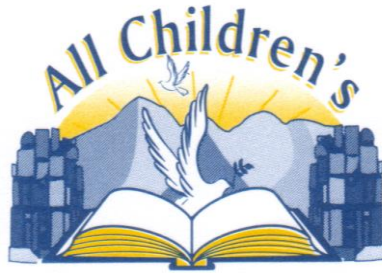


All Children's Integrated Primary School

Anti-Bullying Policy

Compliant with Addressing Bullying in Schools Act (NI)

2016



To be reviewed 2025-2026

Section 1: Ethos and Principles

The Board of Governors and Staff of All Children’s Integrated Primary and School are committed to ensuring all children in our care are protected from all forms of bullying. As part of our founding principles and ethos we believe that every child should be celebrated and treated equally regardless of their gender, race, disability or ethnic diversity. We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school and we actively seek and respect the views of our children. The Board of Governors, staff, parents and pupils of All Children’s understand that everyone in the school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

This policy has been developed in consultation with the Board of Governors, staff, and a group of parents and pupils from All Children’s Integrated Primary School. Alongside this relevant legislation and policy frameworks have been consulted.

Section 2: 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 \(UNCRC\)](#)

As stated in “Addressing Bullying in Schools Act (Northern Ireland)” 2016 it is the responsibility of the Board of Governors to ensure measures are in place within school to prevent bullying taking place. The Board of Governors are also responsible for ensuring that

appropriate records are kept of all incidents of bullying or alleged bullying involving a registered pupil at the school.

Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003 – DE Circular Number 2003/13 – which amends Article 3 of 1998 N.I. Order as follows:

Article 17 Duty to Safeguard and Promote the Welfare of Pupils

The Board of Governors is required to:

- “Safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school” (Article 17:2)
- Consult with registered pupils on the general principles which will be reflected in the school’s discipline policy (Article 19: 13 & 14)

The Principal:

- When deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among pupils (Article 19:14)
- Before deciding on measures to encourage good behaviour must consult with pupils registered at the school and their parents” (Article 19:14)

The key points to note are:

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.
- Requires that the policy be updated at least every four years
- Sets out under which circumstances this policy should be applied, namely:
 - * In school, during the school day (travel directly to and from school at the beginning and end of the day, on foot, by bus or by educationally provided taxi)
 - * While travelling to and from school
 - * When under control of school staff, but away from school (e.g. school trip)
 - * When carried out using electronic device (cyberbullying)

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: Consultation and Participation

In 2023 the Primary 4-Primary 7 pupils completed Primary School Children Addressing Bullying Survey which asked specific questions about the issue of bullying. A list of the questions asked, and responses given by the pupils is included in Appendix 1.

In 2023, the parents/carers of All Children's Integrated Primary School were invited to complete an Addressing Bullying Survey. This survey asked questions relating to the issue of bullying and the results were used to inform the development of this policy. A list of the questions asked, and the responses given by parents are included in Appendix 2.

In 2022 the teachers and support staff of All Children's completed a survey entitled Addressing Bullying Survey. A copy of the questions asked and responses given are included in Appendix 3.

Section 4: Definition of bullying behaviour

The Addressing Bullying in Schools Act (NI) 2016 states that bullying is:

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.

The Board of Governors, staff and pupils of All Children's Integrated Primary School believe:

Bullying is usually (but not limited to) behaviour which is repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

To determine if a “one-off” incident is to be classified as bullying, the school will 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 incident on the wider school community
- Previous relationships between those involved
- Any previous incidents involving the individuals
- An imbalance of power between pupils
- The context within which the behaviour was carried out

A “one-off” incident not considered to meet the threshold for bullying behaviour will be addressed using the Positive Behaviour Policy.

When unacceptable behaviour is identified as bullying behaviour, there will usually be a number of incidents repeated that target an individual with the intention of causing harm.

The staff of All Children’s will always consider the context of behaviour(s) when deciding if a particular behaviour(s) meets the threshold of bullying. The following unacceptable behaviours, when **repeated, targeted and are intentionally hurtful**, may be considered a bullying behaviour within certain contexts:

Verbal or written acts

- Saying mean and hurtful things to, or about, others
- Making fun of others
- Calling another pupil mean and hurtful names
- Telling lies or spreading false rumours about others
- Trying to make other pupils dislike another pupil/s

Physical acts

- Hitting
- Kicking
- Pushing
- Shoving
- Material harm, such as taking/stealing money or possessions or causing damage to possessions

Omission (Exclusion)

- Intentionally leaving someone out of a game from a desire to cause hurt

- Intentionally choosing to stop another child trying to join in with a game
- Refusing to include someone in a group activity both inside or outside
- Interfering with personal property

Electronic Acts

- 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 (e.g. photographs or videos) online to embarrass someone

This list is not exhaustive and there may be other behaviours related to the various categories above, that when ***repeated, targeted and are intentionally harmful*** may be considered to be bullying behaviour. If the key elements involved with the behaviour are not believed to be bullying behaviour, the behaviour will be addressed using the Positive Behaviour Policy. Discretion may also be applied when identifying behaviour as bullying behaviour with regards to a child's capacity to understand the impact of their behaviour on others.

Motivating Factors involved with bullying behaviour

There are many factors involved with why bullying behaviour may take place. When possible bullying behaviour has been identified within school, the Pastoral Team will consider various motivators behind the behaviour.

The motivators include, but are not limited to:

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

While an "imbalance of power" has not been included in the 2016 definition of bullying, consideration of its role in determining if bullying has occurred will be given by the Pastoral Team assessing the incident.

