

Our Lady of Lourdes School Ballymoney

Caring, Sharing, Learning together to meet the future

Addressing Bullying Policy



Section One

Introduction and Statement

Our Lady of Lourdes school is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a supportive, friendly and safe environment, free from bullying behaviours of any kind. We all have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

Ethos and Principles

- ❖ We are committed to a society where children and young people can live free and safe from bullying.
- ❖ We believe in a society where bullying is unacceptable and where every child and young person is safe and feels 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 Two

This policy has been developed including the legislative and policy guidance frameworks which include:

A. 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

B. The Policy and 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 (DE, 2017)

Cooperating 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)

C. The International Context

United Nations Convention on the Rights of the Child (UNCRC)

Section Three

Consultation and Participation

Consultation will take place in compliance with the Addressing Bullying in Schools Act NI 2016.

We will endeavour to consult with parents/carers, pupils, staff and governors on our addressing Bullying Policy 2020 through:

Whole school questionnaires to pupils and consultative workshops.

Questionnaires distributed to parents/carers and consultative evening / information event with parents/carers

Training with whole school staff – engagement activity for all staff, teaching and non-teaching.

Section Four

The Addressing Bullying in Schools Act 2016

This Act:

- ❖ Provides a legal definition of bullying.
- ❖ Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- ❖ Requires schools to record all incidents of bullying behaviour and alleged bullying incidents,
- ❖ **Sets out under which circumstances this policy should be applied, namely:**

In school, during the school day

While travelling to and from school

When under control of school staff, but away from school (e.g. school trip)

When receiving education organised by school but happening elsewhere (e.g. in another school – BLC)

Requires that the policy be updated, at least, every four years.

Section Five

A. The Addressing Bullying in Schools Act 2016

(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 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.

B. What is Bullying?

Bullying is 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.

While bullying is usually repeated behaviour, there are instances of one-off incidents that Our Lady of Lourdes School will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school 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 school's Positive Behaviour Policy, Parent and Pupil Handbook

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

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)

- ❖ Leaving someone out of a game
- ❖ Refusing to include someone in group work

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

These are not exhaustive lists and other behaviours which fit with the definition may be considered bullying behaviour.

Definitions of Emotional and Physical Harm

A. Emotional

Emotional or psychological harm is intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.

B. Physical harm

Physical harm is intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Section Six

Motivations behind Bullying

Motivation behind bullying 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.

Language of Bullying

Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to

a child as a "bully", nor will we refer to a child as a "victim". Instead we will refer to the child by 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 discussing bullying incidents.

Section Seven

Preventative Measures

A. Key actions will be taken forward with the aim of preventing bullying and creating a safe learning environment. Examples of these include:

- ❖ Raising awareness and understanding of the positive behaviour expectations as set out in our Positive Behaviour Policy/Parent and Pupil Handbook
- ❖ Promotion of anti-bullying messages throughout the curriculum.
- ❖ Addressing issues in Assemblies, PSHE lessons and Pastoral Time such as the various forms of bullying, including the how and why it can happen.
- ❖ Involvement in meaningful and supportive shared education projects and initiatives supporting pupils to explore, understand and respond to difference and diversity.
- ❖ Through the preventative curriculum actively promoting positive emotional health and well-being e.g. through our Health and Well-being Action Group and Student Well Being Hub.
- ❖ Participation in the N Ireland Anti Bullying Week Activities.
- ❖ Engagement in key national and regional campaigns, for example, Safer Internet Days
- ❖ Development of peer-led systems – e.g. School Council to support the delivery and promotion of key anti-bullying messaging within the school.
- ❖ Development of effective strategies at break time and lunchtimes, for example, playground management, zoning of playgrounds, provision of a variety of play options to meet the needs of all pupils.

B. To and from school

We are developing a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. To this end we regularly remind our pupils how to behave in a positive manner and the school's expectations whilst travelling to and from school.

The measures that the school will take to challenge unacceptable behaviours include:

- ❖ the implementation of peer monitoring systems on buses trains or walking,
- ❖ regular engagement with transport providers
- ❖ appropriate deployment of staff to support the transition from the school day to journey home.

