

# ST JOSEPH'S PRIMARY SCHOOL CARNACAVILLE



**ST. JOSEPH'S**  
CARNACAVILLE

## **Anti-Bullying Policy**

**Updated November 2021**

### 1. Introduction

The review of our Anti-Bullying policy took place in May 2021 following a response to updated legislation. St. Joseph's Primary School is completely opposed to bullying in all its forms and guises. Bullying is contrary to the values and principles we work and live by. St. Joseph's is a caring Christian school and as such will nurture in its children a sense of belonging and self-worth. We believe that all members of the school have the right to work in a secure and caring environment and it is our responsibility to protect and maintain this. We strive to create an anti-bullying climate through openness and consultation, where the views of all members of the school community are encouraged and considered.

Pupils who experience bullying behaviour will be listened to and reported incidents will be taken seriously and thoroughly investigated. Those who display bullying behaviour will also be listened to and given support to allow them to modify their behaviour. The school will seek to involve and inform staff, parents and governors in all areas of its anti-bullying work.

### 2. Monitoring

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

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

The policy will be reviewed at intervals of no more than four years. However, it will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance. This policy will be reviewed as required, in consultation with pupils and their parents/carers, on or before 2025.

### 3. Context

This policy has been developed within the context of current legislation, Department of Education for Northern Ireland (DENI) guidance and policies, materials developed by the Education Authority (EA), materials developed by the Northern Ireland Anti-Bullying Forum (NIABF), and St. Joseph's school policies.

#### a) The Legislative Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries (Northern Ireland) Order 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- Human Rights Act 1998
- Health and Safety at Work NI Order 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 Schools: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for 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 (URCRC)

d) Resources from the NIABF

'Effective Responses to Bullying Behaviour' (NIABF 2013) The NIABF resource has formed a basis for the St. Joseph's Anti-Bullying Policy.

4. Aims of our Anti-Bullying Policy

- We aim to give our pupils the right to learn in a safe and supportive environment, free from intimidation and fear.
- We aim to safeguard the welfare, wellbeing and needs of all children and young people.
- We believe that every child and young person should be celebrated in their diversity.
- When bullying concerns are identified our school will seek to work in a non-punitive, restorative and solution-focused way to help support the necessary behavioural change, ensuring the targeted pupils' safety and the repairing of relationships.
- Pupils who are subject to bullying behaviour and those who engage in bullying behaviour will be listened to and supported.
- Staff will receive awareness-raising training in relation to possible interventions, strategies and skills to be used where bullying behaviour concerns are raised, in order to bring about a positive resolution.
- Should a bullying concern arise, staff will receive support from senior staff and interventions will be implemented.
- Parents will be consulted on how we engage, involve and consult with pupils regarding our School Positive Behaviour Policy and our Anti-Bullying Policy. Consultation will also consider the various processes which may be involved when responding to bullying concerns, such as those informed by the 'Effective 5 Responses to Bullying Behaviour' resource (NIABF, 2013), using restorative practice and solution-focused interventions which help underpin the school's ethos and values.
- Active parental support and appropriate level of participation with the school is essential to ensure that our principles and values remain central when addressing any concerns in relation to their children.
- We value the views and contributions of children and young people. We will respect these and take them into account. Eg school council, pupil voice.

- 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.

## 5. Definition of bullying

1. The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition of bullying. 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 groups of pupils, with the intention of causing physical or emotional harm to that pupil or groups 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 may be one off incidents that the school will consider to be bullying. 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 individuals.

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

## 6. Forms of Bullying

If the following behaviours are repeated and intentionally hurtful, they may be considered bullying behaviours:

Verbal or written acts

- Saying mean and hurtful things to others.
- Making fun of others.
- Calling another pupil mean and hurtful names.
- Telling lies or spreading 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.

#### Omission (Exclusion)

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

#### Electronic Acts

- Using online platforms or other electronic communications to carry out written acts noted above.
- Impersonating someone online to cause hurt.
- Sharing images (eg. photographs or videos) to embarrass someone.

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

Bullying is an emotive issue, therefore it is essential to use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as `a bully` nor will we refer to a child as `a victim`. Instead we will refer to the child describing the situation surrounding that child, for example:

- A child displaying bullying behaviours.
- A child experiencing bullying behaviours.

