

Holy Rosary Nursery School



Anti-Bullying Policy

Ratified by Board of Governors: March 2022

Signed:

To be reviewed: September 2025

Introduction and Statement

Holy Rosary Nursery School aims to provide a happy, safe and secure environment in which pupils enjoy a sense of belonging and which recognises the value of each child.

Bullying is an activity which flows contrary to this stated aim. Bullying behaviour of any kind by any member of our school community to any other member of our community is completely unacceptable. It is contrary to the values and principles by which we work and live. All members of the school community have a right to be in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Context

This policy is informed and guided by current legislation and DE Guidance listed below:

The Legislative Context:

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (Northern Ireland) Order 1998 Article 3 - see DE 1998/25
- Welfare and Protection of Pupils Education And Libraries (Northern Ireland) Order 2003
 - The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010

- Addressing Bullying in Schools Act (Northern Ireland) 2016

Guidance

DE Guidance:

- Pastoral Care in Schools: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools. A Guide for Schools (DE 2017) - to be read in conjunction with the following:
- *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's (SBNI) Policies and Procedures* (SBNI 2017)
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE 2019)

The International Context:

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

Key points to note

The Addressing Bullying in Schools Act (NI) 2016:

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

in school during the school day
while travelling to and from school
when under control of school staff, but away
from school (e.g. school trip)
when receiving education organised by school but
happening elsewhere (e.g. in another school in
the ALC)

- Requires that the policy be updated once every four years
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
'Safeguard and promote the welfare of registered pupils'.
- 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.
 - Be protected from discrimination.
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously.
 - Education.

Ethos & Principles

Holy Rosary Nursery School is committed to providing a happy, safe and secure environment free from bullying where each child is valued. Each member of our school community has a valuable role to play in creating and maintaining this environment for all.

Mission statement

We aim to create a happy, safe and secure environment in which staff will encourage children to fulfil their intellectual, spiritual, physical and emotional potential.

We aim to establish a community where pupils, teachers and parents enjoy a sense of belonging and share a responsibility for positive learning. Central to the school ethos is a commitment to Christian values and the recognition of the value of each child.

Consultation and Participation

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016 and also staff and Governors.

Consultation with the school community took place through:-

- development of a whole class charter and rules to keep us all safe and happy
- whole school questionnaire for pupils
- questionnaire distributed for parents
- Class-based activities
- Staff survey for all staff, teaching and non-teaching
- Representative members of staff involved in writing anti-bullying policy
- Engagement with Board of Governors

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 defines bullying as

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.

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 the 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

These factors will be reviewed in line with the child's individual stage of development and their capacity to understand the impact of their behaviours.

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

Forms of bullying behaviour -

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

taunting a person over their appearance or way of talking, or his/her family

belittling another child's abilities and achievements

Physical acts

Hitting, punching, kicking, spitting, 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 or stopping them from joining in

Refusing to include someone in group work

Intentionally choosing not to inform about events/activities

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 (eg. photographs or videos) online to embarrass someone

Some of these acts are more relevant to Nursery School children than others.

This list is not exhaustive and other behaviours which fit with the definition may be considered bullying behaviour.

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion 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 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.

Pupils may be targeted on the basis of age, appearance, race, background, religion, culture, gender, disability, perceived sexual orientation, political affiliation, ability, Looked After Child status, Young Carer status, pregnancy, marital status or because of breakdown in peer relationships.

For some of our children, engaging in bullying type behaviour may be regarded as acceptable in their out-of-school world, where strength is shown through bullying.

Some of our parents and carers may teach their children to stand up for themselves; they may also teach them to retaliate first. These are not values which Holy Rosary Nursery School accepts or promotes.

It is very rare for bullying to take place in the Nursery School context as bullying is usually repeated behaviours by a child intending to cause physical or emotional harm to another child. Children in their pre-school year are learning how to behave appropriately in a larger social group, while at times there may be incidents of one pupil harming another, for example hitting or pushing, these rarely are intended to cause harm. Instead these behaviours may be an immature expression of frustration or an inappropriate method of getting a toy or resource. As children learn to share, turn take and meet social expectations incidents like these behaviours should become less frequent as the children's sense of empathy and ability to problem-solve / manage conflict grows.

