

Killen Primary School



Policy for Anti-Bullying

January 2022

Signature: C Goan, Principal

Signature: L. Sproule, Chair, Board of Governors

Next Review Date: January 2026

To create a happy, secure and stimulating learning environment in which all members of the school community can grow in confidence and develop to their full potential.

At Killen Primary School, we believe all forms of bullying behaviour is unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

This policy has been developed within the context of current legislation, policy and guidelines:

The Legislative Context:

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

The Policy & Guidance Context

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

The International Context

10. [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

We, the governors and staff of Killen Primary School, believe that the school is a vital part of our community.

We are committed to:

1. Child Centred Education.
2. Working closely with parents in the education of their children.
3. High academic standards.
4. Developing positive and effective pastoral care systems in our school.
5. An environment which is free and safe from bullying
6. A preventative, responsive and restorative anti-bullying ethos across the whole school

Consultation

In the formation of this Anti-bullying policy views were sought from pupils, parents, staff and governors, through questionnaires, class activities and staff development workshops.

The staff and governors of Killen Primary School believe:

1. Positive Behaviour is essential for effective Teaching and Learning
2. Pupils and staff have the right to learn and teach in an environment which is safe, friendly, calm and fair
3. Our school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs
4. Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety
5. Positive Behaviour must be carefully developed and supported

6. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships
7. Promoting positive behaviour arises from emphasising children's potential, rewarding success and giving praise for effort and achievement
8. We recognise it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained
9. It is the responsibility of parents, carers and all adults who care for the children, to work with the school in helping to foster positive attitudes and behaviour

We believe that good behaviour means that everyone in school is:

1. Careful and kind
2. Polite and friendly
3. Helpful to each other
4. Quiet and hardworking
5. Respectful and Tolerant

School Mission Statement: *To create a happy, secure and stimulating learning environment in which all members of the school community can grow in confidence and develop to their full potential.*

School Ethos Statement:

Killen Primary School aims to provide a safe and rich environment where excellence is pursued and success is celebrated. We recognise the unique and distinctive character of each individual pupil and aim that they will reach their potential. The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community. Killen Primary School is opposed to bullying and will work with pupils, parents and staff to eradicate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work 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.

AIMS

The aims of this policy are to:

- Protect the pupil experiencing the bullying behaviour
- Change the behaviour of the child who is allegedly demonstrating bullying behaviour
- To create an atmosphere where children feel confident about speaking out if they feel they are being bullied by others.
- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

DEFINITION OF BULLYING

Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying. Bullying usually has four key elements:

- It is usually repeated behaviour that happens over a period of time
- It usually involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
- It is intentionally harmful behaviour
- It causes distress

All unacceptable behaviour must be challenged, whether it is bullying or not.

Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as:

"Behaviour, that is usually repeated, by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others."

NIABF

This definition statement is based on the definition of bullying as laid out in the Addressing Bullying in Schools Act (Northern Ireland) 2016.

Bullying" includes (but is not limited to) the repeated use of—

1. (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.

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.

There are many different ways that bullying behaviour can be displayed. This could include:

- Persistently being called nasty names, teased, made fun of, threatened or put down
- Being hit, kicked, punched
- Having belongings stolen or damaged

- Having rumours or gossip spread about you or people talking about you behind your back
- Being excluded or isolated
- Being forced to do something you don't want to do or know that is wrong
- Using on-line platforms to carry out any of the above

This list is not exhaustive and other behaviours may be deemed bullying behaviour.

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.

PRINCIPLES

1. Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
2. The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether bully or targeted pupil) need to be separated from their behaviour.
3. When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
4. Pupils who are targeted will be listened to and supported.
5. Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
6. Where a concern arises, staff will receive ongoing support from Principal/Senior members of staff.
7. Parents have a right to know their child is safe.
8. Staff will treat all children fairly.
9. Staff will ensure school rules are implemented fairly and consistently.

Bullying is an emotive issue, therefore it is essential that 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, describing the situation surrounding that child

- A child displaying bullying behaviour
- A child experiencing bullying behaviours

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

FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others.

<p>PHYSICAL BULLYING</p> <p>e.g.</p> <ul style="list-style-type: none">- hitting; pushing; kicking; tripping; spitting; hair-pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it;- extortion / threatening demands for money or other items;- writing or drawing offensive notes / graffiti about another	<p>VERBAL BULLYING</p> <p>e.g.</p> <ul style="list-style-type: none">- name calling; insulting or offensive remarks; accusing; taunting; put downs- ridiculing another's appearance/way of speaking/disability/ personal mannerisms/race/ colour/religion;- humiliating another publicly- spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm
<p>EMOTIONAL BULLYING</p> <p>e.g.</p> <ul style="list-style-type: none">- excluding/shunning others from group activity/social setting or play;- belittling another's abilities or achievements;- menacing looks/persistent stares;- rude signs or gestures	<p>CYBER BULLYING</p> <p>e.g.</p> <ul style="list-style-type: none">- misuse of emails, images, text, blogs, tweets, forums and chat rooms to hurt / embarrass / demean / harass / provoke or humiliate another using perceived anonymity;- misuse of mobile phones by text messaging / calls or images - again to hurt / embarrass / demean / harass / provoke or humiliate another using perceived anonymity;- unauthorised publication or manipulation of private information; impersonation
<p>RACIST BULLYING</p> <p>e.g.</p> <ul style="list-style-type: none">- name calling relating to race, colour or religion	<p>HOMOPHOBIC</p> <p>e.g.</p> <ul style="list-style-type: none">-name calling relating to gender or sexual orientation

