

**Ballymena Bee Safe Event**  
**29<sup>th</sup> January – 2<sup>nd</sup> February 2007**

Day	School	Male (Total)	Female (Total)	P6 (Total)	P7 (Total)
Monday	<ul style="list-style-type: none"> <li>• Broughshane Primary School</li> <li>• Buick Memorial Primary School</li> <li>• Harryville Primary School</li> <li>• Hazelbank Primary School</li> <li>• Living Rivers Christian School</li> <li>• Longstone Primary School</li> <li>• Moorefields Primary School</li> </ul>	89	78	8	159
Tuesday	<ul style="list-style-type: none"> <li>• Braidside Integrated Primary School</li> <li>• Carniny Primary School</li> <li>• Dunclug Primary School</li> <li>• Glenravel Primary School</li> <li>• St Joseph's Primary School</li> <li>• St. Mary's Primary School</li> </ul>	72	83	6	149
Wednesday	<ul style="list-style-type: none"> <li>• Ballee Primary School</li> <li>• Fourtowns Primary School</li> <li>• Kells &amp; Connor Primary School</li> <li>• Richmond Primary School</li> <li>• St. Louis Convent Primary School</li> <li>• St. Mary's Primary School</li> </ul>	74	64	0	138
Thursday	<ul style="list-style-type: none"> <li>• Ballymena Primary School</li> <li>• Clough Primary School</li> <li>• Kirkinriola Primary School</li> <li>• St. Joseph's Primary School</li> <li>• St. Mary's Primary School</li> </ul>	48	53	0	101
Friday	<ul style="list-style-type: none"> <li>• Camphill Primary School</li> <li>• Gracehill Primary School</li> </ul>	46	34	0	80

Over the five days a total of **641** children participated in the anti-bullying workshop.

## Question 1 – Words to describe bullying?

<b>Feelings –</b>	
Sad: 150	Afraid/ scared: 23
Horrible: 133	Painful: 23
Hurtful: 127	Lonely: 22
Nasty: 125	Not nice: 19
Bad: 124	Awful: 18
Mean: 76	Annoyed: 17
Scary/ frightening: 59	Sore: 17
Annoying: 53	Depressed: 15
Hurt/ hurting: 46	Selfish: 13
Stupid/ silly: 45	Helpless/ useless: 13
Anger/ angry: 43	Mad: 12
Evil: 39	Despicable/ disgraceful: 12
Terrible: 38	Unloved: 11
Cruel: 38	Threatening: 19
Unkind: 36	Hate/ hateful: 9
Unfair: 34	Jealous: 8
Wrong: 32	Disgusting: 8
Unhappy: 29	Cheeky: 22
Upset: 25	Dumb: 4
Mental: 11	Worried: 4
Cheating: 11	Abuse: 4
Harsh: 7	Horrid: 4
Harmful: 6	Show-off: 4
Ugly: 6	Not liked: 3
Unwanted: 5	Stressed: 3
Tearful/ makes you cry: 5	Alone: 3
Pointless/ no-point: 5	Emotional: 3
Unnecessary/ uncalled for: 5	Fear: 3
Miserable: 4	Neglected: 5
Offended: 4	Sick: 5
Hard: 4	Unfriendly: 3
Vile: 3	Serious: 3
Unpopular: 3	Weird: 3
Not respected: 3	Constant: 3
Heart-breaking: 3	Not funny: 3
Badly treated: 3	Sorry: 3
Rubbish: 2	Feeling different: 3
Unsafe/ dangerous: 2	No reason: 3
Not cool: 2	Tragic: 2
Tormented: 1	Rude: 2
Despair: 1	Low self-esteem: 1
Unconfident: 1	Deliberate: 1
Ruthless: 1	Life-changing: 1
Used: 2	Intolerable: 1
Out of control: 1	Horrific: 1
Unable to cope: 1	Unforgivable: 1
Long-term: 1	Spiteful: 1

