



**SOUTH EASTERN EDUCATION  
AND LIBRARY BOARD**



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**Board Position Statement**

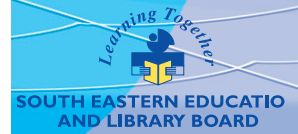
**South Eastern Education and Library Board**

**POSITION STATEMENT ON BULLYING INCORPORATING**

**ANTI BULLYING GUIDELINES**

**FOR BOARD STAFF, SCHOOLS, LIBRARIES AND YOUTH**

**SERVICE**





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## ACKNOWLEDGEMENTS

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## **1. Introduction**

- 1.1 This document reflects the South Eastern Education and Library Board's Mission Statement: "To raise the standards of learning and levels of achievement of the people of the Board's area through the provision of high quality education, library and youth services".

## **2 Background Information**

- 2.1 The purpose of this document is:

- 2.1.1 To assist with the prevention of bullying.
- 2.1.2 To assist with the development of appropriate strategies to respond to bullying.
- 2.1.3 To reduce the likelihood of incidents of bullying being repeated.

### **2.2 Target Audience**

- 2.2.1 This document provides guidance, support and advice to all Board staff, Schools, Libraries and Youth Services in the development, implementation, monitoring and evaluation of an anti-bullying policy. It is reflective of the position, policy and procedures on bullying that exist for Board employees.
- 2.2.2 The Board believes that clear policies and strategies will enable everyone concerned to achieve this purpose.

### **2.3 Context**

- 2.3.1 The Board recognises that bullying may occur within the Organisation, Schools, Libraries and Youth Service.
- 2.3.2 An anti-bullying policy should not be seen in isolation but within the context of relevant legislation, educational guidance and links with other appropriate policies (see appendices for details of relevant legislation and guidance).

## **3. What Is Bullying?**

- 3.1 The Board would agree with The Department of Education's publication: Pastoral Care in Schools: Child Protection which defines bullying as "deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself."  
(Circular 1999/10 – p41)

### 3.2 Bullying can be:

- Physical.
- Verbal.
- Non-verbal (emotional, social).

### 3.3 Bullying can involve:

Young person → Young person

Adult → Young person

Young person → Adult

Adult → Adult

3.4 It is acknowledged that bullying, in whatever form, is commonplace in society. Allegations of bullying must be addressed and managed.

3.5 Each school is required to have an anti-bullying policy and good practice would suggest that the Board, Schools, Libraries and Youth Services should have their own unique anti-bullying policy specifically tailored to their situation.

3.6 It is essential that roles and responsibilities are identified within specific policies in order that the safety and welfare of every individual is protected in all circumstances.

## 4. The Board's Policy Statement on Bullying

4.1 The South Eastern Education and Library Board believes that **bullying is unacceptable** and therefore:-

4.1.1 Adults and young people have a right to live, work and learn without fear or threat of significant interruption or harm.

4.1.2 Everyone has a responsibility to act with respect for the rights of others.

4.1.3 In all settings there should be a culture which values positive relationships and promotes mutual respect.

4.1.4 In all settings there should be a defined approach to dealing with bullying.

4.1.5 All bullying should be reported to the person in charge immediately.

- 4.1.6 Every report of bullying will be treated seriously and in a sensitive manner.
- 4.1.7 There should be an immediate initial response and appropriate investigation and follow up action when dealing with all reported cases of bullying

## **5. SEELB EXPECTATIONS OF GOOD PRACTICE**

5.1 In the South Eastern and Education and Library Board all schools, centres, units and services should develop and regularly review their anti-bullying policies. Successful anti-bullying policies are those drawn up through discussion and consultation with all parties involved.

### **5.2 An effective policy should ensure:**

- 5.2.1 A safe and secure environment for all.
- 5.2.2 A code of conduct is followed, where everyone takes responsibility to prevent and reduce bullying.
- 5.2.3 Reporting procedures are in place and appropriate records kept.
- 5.2.4 Procedures are in place for reported bullying to be responded to, investigated and followed up.
- 5.2.5 A consistent approach is implemented to address bullying (including both preventative and corrective strategies).
- 5.2.6 Regular monitoring, review and evaluation takes place.
- 5.2.7 Appropriate opportunities and training for everyone to be kept up to date with current issues.

### **5.3 Principles – Guidelines for the Policy Users**

- 5.3.1 The development of all anti-bullying policies must reflect the Board's position that bullying is unacceptable.
- 5.3.2 The following guidelines outline the various roles, rights and responsibilities of young people and adults.

### **5.4 Rights:**

- 5.4.1 The South Eastern Education and Library Board believes that all staff, young people and clients have the right to be treated with dignity and respect.

## **5.5 Responsibilities:**

- 5.5.1 The South Eastern Education and Library Board believes everyone has a responsibility to ensure that each individual is treated with respect. This means that young people and adults should have the support, training, guidelines and opportunity to develop personal and social skills to deal with bullying incidents.
- 5.5.2 The following outlines the various roles of Schools, Libraries and Youth Services and presents appropriate guidelines.

