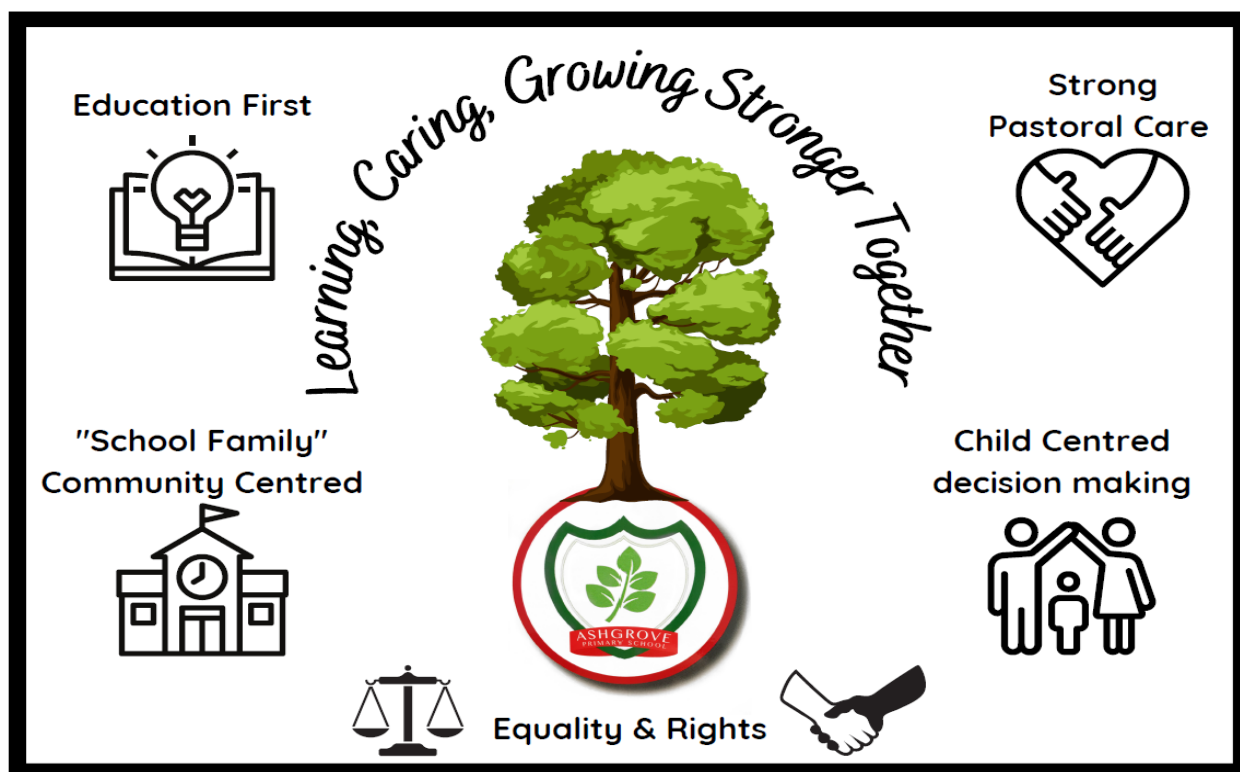
Our 5 core values lie within our commitment to:

- High Quality Education;
- Excellent Pastoral Care;
- Child-centred Learning;
- Building positive relationships within our School Community; and
- Ensuring the rights of every child are met

Diversity at Ashgrove is part of our strength, we are proud to embrace and welcome everyone in our school. We are a UNICEF Rights Respecting School and place the UNCRC at the heart of all we do. Through this, and initiatives such as Thinking Matters, we aim to empower our children to develop into reflective and independent thinkers and make a positive contribution to our school and community.

"Learning, Caring, Growing Stronger Together."

Our Five Core Values



All in Ashgrove Primary School have a responsibility to ensure that bullying behaviours are not tolerated. We will never knowingly tolerate bullying behaviour and reject bullying behaviour towards any member of our school community.

