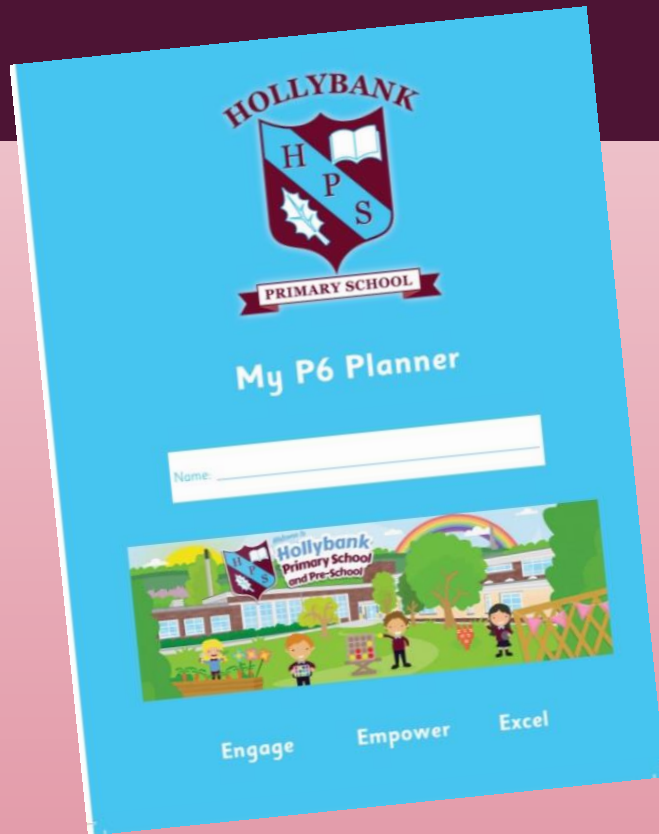




HOLLYBANK NEWS

7TH SEPTEMBER 2021

PUPIL PLANNERS



- Planners are being printed!
- These will be ESSENTIAL for each child's homework.
- They contain absence notes and homework help.
- They contain holiday dates and parent/teacher communication.
- PLEASE BUY YOUR CHILD'S PLANNER ASAP VIA EDUSPOT: £4.00

MILK



- If you would like to purchase school milk for your child, please log into Eduspot (Teachers2Parents app.)
- The cost is £11.13 and this will cover 53 days (Monday 20th September'21 until Tuesday 21st December).
- All milk monies must be paid by **Thursday 9th Sep'21** (cut-off time for payment is midnight on Wednesday 8th September).

HOT CHOCOLATE FRIDAY

- These fabulous pupils were all captured being READY! Well done folks!

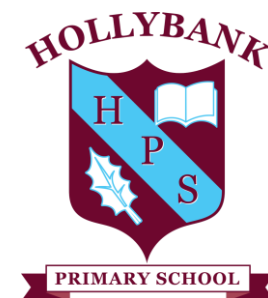


ANTI-BULLYING 2021

What is bullying?

Bullying is not tolerated in Hollybank primary School however not all unacceptable behaviour is bullying behaviour. Behaviours such as name- calling, being hit or punched, being excluded or isolated are unacceptable and, when not assessed as bullying, will be addressed through the school's Positive Behaviour Policy, Special Educational Needs Policy or Safeguarding policy. These policies detail each stage of intervention used to discourage unacceptable behaviour.

Bullying behaviour can be summarised as usually repeated behaviour by one or more pupils carried out to intentionally hurt, harm or adversely affect the rights and needs of another or others. While this behaviour is usually repeated, single incidents can be considered bullying behaviour. When an alleged incident of bullying occurs, and it has been recorded and assessed as a bullying behaviour, school will respond through the Anti-Bullying Policy.



ANTI-BULLYING 2021

- The following criteria will be used to assess if an alleged incident is to be considered bullying:
- severity and significance of the incident
- evidence of pre-meditation
- an imbalance of power which can manifest itself in several ways:
- physical
psychological (knowing what upsets someone),
- intellectual
group / more than one individual
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals



■ Preventative Measures:

- Hollybank Primary School aims to promote a strong anti-bullying ethos within the school and the wider school community. We do this through a variety of approaches:
- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy, underpinned by our values of READY, RESPECTFUL, SAFE.
- Promotion of anti-bullying messages through the curriculum eg. 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/PD/LLW (eg. 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 (eg. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, eg. 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.
- Development of effective strategies for the management of unstructured times (eg. 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.
- Class Plans for Learning are created annually with each class, so all individuals are involved with determining acceptable and unacceptable behaviours.

THE ROLE OF PARENTS

- Parents have a responsibility to support the school's Anti-bullying Policy and to actively encourage their child to be a positive member of school. If parents are concerned that their child might be bullied, or if they suspect that their child may be the perpetrator of bullying, they should contact their child's teacher immediately.
- We ask our parents to support their children and the school by:
 - Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
 - Advising their children to report any bullying to a teacher
 - Advising their children not to retaliate violently to any form of bullying
- Co-operating with the school, if their 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.



REPORTING A CONCERN:

- Parents and carers have a responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. All parents/carers should encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.
- In the first instance, all bullying concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Vice-Principal.
- Where the parent is not satisfied that appropriate action has been taken by the Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors. The Complaints Policy is available from the school office and is published on our website.
- While the majority of reports of bullying concerns will come from pupils and their parents/carers, we understand that reports may be received from anyone. All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.



RESPONDING TO A BULLYING CONCERN:

- All reports of alleged bullying behaviour, or any concerns identified, will be responded to by the school. The process that will be employed is outlined below, alongside the approach the school will take in its response. It must be remembered that the focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.
- The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.
- Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...
- Clarify facts and perceptions
- Check records (SIMS/BMM)
- Assess the incident against the criteria for bullying behaviour
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary
- NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.
- 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.
- Any information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.