## **6. BOARD STAFF AND OTHER SERVICE PROVIDERS**

### **6.1 The line manager in each setting has the duty to ensure;**

- 6.1.1 An appropriate anti-bullying policy is implemented,
- 6.1.2 Staff have adequate training and support,
- 6.1.3 The policy is evaluated on a regular basis.
- 6.1.4 When an incident occurs, support should be sought immediately.

## **7. GUIDANCE FOR SCHOOLS**

### **7.1 Schools should:**

- 7.1.1 Have an anti-bullying policy which complies with the Education and Libraries (Northern Ireland) Order 2003.
- 7.1.2 Develop a Code of Conduct for pupils.
- 7.1.3 Provide an orderly and structured environment with a positive ethos where pupils can feel safe without fear of threat or harm from others.
- 7.1.4 Implement, monitor and evaluate their anti-bullying policy.
- 7.1.5 Develop good working relationship with parents.
- 7.1.6 Provide appropriate support and knowledge to facilitate reporting of incidents of bullying.



## **7.2 Parents/others with parental responsibility should:**

- 7.2.1 Ensure their children behave appropriately.
- 7.2.2 Develop a good working relationship with school staff.
- 7.2.3 Immediately report incidents of inappropriate behaviour (including bullying) to the school.

## **7.3 Pupils should:**

- 7.3.1 Immediately report any incidents of bullying.
- 7.3.2 Be aware of and follow an acceptable Code of Conduct on behaviour.

## **7.4 Support and Referral:**

- 7.4.1 Schools may seek support for individual pupils from a range of services including Education Psychologists, Behaviour Support Team and Education Welfare Officers. A number of other agencies exist to complement these statutory services including counselling agencies, Children's Law Centre etc.

## **8. GUIDANCE FOR YOUTH SERVICE:**

- 8.1 The Youth Service exists to provide opportunities for young people to engage in a variety of personal and social education programmes. Fundamental to this process is the mutual respect and understanding of others. An anti-bullying policy is an integral part of a Code of Conduct for both staff and young people.

### **8.2 Youth Leaders (in-charge) Centre Wardens and staff should:**

- 8.2.1 Draft, implement, monitor and evaluate an anti-bullying policy.
- 8.2.2 Provide an orderly and structured environment with a positive ethos where young people can feel safe without fear of threat or harm from others.
- 8.2.3 Develop a Code of Conduct for the behaviour of young people.
- 8.2.4 Train all volunteers and paid staff in appropriate leadership skills.

### **8.3 Young People should:**

- 8.3.1 Treat others with respect.
- 8.3.2 Immediately report any incidents of bullying to the Youth Service staff.
- 8.3.3 Be aware of an acceptable Code of Conduct and should sign up to a Contract of agreed acceptable behaviours/methods of working.

### **8.4 Support and Referral:**

- 8.4.1 Support can be sought from a number of sources including Youth Officers, Youth Officer for Child Protection and Drug Education, Senior Youth Officers (Training and Curriculum). A number of other agencies exist to complement these support services including counselling agencies, Children's Law Centre, Contact Youth and Child Line etc.

## **9. GUIDANCE FOR LIBRARIES:**

- 9.1 Libraries provide a neutral environment accessible to all members of the community where individuals can feel welcome and comfortable. Clients should be able to access all learning, information and cultural opportunities which libraries offer in a non-threatening and relaxed atmosphere.

- 9.2 The Library Service provides services to the public and schools to encourage and foster creativity.

### **9.2 The Front Line Services Manager should:**

- 9.2.1 Draft, implement, monitor and evaluate an anti-bullying policy.

### **9.3 Library Managers and staff should:**

- 9.3.1 Implement an anti-bullying policy.
- 9.3.2 Ensure all staff provide an orderly and structured environment with a positive ethos where clients can feel safe without fear of threat or harm from others.
- 9.3.3 Develop a Code of Conduct for all staff.





**9.4 Clients should:**

9.4.1 Be aware of and follow an acceptable Code of Conduct.

9.4.2 Treat others with respect.

9.4.3 Immediately report any incidents of bullying to the Library Staff.

**9.5 Support**

9.5.1 Support can be sought from the Group Library Manager or the Operational Manager (Children and Young Peoples' Services) and the Education Welfare Service.

**10. A Possible Framework to Assist With the Development of Anti-Bullying Policies**

10.1 Mission statement.

10.2 An anti-bullying Policy Statement.

10.3 Aims of the policy.

10.4 An agreed definition of bullying.

10.5 Preventative strategies to create and implement a bully free ethos.

10.6 An agreed code of conduct outlining rights and responsibilities for everyone.

10.7 Procedures for dealing with incidents of bullying.

10.8 Outline of procedures for effective communication.

10.9 Links with other policies.

10.10 Procedures for monitoring and evaluating the policy.

## Appendix

### The Legislative and Policy Context

#### Guidance from Department of Education:

Pastoral Care in Schools: Child Protection (1999)

Pastoral Care in Schools; Promoting Positive Behaviour (2001)

#### Relevant Legislation

Education NI Order (2003)

- requires schools to have a written anti-bullying policy

Children NI Order (1995)

Health and Safety At Work NI Order (1978)

Human Rights Act (1998)

- came into force in Northern Ireland in 2000

UN Convention on The Rights of the Child





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