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 pupil displaying bullying behaviours**
- **A pupil experiencing bullying behaviours**

All members of the school community will be encouraged to use this language when discussing bullying incidents.

Section 5: Preventative Measures

At All Children’s we aim to prevent all children experiencing harm as a result of bullying behaviour through preventative strategies being used to regularly address the issue of bullying with the pupils. All our pupils are aware of the school rules as set out in the Positive Behaviour Policy which sets out the expectations that staff have about how the pupils in All Children’s will behave. The Positive Behaviour Policy states clearly appropriate rewards and sanctions that are used by all members of staff to encourage positive behaviour with our pupils. Through the Children’s Safeguarding leaflet children are also reminded about where they can obtain help within school if they have a concern re bullying behaviour, or other Safeguarding issues.

The issue of bullying is addressed on a number of occasions throughout the year:

- Addressing issues such as the various forms of bullying, including how and why it can happen, through PDMU and RSE lessons.
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity. This is also addressed during Integrated Month (March each year).
- Actively promote positive emotional health and wellbeing e.g., through Outdoor Learning.
- Participation in the NIABF annual Anti-Bullying Week activities.
- Engagement in national and regional campaigns e.g., Safer Internet Day.
- Development of peer-led systems (Pupil Council) to support the delivery and promotion of key anti-bullying messages within the school.
- Effective strategies are used for playground management e.g. specific resources are used to stimulate the children’s interest and encourage participation from the pupils.
- Assemblies focusing on raising awareness of anti-bullying issues.

Preventative measures specifically relating to the journey to and from school:

The Board of Governors and staff at All Children’s recognise that we have a responsibility to ensure the children are protected from bullying behaviour as they travel to and from school,

both on the school bus and those children who have permission to walk. We recognise that children at this time of day will not be supervised in the same manner that they are while they are in the school building or in the playground. However, the following measures will aim to ensure the children are kept safe on their journey to and from school:

- Regular reminders of the positive behaviour expectations whilst children travel to and from school.

Preventative measures specifically relating to the use of electronic communication:

The new legislation also gives All Children's Integrated Primary School the authority to 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 PDMU/RSE, 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, UK Safer Internet 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 the school online safety policy.

Section 6: Responsibility

The Board of Governors supports the Principal and Pastoral Team as they try to ensure that bullying is prevented and where bullying/alleged bullying behaviour has been identified, effective strategies are used for dealing with it.

It is the responsibility of the Principal and Pastoral Team to ensure that all staff are aware of the school Anti-bullying policy and that they know how to report incidents of bullying/alleged bullying behaviour.

It is the responsibility of all members of All Children's staff to ensure that the pupils are taught that bullying behaviour is wrong and will not be tolerated within our school. If a member of staff suspects or witnesses bullying behaviour, or if bullying/alleged bullying behaviour is reported to them by an adult or pupil, they must report this incident without delay to a member of the Pastoral Team (Mrs McConville / Mr Houlahan) or to the Principal

(Mr Beattie). They must also complete a Behaviour Concern Assessment Form (Appendix 4) to provide a detailed written account of the incident or what had been reported to them.

It is the responsibility of Parents to ensure they report any concerns of a bullying nature to their child's class teacher, a member of the Pastoral Team or the school Principal.

All children are taught how to recognise the signs of bullying behaviour. They are reminded regularly that they can speak to any adult in school if they are worried about something.

The whole school community 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 or worry and other possible indicators 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
- report any concerns or instances of bullying behaviour witnessed or suspected, to the Pastoral Care Team.
- 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.
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

Section 7: Reporting a Bullying Concern

How can a pupil report a concern re bullying behaviour?

The pupils of All Children's Integrated Primary School are reminded regularly about where they can receive help if they have any concerns or worries. In each classroom and along corridors there is a visual reminder of the Pastoral Team and children know that as well as speaking to any member of All Children's teaching and non-teaching staff, they can ask to speak to a member of the Pastoral Team or the school Principal.

A worry box is also available in each classroom where a child can place their name and either leave their teacher a message about their concern or they can ask to speak with their teacher about an issue.

Pupils are encouraged to recognise that reporting a concern to an adult is not to be considered negatively but is a means of getting help for themselves or for another child. Pupils are encouraged to speak up on behalf of their peers who they feel may not be being treated properly.

How can a Parent/Carer report a concern?

All parents/carers are responsible for raising concerns about alleged bullying behaviour within the school community without delay. All parents/carers should encourage their child to react appropriately to bullying behaviour and not to do anything to retaliate or “hit back”.

If a parent/carers wishes to report bullying behaviour they can:

- 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 a member of the Pastoral Team (Mrs Curran and Mr Houlahan).
- Where the parent is not satisfied that appropriate action has been taken by the Pastoral Team to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carers remains unsatisfied that the concern has not been appropriately responded to, the school’s complaints procedure should be followed. A copy of the Safeguarding complaints procedure is included in Appendix 5.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report.

Section 8: Responding to a Bullying Concern

All staff at All Children’s Integrated Primary School are trained to listen sensitively when an incident of bullying/alleged bullying behaviour is reported to them. All staff take reports of bullying/alleged bullying behaviour seriously and provide immediate reassurance to the individuals involved that appropriate action will be taken to resolve the situation. If a member of staff witnesses or receives a concern about bullying behaviour they should report these concerns without delay to a member of the Pastoral Team or the school Principal. A member of the Pastoral Team will then use the framework outlined below to assess the behaviour that has taken place to ensure an appropriate response is made to the behaviour. The focus at all times will be restoring the wellbeing of those involved with the

incident and strategies that may be put in place will focus on the prevention of any further incidents taking place.