C. Electronic Communication

The measures that the school will take to prevent bullying through electronic communication include:

- ❖ Addressing key themes of online behaviour through, Assemblies, Pastoral Care Time and PSHE lessons.
- ❖ Participation in Anti- Bullying Week Activities
- ❖ Engagement with key statutory and voluntary sector agencies, for example, C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-safety forum.
- ❖ 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, for example, the Acceptable Use of the Internet Policy, Mobile Phone Policy.

Section Eight

Responsibility

Everyone has responsibility for working together to create a safe and supportive learning environment for all members of our school community.

We have the responsibility 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 behaviours
- ❖ Inform the school of any concerns relating to bullying behaviour
- ❖ Refrain from becoming involved in any kind of bullying behaviour
- ❖ Refrain from retaliating to any form of bullying behaviour
- ❖ Intervene to support any person who is experiencing bullying by reporting to staff immediately
- ❖ 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 need of all parties.

Section Nine

Pupils Reporting a Concern

When pupils have a bullying concern:

It is important to get help #changestartswithus

Talk to any member of the Pastoral Care Team or a member of staff they trust

Meet their designated "go to" person

Writing a note on the pupil note of concern

Speaking to our counsellors

It is important that we all stand up together in our school community so a pupil can raise a concern about bullying behaviour, not just the person who is experiencing the bullying behaviour.

Parents/ Carers Reporting a Concern

It is very important for parents/carers to:

- ❖ Raise concerns about alleged bullying behaviour in school at the earliest opportunity.
- ❖ Encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or "hit back".
- ❖ In the first instance all bullying concerns should be raised with the Form Teacher. then the Head of Year, the Heads of Pastoral Care either Key Stage 3 or 4, the Principal
- ❖ Where a parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaint procedure should be followed.

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

Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

1. Clarify facts and perceptions
2. Check records
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 which are reflected within the Positive Behaviour Policy.
8. Track, monitor and record the effectiveness of interventions
9. Review outcomes of interventions
10. Select and implement further intentions 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 well-being of those involved. Where appropriate, school staff will implement sanctions for those displaying bullying behaviours.

Understanding the Levels of Intervention

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. **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 bullied pupil.

Talk with the pupil experiencing bullying to explore whether he/she has in any way provoked the bullying behaviour.

Help the pupil experiencing bullying 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 being bullied.

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 bullied pupil 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 Head of Pastoral Care, and the Senior Leadership Team, in collaboration with pupil(s) and parents to determine the way forward in affecting change.

This planning may occur through a multi-agency discussion, involving 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 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. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions 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.

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.

Section Eleven

Recording

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

- ❖ How the bullying behaviour was displayed (method)
- ❖ The motivation for the behaviour
- ❖ How each incident was addressed by the school
- ❖ The outcomes of the interventions employed.

Records will be kept on the online SIMS Behaviour Management Module which is part of the C2k system in schools and our Record of Bullying Behaviour Incidents Sheet. 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 and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section Twelve

The Professional Development of Staff

The school clearly recognises the need for appropriate and adequate training for staff, including teaching and non-teaching staff.

Staff will be provided with appropriate opportunities for professional development as part of the schools ongoing CPD/PRSD provisions and records updated regularly.

Section Thirteen

Monitoring and Reviewing of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Addressing 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 Addressing Bullying Policy will be reviewed as required, in consultation with pupils and their parents/carers on or before the date of the final draft date 4 years from now.

Section Fourteen

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
- ❖ Parent and Pupil Handbook
- ❖ Safeguarding Policy
- ❖ Special Educational Needs Policy
- ❖ Health and Safety Policy
- ❖ Relationships and Sexuality Policy
- ❖ E-safety Policy and acceptable use of Internet Policy
- ❖ Educational Visits Policy
- ❖ Staff Code of Conduct Policy
- ❖ School's Complaint Procedure Policy

CYBER-BULLYING POLICY

Our Lady of Lourdes School embraces the advantages of modern technology in terms of the educational benefits it brings, however the school is mindful of the potential for bullying to occur. Central to the School's Addressing Bullying Policy is the belief that 'all pupils have a right not to be bullied' and that 'bullying is always unacceptable'. The School also recognises that it must 'take note of bullying perpetrated outside School which spills over into the School and impacts any pupil within School'.