RIGHTS RESPECTING SCHOOL

We are a UNCRC Rights Respecting School and place the Convention at the core of our ethos. All children are entitled to their rights and these can not be taken away from them. This Anti Bullying Policy specifically links to the following Rights:

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Discipline in school must protect children's dignity.

A child who is happy and secure is more likely to make progress personally, socially and academically than a child that is anxious. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. Bullying will not be tolerated.

The school will seek ways to counter the effects of bullying that occur within the school community.

DEFINITION OF BULLYING

The NIABF definition of bullying defines bullying as, "the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others"

Addressing Bullying in Schools Definition of "bullying":

1.—(1) In this Act "bullying" includes (but is not limited to) the repeated use of—

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) 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.

ASSESSING ALLEGATIONS OF BULLYING

When assessing allegations, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident(s)

- evidence of pre-meditation
- impact of the incident(s) on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals
- Reviewing previous BCAF

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

POTENTIAL MOTIVATIONS BEHIND BULLYING INCLUDE:

• Age	• Appearance	• Break down in relationships
• Community Background	• Political Affiliation	• Gender identity
• Sexual orientation	• Pregnancy	• Marital Status
• Race	• Religion	• Disability/SEN
• Ability	• LAC	• Young Carer Status

WHAT IS THE DIFFERENCE BETWEEN ANTI-SOCIAL AND BULLYING BEHAVIOUR?

Both forms of behaviour are unacceptable, however bullying behaviours have the following features:

- The behaviour is repetitive and persistent;
- It is intentionally harmful;
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it; and
- It causes distress

LANGUAGE TO USE WHEN ADDRESSING BULLYING

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead we will use the following terms:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

THE RIGHTS AND RESPONSIBILITIES OF EVERYONE IN ASHGROVE PRIMARY

<i>Pupil Rights</i>	<i>Pupil Responsibilities</i>
<ul style="list-style-type: none">• <i>Be valued as members of the school community;</i>• <i>Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</i>• <i>Make mistakes, and learn from them;</i>• <i>Be treated fairly, consistently and with respect;</i>• <i>Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</i>• <i>Be taught in a pleasant, well-managed and safe environment;</i>• <i>Work and play within clearly defined and fairly administered codes of conduct;</i>• <i>Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</i>• <i>Develop and extend their interests, talents and abilities.</i>	<ul style="list-style-type: none">• <i>Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</i>• <i>Respect the views, rights and property of others, and behave safely in and out of class;</i>• <i>Co-operate in class with the teacher and with their peers;</i>• <i>Work as well as they can in class;</i>• <i>Conform to the conventions of good behaviour and abide by school rules;</i>• <i>Seek help if they do not understand or are in difficulties;</i>• <i>Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</i>

<i>Staff Rights</i>	<i>Staff Responsibilities</i>
<ul style="list-style-type: none">• <i>Work in an environment where common courtesies and social conventions are respected;</i>	<ul style="list-style-type: none">• <i>Behave in a professional manner at all times;</i>• <i>Ensure that lessons are well prepared, making use of available resources, and that</i>

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • Express their views and to contribute to policies which they are required to reflect in their work; • A suitable career structure and opportunities for professional development; • Support and advice from senior colleagues and external bodies; • Adequate and appropriate accommodation and resources; • To be treated with care and dignity from all members of our school community; 	<p>homework is appropriately set and constructively marked;</p> <ul style="list-style-type: none"> • Show interest and enthusiasm in the work in hand and in their pupils' learning; • Listen to the pupils, value their contributions and respect their views; • Be sympathetic, approachable and alert to pupils in difficulty or falling behind; • Identify and seek to meet pupils' special educational needs through the SEN Code of Practice; • Share with the parents any concerns they have about their child's progress or development; • Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development; • Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed. • Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken

Parents/ Carers Rights	Parents/ Carers Responsibilities
<ul style="list-style-type: none"> ❖ a safe, well-managed and stimulating environment for their child's education; ❖ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently; 	<ul style="list-style-type: none"> ❖ ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;

<ul style="list-style-type: none"> ❖ <i>to be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</i> ❖ <i>be well informed about their child's progress and prospects;</i> ❖ <i>be well informed about school rules and procedures;</i> ❖ <i>a broad, balanced and appropriate curriculum for their child;</i> ❖ <i>involved in key decisions about their child's education;</i> ❖ <i>a suitably resourced school with adequate and well-maintained accommodation.</i> 	<ul style="list-style-type: none"> ❖ <i>be aware of school rules and procedures, and encourage their child to abide by them;</i> ❖ <i>show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</i> ❖ <i>act as positive role models for their child in their relationship with the school;</i> ❖ <i>attend planned meetings with teachers and support school functions;</i> ❖ <i>provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</i> ❖ <i>Monitor & supervise online usage at home.</i> ❖ <i>Ensure that adequate parental controls for electronic devices are in place.</i>
--	--

TYPES OF BULLYING

Physical	Includes jostling, physical intimidation, interfering with personal property, punching/ kicking, any other physical contact which may include use of weapons.
Verbal	Includes name calling, insults, jokes, threats and spreading rumours.
Indirect	Includes isolation, refusal to work with talk/ talk to/ play with/ help others.
Electronic Acts	Using online platforms or other electronic communication to carry out many of the acts above. This may also include impersonating someone online to cause hurt or sharing images or videos online to embarrass.
Disability	Like other types of bullying, disability bullying can take many different forms and happen online, via phone or in the physical world. Examples of disability bullying can include: <ul style="list-style-type: none"> • Being called mean names linked to a disability/additional need • Being left out because of their perceived or actual disability/additional need

	<ul style="list-style-type: none"> • Being spat at or kicked because of their perceived or actual disability/additional need
Cyber	<p>Cyber bullying is bullying behaviour that is displayed through mobile/smart phones or the internet. This could include:</p> <ul style="list-style-type: none"> • Hurtful, embarrassing or threatening material posted online (eg. on social network websites) • Nasty messages sent as texts, emails or other websites or apps • Being excluded from an online game • Fake profiles on a social network to make fun of others
Homophobic	<p>Like other types of bullying, homophobic bullying can take many different forms and can happen online, via phone or in the physical world. Examples of homophobic bullying can include:</p> <ul style="list-style-type: none"> • Calling someone names, teasing or humiliating them using homophobic language • Hitting, kicking, punching or physically hurting someone • Mocking or imitating someone's voice, mannerisms, etc. • Refusing to work or cooperate with someone because of their real or perceived sexual orientation • Vandalism of property, offensive graffiti or displaying symbols • Outing someone (telling their family and/or friends they are lesbian, gay or bisexual, whether they are or not) or spreading rumours about their sexual orientation • Inappropriate sexual comments or gestures
Racist	<p>Racist bullying occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on:</p> <ul style="list-style-type: none"> • The colour of their skin • Their cultural and religious background or traditions • Their ethnicity or perceived ethnicity
Sectarian	<p>Like other types of bullying, sectarian bullying can take many different forms and happen online, via phone or in the physical world. Examples of sectarian bullying can include:</p> <ul style="list-style-type: none"> • Calling someone names, teasing or humiliating them using sectarian language • Hitting, kicking, punching or physically hurting someone • Making fun of someone's traditions associated with one culture (eg. GAA sports, Orange Order parades, etc.) • Refusing to work or cooperate with someone because of their real or perceived religious or cultural background • Vandalism of property, offensive graffiti or displaying symbols purposefully to make someone feel unwelcome

