



## Addressing Bullying Policy

### Monitoring and Evaluation

The Staff of Glenbrook Nursery School will update this Policy and procedures in the light of any further guidance and legislation as necessary and review it annually. The Board of Governors will also monitor the implementation of this policy on a regular basis.

On-going evaluation will ensure the effectiveness of the Policy.

Date Updated Policy Reviewed and Ratified:

Signed:

\_\_\_\_\_ (Principal)

\_\_\_\_\_ (Chair of Board of Governors)

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## Section 1 - Introduction and Statement

*At Glenbrook Nursery School we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.*

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## Section 2 - Context

### The Legislative Context:

- \* [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- \* [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- \* [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- \* [The Children \(Northern Ireland\) Order 1995](#)
- \* [The Human Rights Act 1998](#)
- \* [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

### The Policy & Guidance Context

- \* The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- \* [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- \* [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
  - [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
  - [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

### The International Context

- \* [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

The key points to note are:

- \* The Addressing Bullying in Schools Act (Northern Ireland) 2016:
  - Provides a legal definition of bullying.

- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils 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
    - ! When under control of school staff, but away from school (eg. school trip)
    - ! When receiving education organised by school but happening elsewhere
  - Requires that the policy be updated at least every four years.
  - \* The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
    - 'Safeguard and promote the welfare of registered pupils' (A.17)
  - \* The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
    - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
    - Be protected from discrimination. (A.2)
    - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
    - Education. (A.28)
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### Section 3 - Ethos & Principles

#### Ethos

Glenbrook Nursery aims to provide a high quality child centred education for all the children enrolled in school. This will be achieved through a broad and balanced curriculum with developmentally appropriate learning in which all children are encouraged to reach their full potential. This will all be achieved within our secure, happy, caring, stimulating and fun nursery environment.

The aims of our nursery are based upon the following ideologies:

- Childhood is a valid part of life and not merely a preparation for adulthood.
- Every child is an individual.
- Children should learn holistically.

- Children have the right to develop socially, emotionally, physically, cognitively, linguistically and creatively.
- Children have the right to reach their full potential.
- Children should be given the opportunity to explore their environment using all of their senses.
- Play is the child's work and all children should be given the opportunity to learn through their play.

### Mission Statement

It is the mission of this nursery to provide all children with a wide variety of experiences and materials to encourage their all-round development and to reach their full potential.

### Aims

It is the policy of this nursery to fulfil the following aims with respect to each individual child:

- To provide a secure environment in which each child can reach his or her full potential and develop at his or her own rate - socially, emotionally, physically, cognitively, linguistically and creatively.
- To foster mutual respect, trust and understanding between Parents/Carers and members of the nursery staff in order to work together for the good of each individual child.
- To develop the child's speech and language skills in the areas of – expressive language, receptive language, social communication/interaction, attention and listening through a language enriched nursery curriculum.
- To develop scientific, mathematical and creative skills through the materials, equipment and activities provided within the nursery.
- To work with Parents/Carers and extend upon and complement that which has been achieved at home.
- To acknowledge and build upon the previous educational experiences of those children who have attended other Preschool facilities or day nurseries.
- To work in partnership with Parents/Carers to help each child reach his/her full potential in their all-round development.
- To work with all other agencies who become involved with the children and provide information for their new Primary School thus enabling them to make a smooth transition to Primary 1.
- To fulfil the nursery curriculum in all 6 areas of their development:
  - Personal, Social and Emotional Development
  - Language Development
  - Early Maths Experiences

- The Arts
- Physical Development
- The World Around Us

Through our aims we hope to:

- create a safe, happy and secure environment for all.
- to prevent, reduce and eradicate bullying in any form.
- to have a consistent approach for dealing with incidents of bullying.
- to ensure that all members of the school community are aware of this policy

The standards we hope to uphold at Glenbrook Nursery School include:

- All bullying is unacceptable
  - The school recognises the harmful effects of bullying and will work hard to minimise the risks.
  - Those pupils displaying bullying type behaviours and those who have experienced bullying type behaviours will be treated and helped in the appropriate manner.
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#### Section 4 - Consultation and Participation

We have consulted with pupils through:

- \* Class-based activities

We have consulted with parents/carers through:

- \* Questionnaires distributed to all parents/carers

We have consulted with staff through:

- \* A survey for all staff, teaching and non-teaching
  - \* Staff meetings
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#### Section 5 - What is Bullying?

Addressing Bullying in Schools Definition of "bullying":

(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.*

*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 Positive Behaviour Policy.*

*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 spread false rumours about others*
  - *try 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*

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

The motivations include, but are not limited to:

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

*Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child 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.*

*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.*
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## Section 6 - Preventative Measures

Under the legislation, the focus for all addressing bullying work should be on prevention. As such, this section is the key lynchpin of this policy document.

We, in Glenbrook, have set out a number of key actions that will be taken forward, with the aim of preventing bullying and creating a safe learning environment. These include:

- \* Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- \* Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- \* Addressing issues such as the various forms of bullying, including the how and why it can happen, through PSE (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
- \* Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- \* Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training)
- \* Development of effective strategies for playground management, eg. training for staff and provision of a variety of play option to meet the needs of all pupils.

It is important to remember that the Addressing Bullying is one of a number of policies in the wider pastoral care and safeguarding suite of policies. As such, it is essential that these policies align and provide consistent message. For example, the measures set out here, to prevent bullying behaviour through the use of electronic communication, should also be included in the school's e-Safety Policy and/or Acceptable Use of the Internet Policy.

Given the nature of technology, as constantly changing and developing, it is important that schools monitor policy and message and make changes when necessary.

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## Section 7 - Responsibility

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
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## Section 8 - Reporting a Bullying Concern

### Pupils Reporting a Concern

Pupils can report bullying concerns, including:

- \* Verbally- talking to a member of staff

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

### Parents/Carers Reporting a Concern

The process of parents/carers reporting bullying concerns, in our school is:

- \* In the first instance, all bullying concerns should be reported to the Class Teacher
- \* Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.
- \* Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors. It is important that this information is included within the Anti-Bullying Policy and that information on how to make this complaint is accessible to all parents.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, the school must be open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

*The 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 staff responsible shall...*

- \* Clarify facts and perceptions*
- \* Check observation records*
- \* Assess the incident against the criteria for bullying behaviour*
- \* Identify any themes or motivating factors*
- \* Identify the type of bullying behaviour being displayed*
- \* Identify intervention level*
- \* Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource*
- \* Track, monitor and record effectiveness of interventions*
- \* Review outcome of interventions*
- \* Select and implement further intentions as necessary*

*When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.*

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

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## **Section 10 - Recording**

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

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

*Records will be kept in the usual way within our school. 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 addressing bullying policy and practice within the school.*

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## Section 11 - Professional Development of Staff

This may include:

- \* noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- \* commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- \* ensuring that opportunities for safeguarding training are afforded to Governors and all staff - teaching and non-teaching
- \* stating that records will be kept and updated regularly

***All staff will undertake ABSIT Level 1: An introduction to bullying behaviour, addressing bullying in schools via EA SDS (Term 1 2024)***

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## Section 12 - Monitoring and Review of Policy

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

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

*This Addressing Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the 26/10/2026.*

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## Section 12 - Links to Other Policies

*In the development and implementation of this Addressing 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*
- \* *E-Safety Policy & Acceptable Use of Internet Policy*
- \* *Mobile Phone Policy*
- \* *Educational Visits*
- \* *Staff Code of Conduct*