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

Definitions of emotional and physical harm are set out in the DE. Guidance.

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.

## 7. Roles and Responsibilities

### a) Staff

Our staff will:

- Foster pupils' self-confidence, self-esteem, self-respect and respect for others.
- Explain the social behaviour we expect of our pupils.
- Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the child who is targeted and the pupil who engages with bullying behaviour.
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been subject to bullying behaviour, take what they say seriously, record as outlined in this policy and act to support and protect them.
- Report suspected cases of bullying to the Principal, Vice Principal or our Deputy Designated Teacher for Child Protection.

- Follow up any complaint by a parent/guardian about bullying, record and report back promptly and fully to the parent on the action which has been taken.
- Respond to bullying behaviour promptly and effectively, in accordance with agreed procedures.
- We support classroom assistants and lunchtime supervisors in the promotion of positive play and strategies for dealing with incidents of bullying.

#### b) The Responsibilities of Pupils

We expect our pupils to:

- Help create a climate where bullying behaviour is not accepted by valuing and respecting others.
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Follow school rules and classroom contract agreements.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Speak to an adult if they are a victim of bullying.
- Report to a member of staff any witnessed or suspected incidents of bullying.

#### c) The Responsibilities of Parents

- Parents should advise their child to report any incidents of bullying behaviour to their teacher, the Principal or designated teacher.
- They should be mindful of any signs of their child being bullied.
- They should reassure their child that something can and will be done to stop the bullying.
- They should advise their child not to retaliate to any form of bullying.

*It is the responsibility of the whole school community to work together to combat and eradicate bullying behaviour from our school.*

If an incident or series of incidents are deemed to be of a very serious nature the Chairperson of the Board of Governors will be informed immediately.

Staff will also be informed and asked to remain vigilant. Both sets of parents will be informed calmly, clearly and concisely of what happened by the Principal and told what action the school was taking to try and solve the matter.

### **8. Complaints Procedure**

In St Joseph's any complaint made by a parent that their child is subject to bullying behaviour will be fully investigated by either/both the Principal and Designated Teacher for Child Protection in the school. This will usually include ensuring that another child or small group of children befriend and support the child during the school day.

In St Joseph's a parent who makes a complaint about bullying behaviour will obtain a personal response from the Principal (or designated teacher) as soon as possible (no later than one week after making the complaint). The parent will be informed as to what has happened as a result of the investigation carried out and the action which is being taken.

## **9. Sanctions**

St Joseph's will take action against bullying behaviour in the form of sanctions. The sanctions used against a pupil who displays such behaviour will depend on the seriousness of the offence but will include the loss of any privileges he/she has. His/her behaviour will be carefully monitored until staff are satisfied that the problem has stopped.

If a pupil's bullying behaviour persists the second stage will be to instigate the child protection procedures outlined in the Child Protection Policy. Exclusion of a child for a period of time or expulsion of a child will only occur when all other remedies have been tried.

## **10. Preventing Bullying**

We must look carefully at how bullying can be prevented. This policy sets out the basic structure of how bullying behaviour will be tackled. It emphasises the link between our Anti- Bullying Policy and our policies on Child Protection and Discipline (Positive Behaviour). All of this is under the mantle of Pastoral Care within our school.

Messages about bullying must be emphasised through the curriculum and regularly revisited. It is essential that we have in place a structure to deal with bullying behaviours when they arise. Through the adoption of this policy statement we feel we have the proper procedures in place to ensure that bullying behaviour is easily controlled and prevented at an early state.

In St. Joseph's we place a lot of value in trying to prevent bullying behaviour. Below are some of the strategies we employ.