The following process will be followed by the Pastoral Team when responding to a bullying concern:

1. Clarify the facts and perceptions
2. Check previous records in the Record of Bullying Behaviour File in C.P cabinet or behaviour books (pre Sept 2021) or records kept on Sims
3. Assess the incident against the criteria for bullying behaviour
4. Identify any themes or motivating factors
5. Identify the type of bullying behaviour being displayed
6. Identify the intervention level
7. Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions
8. Track, monitor and record effectiveness of interventions
9. Review outcome of interventions
10. Select and implement further interventions as necessary

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. All records of the incident will be held confidentially by school and will only be shared when necessary. The parents/carers of all children involved with a bullying incident will be informed as soon as possible.

BCAF (Behaviour Concern Assessment Form) agreed supports will be put in place for the child experiencing the bullying behaviour. A member of the Pastoral Team will provide support to the child through ongoing dialogue and will carefully monitor the child's progress to ensure the efficacy of the intervention is maintained and kept under review. The strategies put in place, when implemented, should result in greater resilience, development of new coping skills and the promotion of positive restorative relationships. A member of the Pastoral Team will report progress back to the child's parents/carers.

BCAF agreed supports will be put in place for the child displaying the bullying behaviour. A member of the Pastoral Team will provide support to the child through ongoing dialogue to ensure the interventions/strategies identified and agreed will result in the reduction/removal of unacceptable bullying behaviours, an enhanced ability to empathise with others and the restoration of relationships. Agreed plans will be shared with key individuals. The child's progress will be monitored carefully and the strategies kept under review. A member of the Pastoral Team will report progress back to the child's parents/carers.

If the Principal and Pastoral Team have reviewed the strategies involved with supporting the children involved with a bullying incident and they are not achieving the desired outcome, additional support will be sought from external parties.

Section 9: Recording

The Addressing Bullying in Schools Act (NI) 2016, places a legal requirement on the Board of Governors of All Children's Integrated Primary School to ensure suitable records are kept of all incidents of bullying and alleged bullying behaviour.

The Behaviour Concern Assessment Form (Appendix 4) will initially be completed by the member of staff who observed the behaviour or received the concern re bullying behaviour. These records will be kept in the Record of Bullying Behaviour file which is stored with the Safeguarding/Child Protection records. The Designated Teacher for Child Protection (Mr Jon Beattie), Deputy Designated Teachers for Child Protection (Mrs Paula McConville and Mr Martin Houlahan) are the only members of staff with access to these files. This will ensure the Pastoral Team have all previous bullying concerns recorded for reference when they are assessing a new incident. The following information will be recorded on BCAF - Bullying/Alleged Bullying Concern Forms:

- 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

A member of the Pastoral Team will then complete the BCAF document. Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2K system in schools. Access to these records is restricted and only provided to members of the school Pastoral Care Team.

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 and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice with the school.

Section 10: Professional Development of Staff

The Principal and Board of Governors at All Children's Integrated Primary School recognise the need for appropriate and adequate training for staff, including teaching and non-teaching staff. They will ensure that Safeguarding and Anti-Bullying Training is afforded to all Governors (every 4 years) and staff (annually). The impact of the training provided on both the policy and its procedures will be evaluated to inform future training requirements of teaching and non-teaching staff.

Section 11: Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy. To 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 of Governors 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

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy will be reviewed following any incident which may highlight the need for such a review. It must also be reviewed when directed by the Department for Education and in light of new guidance.

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

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:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Safe Handling Policy (DENI document on Use of Reasonable Force/Safe Handling)
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy and Acceptable use of Internet Policy
- Staff Code of Conduct
- Safeguarding complaints procedure

Policy written: June 2022

Appendix 1: Primary School Children Addressing Bullying Survey (2023)

1.
I am in.....

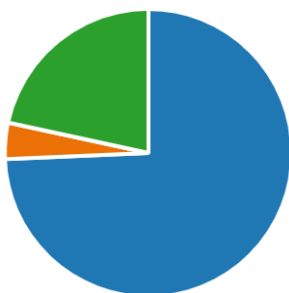
Primary 4	27
Primary 5	18
Primary 6	0
Primary 7	29

74

Responses

2.
From your knowledge, does our school have an Anti-Bullying Policy?

Yes	55
No	3
I don't know	16



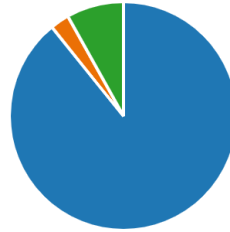
4% people answered "No" for question 2

74% answered yes for question 2

3.

Do you have an adult in school that you can talk to if you have a bullying concern?

Yes	66
No	2
Maybe	6



9% people answered "Maybe" for question 3

89% said Yes to having an adult in school that they can talk to for question 3

4.

In your opinion, which methods of bullying type behaviours happen in your school?

Physical - pushing, hitting, interfering with others personal property **26**

Verbal - name calling, insults, jokes, threats or spreading rumours **41**

Social Media - posting nasty comments or hurtful images on TikTok, Instagram, Snap Chat etc. **10**

Indirect - leaving someone out, refusing to work/play with them **26**

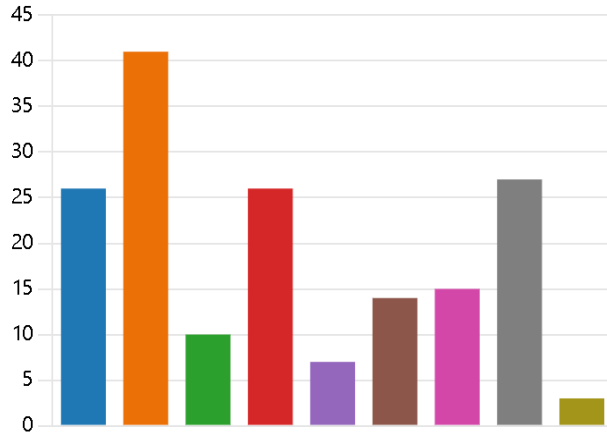
Electronic - sending hurtful messages on computer, laptop, Ipad or mobile phone **7**

Written - writing or drawing hurtful things about someone **14**

Emotional/Psychological - deliberately trying to scare, embarrass, intimidate, isolate or ignore someone to make them feel sad and worried **15**

Don't Know 27

Other 3



3

5.