SIGNS OF BULLYING

A child may indicate by sign 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 reluctant to walk to or from school;
- Begs to be driven to or from school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Has possessions which are damaged or go missing;
- Comes home with clothes torn or books damaged/ mislaid;
- Comes home hungry (money/ lunch has been stolen or spoilt);
- Asks for money or starts stealing money;
- Has dinner or other monies continually "lost";
- Tries to avoid going out to play at break or lunchtimes (remains close to an adult supervisor);
- Asks to move seats in class to avoid contact with certain other pupils;
- Stops eating;
- Becomes anxious, withdrawn or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep or has nightmares;
- Feels ill in the morning;
- Begins to make less effort with school work than previously;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Becomes short-tempered;
- Is exhibiting bullying behaviour towards or children or siblings;
- Is afraid to use the internet or mobile phone;
- Lack of eye contact;
- Change in attitude to people at home;
- If frightened to say what's wrong; and
- Give improbable excuses for any of the above.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated. This list is not exhaustive.

PREVENTATIVE MEASURES

In Ashgrove Primary we use a suite of measures to foster a preventative approach to bullying. These include the following:

GENERAL MEASURES

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.

- Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play option to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Friendship benches in the Playground & playground Buddies.
- Rights Respecting ethos established and valued in school.
- TalkAbout (small group support) with SENCo.
- Class Charters are negotiated and agreed with children at the beginning of each academic school year.
- Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc

MEASURES TRAVELLING TO & FROM SCHOOL

Almost all of our children are supervised by a parent or guardian travelling to and from school. Only our oldest children should be given the option to arrive to school or leave unaccompanied, in which case, written parental permission is required. We ask that parents inform their child each morning who is collecting them from school in the afternoon - this helps to give a sense of reassurance to our children.

We promote a culture where pupils take pride in our school and are viewed as ambassadors for Ashgrove within the community. This includes reminders of the positive behaviour expectations of pupils whilst travelling to and from school.

At the start and end of the school day, children are supervised as they enter and leave by members of staff. Uncollected children are brought back into school where supervision is provided at our After School Club.

MEASURES TO ADDRESS BULLYING THROUGH ELECTRONIC COMMUNICATION

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.

- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy including Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

HOW DOES THE SCHOOL WORK TO PREVENT PUPILS BECOMING TARGETS FOR BULLIES?

In our daily contacts with pupils all staff work at developing skills in pupils focusing particularly on self-confidence, self-esteem and resilience.

"Every teacher needs to focus on fostering self-confidence and self-esteem: in every pupil, in every lesson, every day."

Promoting Positive Behaviour, (DENI), 2001

DIANA AWARD – ANTI BULLYING AMBASSADORS

In June 2018 we trained a number of Key Stage 2 pupils and staff to become Anti Bullying Ambassadors. Training was provided by the Diana Award. Anti-Bullying Ambassadors help to raise awareness of bullying behaviours and what to do if you are a target or a by-stander.

Anti-Bullying Ambassadors also promote positive behaviour and an anti-bullying ethos e.g. Say Something Great about a Mate Day! Anti-Bullying Ambassadors lead an initiative each month in school.

PRACTICAL STRATEGIES WE MAY USE ARE:

- Empower the Child with positive reinforcement;
- Promoting of Safeguarding messages throughout the school;
- PDMU;
- Assemblies to celebrate achievements;
- Circle Time;
- Anti Bullying Week;
- Talkabout Programme (SENCo);
- Play Therapy;
- School and Class Council;
- Anti-Bullying Ambassadors;
- Training of Classroom Assistants and Lunchtime Supervisors.

REPORTING A BULLYING CONCERN

PUPILS REPORTING A CONCERN

The children in Ashgrove Primary must feel supported to discuss potential bullying with a member of staff they trust. It is essential that all children are encouraged to raise concerns with any member of staff, including teaching and Non-Teaching staff.

