ST BRONAGH'S PRIMARY SCHOOL

ANTI-BULLYING POLICY

Agreed by Board of Governors on 4/4/22

_____ Chair 4/4/22 (date)

John Gallagher Principal 4/4/22 (date)

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1) Value Statement

At St Bronagh's Primary School, we believe all forms of bullying behaviour are unacceptable. We believe in the dignity and worth of each individual and in the development of the whole person, where everyone has the right to learn in a safe and supported environment. We appreciate that bullying behaviour, of its very nature, is contrary to the values upheld in our School Motto – "Learn, Achieve, Pray, Believe."
All members of staff share these values and work to ensure a pupil-centred approach in which caring is a shared responsibility of all staff. These values underpin and shape all our school policies.
This policy has been created following consultation with the Board of Governors, Pupils, Parents and Staff. Through it, our school seeks to create a safe and caring environment for our school community.

2) Policy Aims

"Children have the right to be protected from all forms of violence (physical and mental). They must be kept from harm and they must be given proper care by those looking after them." (Article 19 United Nations Convention on the rights of the child)

The needs of the child are paramount and we believe that all pupils have the right to learn in an environment which is free from intimidation and fear. Accordingly, we will work to create a caring environment within which positive relationships will be fostered. Within such an environment, our school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community. Reported incidents of alleged bullying behaviour will be taken seriously and investigated, ensuring confidentiality. The school will seek to involve and inform parents in all areas of its anti-bullying work.

We aim to:

- Provide a learning environment which is free from intimidation and fear for all pupils.
- Create an environment within which positive relationships will be fostered and bullying behaviour of any sort will be unacceptable.
- Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- Raise awareness of bullying as a form of unacceptable behaviour, with school management, teachers, pupils, parents/guardians.
- Ensure comprehensive supervision and monitoring measures, through which all areas of school activity are kept under observation.
- Employ procedures for noting and reporting incidents of bullying behaviour.
- Employ procedures for investigating and dealing with incidents of bullying behaviour.

- Regularly evaluate the effectiveness of the school policy on anti-bullying.
- Offer support and guidance to the child experiencing bullying behaviours and the child displaying bullying behaviours.
- Adopt a consistent approach to dealing with bullying behaviours.
- Ensure all pupils, staff and parents are aware of the policy and their roles and responsibilities in contributing to its success.

3) Legislation and Guidance

This policy is informed and guided by current legislation and DE guidance listed below:

- Health and safety at work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Disability Discrimination Act 1995
- Code of Practice (1996)
- The Human Rights Act 1998
- The Education (NI) Order 1998 Article 3 (DE 1998/25)
- Pastoral Care in Schools: Child Protection (1999)
- Pastoral Care in Schools: Promoting Positive Behaviour DE, 2001
- Welfare and Protection of Pupils' Education and Libraries (NI) Order 2003 (Measures to prevent bullying)
- The Special Education Needs and Disability (NI) Order 2005
- The Education (2006 Order) (commencement no.2) Order (NI) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- SEN Resource File (2011)
- Addressing Bullying in Schools Act (NI) 2016
- The Special Educational Needs and Disability Act 2016
- Safeguarding and Child Protection in Schools. A guide for Schools DE 2017 – to be read in conjunction with 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's Policies and Procedures 2017
- ETI Inspection and Self-Evaluation Framework ISEF (2017)
- Current ETI Safeguarding Proforma
- GDPR (2018)
- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools and Board of Governors 2019
- United Nations Convention of the Rights of the Child (UNCRC)
- The Community Relations, Equality and Diversity in Education

4) Related School Policies

This policy is set within the broader school context of Pastoral Care and as such, should be read in conjunction with the following school policies:

- Pastoral Care;
- Safeguarding and Child Protection;
- Discipline;
- Misuse of Substances/Drugs;
- Intimate Care;
- Personal Development;
- E-Safety;
- Use of Reasonable Force and Safe Handling;
- Special Needs;
- Break Time and Lunch Time.