1. We promote the school's anti-bullying ethos at all times by raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy.
2. We recognise and reward good behaviour e.g. Star of the Week and individual class incentives.
3. We provide the Positive Behaviour Policy annually to all members of staff (teachers, assistants, supervisors etc.)
4. We display rules throughout the school and classroom management plans in every classroom (rules, routines, sanctions).
5. Participation in Anti-Bullying week, Safer Internet Day and other platforms that encourage the opportunity to discuss and share thoughts and ideas on dealing with bullying behaviour.
6. We use opportunities within the school curriculum to address bullying behaviour. For example, Religion- God's work to highlight the aspect of showing love, acting out situations in literacy/drama that demonstrate how bullying behaviour can be hurtful, turn taking and fair play through P.E and working collaboratively in groups.
7. We Promote anti-bullying messages through the curriculum eg. Inclusion of age appropriate material specific to subject areas relating to bullying, positive behaviour, respect and inclusion.
8. We help pupils to be assertive within the school environment and through the curriculum wherever possible.
9. Through the preventative curriculum we promote positive emotional health and wellbeing.
10. We implement peer support for pupils who may be vulnerable to bullying behaviour.
11. We provide extra-curricular activities to support the development of positive relationships.

12. We ensure that all staff have the same viewpoint and are in agreement with all procedures.
13. We encourage the pupils, especially those targeted by bullying behaviour, to speak out.
14. We strive to develop effective strategies for playground management.
15. We facilitate focused assemblies to raise awareness and promote understanding of key issues related to bullying.
16. We will provide parental communication – Consultation /Questionnaire/letters of feedback.
17. We liaise with outside agencies – NSPCC, Childline, PSNI, Behaviour Support Team etc.

We as a school are aware of the preventative measures needed to prevent bullying behaviour to and from school which includes:

- Development of a culture where pupils take pride in their school and are viewed as ambassadors for the school within the community. This includes regular reminders of the positive behaviour expectations of the children as they travel to and from the school.
- Measures to empower the pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.

The school also takes steps to prevent bullying behaviour through the use of electronic communication among pupils where such behaviour is likely to have a detrimental effect on the pupil's education at school. We as a school raise awareness of the nature and impact of online bullying behaviour and support the pupils to make use of the internet in a safe, responsible and respectful way. This includes:

- Addressing key themes of online behaviour through PDMU including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with statutory and voluntary agencies to support the promotion of key messages.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy, Filtering and Clocking Policy (C2k), Mobile Phone Policy, etc.)

#### 11. Responding to a Bullying Concern

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

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of the staff responsible shall:

- Clarify facts and perceptions.
- Check records (Pastoral Concern forms).
- Assess the incident against the criteria for bullying behaviour.
- Identify themes or motivating factors.
- Identify the type of bullying behaviour being displayed.
- Identify the intervention level.
- Select and implement appropriate interventions for all pupils involved including appropriate interventions, consequences and sanctions listed in effective responses to Bullying Behaviour resource.



- Track, monitor and record effectiveness of interventions.
- Review outcome of interventions.
- Select and implement further intentions as necessary.

As a school we will use a restorative approach advocated by NIABF (Northern Ireland Anti Bullying Forum) when responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring wellbeing of those involved.

Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Information regarding action taken regarding a pupil cannot be disclosed to anyone other than the pupil and his/her parents/carers.

## 12. Recording Incidents

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

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

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

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 future development of anti-bullying policy and practice within the school.

## 13. Procedure for Dealing with Alleged Bullying Incidents

### 1) **REPORTING AN INCIDENT**

(significant/repeated/intentional incidents)

When alleged bullying behaviour is reported, the initial investigation will be carried out by the person informed and the information will be passed on to following people:

- The teacher of any child involved.
- The Vice-Principal/ Deputy designated teacher for child protection.
- The Principal.

This information must be recorded in Record of Pastoral/Parental Concern.

### 2) **INVESTIGATION OF AN INCIDENT**

Gather Information and clarify the facts.

This will normally be carried out by the Vice-Principal/ Deputy Designated Teacher for child protection.

- Pupils involved will be interviewed and a record made of their responses.
- At this point we need to check that the behaviour constitutes bullying behaviour as defined in our policy with the Assessment of Alleged Bullying Concern form being used to help inform the way forward.

- School records will be checked for any previous incidents.

### **3) AGREEING A PLAN FOR RESOLUTION**

Assess appropriate interventions and plan with reference to the NIABF Interventions Framework and Guidance Documents- Responding to Alleged Bullying Behaviour.

- Vice-Principal/Deputy Designated Teacher/Principal will devise a plan for resolution of conflict (based on levels 1-4 from NIAMF Framework).
- Any disciplinary action required will use system of sanctions as set out in the school's Positive Behaviour Policy and CCMS guidelines.
- Parents/guardians of pupils involved will be informed of the school's action if the issue is deemed as bullying behaviour and kept informed of subsequent action.