DEFINITION OF CYBER-BULLYING

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, YouTube and Ratelyteacher

LEGAL ISSUES

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Our Lady of Lourdes School educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber bullying and will, through PSHE and in ICT lessons and assemblies, continue to inform and educate its pupils in these fast-changing areas.

GUIDANCE FOR PUPILS

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, your Form teacher, Head of Year or Head of Pastoral Care.

- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to your Form Teacher, (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas in chat rooms

GUIDANCE FOR PARENTS

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying.

- Parents can help by making sure their child understands the school's policy and, above all, how seriously Our Lady of Lourdes School takes incidents of cyber-bullying
- Parents should also explain to their children the legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- Parents should contact the Head of Year or Head of Pastoral Care as soon as possible. A meeting can then be arranged, which may involve other relevant members of staff
- If the incident falls in the holidays or outside of school time Our Lady of Lourdes School reserves the right to take action against bullying perpetrated outside the school which impacts on any of our pupils.

STRATEGIES AND PROCEDURES TO DEAL WITH REPORTED INCIDENTS OF BULLYING BEHAVIOUR WITHIN THE LEARNING PARTNERSHIP

Each school in the BLC will:

- devise strategies that actively promote a welcoming, positive learning environment for all.
- recognise equally the culturally diverse nature of the pupils and staff within the schools.
- ensure that all provision is open and accessible to all pupils, regardless of identity, background and in a manner that takes account of their abilities.

The Ballymoney Learning Community will address the Addressing Bullying Policy as part of the Induction process prior to the new academic year. Mechanisms such as the 'buddy system' will provide support for collaborative pupils as they embark on their studies across the Learning Community.

The procedures for dealing with bullying incidents across the BLC are set out in **Appendix 7**

APPENDIX 1

STRATEGIES FOR THE PREVENTION AND REDUCTION OF BULLYING

Whole school initiatives and proactive teaching strategies can be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These may include:

- Making national Addressing Bullying week a high profile event each year
- Awareness raising through regular Addressing Bullying assemblies
- Prominently displaying anti-bullying posters around the school
- PSHE Programme used to support this policy
- Setting up of a circle of friend's support network where a small group of pupils volunteer to help and support an individual experiencing difficulties
- Using drama activities and role-plays to help pupils be more assertive and teach them strategies to help them deal with bullying situations
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Using teaching methods, which encourage co-operative work and a variety of groupings, so that pupils extend their relationships beyond a small group of friends.
- Development of a Mentoring scheme
- Dealing with the topic of bullying, in a way which explores why it happens and gives alternative ways of behaving and dealing with difficulties.
- Introduction of a structured Counselling Service
- A commitment to consult with and to inform pupils and parents fully about the policy and procedures in place to combat bullying.
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the Addressing Bullying Policy {Appendix 6 a, b and c}

GUIDELINES FOR PUPILS

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a learning support assistant, a midday supervisor, a parent, a friend, another pupil, a brother, a sister or a relative
- Ask a friend to go with you when you tell someone.
- Keep a record of what's been happening and refer to it when you tell someone
- Keep on speaking out until someone listens and helps you.
- Don't suffer in silence. Remember your silence is the bully's greatest weapon.
- Don't blame yourself for what is happening.
- You could call CHILDLINE (Tel. 0800 1111). They provide a 24-hour confidential counselling service for young people in trouble or in danger. These calls are free and do not show up on your phone bill.

WHAT CAN YOU DO IF YOU SEE SOMEONE ELSE BEING BULLIED?

Ignoring bullying is cowardly and unfair to the person being bullied. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the person being bullied know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help. ▪ Ask someone you trust about what to do.

APPENDIX 3

POSSIBLE SIGNS AND SYMPTOMS OF BULLYING

A child may indicate by signs or behaviour that he/she is being bullied. Everyone should be aware of these possible signs:

- Unwillingness to attend school/truancy
- Anxiety about travelling to and from school/avoiding regular travelling times
- Underachievement
- Loss of concentration/enthusiasm/interest in school/changed behaviour
- Repeated non-specific reasons for surgery visits – headache/stomach-ache
- Unexplained changes in mood especially before returning to School after holidays/weekends
- Physical signs of anxiety – stammering/nightmares/sleep difficulty/loss of appetite / nausea/ withdrawal
- Physical bruising/torn clothes
- Loss of self-esteem/confidence/mood swings
- Books torn or destroyed/missing possessions
- Reluctance to say what is wrong

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

USEFUL CONTACTS

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

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

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

Anti-bullying Network (www.antibullying.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.