5) Definition of Bullying Behaviour

The Addressing Bullying in Schools Act (NI) provides schools with the following legal definition of bullying:

1. *'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 each subsection in (1) 'act' includes omission.

Definition explained

The reference to the phrase 'repeated use of...' refers to identifying methods of behaviour which, through the criteria of repetition, may be defined as bullying behaviour e.g. saying mean and hurtful things may be taken as unacceptable behaviour (and not bullying behaviour) until there is evidence of this behaviour being repeated towards the same targeted person over a period of time e.g. 3 or more incidents. The school also acknowledges that bullying behaviour could also occur through the repeated viewing or sharing of a single post on social media.

While bullying behaviour is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying behaviour. When assessing a one-off incident, to make a decision on whether to classify it as bullying behaviour, 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.

Bullying behaviour is behaviour which is usually repeated, that is carried out intentionally to cause hurt, harm, or to adversely affect the rights and needs of another or others.

Any incidents which are not considered bullying behaviour will be addressed under the Discipline Policy, and/or other school policies as appropriate.

Please note that bullying behaviours involving/concerning staff members will be dealt with in line with the Staff Code of Conduct.

Whilst the term 'imbalance of power' is not contained within the statutory definition, it is a long standing element of bullying behaviour which will be considered by the school, and is internationally recognised by leading academics (e.g. Dan Olweus, Norway; Peter Smith, UK; Ken Rigby, Australia). The imbalance of power can manifest itself in several ways:

- Physical;
- Psychological (knowing what upsets someone);
- Intellectual;
- Group/more than one individual.

Intention to cause harm may be determined if, for example, repetition is evident or if the identified behaviour continues after interventions have been implemented. In deciding if there was 'intention to cause harm,' the school will consider the pupil's capacity to understand the impact of their behaviour and how this could be affected by developmental age/delay/diagnosis e.g. Autism Spectrum Disorder, Moderate Learning Difficulties, Special Educational Needs and Disabilities.

Harm can be:

<u>Emotional or Psychological Harm</u> – this can manifest itself as distress or anxiety intentionally caused by scaring, humiliating or affecting a pupil's self-esteem.

<u>Physical Harm</u> – intentionally hurting a pupil by causing injury such as bruises, broken bones, burns, cuts etc.

The school recognises that different forms of bullying behaviour occur with a variety of resulting symptoms.

This policy will be applied:

- On the premises of the school during the day.
- While travelling directly to and from school at the start and end of the school day, during the school term. While travelling to and from school pupils must follow the school's code of conduct and incidents of bullying behaviour will be dealt with in the same way as if they had occurred on the school grounds.
- While pupils are in the lawful control or charge of a member of staff e.g. school trips.

The school will use proactive measures to aim to prevent bullying behaviours occurring at all times, including while pupils are travelling directly to and from school at the start and end of the school day. Preventative measures are outlined in **Section 7.**

Should an incident arise where the school determines that an allegation of bullying behaviour does not meet the criteria for bullying behaviour, the school will deal with the incident within the Discipline Policy and/or other relevant policies, and will continue to monitor the situation. All decisions will be evidence based. All socially unacceptable behaviours will be dealt with in line with the school's Discipline Policy.

Bullying behaviour may be displayed towards an individual repeatedly, or towards a number of different individuals where the bullying aspect reflects the behaviour rather than the pupil displaying bullying behaviour or the pupil being targeted.

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 spreading false rumours about others;
- trying to make other pupils dislike other pupil/s;

Physical acts

- hitting;
- kicking;
- pushing;
- shoving;
- material harm, such as taking/stealing money or possessions or causing damage to possessions.

Omission (Exclusion)

- intentionally leaving someone out of a game;
- refusing to include someone in group work.