ANY pupil may raise a concern about bullying behaviours, not just the pupil experiencing this behaviour. Through the preventative strategies and ethos outlined in this policy, the message is on 'getting help' rather than 'telling'. Also refer to our Child Friendly Anti-Bullying Policy in the Appendices.

The ways in which a pupil may report a bullying concern are not recorded in a particular order i.e. a pupil may use ANY of these methods.



How a pupil can report a bullying concern

Verbally – talk to ANY member of staff (or someone at home)

Write a note to a member of staff e.g. homework diary or Whisper box on our website www.ashgroveprimary.com

Talk to a member of our Safeguarding Team

Put a note in the class Worry Monster or Worry Box outside Mr Smith's Office

Talk to one of our Anti-Bullying Ambassadors in school or to a friend

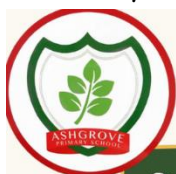
Show one of our SAFE STARS cards to someone you trust

PARENTS/CARERS REPORTING A CONCERN

Parents have a responsibility to encourage their child to react appropriately to bullying behaviour and not to 'hit back'.

In Ashgrove Primary we have a very clear procedure for parents to raise concerns in general which includes concerns of bullying behaviours. **This is a staged approach**; it is important that parents/carers follow each step in this procedure and do not skip various stages. This ensures that your concerns are heard by more than one person in a consistent way.

At the various stages, it is important that school has adequate time to listen to the views of all concerned and again that sufficient time is allowed for intervention strategies to take place and have an impact on behaviours. A copy of our Complaints Procedure is available on our website. A summary of this procedure is outlined below.



Steps of how a parent/carer may raise a bullying concern

Step 1. In the first instance, all bullying concerns must be reported to the class teacher

Step 2. Where a parent/carer is not satisfied that appropriate action has been taken to prevent further incidents, the concern should be reported to the Vice Principal – Mr McComb

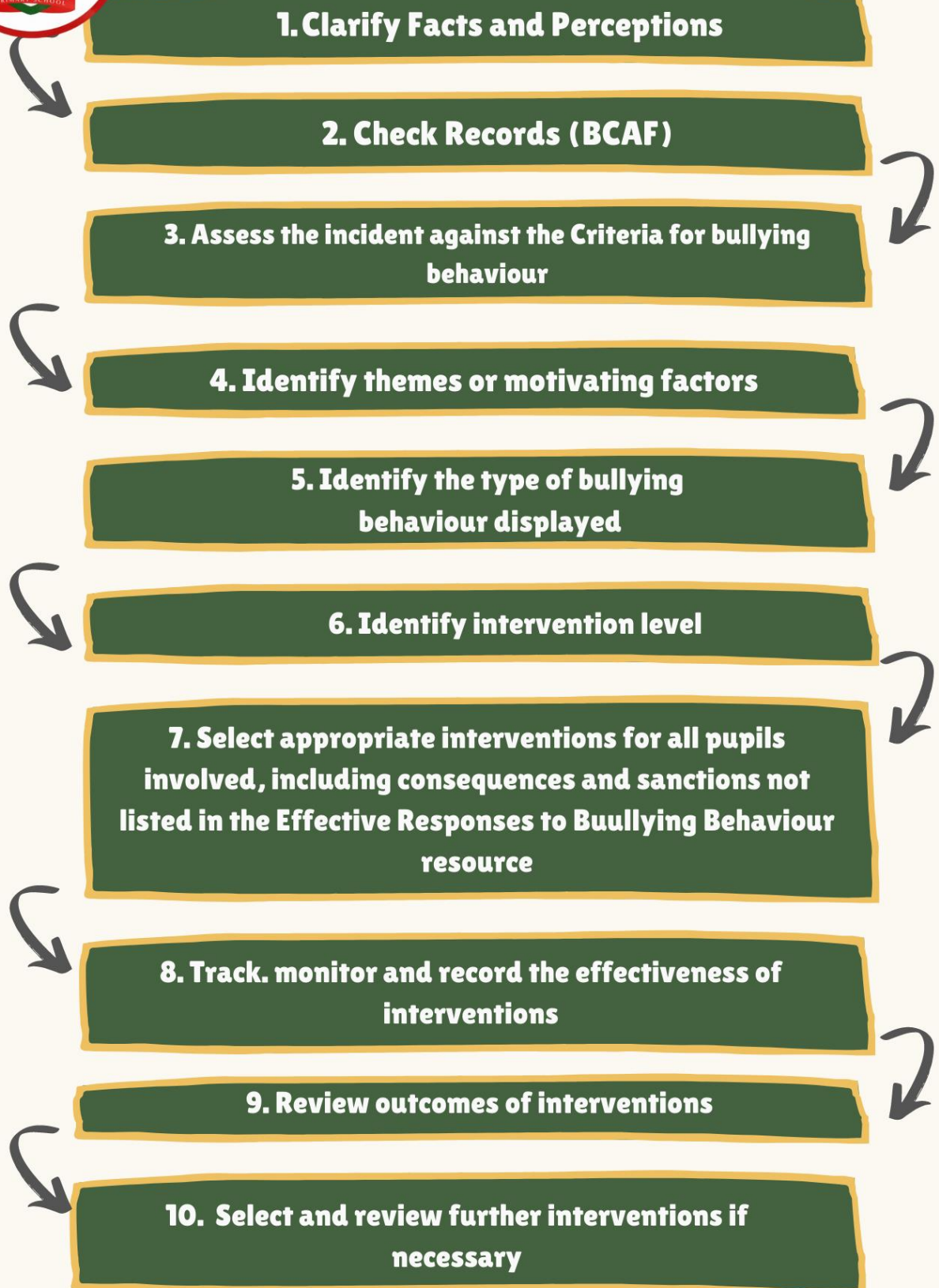
Step 3. Where a parent/carer is not satisfied that appropriate action has been taken by the VP, the concern should be reported to the Principal – Mr Smith