These categories may be inter-related and are not exhaustive

SIGNS OF STRESS

Signs of stress in pupils which may indicate bullying:

1. Child's unwillingness to attend school / lateness / erratic attendance.
2. Avoidance, hanging back from playground or staying late at school.
3. Deterioration of work or mislaid books, money, equipment or belongings / under achievement.
4. Spurious illness / non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
5. Nail biting / flinching / jumpiness / forgetfulness / distractibility.
6. Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
7. Stresses manifested at home - bed wetting / insomnia / nightmares / restlessness / stammering / crying and irritability.
8. Reluctance to sit beside or near certain pupils / hesitant to walk to school and home.
9. Unexplained bruising or cuts / damaged clothing.
10. Asking for or beginning to steal money.
11. Threatening / attempting suicide.
12. Deterioration in behaviour as child tries to impress.
13. Refusal to say what is wrong.

(N.B. whilst these behaviours may be symptomatic of other problems - bullying may be one reason)

STRATEGIES TO PREVENT OR REDUCE BULLYING

Killen Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

Proactive Strategies (to ensure awareness is raised)

- Promote school ethos at all times (as regards Bullying - be a TELLING / LISTENING / RESPONDING school).
- Awareness of rights and responsibilities.
- Recognise and reward good behaviour
- 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
- Implementation of the PDMU scheme of work, making use of the 'Living Learning Together' programme. Addressing issues such as the various forms of bullying, including the how and why it can happen - e.g. sectarian, racist.
- Involvement in meaningful and supportive shared education projects - Derg cluster - supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and well being - Action Mental Health, AWARE.
- Use of creative learning to enhance social and emotional skills.
- Promotion of Internet Safety
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school's Positive Behaviour Policy
- School assemblies - addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision - playground / general school environment.
- Consultation with School Council / all pupils
- Use of PDMU lessons / Circle Time
- Questionnaires (Appendix 2)
- Good parental communication.
- Awareness raising, e.g. DELTA, School Policies, newsletters, website.
- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies - NSPCC, Childline, PSNI, Behaviour Support Team.
- Staff training / effective communication.

The school considers bullying behaviour on the way to and from school as important an issue as during the school day. The school will endeavour to:

- Develop a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school. (Also included in school rules)
- Regular informal engagement with bus drivers to ensure effective communication and the early identification of any concerns.
- Appropriate deployment of staff to support the transition from school day to journey home - staff on duty at bus line and in playground ensuring children leave school grounds safely.

The school will raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. This will include:

- Addressing key themes of online behaviour and risk through PDMU/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, NSPCC) to support the promotion of key messages to pupils, parents and staff
- 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. E-safety policy)

Responsibilities

Killen Primary School believes everyone has a responsibility for creating a safe and supportive learning environment for all members of the school community. 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:

1. foster positive self-esteem
2. behave towards others in a mutually respectful way
3. model high standards of personal pro-social behaviour
4. be alert to signs of distress* and other possible indications of bullying behaviour
5. inform the school of any concerns relating to bullying behaviour
6. refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
7. refrain from retaliating to any form of bullying behaviour
8. intervene to support any person who is being bullied, unless it is unsafe to do so.
9. report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
10. emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
11. explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
12. listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
13. know how to seek support - internal and external
14. resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Reporting

Pupils Reporting a Concern

In Killen Primary we encourage our pupils who have a concern about a potential bullying situation that they should immediately take the opportunity to discuss this with a member of staff that they trust. In school we highlight this through

- regular circle time and assemblies reminding children of procedures
- a noticeboard displaying all members of staff at front door and child protection posters displayed throughout the school
- regular PDMU lessons discussing inappropriate behaviour and what to do if a child feels they are experiencing bullying behaviours.

The focus in these lessons is on 'getting help' rather than 'telling'. All are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Pupils can report bullying concerns, including:

- Verbally- talking to a member of staff
- By writing a note to a member of staff
- By posting a comment in a 'worry box'

In school we also emphasise that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

Parents/Carers Reporting a Concern

Parents and carers are reminded to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents are also reminded of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

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, Mrs Goan.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors.

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 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.

Responding to incidents of bullying behaviour

All parties should be listened to carefully, using the 'no blame' approach

Incidents of bullying should be reported to Mrs Goan

Incidents should be fully investigated.

Staff should remain calm, be positive and caring, be assertive, be confident. They should focus on the behaviour, not the pupil.

Sanctions and / or a support plan should be put in place taking account of the severity level of the behaviour.