### **4) REVIEWING THE SITUATION**

- Situation monitored and formally reviewed within one month of initial report.
- This will involve the vice-principal/ deputy designated teacher, class teacher, staff community, pupils and parents concerned.

### **5) INVOLVEMENT OF OTHER AGENCIES**

Where necessary the school will draw on support of:

- The Education Welfare Officer
- Behaviour Management Team
- Educational Psychology Service
- Pupil Person Development

#### **14. Links with 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
- Health and Safety Policy
- Relationships and Sexuality Policy
- E safety Policy and Acceptable Use of Internet Policy
- Educational Visits Policy
- Staff Code of Conduct

The school's Positive Behaviour Policy details the behaviour standards set within the school. Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, children can sometimes be reluctant to seek help so they need a number of other options to get that help.

Assemblies and class circle time will be used to reinforce positive anti-bullying messages and to raise issues concerning bullying within the context of a Christian message. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils' understanding of bullying.

Children are taught that each person is unique and to be valued. Differences are to be celebrated and

should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to report their concerns for others.

Pupils who are targets of bullying behaviour will be reassured that they are not in any way to blame (unless there is good reason to think otherwise). Support and protection will be given. A child who has been involved in bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored and they will be expected to improve and change with any necessary support required. They will be encouraged to think and talk about the implications of their behaviour on the pupil who has been their target. Discussion will also involve the pupil's parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the Special Needs Co-Ordinator to address any behavioural problems through a behavioural programme (see Special Needs Policy). The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and any sanctions will be in line with the school's Positive Behaviour Policy.

**Restorative Questioning**


	Adult Questions	Pupil Reflection
1.	Tell me what happened?	
2.	What were you thinking that led you to behave that way?	
3.	Who has been affected by what you have done?	
4.	Can you tell me how that person has been affected by your behaviour?	
5.	What do you think you need to do to make things right?	

**Worth a Re-Think**

(For Pupil Displaying Bullying Behaviour)

Happenings  $\rightleftarrows$  thoughts  $\rightleftarrows$  feelings  $\rightleftarrows$  behaviour  $\rightleftarrows$  consequences

What happened?	What did you think?	How did you feel?	What did you do?	Consequences

 <p><b>ST. JOSEPH'S</b> CARNACAVILLE</p>	<b><u>Part 1: Bullying Concern Assessment Form</u></b>			
	<b>Name(s)</b>	<b>Class</b>	<b>Gender</b>	<b>DOB (pupil)</b>
Person(s) reporting concern				
Name of targeted pupil(s)				
Name of Pupil(s) involved				
Does the behaviour involve... (tick)  <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to group				
	<b>Type of incident and theme (if applicable):</b>  <input type="checkbox"/> Physical bullying (includes jostling, physical intimidation, interfering with personal property, hitting, nipping, punching, kicking, tripping and biting)  <input type="checkbox"/> Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours, offensive remarks)  <input type="checkbox"/> Indirect/Emotional bullying (includes isolation, refusal to work with/talk to/ play with/ help others, talking behind backs, circulating nasty notes)  <input type="checkbox"/> Cyber (through technology such as mobile phones and internet)  <input type="checkbox"/> Non-Verbal (rude gestures, spitting, pulling faces, dirty looks, staring)  <input type="checkbox"/> Other			
	<ul style="list-style-type: none"> <li>● Is there persistence/recurrence of this behaviour? Yes / No</li> <li>● Is it targeted behaviour? Yes / No</li> <li>● Is there a power imbalance? Yes / No</li> <li>● Is it intentionally hurtful behaviour? Yes / No</li> <li>● Does this incident meet the school's definition of bullying? Yes / No</li> </ul>			
	Are there any previously recorded incidents? Give details if relevant.			

## **Part 2: Supporting Evidence**

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

## **Part 3: Details of Interventions for Targeted Pupil(s)**

Name of action/support for pupil(s) who has been targeted: (please tick all that apply.)