Electronic Acts

- using online platforms or other electronic communication to carry out many of the written acts noted above;
- impersonating someone online to cause hurt;
- sharing images (e.g. photographs or videos) online to embarrass someone.

The above list is not exhaustive and other behaviours which fit with the definition, may be considered as bullying behaviour.

6) Motivations for Bullying behaviour

Motivations for bullying behaviour are wide ranging. Motivations include, but are not limited to:

- Age;
- Appearance;
- Breakdown in peer relationships;
- Cultural;
- Religion;
- Political affiliation;
- Community background;
- Gender identity;
- Sexual Orientation;
- Family Circumstance;
- Children Looked After Status (CLA);
- Disability;
- Ability;

- Pregnancy;
- Race.

Examples of signs to be aware of include (but are not limited to):

Behavioural -	unwilling to come to school, unable to give in homework, repeatedly late for school, deterioration of work, flinching, nail biting, reluctant to sit near certain pupils, stresses manifested at home (bed wetting, nightmares, insomnia).
Physical -	mystery illness, feels sick in class, has damaged clothing or belongings, has physical injuries which they are reluctant to explain, hitting out/out of character temper.
Emotional -	becomes withdrawn, becomes startled easily, loses confidence, has low self-esteem, burst into tears in class.

7) Proactive Strategies to prevent bullying

We believe that the implementation of preventative measures will help to reduce the incidence of bullying behaviour. At St Bronagh's Primary School we will take the following steps:

I. Consistent implementation of the Discipline Policy

- High standards of behaviour are expected within school from every member of the school community.
- Reward systems such as Dojo Points, are implemented to acknowledge and celebrate positive behaviour. As a staff, we promote and reward positive behaviour through measures such as the Barnabus Award, Pupil of the Week and "Kindness Week," with the presentation of certificates.
- Reviewing classroom arrangements and seating positions.
- Staff work closely with parents/carers through an open system of communications i.e. parent interviews.

II. Ethos and Pastoral Care:

We seek to be a 'listening school,' in which pupils are encouraged to express their feelings, fears and concerns. We seek to be a 'telling school,' in which children are actively encouraged to express concerns and where they are listened to. This will be facilitated through measures such as Circle Time, School Council, Class Reward Systems, PDMU and Suggestion/Worry Boxes.

Anti-bullying posters are displayed in the main areas of the school and participation in Anti-bullying week activities is promoted within each class.

If a child has a concern they are encouraged to:

- Tell someone they feel they can trust;
- Ensure that an adult is told;
- Walk away if possible;
- Stay with others they trust;
- Keep away from "danger areas."

If a child knows that another child is being bullied they should:

- TAKE ACTION – watching and doing nothing makes it look like they are on the side of the child displaying bullying behaviour.
- Support the person experiencing bullying behaviour.
- Tell an adult immediately.

III. Curriculum:

Consistent delivery of the Pastoral Curriculum, including:
Religious Education Programme – encourages children to learn and appreciate differences and that everyone deserves to be treated equally with love and respect.
WAU – also develops the need to accept differences in each other.
Literacy – the use of novels, reading books and stories.
PDMU – the use of 'Living, Learning, Together' resources; active, whole school participation in NIABF's anti-bullying week.
Assembly – Pastoral issues addressed, Anti-Bullying week assemblies, visits from external agencies.

IV. Playtime Provision:

- We will provide training for teachers, classroom assistants and lunchtime supervisors, as necessary, in the promotion of positive play and strategies for dealing with incidents of bullying behaviour.
- Empowering of bystanders through developing their understanding of what bullying behaviour is, and encouraging them to report behaviour to staff.
- Ongoing monitoring of supervision arrangements.

V. Liaison with pre and post primary schools:

The school welcomes liaison with linking schools. We work closely to ensure a smooth transition to post-primary education and arrange in-school visits with transfer schools and the Education Welfare Officer in Term 3.