Preventative Measures

The first step in delivering our Anti-Bullying Policy in Holy Rosary Nursery School are the preventative measures put in place to limit the occurrence of bullying behaviours. As part of our everyday curriculum we support our children through Personal, Social and Emotional Development so that they understand the way in which they should behave. We encourage the development of positive relationships with children, having a sense of right and wrong and an understanding of their needs and feelings and those of other people.

At Holy Rosary Nursery School, we will endeavour to-

- ✓ pre-empt the issue by discouraging such behaviour before it develops
- ✓ create an environment in which such behaviour and attitudes do not flourish
- ✓ watch out for behaviour that is, or could become, bullying in nature
- ✓ actively and effectively intervene, if identified
- ✓ deal with such behaviour appropriately and in line with the school's Anti- Bullying Policy.

Inappropriate attitudes and behaviour can be addressed through curricular intervention aimed at the prevention of bullying both by explicit teaching activities through the Personal, Social and Emotional Development area of the curriculum. In addition:-

- Co-operative work and non-aggressive behaviour should be praised through stickers / verbal praise, our class 'Kindness Elves' ladybird merit system and drawing attention to such desirable behaviour to the whole class, school, parents and community
- Empathy should be encouraged and modelled through role play activities & conflict resolution strategies
- Language and communication work should cover the theme of how other people feel
- Promotion of anti-bullying message through PATHS sessions and story time.
- PATHS & story time should be used to explore children's feelings and attitudes.
- Children will participate in NIABF annual Anti-bullying week activities
- Children will participate in Safer Internet Day

- Children will participate in mindfulness sessions with Mini Explorers NI which will enhance their positive emotional health and wellbeing
- We will raise awareness and understanding of the positive behaviour expectations, as set out in our Positive Behaviour Policy
- Use of curriculum and particularly myself theme to explore differences and diversity.
- We will encourage and promote the use of the Safer Schools App by school community
- We will promote the message of the dangers of too much screen time for small children through the Getting Ready To Learn/ Curriculum session for parents and carers
- Buddy benches are in the playground for children who need a friend
- Internet Safety signposting and workshops for parents where budget allows
- Links to e-safety sites are posted on our school web site
- Appropriate policies in related areas are in place and are regularly & systematically reviewed. This is particularly important for technology based policies and procedures with its ever-changing nature.
- Development and implementation of robust and appropriate policies in related areas (eg. E-Safety & Acceptable Use Policy, Mobile Phone Policy, etc.)

Responsibility

The Anti-Bullying Policy should make clear that everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

Everyone in the 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

Reporting a Bullying Concern

When there is an incident or a concern around behaviour occurring in school, it shall usually be dealt with by the class teacher. Parents can speak to the teacher at drop off or collection or contact the office to make an appointment.

However, if any member of the school community (parents, student or staff) wishes to report a concern of bullying, they should contact the Principal directly through the office via email, telephone or by making an appointment. This should be done at the earliest opportunity. All concerns reported will be taken seriously and recorded accordingly. If the member of the school community reporting the concern is not satisfied that the concern has been responded to appropriately, the school's Complaints Procedure should be followed. (See Appendix 5).

A parent or carer making a complaint about a targeted child or another child allegedly engaging in bullying behaviour will have a personal response from the Principal regarding the complaint, however, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern

Holy Rosary Nursery School acknowledges that despite best efforts to prevent bullying behaviour, it can occur. Where this is the case, staff will respond in the following way using the NIABF Effective Responses to Bullying Behaviour resource:-

- we will remain calm
- we will take the incident or report seriously
- we will act quickly and sensitively
- we will stop the child/ children who is/are using bullying behaviour from hurting or harming others
- we will clarify facts and perceptions
- we will explain to the child/children using bullying behaviour that their behaviour is not acceptable and why it is not
- we will support the child/children using bullying behaviour to recognise the consequences of their behaviour

