



RAINEY ENDOWED SCHOOL

ANTI-BULLYING POLICY

Implementation Date – April 2022

Review Date – June 2025

Signed _____ BoG

Section 1 – Introduction

RATIONALE

Rainey Endowed School is committed to providing a caring, friendly and safe environment for all pupils, free from bullying behaviours of any kind. This Anti-Bullying Policy complements other policies in the pastoral portfolio and is designed to help promote effective learning and teaching and ensure that all pupils have the best opportunity to develop to their full potential. Bullying of any kind is contrary to the ethos and values of Rainey Endowed School and is unacceptable in our school.

AIMS

The aims of this policy are to:

- Promote the importance of mutual respect and the development of positive relationships;
- Create and encourage a learning environment in which every pupil feels welcomed, safe and able to learn;
- Ensure that bullying behaviour is not acceptable within our school;
- Have a shared and clearly understood definition of bullying behaviour;
- Create an environment where pupils, staff and parents are encouraged to disclose and discuss incidents of bullying behaviour;
- Ensure that mechanisms are in place to prevent and detect bullying;
- Outline roles and responsibilities of staff, pupils and parents in recognising, reporting, recording and dealing with incidents of bullying behaviour;
- Support pupils who have experienced bullying behaviour and help to restore lost confidence and self-esteem
- Detail the monitoring process and evaluate the effectiveness of the policy.

Section 2 – Context

This policy has been developed in the context of the following legislative framework and relevant DENI/EANI policy/guidance. This includes:

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, parents and staff.
 - 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 (eg. in another school in the ALC).
 - 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)

Section 3 – Ethos & Principles

RAINEY ENDOWED SCHOOL aims to establish an inclusive community in which all pupils and staff are treated with dignity and respect. We are committed to a society where children and young people can live free and safe from bullying. We believe that every child and young person should be celebrated in their diversity. We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school. We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account. We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Section 4 – Consultation and Participation

This policy was developed in compliance with the Addressing Bullying in Schools Act (NI) 2016, and in consultation with the school community. Consultation approaches used within the school community include:

- Workshops and class-based activities.
- Whole school questionnaires distributed to staff, parents and pupils.
- Creation of pupil forums, eg. the School Council, anti-bullying ambassadors, pupil leadership groups.
- Posting of Information – Website, social media, pupil homework diary, notice boards etc.
- Tabled at BOG meetings.

Section 5 – What is Bullying?

Definition of Bullying

In line with The Addressing Bullying in Schools Act (NI) 2016, Rainey Endowed School uses the legal definition of bullying as outlined below:

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.

In summary:

While bullying is a behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others there are instances of one-off incidents.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, Rainey Endowed School staff shall consider the following **criteria**:

- severity and significance of the incident
- evidence of pre-meditation
- 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

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

FORMS OF BULLYING

The following examples of unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

Verbal or written acts <ul style="list-style-type: none">• saying mean and hurtful things to, or about, others• making fun of others• calling another pupil mean and hurtful names• telling lies or spread false rumours about others• try to make other pupils dislike another pupil/s	Physical acts <ul style="list-style-type: none">• Hitting• kicking• pushing• shoving• material harm, such as taking/stealing money or possessions or causing damage to possessions
Omission (Exclusion) <ul style="list-style-type: none">• Leaving someone out of a game• Refusing to include someone in group work• Failing to report acts of bullying	Electronic Acts <ul style="list-style-type: none">• Using online platforms or other electronic communication to carry out many of the written acts noted above• Impersonating someone online to cause hurt• Sharing images (eg. photographs or videos) online to embarrass someone

Electronic Acts - References:

Key advice relating to the **Law in Northern Ireland** on Cyber Bullying and Sexting can be found on the **NIABF** site:

- [Cyber bullying and the Law](#)
- [Sexting and the Law](#)

Where such lists are included in the policy it should be stressed that the list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

MOTIVATIONS

There are **various motivations** behind bullying, including those named in the Act. These include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status
- Social Status

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 refer to the child describing the situation surrounding that child, for example:

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

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

In determining 'harm' we define:

- *Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.*
- *Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts etc.*

Section 6 – Preventative Measures

In Rainey Endowed School the focus of all anti-bullying work will be on prevention. Emphasis is placed on the quality of relationships between all members, staff and between staff, pupils and parents to encourage an openness designed to allow pupils to speak out where potential problems are perceived. The Pastoral Programme provides opportunities for pupils to explore the issues surrounding bullying. The underpinning values of fairness, compassion, tolerance and forgiveness are encouraged in the Pastoral, Religious Education and LLW programs.