In your opinion, why do some children display bullying type behaviours in your school?

Appearance for example, the colour of someone's hair, their weight, being too short, too tall, wearing glasses etc. **33**

Age - too young or too old **11**

Cultural for example, a person isn't from the same country as the other children in their class **11**

Community background for example the place where children live **3**

Special Educational Needs for example children who need extra support with their learning and behaviour **16**

Disability/Perceived disability for example a child who is disabled physically **7**

Family or home life for example where they live and who they live with **8**

Gender/ Gender Identity/Perceived Gender Identity - boy, girl, other **10**

Child Looked After - for example the child is looked after by someone other than their Mummy or Daddy **8**

Friendships for example, friends falling out **28**

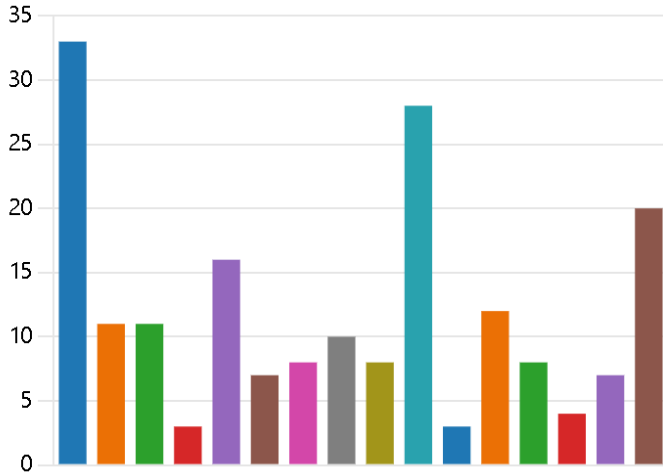
Political Views **3**

Race for example where a child's appearance is different to the majority of their class **12**

Religion where a child goes to worship **8**

Migrant Status/Newcomer someone who has moved to your school from another country **4**

Socio Economic circumstances - for example a family may find it difficult to pay bills 7
Other 20



6.

Please be mindful that socially unacceptable behaviour such as hitting, kicking, pushing etc. become bullying type behaviours when they are targeted, repetitive and intentionally cause physical or emotional harm.

The legal definition is:

"Bullying" includes (but is not limited to) the repeated use of verbal, written or electronic communication by a pupil or 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 may also include omission".

Having read the definition of bullying, do you think you have experienced bullying type behaviours?

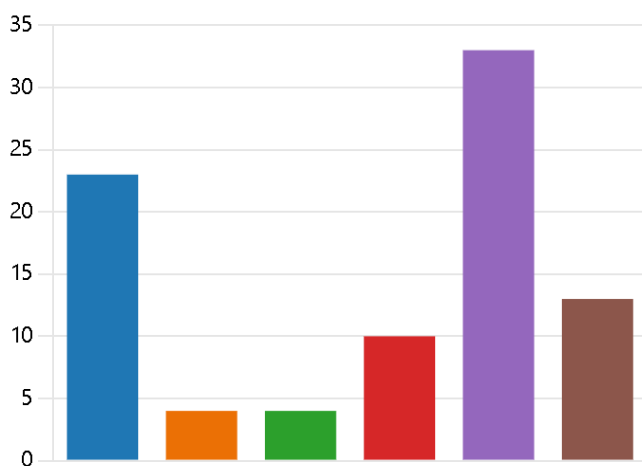
Yes 37

No 37

7.

I think I have experienced bullying type behaviours in

School	23
After school clubs	4
My journey to or from school	4
Online activities	10
I have not experienced bullying type behaviours	33
Other	13



8.

If you have specified 'Other', please tell us in what other ways you think you have experienced bullying type behaviours.

28 respondents (38%) answered **None** for this question.

9.

Please be mindful that socially unacceptable behaviour such as hitting, kicking, pushing etc. become bullying type behaviours when they are targeted, repetitive and intentionally cause physical or emotional harm.

The legal definition is:

"Bullying" includes (but is not limited to) the repeated use of verbal, written or electronic communication by a pupil or 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 may also include omission".

Having read the definition of bullying, do you think you have witnessed bullying type behaviours either in school or on the way to or from school?

Yes **38**

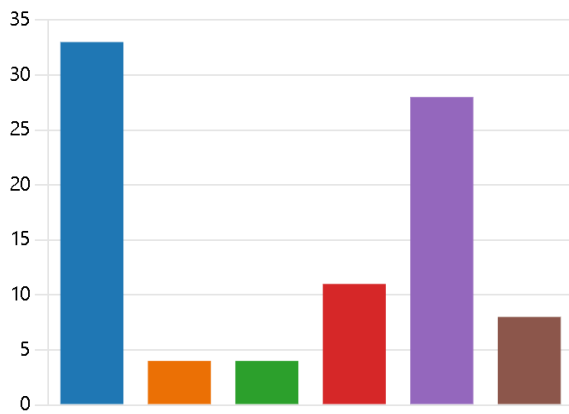
No **36**

49% people answered "No" for question 9

10.