Step 4. After following the above, where a parents/carer remains unsatisfied that the concern was not appropriately responded to, the school's Complaint's Procedure should be followed. This involves making a formal, written complaint to the Board of Governors.





Responding to Allegations of Bullying




When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

CONSEQUENCES FOR THE CHILD DISPLAYING BULLYING BEHAVIOURS WILL NOT BE DISCLOSED TO ANYONE OTHER THAN THAT PUPIL AND HIS/HER PARENTS OR CARERS. CONSEQUENCES WILL BE DISCLOSED TO MEMBERS OF STAFF ONLY ON A NEED TO KNOW BASIS.

RESTORATIVE MEASURES

To ensure that pupils who are exhibiting bullying behaviours are dealt with appropriately it is necessary to work with these pupils to try to help them change their unacceptable behaviour. An appropriate adult should speak calmly with the child and use the five self-reflective restorative questions listed below:



Tell me what happened...

What were you thinking that led you to behave that way?

Who has been affected by what you have done?

Tell me how that person has been affected by your behaviour...

What do you think you need to do to make things right?

Learning, Caring, Growing Stronger Together

RECORDING

Ashgrove Primary will centrally record all relevant information related to reports of bullying concerns including;

- How the bullying behaviour was displayed (method)
- The motivation for the behaviour
- The outcome of interventions

CONSULTATION

PUPILS:

- Kirkland & Rowell Survey 2021 (See Summary)
- School and Class Council consultation with this policy and the Child Friendly Anti-Bullying Policy
- Anti-Bullying Week

PARENTS:

- Kirkland & Rowell Survey 2021 (see Summary)
- Emailed parental consultations
- Policy emailed to all parents for their consultation

STAFF:

- Kirkland and Rowell Survey 2021 (see summary)
- Anti-Bullying Training and engagement session
- Representative members of staff involved in the writing of the policy
- Policy emailed to all members of staff for their consultation