At a practical level, classroom teachers strive to create a positive, well-ordered environment where each pupil feels valued and respected. It is important to create an atmosphere where pupils who are

experiencing bullying behaviour, or others who know about it, feel that they will be listened to and believed, and that action will be swift but sensitive to their concerns. It is also important to involve all members of the school community in the identification and condemnation of bullying.

A wide range of measures are used to educate our pupils and to promote a strong anti-bullying ethos within the school and the wider school community.

Examples of these include:

- 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 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 (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 in partnership with The Well Being Ambassadors.
- 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.
- 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.
- Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses, trains and ferries, and for those walking.
- Regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.

Rainey Endowed School take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. This may include:

- Addressing key themes of online behaviour and risk through LLW, 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, Mobile Phone Policy, etc.)

Section 7 – Responsibilities

Everyone in the RAINEY ENDOWED SCHOOL community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- foster positive self-esteem
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Section 8 – Reporting a Bullying Concern

PUPILS REPORTING A CONCERN

Pupils are encouraged to raise concerns with any member of staff they feel comfortable talking to. All staff have received training with regards to supporting pupils who experience bullying behaviour. Form Tutors are often the first contact point and pupils should feel able to speak with them about any pastoral issues.

Pupils can report bullying behaviour by:

- Verbally- talking to a member of staff
- By writing a note to a member of staff
- **Using CyberSyd** - An app for young people to report bullying behaviour easily and confidentially from anywhere at any time

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. The school wants to ensure that pupils receive appropriate help and this is the focus of any such conversations.

PARENTS REPORTING A CONCERN

If parents have a concern about bullying behaviour they should:

- In the first instance, report such concern to the Year Head of their child.
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the parent should report the concern to the Assistant Principal (Pastoral Care).
- Where the parent is not satisfied that appropriate action has been taken by the Assistant Principal, the Vice-Principal should be contacted to prevent further incidents.
- Should the parents remain concerned that appropriate action has not been taken 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 can be accessed via the school website and by

contacting the school office. This usually involves making a formal, written complaint, to the Chair of the Board of Governors.

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.

Section 9 – Responding to a Bullying Concern – USE BULLYING CONCERN ASSESSMENT FORM (BCAF)

When responding to a bullying concern, school staff shall adopt a positive mindset and implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

If an allegation of bullying behaviour is made to a member of staff, they will inform the Year Head(s) in a timely fashion. The Year Head will initially gather information and discuss the allegation with the Assistant Principal (Pastoral Care). If more than one year group is involved one Head of Year will be selected to collate the information from the pupils involved. Evidence will then be presented by this Head of Year. The Head of Year will in turn discuss the concern with the Assistant Principal and a final decision will be made regarding whether the behaviour is deemed as bullying or as anti-social behaviour.

Using the resource [NIABF Effective Responses to Bullying Behaviour resource](#) the processes outlined below provide a framework for how the school will manage the concern raised.

- Concern raised by pupil or parent - Clarify facts and perceptions – Year Head.
- Identify any themes or motivating factors – Year Head.
- Record initial Bullying Concern in SIMS – Year Head.
- Year Head to discuss the alleged bullying behaviour with the Assistant Principal.
- The Head of Year will complete Part 1 of the BCAF form.
- Assess the incident against the criteria for bullying behaviour – Head of Year/Assistant Principal/Vice Principal.
- If behaviour does not meet criteria according to Definition (Addressing Bullying in Schools Act (NI) 2016) address the socially unacceptable behaviour using Positive Behaviour Management Policy.
- If behaviour meets criteria according to Definition (Addressing Bullying in Schools Act (NI) 2016) the Assistant Principal will complete Part 2 and 3 of the BCAF and in consultation with the Form Tutor seek to resolve the behaviour;
 - ❖ 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
- Review of the bullying concern and actions to date – In discussion with the Head of Year and the Assistant Principal will complete Part 4 of the BCAF

NIABF advocates a restorative approach to responding to bullying behaviour. RAINEY ENDOWED SCHOOL uses interventions (**Appendix 1**) suggested in the Effective Responses to Bullying Behaviour

resource focussing on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

Section 10 – Recording

As set out in the Addressing Bullying in Schools Act (NI) 2016, all schools will be required to maintain a record of all incidents of bullying behaviour and alleged bullying behaviour.