I think I have witnessed bullying type behaviours in

School	33
After school clubs	4
The journey to or from school	4
Online activities	11
I have not witnessed bullying type behaviours	28
Other	8



11.

If you have specified 'Other', please tell us in what other ways you think that you have witnessed bullying type behaviours.

29 respondents (**39%**) answered **none** for this question.

12.

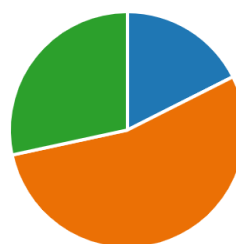
Please be mindful that socially unacceptable behaviour such as hitting, kicking, pushing etc. become bullying type behaviours when they are targeted, repetitive and intentionally cause physical or emotional harm.

The legal definition is:

"Bullying" includes (but is not limited to) the repeated use of verbal, written or electronic communication by a pupil or 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 may also include omission".

Having read the definition of bullying, do you think you might have displayed behaviours that could be seen as bullying?

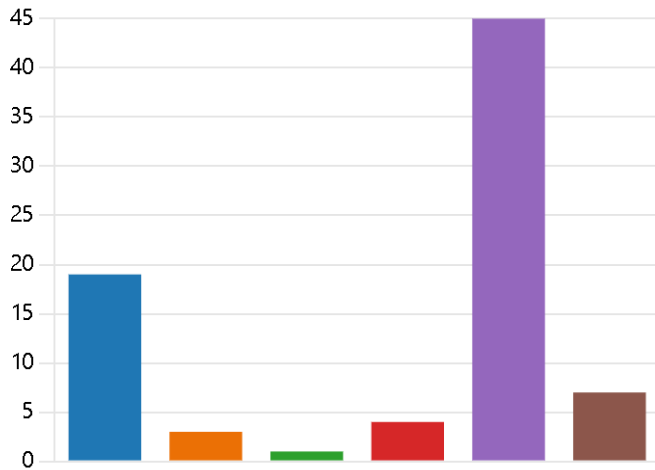
Yes 13
No 40
Maybe 21



13.

If you think that you might have displayed what could be seen as bullying behaviours, please tell us where these occurred.

During the school day	19
During after school clubs	3
On my journey to or from school	1
Online	4
I have not displayed bullying type behaviours	45
Other	7



14.

If you have chosen 'Other', please tell us in what other ways you think that you might have displayed bullying behaviours.

74

Responses

28 respondents (38%) answered none for this question.

15.

Are you happy about reporting bullying concerns in your school?

Yes 59

No 15

80% people answered "Yes" for question 15

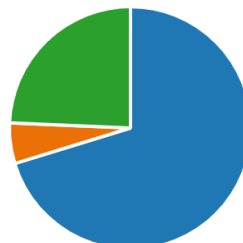
16.

In your opinion, does your school deal with bullying type concerns?

Yes **52 (70%)**

No **4**

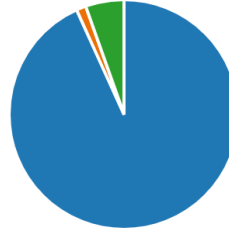
Sometimes **18**



17.

In your opinion, does your school try to stop bullying type behaviours.

Yes	(93%) 69
No	1
Sometimes	4



18.

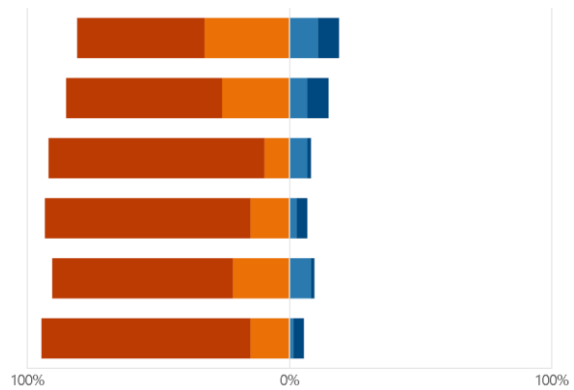
How do you think your school could improve in dealing with, reducing and stopping bullying type behaviours?

10 respondents (14%) answered none for this question.

19.

Please tell us about your experiences with specific bullying type behaviours.
Read the comment on the left and select the answer closest to your experience.

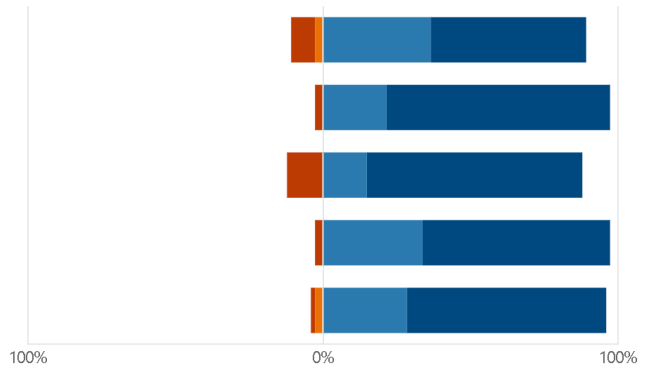
- Other students left me out of things on purpose
- Other students made fun of me
- Other students spread nasty rumours about me
- I was threatened by other students
- I got hit or pushed around by other students
- Other students took away or destroyed things that belong to me



20.

Please tell us what you think about the following statements.
Read the comment and select your answer

Strongly Disagree
Disagree
Agree
Strongly Agree
It irritates me when nobody defends bullied students
It is a good thing to help students who can't defend themselves
It is a wrong thing to join in bullying
I feel bad seeing other students bullied
I like it when someone stands up for other students who are being bullied



21.