THE LEGISLATIVE CONTEXT

- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

THE POLICY & GUIDANCE CONTEXT

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
 - [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
 - [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

THE INTERNATIONAL CONTEXT

- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

The key points to note are:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016:
- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
- In school, during the school day
- While travelling to and from school
- When under control of school staff, but away from school (eg. school trip)
- When receiving education organised by school but happening elsewhere
- Requires that the policy be updated at least every four years.
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
- 'Safeguard and promote the welfare of registered pupils' (A.17)
- The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
- Be protected from discrimination. (A.2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
- Education. (A.28)

E-SAFETY/ SAFER INTERNET

Our policy on the internet and digital technologies is set out in a separate document and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies. **Refer to Safer Internet Policy 2019.**

PROFESSIONAL DEVELOPMENT OF STAFF

Ashgrove Primary is committed to ensuring that staff are provided with appropriate opportunities to for professional development. In light of new legislation and training our policies and practice will be reviewed and updated.

The Board of Governors receive Safeguarding training at least every term of Office and are kept fully informed of DENI Circulars and requirements.

LINKS WITH OTHER POLICIES:

- ❖ Safeguarding/ Child Protection Policy
- ❖ Pastoral Care Policy
- ❖ Mobile Phone and Related Technologies Policy
- ❖ SEN Policy
- ❖ RSE Policy
- ❖ Staff Code of Conduct
- ❖ ICT & Safer Internet Policy
- ❖ Health & Safety Policy

REVIEW

This policy will be reviewed at least every 4 years.



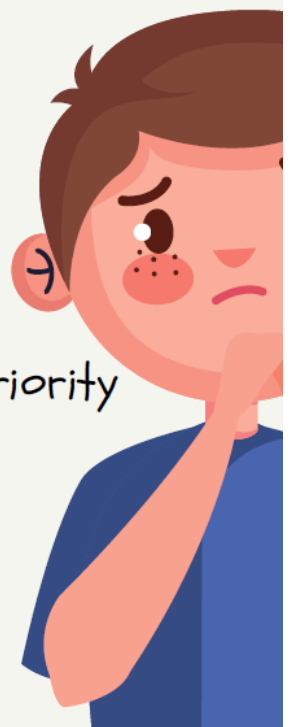
*Child Friendly Anti-Bullying
Policy*

2021-2022

Ashgrove Primary School

Article 3

The best interests of the child must be a top priority





CHILD FRIENDLY ANTI-BULLYING POLICY

Ashgrove Primary is a caring, friendly school... we do not agree with bullying. Everyone has the right to feel safe and happy in our school.

What is Bullying?

Bullying includes (but is not limited to) the **repeated** use of:

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) 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.

It also includes leaving someone out on purpose!

A very serious one-off incident can also be bullying!



Remember about the Whisper box on our website!



Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying. Bullying usually has three key elements:

1. It is usually **repeated behaviour** that happens over a period of time.
2. It usually involves an **imbalance of power**.
3. It is **intentionally hurtful** behaviour.

What to do if you are being bullied...

Please do not keep it to yourself.

Tell an adult in school you trust.

Say to a friend.

Tell an adult at home.

You can ring childline on 0800 1111



What do we do to stop bullying?

- We have an Anti-Bully Week every year in school.
- We are a Rights Respecting School and respect the rights of everyone.
- We all agree a Class Charter and stick to it!
- We have Anti-Bullying days in school such as; Say Something Great About a Mate Day, Random Act of Kindness and Odd Socks Day.
- Our School Councillors are Anti-Bullying Ambassadors.
- We tell a teacher or adult if we (or someone we know) is being bullied.
- We take part in Safer Internet Week.



You can talk to your teacher, any adult in school or someone on our Safeguarding Team



Mrs Luney, P5
Designated Teacher



Mrs Carberry, P5
Deputy Designated
Teacher



Mr Smith
Principal