The school will centrally record all relevant information related to reports of bullying concerns, including:

- ***how the bullying behaviour was displayed (the method)***
- ***the motivation for the behaviour***
- ***how each incident was addressed by the school***
- ***the outcome of the interventions employed.***

Records will be kept on the secure online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying behaviour and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section 11 – Professional Development of Staff

Appropriate and adequate training for staff, including teaching and non-teaching school staff will continue to be a priority. This may include:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- updated policy and its procedures training - e.g. any amendments made, inclusions added etc.
- safeguarding training for all staff and Governors

Section 12 – Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Promoting Positive Behaviour Policy
- Pastoral Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Pupils' and Staffs' Acceptable Use of Internet Policy
- Mobile Phone Policy
- Code of Conduct for Staff Behaviour

Section 13 – Monitoring and Review of Policy

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying behaviour
- assess the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the June 2025.

Additional Information

How to raise a concern or make a complaint about this Policy

If you have a concern or complaint about the administration of this policy, please contact the Principal or their Vice-Principal in the first instance. If necessary, you may then access and follow the Rainey Endowed School complaints procedure. Should you remain dissatisfied with the school response, then you can bring your complaint to the Northern Ireland Public Services Ombudsman within six months.

Where to find help - A list of external support agencies. (**Appendix 2**)

Evaluations - Regular questionnaires and surveys are conducted to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy. (**Appendix 3**)

Appendix 1

Understanding the Levels of Intervention

Levels suggested within this document are for guidance only, and schools are advised to consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying behaviour. NEVER ignore low level bullying behaviour.

Staff should;

- Explain the inappropriateness of the behaviour in line with the school’s values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the pupil experiencing bullying behaviour.
- Talk with the pupil experiencing bullying behaviour to explore whether he/she has in any way triggered the bullying behaviour.
- Help the pupil experiencing bullying behaviour to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is a shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil experiencing bullying behaviour.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.

- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the pupil experiencing bullying behaviour to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Assistant Principal, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying behaviour at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying behaviour. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see Support Group Method, p30) and/or The PIKAS Method of Shared Concern (see p40), along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Appendix 2

USEFUL CONTACTS – SUPPORT AGENCIES

The following is a list of support for teachers, parents and pupils.

Childline (www.childline.org.uk/Bullying) 0800 1111 (helpline for children)

Lifeline (www.lifelinehelpline.info) 0808 808 8000

NI Anti-Bullying Forum (www.niabf.org.uk) advice for teachers, parents and young people.

Anti-bullying Network (www.anti-bullying.net/) advice for teachers, parents and young people.

Kidscape (www.kidscape.org.uk/) provides advice for teachers, parents and young people.

08451 205 204 (helpline for adults only)

NSPCC (www.nspcc.org.uk) Tel: 0808 800 5000

urzone website, (www.urzone.com/) is sponsored by the Police Service of Northern Ireland (PSNI) and provides advice and help on a range of issues affecting young people in Northern Ireland, including guidance on how to stay safe online.

Centre for Exploitation and Online Protection (www.ceop.gov.uk/) also provides a facility for reporting abuse on the Internet.

Kidsmart (www.kidsmart.org.uk/) is a website, dealing with Internet safety programmes.

BBC www.bbc.co.uk/schools/parents/bullying.

Kidscape

152 Buckingham Palace Road LONDON, SW1 9TR

Helpline for Parents:

0171 730 3300 [10.00 am - 4.00 pm Monday-Friday]

They provide free leaflets and booklets for parents, children and teenagers about bullying.

National Child Protection Helpline

Freephone: 0800 800 500

A 24-hour helpline for anyone concerned about a child at risk of abuse [including bullying]. Children may use this facility themselves.

Parenting NI Ltd

1st Floor, Unit 3, Hawthorn Office Park, 39a Stockman's Way, Belfast BT9 7ET

Telephone: 0808 801 0722

This is a service for parents and young people in Northern Ireland. It offers listening support, in addition to guidance and counselling relating to any family problem.

Aware-NI

AWARE is the depression charity for Northern Ireland and the only charity working exclusively for those with depression and bipolar disorder.

Website: aware-ni.org Tel: 028 9035 7820 Email: info@aware-ni.org

Appendix 3

Anti-Bullying Culture – Staff Questionnaire

Statements refer to specific quality indicators. (QI)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 All members of staff are fully committed to creating an environment of care and trust within the school.					
2 There is adequate staffing of communal areas at break/lunch times and when classes are changing over.					
3 Bullying behaviour is being reduced.					
4 All staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school.					
5 All staff model non-aggressive behaviour.					
6 Pupils feel able to express concerns about bullying behaviour to any member to staff, knowing that these will be received sympathetically and that appropriate action will be taken.					
7 Pupils are aware of clear defined procedures for reporting and staff take action and record bullying behaviour.					
8 The pupils are encouraged to value one another and to express their own views while appreciating the views of others.					
9 The achievements of all pupils are recognised, valued and celebrated so that pupils' self-esteem is enhanced.					
10 Within each year group, pupils have the opportunities to learn to work together in a co-operative manner.					
11 All members of staff are informed about and are able to detect signs of pupil distress in relation to bullying behaviour.					