Please tell us your biological gender. I was born a

Boy/male **35**
Girl/female **33**
Prefer not to say **6**



Appendix 2: Parent Addressing Bullying Survey (May 2023)

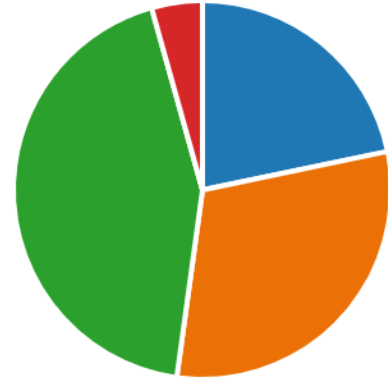
1.
Are you aware of your school's Anti-Bullying Policy?

No, I am not aware of the Anti-Bullying Policy? 5

I am aware of the Anti-Bullying Policy, but I haven't read it. 7

I am aware of the Anti-Bullying Policy, and I have read it. 10

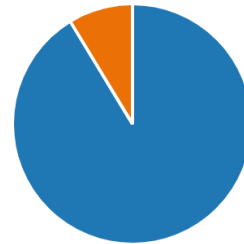
I am aware of the Anti-Bullying Policy, I have read and used it. 1



2.
Do you know who to speak to in your school, if you had a bullying concern?

Yes 21

No 2

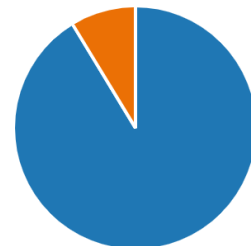


92% people answered "Yes" for question 2

3.
In your opinion are bullying concerns managed well within your school

Yes 21

No 2



92% people answered "Yes" for question 3

4.

Please be mindful that socially unacceptable behaviour such as hitting, kicking, pushing etc. become bullying type behaviours when they are targeted, repetitive and intentionally cause physical or emotional harm.

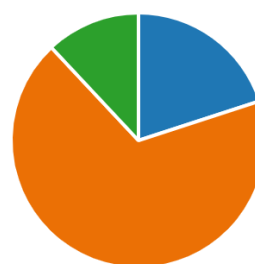
The legal definition is:

“Bullying” includes (but is not limited to) the repeated use of verbal, written or electronic communication by a pupil or 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 may also include omission”.

In your opinion has your child experienced bullying type behaviours in school, on their journey to/from school or online?

More Details

Yes	5
No	17
In school.	3
On their journey to/from school.	0
Online	0



5.

If your child has experienced bullying type behaviours in school, on their journey to/from school or online, please select which form this took from the list below.

Physical 3

Verbal 5

Social Media 0

Indirect - being left out/isolated/not included 3

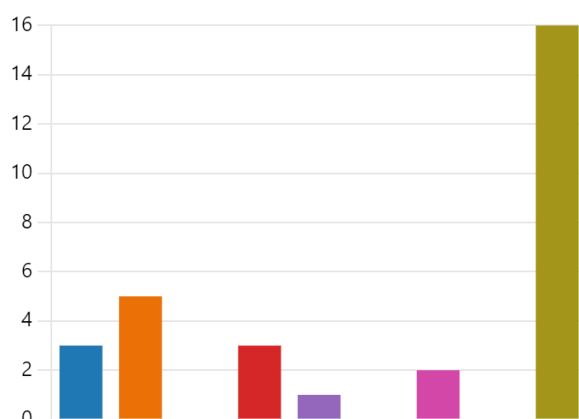
Electronic 1

Written - notes, post-its, graffiti ect 0

Emotional/Psychological 2

Other 0

My child has not experienced bullying-type behaviours 16



6.

In your opinion, has your child experienced bullying type behaviours because of their

Culture 0

Ability 0

Appearance 2

Community Background 0

Special Educational Need 0

Disability 0

Family circumstances 0

Gender/Gender Identity/Perceived Gender Identity 0

Care Experienced/Child looked after 0

Peer relationships 5

Political affiliation 0

Pregnancy 0

Race 1

Sexual orientation 0

Religion 0

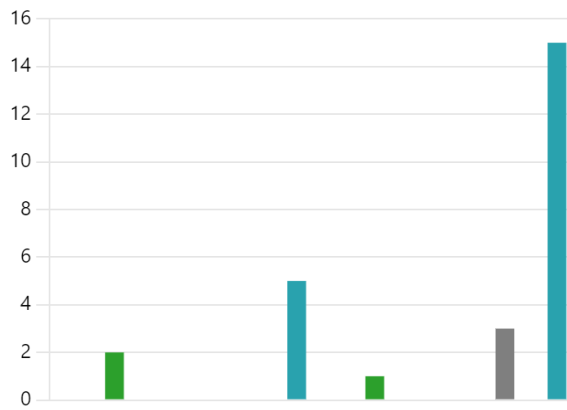
Migrant Status/Newcomer 0

Socio Economic Status/Free School Meals recipient 0

Other 3

Don't Know 0

I do not feel my child has experienced bullying type behaviours 15



7.

Has your school indicated that your child has displayed bullying type behaviours towards others?

Yes 0

No 23



8.

If you answered 'Yes', do you have any further comments to make? *(If you answered 'No' to the previous question, please write 'I answered No').*

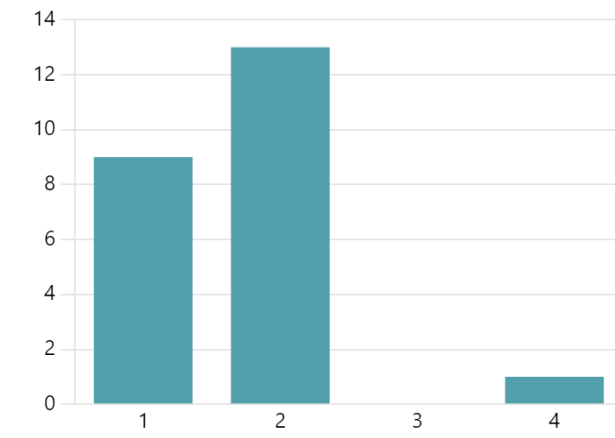
9.