- Discussion of the incident with peers/class
- On- going support/monitoring from staff
- Parents involved/informed (provide information) \_\_\_\_\_
- Counselling (include name of organisation) \_\_\_\_\_
- Referral to other agencies (include name of organisation) \_\_\_\_\_
- Any other details \_\_\_\_\_

*(refer to NIABF level 1-4 interventions if necessary)*

## **Part 4: Action/Support for Pupil Displaying Bullying Behaviour**

Name of action/support for pupil(s) who has been displaying bullying behaviour: (please tick all that apply.)

- Discussion of the incident with peers/class
- Defined on- going support/monitoring from staff
- Parents involved/informed (please specify) \_\_\_\_\_
- Counselling (please specify) \_\_\_\_\_
- Referral to other agencies (please specify) \_\_\_\_\_
- Any other details (please specify) \_\_\_\_\_

*(refer to NIABF level 1-4 interventions if necessary)*

**Part 5: On-going Record of Support and Intervention**

*(Refer to NIABF level 1-4 interventions if necessary)*

Date	Details of intervention	Action Required/Taken

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Part 6: Status of Concern**

This concern is now resolved: Yes/No

**If yes** form to be filed.

(interventions complete, issue resolved, recorded, maintained).

**If no** (tick as appropriate):

- Further intervention required
- Review information and action to date
- Refer/discuss with Safeguarding Team
- Re-assess level of interventions/implement other strategies as appropriate
- Record and completed part 2 and part 3 again

Name of person completing form: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## **Bullying Concern Assessment Form: Playground Report**

**Name of targeted child:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class:** \_\_\_\_\_

Who was involved in the incident? \_\_\_\_\_

Where did it happen? \_\_\_\_\_

What did incident involve? (underline)

- Hitting
- Biting
- Punching
- Spitting
- Inappropriate Language
- Name calling
- Other

My understanding of what occurred: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Action taken: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name of person who dealt with incident: \_\_\_\_\_

Is any further action needed?      Yes          No   

Signed (C.A) \_\_\_\_\_

Class teacher \_\_\_\_\_



**Record of pastoral parental concern reported to staff**

Date	Issue	Reported by	Action	Monitoring	Outcome

## Anti- Bullying Information, Websites and Phone Help Lines

### DEPARTMENT OF EDUCATION

The Education Authority regards bullying, in whatever form and for whatever reason, as having no place in our schools.

It guides parents, teachers, pupils and the whole school community to the following contacts:

#### 1) **NIABF Northern Ireland Anti Bullying Forum**

The Education Authority helps fund this and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). This forum is hosted and chaired by Save The Children.

The NIABF has information and links regarding bullying for the whole school community and parents and can be got at <http://www.niabf.org.uk>.

#### 2) **Anti-Bullying Helpline**

The Department funds CHILDLINE NI (0800 1111)

This is a free and dedicated anti-bullying helpline for pupils and young people who have concerns about bullying.

It is available 24 hours / 7 days a week.

#### 3) **NSPCC** **FULLSTOP Campaign**

To help those who have suffered child abuse/ bullying and to advise children about bullying concerns (0808 800 5000)

#### 4) **Cyber Bullying**

We also use CEOP's [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) site to help children become aware of the problem of cyber bullying and what to do should this happen.

#### **Books to read about bullying:**

<b><i>The Camera Obscura</i></b> by Hugh Scott (published by Walker) For fluent readers.	<b><i>Beat the Bullies</i></b> by Michele Elliot (published by Macmillan) For younger readers.
<b><i>Bully</i></b> by David Hughes (published by Walker) For younger readers.	<b><i>The Bailey Game</i></b> by Celia Rees (published by Piper) For fluent readers.
<b><i>Taking the Cat's Way Home</i></b> by Jan Mark (published by Walker) For younger readers.	<b><i>The Angel of Nitshill Road</i></b> by Anne Fine (published by Methuen) For younger readers
<b><i>Bully</i></b> by Yvonne Coppard (published by Red Fox) For fluent readers.	<b><i>Bad Girls</i></b> by Jacqueline Wilson (published by Double Day) For fluent readers
<b><i>The Rainbow Fish</i></b> by Marcus Pfister <b><i>Cinderella</i></b> – traditional Story <b><i>Digi Duck's Big Decision</i></b> (e-book)	<b><i>The Nubbler</i></b> by Pam Ayres (published by Orion) For fluent readers.

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