To determine the level of severity staff should take account of the following:

- The **nature** of the bullying behaviour
- The **frequency** of the bullying behaviour - daily, weekly or less often
- The **duration** of the bullying behaviour - whether over a short or prolonged period of time
- The **perceptions** of the child being bullied - the degree of distress

Parents / carers of all pupils involved in the bullying incident, should be informed about what has happened and how it is being dealt with.

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the bully.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is

sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well-adjusted person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions. A written record should be made of all incidents and discussions, for inclusion in the file

The situation should be monitored and reviewed with all parties at an agreed time in the future

Advice and support may be obtained from relevant professionals such as the EWO, Behaviour support team, educational psychologist, CAMHS team etc.

Once an alleged bullying incident has occurred

1. Gather and clarify the facts
2. Check: Is this bullying behaviour as defined in our policy?
Check: Records - Has it happened before?
3. Complete the Bullying Concern Assessment Form - See Appendix 1

On the basis of this initial assessment:

- Choose an appropriate intervention (Levels of Intervention - Appendix 3)
Also refer to 'Effective Responses to Bullying Behaviour' file (NIABF) for interventions at each level.
- Ensure effective communication
- Consider the need for: Parental involvement, SENCO, Risk assessment, Outside agencies such as CPSS, SEBD
 - Monitor and evaluate
 - Record actions taken
 - Review to determine if further action is required.

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 of incidents deemed as bullying will be kept in a private folder on the c2k network, which is part of the C2k system in schools.

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 accordance with EA procedures.

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.

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Killen Primary School. It is important that there is a collaborative, whole-school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if another pupil is being bullied - TELL SOMEONE)
- Follow the school's rules
- Avoid inappropriate behaviour which might be considered as bullying
- Be respectful and supportive to others.

Parents should

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the school secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operate with the school. If their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

TEACHING ABOUT BULLYING

This will be delivered and reinforced through various areas of the curriculum:

In Foundation and Key Stage 1 classes (Year 1-4) children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.

This message will be reinforced in Key Stage 2 classes (Year 5-7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Awareness raising posters are displayed in classrooms and corridors and on our Child Protection noticeboard.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- Use of 'Worry monsters'
- Anti Bullying policy will be available for parents to view on the school website. Paper copies will be provided if requested. Parents will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

LINKS WITH OTHER POLICIES

Killen Primary School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Safeguarding and Child Protection
- Positive Behaviour
- Special Educational Needs
- Health and Safety
- Relationships and Sexuality Education
- E Safety and Acceptable Use of Internet Agreement
- Educational Visits
- Staff Code of Conduct

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

Professional Development of Staff

The school recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. Where available, staff will be given opportunities for professional development as part of the school's ongoing CPD/PRSD provisions

Governors will also be encouraged to attend relevant safeguarding training

Relevant records will be kept and updated regularly

Monitoring and Review of Policy

This policy was formulated by Mrs Goan in consultation with the Board of Governors, staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly.

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

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

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

USEFUL WEBSITES & PHONE NUMBERS

Department of Education
Northern Ireland Anti Bullying Forum

www.deni.gov.uk
www.niabf.org.uk
www.thinkuknow.org

Childline NI
NSPCC Helpline

0800 1111
0808 800 5000

**Bullying Concern Assessment Form****Part 1- Assessment of Concern****Date:**

Killen Primary School has adopted the NIABF Definition of bullying which is:

“The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others” NIABF

Name

Gender

Year

Person reporting concern

Name of targeted pupil(s)

Name of pupil(s) involved

Does the behaviour involve?

1. Individual to individual 1:1
2. Individual to group
3. Group to individual
4. Group to group

Type of incident

5. Physical bullying
6. Verbal bullying
7. Indirect bullying (includes isolation, refusal to work with/talk to/ play with / help others)
8. Disability
9. Cyber
10. Homophobic
11. Racist
12. Sectarian
13. Other

Is there a persistence / recurrence of this behaviour? Yes / No

Is it targeted behaviour? Yes / No

Is it intentionally hurtful behaviour? Yes / No

Is there a power imbalance? Yes / No

Is it causing distress? Yes / No

Does this incident meet our definition of bullying? Yes / No

Check records for previously recorded incidents:

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



APPENDIX 2

**Killen Primary School
Pupil Questionnaire**

Class: _____

Date: _____

		Yes	No
1	I feel safe in school		
2	Pupils in our school are well behaved		
3	The teachers are fair		
4	If I tell a teacher that I am being bullied, I know that they will listen and do something about it.		
5	In school we have agreed what we mean by bullying		
6	If I am bullied in school I know who to go to		
7	Staff help me to feel safe in the playground		
8	I get on well with other pupils in my class		
9	The pupils in my class are taught to value each other		
10	If I am bullied at school I am not afraid to tell		
11	When we do well in school we are praised and rewarded		
12	I feel safe from bullying on the way to and from school		
13	I show care and respect to other pupils		
14	In school we learn how to deal with people who bully us		
15	In school we learn how to work well together		

https://www.eani.org.uk/sites/default/files/2022-01/Effective%20Responses%20to%20Bullying%20Behaviour%20%28January%202022%29_0.pdf