What would help you as a parent to support your child, if they experienced or displayed bullying type behaviours?

10.

On a scale of 1-4 to what extent are bullying type behaviours present within your school?

1 - not present / 4 - very present.



96% people answered "Low" for question 10

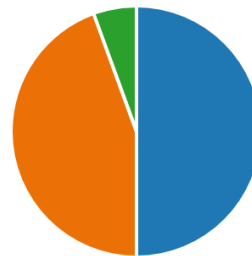
11.

In your opinion what would help to further address bullying type behaviours in your child's school?

Appendix 3: Teachers and Support Staff Addressing Bullying Survey (April 2023)

1.
What is your role in school?

Teacher	9
Support Staff	8
School Leadership Team	1



2.
Are you aware of the 'Addressing Bullying in Schools Act (2016)'?

Yes	1
No	8
	0

100% people answered "Yes" for question 2

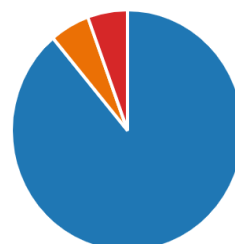
3.
Have you received any training in the 'Addressing Bullying in Schools Act (2016)'?

Yes	18
No	0

100% of them answered "Yes" for question 3

4.
If you have answered 'Yes' to the previous question, please indicate how recently you were trained.

Within the last year	16
2-3 years ago	1
3-4 years ago	0
More than 4 years ago	0



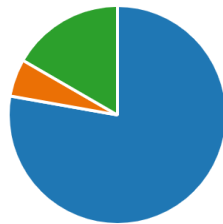
I did not answer 'Yes' to Q.4 0

89% people answered "Within the last year" for question 4

5.

In your opinion, do you have a clear understanding of the difference between socially unacceptable and bullying type behaviour?

Yes	14
No	1
Maybe	3



78% people answered "Yes" for question 5

17% people answered "Maybe" for question 5

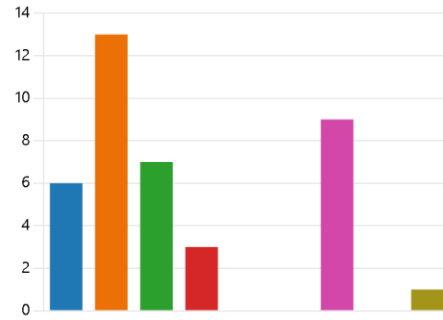
6% people answered "No" for question 5

6.

In your opinion, what methods of bullying type behaviours are most common in your school?

Physical	6
Verbal	13
Social Media	7
Indirect	3
Electronic	0
Written	0
Emotional/Psychological	9
Other	0
Don't Know	1

7.
 In your opinion, what motivations are most common in your school?
 Highest scores were.



Peer Relationships 11

Appearance 5

8.
 Have you received training in supporting children experiencing or displaying bullying behaviours for example, 'Effective Responses to Bullying Behaviour'?

Yes	12
No	5
Maybe	1



67% people answered "Yes" for question 8

9.
 Are you aware of the processes within your school's Anti-Bullying policy?

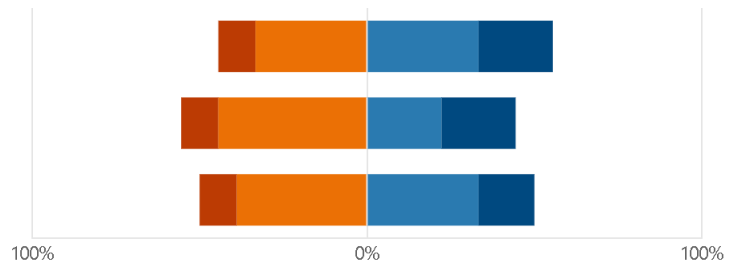
Yes 18
 No 0

100% people answered "Yes" for question 9

10.
 How confident are you with your role in the implementation of your school's anti-bullying policy?

(Flow Chart)

Processes for responding to an alleged concern (guidance flowchart)
Reporting and documenting a concern (BCAF)
Preventing effective responses to bullying behaviour

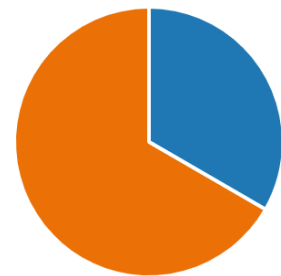


11.

To what extent do you feel that bullying type behaviours are evident within your school community?

No evidence of bullying type behaviours 6

Some evidence of bullying type behaviours 12



12.

What would further support you as a teacher and member of the support staff to successfully embed the 'Addressing-Bullying in Schools Act (2016)' in your school?

7 respondents (39%) answered training for this question.

Latest Responses

"No further support required"

"Brief yearly refresher session"

"Regular updates with bullying issues within the school."