Disappointed: 1	Shameful: 1
Aggravated: 1	Disturbing: 1
Vicious: 1	Devastating: 1
Careless: 1	Attitude: 1
Humiliating: 1	Monstrous: 1
Ungrateful: 1	Appalling: 1
Undermining: 1	Unacceptable: 1
Betrayed: 1	Frequent: 1
Unprotected: 1	Target individuals: 1
Sinful: 1	Gangs: 1
Racism: 19	Picking on someone: 3
Sectarianism: 2	Messing around: 1

**Behaviours -*****Physical -***

Beat-up: 7  
 Spit: 4  
 Nipping: 3  
 Brutal: 3  
 Pulling: 3  
 Strangle: 2  
 Kicking: 93  
 Punching: 82  
 Hitting: 75  
 Shove/ push: 53  
 Fighting: 53  
 Physical: 16  
 Violent: 10  
 Killing: 2  
 Head but: 2  
 Throwing items: 2  
 Breaking: 3  
 Shooting: 1  
 Knives: 1  
 Riots: 2  
 Biting: 1  
 Scars: 1

***Verbal -***

Name-calling: 151  
 Verbal: 5  
 Arguing: 4  
 Swearing: 25  
 Insulting: 9  
 Chubby: 2  
 Fat: 2  
 Smelly: 3  
 Freak: 1  
 Gay: 1  
 Blaming: 1  
 Teasing: 5  
 Shouting: 9

***Indirect -***

Ignored: 3  
 Left-out/ not letting someone join in: 38  
 Spreading rumours: 11  
 Blackmail: 6  
 Laughing at you: 2  
 Isolated: 2  
 Bad messages on phone: 1

Taking peoples' lunches: 3  
 Pulling faces: 1  
 Gossip: 1  
 Stealing: 7  
 Taking money: 23  
 Deceit/ lies: 5  
 Hoax calls: 1  
 Vandalism: 1

## Question 2 – Have you ever been bullied?

- Yes – 357 (56%)
- No – 248 (38%)
- Not sure: 36 (6%)

## Question 3 – Have you ever bullied someone?

- Yes – 177 (28%)
- No – 418 (65%)
- Not sure: 46 (7%)

## Question 4 – What can you do if you are being bullied?

<b>Tell</b> (someone you trust):	<b>Action:</b> -
General: 42	Stay calm: 4
Someone: 223	Ignore: 54
Teacher: 217	Play with them: 8
Parents: 171	Fight back: 36
Adult: 70	Stand up to the bully: 62
Friends: 49	Hide: 2
Wider family: 38	Pretend it never happened: 8
Headmaster: 11	Move house/ school: 4
	Pray: 1
	Kill yourself: 1
<b>Ring:</b> -	Run away: 12
Police: 17	Stay off school: 2
Childline: 55	Get help: 42
NSPCC: 5	Say stop: 41
NIABF: 1	Record incidents: 2
ELB: 1	Walk away: 49
	Stay within groups: 13
	Ask them why they bully: 3

Concluding Comments

In the majority of instances children began describing bullying through feelings and emotions and this may therefore highlight the importance of a definition of bullying acknowledging an individual's feelings. The MacPherson Report into the death of Stephen Lawrence formalises this approach by defining a racist incident as 'any incident which is perceived to be racist by the victim or any other person'.

Physical bullying appeared to be the most recognised behaviour/action when all types of physical action were added together however name-calling was the most identifiable bullying behaviour.

Over half of the participants (56%) had experienced bullying but in contrast 65% of children claimed they had never bullied someone. While this figure may be accurate, it may highlight children's lack of awareness of their role as

a bystander and how a bystander's role supports and reiterates bullying as being acceptable. Alternatively this figure may represent an individual's fear of acknowledging they have at some time bullied someone. Either way continued work in raising awareness and understanding of bullying, its effects and what individuals can do to stop it needs to occur.

Advice proposed by the children was clear and all appeared confident in the message to tell. A key theme running through whom they would tell was that trust needed to be in place before telling.

Whilst the children expected support from other people they also had a range of strategies that children could do, including standing up for themselves or ignore the bullying. This is common advice that is shared with children however needs to be attached to the additional message of never putting yourself in danger. Again this emphasises the importance of profiling key messages of advice for children and young people regarding bullying.