12 There is frequent and effective liaison with parents and incidents of bullying behaviour are addressed in partnership with parents.					
13 All members of the school community have been consulted in order to arrive at an agreed definition of bullying behaviour and an agreed whole school anti-bullying policy.					
14 Teachers plan for the promotion of pupil's self-esteem, recognising that all opportunities should be availed of.					
15 Through group work pupils are encouraged to learn to respect and appreciate difference.					
16 The curriculum provides opportunities to address the issue of bullying behaviour.					
17 Pupils are encouraged to express their feelings in ways which are not aggressive.					
18 Pupils are provided with opportunities to develop skills of assertiveness and self-protection.					
19 Pupils are taught how to protect themselves from bullying behaviour both in and out of school.					
20 Pupils are taught how to cope with cyber bullying behaviour coming from social networking and mobile telephones.					

Priorities for Improvement

1-----

2-----

3-----

Please note: All questionnaires are returned anonymously and treated confidentially.

Thank you for your co-operation.

Anti-Bullying Culture – Parents’ Questionnaire

Please answer all questions with your children in mind.

Statements refer to specific quality indicators. (QI)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 The school is fully committed to creating an environment of care and trust for all pupils.					
2 Teachers and supervisors help my child to feel safe in the playground/communal areas.					
3 I know that the school is working hard to reduce bullying behaviour.					
4 High standards of behaviour are expected and are evident in the school.					
5 All staff are fair, firm, and compassionate in their approach to keeping good order in the school.					
6 My child feels able to express their concerns about bullying behaviour to any member of staff, knowing that these will be received sympathetically and that appropriate action will be taken.					
7 My child knows what to do if he/she witnesses, or is the target of bullying behaviour.					
8 Good relationships between teachers and pupils exist in and out of the classroom.					
9 Through group work pupils are encouraged to value one another and to express their own views while appreciating the views of others.					
10 The achievements of all pupils are recognised, valued and celebrated so that pupils’ self-esteem is enhanced.					
11 If a child is involved in displaying bullying behaviour there is effective liaison between the school and the parents.					
12 I am confident about discussing any worries my child has about bullying behaviour with the appropriate teacher.					

13 The school has consulted with parents in agreeing a definition of bullying behaviour and an anti-bullying policy.					
14 I am aware of clearly defined procedures for reporting and recording bullying behaviour in school.					
15 Pupils learn to respect and appreciate differences.					
16 Pupils are given opportunities to express their feelings in ways which are not aggressive.					
17 Pupils are provided with opportunities to develop skills of assertiveness and self-protection					
18 My child feels safe from bullying behaviour both in and out of school.					
19 My child is taught how to cope with cyber bullying behaviour coming from social media and mobile telephones.					

Please note: Questionnaires are anonymous and are treated confidentially

Thank you for completing the questionnaire

Anti-Bullying Culture – Pupils' Questionnaire

Questionnaire to be completed during Anti-Bullying Week

Year: 8/9/10/11/12/13/14

{Circle}

Statements refer to specific quality indicators. (QI)	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 Teachers and supervisors help me to feel safe in the school.					
2 I feel safe from all forms of bullying behaviour on the way to and from school.					
3 I feel confident going to school knowing what to do if I experience bullying behaviour.					
4 Pupils in our school are well behaved.					
5 Teachers in my school think that bullying behaviour is wrong.					
6 If I tell a teacher/adult that I'm experiencing bullying behaviour I know that he/she will listen and do something to help.					
7 In school we are given advice on how to cope with someone who is displaying bullying behaviour towards us.					
8 I understand that it is my responsibility to tell an adult if I know that a bullying incident is going on in this school.					
9 I know that the only way that bullying behaviour can be stopped is to report all incidents.					
10 In group work we learn how to value others and respect difference.					
11 When we do well in school we are praised and it is acknowledged publicly.					
12 Teachers talk to my parents if I have concerns about bullying behaviour.					
13 We talk from time to time about the school rules on bullying behaviour.					

14 In school we are given opportunities to discuss bullying behaviour and raise our own concerns.					
15 We have opportunities to explore the feelings and emotions surrounding bullying behaviour in different subjects.					
16 I am taught how to stand up for myself without being aggressive.					
17 I am taught how to cope with cyber behaviour bullying from social media and mobile telephones.					

Three things I think would make Anti-Bullying Culture better in my school

- 1 _____
- 2 _____
- 3 _____

Thank you for your help