Appendix 4: Behaviour Concern Assessment Form

Bullying/Alleged Bullying Concern Form

Date of report: _____

Date of incident: _____

	Name	Class
Person reporting the concern		
Name of pupil(s) experiencing alleged bullying behaviour		
Name of pupil(s) demonstrating alleged bullying behaviour		

Is the behaviour intentional?	Yes/No/Unsure
Is the behaviour targeted at a specific pupil or group of pupils?	Yes/No/Unsure
Is the behaviour repeated?	Yes/No/Unsure
Is the behaviour causing physical or emotional harm?	Yes/No/Unsure
Does the behaviour involve omission?	Yes/No/Unsure

How did the bullying behaviour present? Select one or more of the following:

Physical	
Physical including the use of a weapon	
Verbal	
Indirect (omission, isolation, refusal to work/talk/play with)	
Electronic	
Written	
Other Acts (Please specify)	

Is there a possible motivation for the alleged bullying behaviour? (Please circle one or more options)

Age	Appearance	Breakdown in friendship	Cultural	Religion
Political	Community background	Gender identity	Sexual orientation	Family circumstances
Disability	Ability	Race	Other:	

Please provide a detailed account of the incident(s) in the space below:

Action taken and by whom

Outcome of intervention

Appendix 5: Safeguarding/Bullying Complaints Procedure

How can a parent make a complaint?

I have a concern about my / a child's safety

|

I can talk to the class teacher

|

If I am still concerned, I can talk to the Designated/Deputy Designated Teacher for child protection or the Principal

|

If I am still concerned, I can talk / write to the chairman of the Board of Governors, Mr Gill Gleghorn

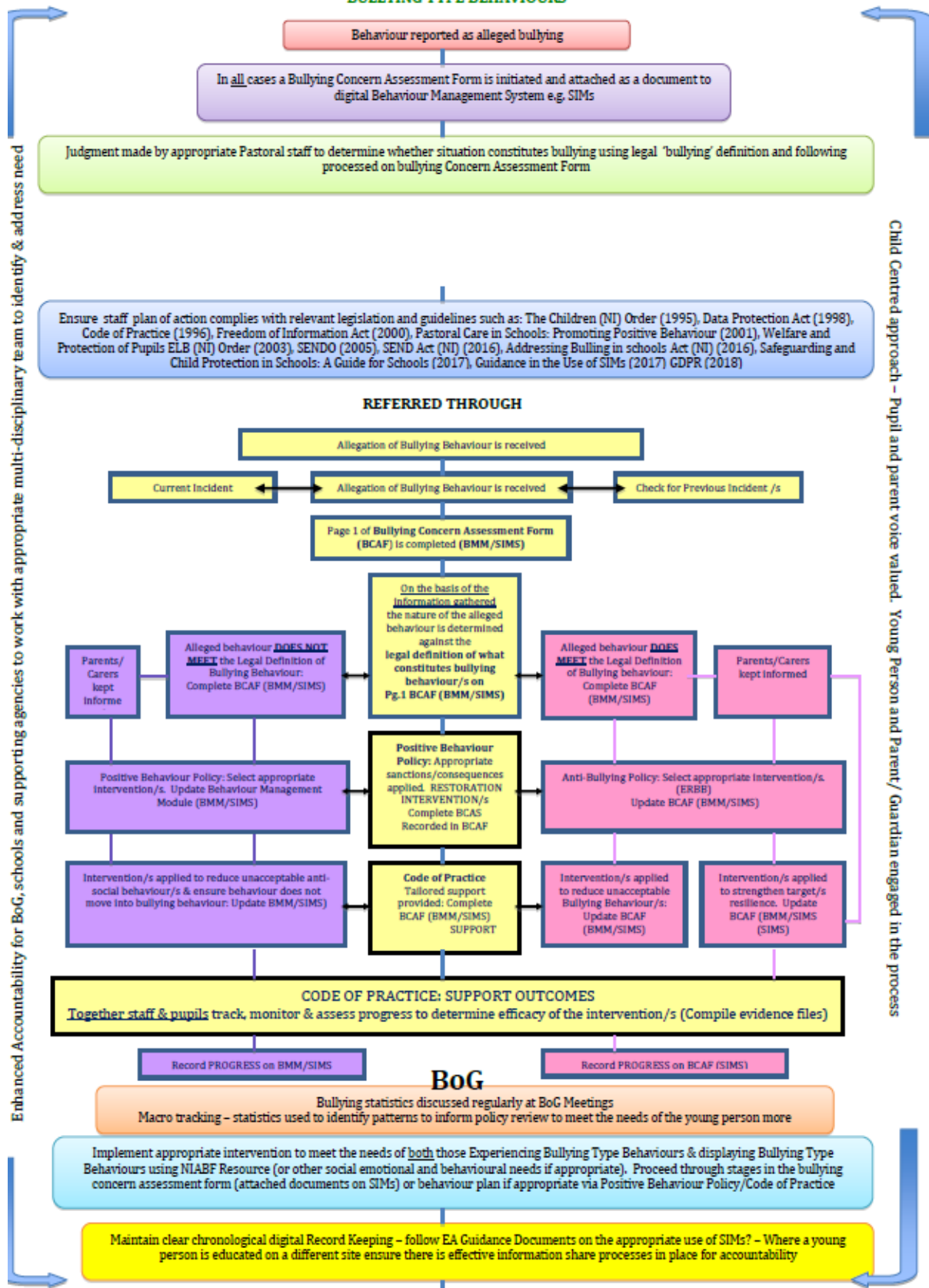
|

If I am still concerned I can contact the NI Public Services Ombudsman
Tel: 0800 343 424

|

At any time, I can talk to a social worker of the PSNI.
Ring the Police Exchange (02890650222) and ask for the Child Abuse Investigation Unit in your area.
Gateway Team - 03001000300

PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS



Enhanced Accountability for BoG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify & address need

Child Centred approach - Pupil and parent voice valued. Young Person and Parent/ Guardian engaged in the process