Parents' Advice Centre

Franklin House 12 Brunswick Street BELFAST, BT2 7GE

Telephone: 028 9023 8800 [a 24-hour helpline]

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.

ADDRESSING BULLYING STAFF QUESTIONNAIRE

	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 play 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 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.					
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 antibullying policy.					
14 Teachers plan for the promotion of pupils' self-esteem, recognising that all opportunities should be availed of.					
15 Through group work pupils are helped 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 both in and out of school.					
20 Pupils are taught how to cope with bullying behaviour coming from social networking and mobile telephones.					

Priorities for Improvement

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

Thank you for your co-operation.

APPENDIX 6(B)

ADDRESSING BULLYING PARENTS QUESTIONNAIRE

Please answer all questions with your child/children in mind.

	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.					
3 I know that the school is working hard to reduce bullying.					
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 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 victim of bullying.					
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 bullying there is effective liaison between the school and the parents.					
12 I am confident about discussing any worries my child has about bullying 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 incidents 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 both in and out of school.					
19 My child is taught how to cope with bullying behaviour coming from social media and mobile telephones.					

Please note: Questionnaires are anonymous and are treated confidentially

Thank you for completing the questionnaire

APPENDIX 6(C)

ADDRESSING BULLYING PUPILS QUESTIONNAIRE

Year: 8/9/10/11/12/13/14{Circle}

	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 am bullied.					
4 Pupils in our school are well behaved.					
5 Teachers in my school think that bullying is wrong.					
6 If I tell a teacher/adult that I'm being bullied 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 bullying 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 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.					
13 We talk from time to time about the school rules on bullying.					
14 In school we are given opportunities to discuss bullying 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 bullying from social media and mobile telephones.					

Three things I think would make our Addressing Bullying culture better in my school

1. _____

2. _____

3. _____

Thank you for your help

APPENDIX 7

PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR WITHIN THE LEARNING PARTNERSHIP

STEP 1

Any incident of bullying should be reported to your own school. The incident should be reported to the coordinator. The coordinator will listen to the report, make notes and contact the relevant coordinator in the partner school. The coordinators will carry out an investigation and will communicate regularly and share information. Confidentiality where appropriate and sensitivity will be used.

STEP 2

If it is concluded that a pupil has engaged in bullying behaviours, it will be made clear that this is a breach of the Ballymoney Learning Partnership Code of Conduct. (This communication will be done by the child's own school) The pupil's own school reserves the right to apply sanctions, in line with its Discipline Policy, in response to a breach in the Code of Conduct.

STEP 3

Parents may be notified of any serious or persistent incidents and may be requested to attend an interview with staff at their child's own school.

STEP 4

If appropriate and if agreed, a support package would be put in place for those involved. This may include a 'buddy', counselling or any other support such as mediation.

STEP 5

After an agreed period of time, a follow up meeting with those involved would be carried out. This would allow staff to gauge any progress made or unresolved issues to be tackled. If having reported an incident of bullying in their child's school to his/her coordinator, parents may follow the procedures outlined in the school's Handling Complaints Policy if outstanding concerns still remain.



Our Lady of Lourdes School Ballymoney

Caring, Sharing, Learning together to meet the future

School Poem

You're **unique** and **one of a kind**
Your life can be what you want
Take the days just one at a time
Count your blessings not your troubles
You'll make it through whatever comes along
Don't put limits on yourself
So many dreams are waiting to be realised
Decisions are too important to leave to chance
Reach for your **peak**, your **goal**, your **prize**
The longer one carries a problem the heavier it gets
Live a life of serenity not a life of regret
Remember that a **little love** goes a long way
A lot goes forever
Remember that **friendship** is a wise investment
Life's treasures are people...together
Realise that it is **never too late**
Do ordinary things in an extraordinary way
Have **health and happiness**
Take the time to **wish upon a star**
And don't forget – for even a day
How very **special** you are

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