- we will comfort, support, reassure, keep a close eye on and listen to the child/children who has/have experienced bullying behaviour and act on their concerns
- We will assess the incident against the criteria for bullying behaviour
- We will identify any themes or motivating factors
- We will identify the type of bullying behaviour being displayed
- We will check records
- we will support the child/children who has/have used bullying behaviours to behave more appropriately by using positive reinforcement for desirable and kind behaviour.
- we are aware that children using bullying behaviours may be experiencing bullying behaviours themselves or have circumstances which are causing them to behave in this way
- we will encourage the child/children using bullying behaviours to show some empathy or even comfort towards the child experiencing bullying behaviours
- we will contact and discuss what has happened with the parents of the child/ children using bullying behaviour and agree a plan to deal with the behaviour
- we will contact and share with the parents of the child/ children experiencing bullying behaviour what has happened and reassure them that action is being undertaken to support the child/children using bullying behaviour to adopt more acceptable behaviour
- we will track, monitor and record the effectiveness of the actions and interventions
- we will think ahead and plan how to prevent a recurrence of any incident of bullying.
- if bullying behaviour persists, further action or interventions may need to be taken such as increased adult supervision, Individual Behaviour Plan, individual

timetable to reduce opportunities to engage in these behaviours

- the Principal will review the Nursery's procedures in response to bullying, to ensure that practices are relevant

Recording

It is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour.

All details of bullying/alleged bullying involving a child registered at the school that occur in the school during the school day, on the way to/from the school during term time or while the pupil is in the charge of a member of staff at the school must be recorded. In order to protect the identity of children involved, these records will be kept in a secure locked cupboard only accessible to the Principal, making a redacted version available to the Board of Governors so they may fulfil their obligations under the Addressing Bullying in Schools Act (2016).

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.

The school will use the Bullying Concern Assessment Sheet. (See Appendix 1).

As part of this record the school will record whether the alleged incident of bullying is confirmed and responded to through the Anti-Bullying Policy, or if the alleged incident is responded to under another policy.

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.

Professional Development of Staff

All staff will receive annual training on the school's Anti-Bullying Policy along with annual Safeguarding and Child Protection refresher training each August. New staff who join the school through the year will receive this training as part of their induction.

Staff are provided with appropriate opportunities for professional development when available as part of the school's ongoing CPD/PRSD provisions.

Governors will receive training including on Anti-Bullying, Safeguarding and Child Protection and Child Sexual Exploitation, through EA's Governor training programme. CPD and training records will be kept and updated accordingly. This policy and procedures will be updated or amended when appropriate as a result of training.

Monitoring and Review of Policy

This policy will be monitored by the Board of Governors through having Anti-Bullying as a standing item on the agenda of each Board of Governors meeting where a report on recorded incidents of bullying will be noted, identifying trends and priorities for action, assessing the effectiveness of strategies aimed at preventing bullying behaviour and assessing the effectiveness of strategies aimed at responding to bullying behaviour.

This Anti-Bullying Policy shall be reviewed in consultation with

pupils and their parents/carers at least every four years and in line with our policy review schedule. The Board of Governors may chose to review this policy at shorter intervals for example if there has been a serious incident of bullying behaviour, when reviewing other associated policies, when recommended by the Education and Training Inspectorate or Department of Education.

Links to Other Policies

Care must be taken to ensure that all policies are consistent.

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
- Health and Safety Policy
- Mobile Devices
- E-Safety and Acceptable Use Policy
- Educational Visits
- Staff Code of Conduct

Appendix 1

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 – Assessment of Concern

Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

“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

	Name(s)	Gender	DOB/ Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

Bullying Concern Assessment Form

Outline of incident(s): Attach written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e other pupils, staff) including date(s) of events, if known, SIMS record

Date	Information gathered	Location (stored)

Bullying Concern Assessment Form

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criteria have not been met and bullying behaviour has not occurred
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ____/____/____	

PART 2

2:1 Who was targeted by this behaviour? Select one or more of the following: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> <input type="checkbox"/> Individual to individual 1:1 </div> <div style="text-align: center;"> <input type="checkbox"/> Individual to group </div> <div style="text-align: center;"> <input type="checkbox"/> Group to individual </div> <div style="text-align: center;"> <input type="checkbox"/> Group to group </div> </div>
2.2 In what way did the bullying behaviour present? Select one or more of the following: <div style="margin-bottom: 5px;"> <input type="checkbox"/> physical (includes e.g. jostling, physical intimidation, interfering with personal property, punching/kicking) </div> <div style="margin-bottom: 5px;"> <input type="checkbox"/> any other physical contact (which may include use of weapons) </div> <div style="margin-bottom: 5px;"> <input type="checkbox"/> verbal (includes name calling, insults, jokes, threats, spreading rumours) </div> <div style="margin-bottom: 5px;"> <input type="checkbox"/> indirect (includes omission, isolation, refusal to work with/ talk to/ play with/ help others) </div> <div style="margin-bottom: 5px;"> <input type="checkbox"/> electronic (through technology such as mobile phones and internet) </div> <div style="margin-bottom: 5px;"> <input type="checkbox"/> written </div> <div style="margin-bottom: 5px;"> <input type="checkbox"/> other acts Please specify: _____ </div>

Bullying Concern Assessment Form

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- ☐ Age
- ☐ Appearance
- ☐ Cultural
- ☐ Religion
- ☐ Political affiliation
- ☐ Community background
- ☐ Gender Identity
- ☐ Sexual Orientation
- ☐ Family Circumstances (pregnancy, marital status, young carer status)
- ☐ Looked After Status
- ☐ Peer Relationship Breakdown
- ☐ Disability (related to perceived or actual disability)
- ☐ Ability
- ☐ Pregnancy
- ☐ Race
- ☐ Not known
- ☐ Other _____

Bullying Concern Assessment Form

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR **PUPIL EXPERIENCING BULLYING BEHAVIOUR:**

Pupil Name:

Year Group/ Class:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed:

Date:

By whom:

Staff involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/ carer:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

Bullying Concern Assessment Form

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/ Class:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed:

Date:

By whom:

Staff involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/ carer:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

Bullying Concern Assessment Form

PART 4 – REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

4a – Following the Review Meeting, to what extent have the success criteria been met?

- ☐ 1 - Fully
- ☐ 2 - Partially
- ☐ 3 – Further intervention / support required

Give details:

Part 4b- if the success criteria has not been met, continue to:

- ☐ Re-assess Levels of Interventions and implement other strategies from an appropriate level
- ☐ Track, monitor and review the outcomes of further intervention
- ☐ Keep under review the Stage of Code of Practice each pupil is on
- ☐ Follow Safeguarding Policy
- ☐ Seek multi-agency input (EA, Health and Social Service etc.)
- ☐ Engage with Board of Governors

Agreed by:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

Appendix 2



Holy Rosary Nursery School

Anti-bullying pupil questionnaire

Class: _____ Date: _____

Name: _____

	Yes	No
I feel happy in my nursery school		
I feel safe in my school		
I know what to do if I feel sad		
I like going outside to play		
When we do well in school we are given ladybird spots/ stickers		
I can talk to the teacher about my feelings		
I tell the teacher if someone hurts me or makes me sad		
I tell someone at home if someone hurts me on purpose or makes me sad at school		
The boys and girls at my school are very good and kind		

Appendix 3

	<h1 style="margin: 0;">Holy Rosary Nursery School</h1> <h2 style="margin: 0;">Anti-bullying parent questionnaire</h2>
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Class: _____ Date: _____

	True	Mostly true	Not true
The school is fully committed to creating an environment of care and trust of all pupils			
High standards of behaviour are expected and are evident in the school			
The staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school			
Pupils feel able to express concerns about bullying to any member of staff, knowing these will be received sympathetically and that appropriate action will be taken			
Adults help my child to feel safe in school			
There are good relationships between staff and pupils in and out of the classroom			
Pupils are encouraged to value and respect one another and appreciate differences			
My child feels safe, secure and free from harm or bullying in school			
The achievements of pupils are recognised, valued & celebrated so that self esteem is enhanced			
I know I can contact the Principal if I have a bullying concern			

Any suggestions for improving the Anti-bullying culture in our school:

Appendix 4



Holy Rosary Nursery School

Anti-bullying staff questionnaire

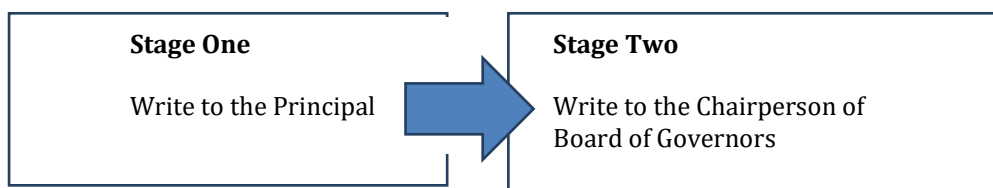
Name: _____ Date: _____

	True	Mostly true	Not true
All members of staff are fully committed to creating an environment of care and trust within the school			
There is adequate staffing of play areas			
Bullying behaviour is not an issue			
Bullying behaviour is being reduced			
All staff model non-aggressive behaviour			
All staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school			
Pupils feel able to express concerns about bullying to any member of staff, knowing these will be received sympathetically and that appropriate action will be taken			
Pupils know who to go to if someone hurts them or makes them sad			
Pupils are encouraged to value one another and to express their views whilst valuing the views of others			
The achievements of all pupils are recognised, valued & celebrated so that pupil self-esteem is enhanced			
Pupils have opportunities to work together co-operatively			
All members of staff are informed about and are able to detect signs of pupil distress in relation to bullying			
There is frequent & effective liaison with parents and incidents of bullying are addressed in partnership with parents			
All members of the school community have been consulted in order to agree a whole school anti-bullying policy			
Staff plan for the promotion of pupils self-esteem, availing of every possible opportunity			
Pupils are helped to learn about and respect and appreciate individual differences			
The pre-school curriculum provides opportunities to address the issue of bullying behaviour			
Pupils are encouraged to express their feelings in ways which are not aggressive			
Pupils are taught who to go to protect them in school			



Appendix 5

COMPLAINTS PROCEDURE –AT A GLANCE



Time Limit

Please contact the school as soon as possible, unless there are exceptional circumstances, complaints will normally only be considered within 6 months of origin of the complaint to the school.

Stage One

When making a complaint, contact the school Principal who will arrange for the complaint to be investigated. *If the complaint is about the Principal, proceed to Stage Two.* The school requires complaints to be made in writing, where this may present difficulties, please contact the school which will make reasonable arrangements to support you with this process.

Please provide as much information as possible including;

- name and contact details
- what the complaint is about
- what has already been done to try to resolve it and
- what you would like the school to do to resolve the complaint.

The complaint will normally be acknowledged within 5 school working days and a response normally made within 20 school working days of receipt of the complaint. This response will be issued in writing by the Principal and will indicate with reasons whether the complaint has been upheld, partially upheld or not upheld.

These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.

If you remain unhappy with the outcome at Stage 1, the complaint may be progressed to Stage 2 which is overseen by the Board of Governors.

Stage Two

If the complaint is unresolved after Stage One, write to the Chairperson of the Board of Governors (*care of the school and marked 'private and confidential'*). Where this may present difficulties, please contact the school which will make reasonable arrangements to support the complainant with this process. The Chairperson will convene a committee to review the complaint. Please provide as much detail as possible as indicated within Stage One advice.

The complaint will normally be acknowledged within 5 school working days and a final response normally made within 20 school working days from date of receipt of the complaint. The response will be issued in writing by the Chairperson of the committee. *These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.*

Northern Ireland Public Services Ombudsman (NIPSO)

If following Stage Two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO). You have the right to complain to the Ombudsman if you feel that you have been treated unfairly or have received a poor service from a school and your complaint has not been resolved to your satisfaction.

A complaint should normally be referred to NIPSO within six months of the final response from the School. The school must advise in its concluding letter that the complaint may be referred to the NIPSO if you remain dissatisfied.

Further details for NIPSO at: www.nipso.org.uk

Appendix 6

Web sites and phone help lines

Websites

Anti-Bullying alliance - www.Anti-Bullyingalliance.org.uk - information, resources and advice relating to bullying

Beatbullying - www.beatbullying.org - resources and lesson plans looking at the issue of bullying for primary and secondary aged pupils

Cybermentors - www.cybermentors.org.uk - a safe social networking site providing information and support for young people affected by bullying

Kidscape - www.kidscape.org.uk - Bullying advice, helpline, information, Anti-Bullying resources and training

Need2Know - www.need2know.co.uk - youth friendly site featuring tips on how to stop bullying, what to do if you bully others etc

NSPCC - www.nspcc.org.uk - advice on what to do if you are being bullied or see someone who is

Think U Know - www.thinkuknow.co.uk - Website for cyber-bullying and e-safety information. Has separate areas for parent/carers, staff and children aged 5-7, 8-10 and 11-16

Northern Ireland Anti- bullying Forum- www.niabf.org.uk

Phone numbers

Childline - 0800 1111 - A free, confidential helpline for children and young people offering advice and support, by phone and online, 24 hours a day

NSPCC (FULLSTOP) Campaign - to help those who have suffered child abuse/ bullying / advise children about bullying (0808 800 5000)