VI. School Policy

We will ensure the Anti-Bullying Policy is implemented, reviewed and updated regularly.

8) Agreed Code of Conduct for The School Community

Pupils:
Pupils have an entitlement to be educated in an environment which is safe, caring and respectful of their individual needs.
Pupils have a responsibility to treat all other pupils, teachers and other staff with respect. They have a responsibility to refrain from engaging in bullying behaviour, and to report it if they are aware of it occurring.

Parents:
Parents have an entitlement to expect that their child will be educated in an environment which is safe, caring and respectful of their individual needs.
Parents have a responsibility to ensure that their child co-operates with teachers, other staff and other pupils and adheres to the school's Discipline Policy. They have a responsibility to inform the school of any concerns or alleged incidents of bullying behaviour of which they are aware.
Parents are expected to lead by example and behave towards each other in a mutually respectful way.

Teachers and other staff:
Teachers and other adults in the school community have an entitlement to work in an environment which is characterised by respect and caring for all. They should set a positive example by fostering positive self-esteem and respect.
All staff and other adults in the school community have a responsibility to contribute to the creation of such an environment, and to work for the well-being of all pupils.

9) Duties and Responsibilities

All staff
All staff have a duty to listen to and record allegations of bullying behaviour and pass the information on to the Class Teacher, Principal and/or Designated Teacher. They will respond promptly and effectively to allegations of bullying behaviour.

Principal and Designated Teacher:
The Principal and/or Designated Teacher, in consultation with the class teacher, will take responsibility for ensuring that a BCAF (Bullying Concern Assessment Form -App. 1) is completed when an allegation of bullying behaviour has been made.
The Principal and/or Designated Teacher, in consultation with the class teacher will decide upon measures to encourage positive behaviour, which specifically include measures to prevent bullying behaviour (Article 19:14, Welfare and Protection of Pupils, Education and Libraries (NI) Order 2003). Where a 'Risk Reduction Action Plan' is needed this will be drawn up by the Principal and/or Designated Teacher in consultation with the class teacher, and implemented by all relevant staff.
The Principal will be committed to ensuring appropriate opportunities for professional development are made available to staff and Board of Governors.

Board of Governors:
The Board of Governors must 'safeguard and promote the welfare of all pupils attending their school, whether registered or not, when they are on the premises of the school or in lawful control or charge or a member of staff (Education Order 2006, NI 2007). The Board of Governors of St Bronagh's Primary School will have oversight of the policy, and will be responsible for ensuring its effective implementation. They will ensure that the school keeps a record of all alleged incidents of bullying, and will secure measures to prevent bullying.
The Board of Governors will ensure that reporting on the Preventative Curriculum and incidents of alleged bullying behaviour are standing issues on the agenda at meetings.

10) Procedures for dealing with Bullying

Each case of alleged bullying behaviour will be dealt with individually, and will be taken seriously.

- In the first instance, all concerns about bullying behaviour should be reported to the class teacher by the parent/guardian.
- Where a parent/guardian 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 Vice-Principal.

- Where a parent/guardian is not satisfied that appropriate action has been taken by the Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.
- Where a parent/guardian remains unsatisfied that the concern has not been appropriately responded to by the Principal, please follow Stage 2 in our school's complaints procedure as outlined in our Handling Complaints Policy, which is available to view on our website and includes the option to refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO).

Follow-up action will be tailored to meet the individual needs of the pupils concerned (in line with NI Anti-Bullying Forum guidance). Confidentiality will be respected. All members are aware that they have a joint responsibility for the welfare of all the children within the school.

Through the following procedures we strive to,

- Stop bullying behaviour;
- Protect and support the child experiencing bullying behaviour;
- Change the attitude and behaviour of the child displaying bullying behaviour.

School interventions will,

- Be child centred;
- Promote resilience;
- Include post-incident learning;
- Evidenced;
- Promote reparation.

The school procedures for dealing with an alleged incident of bullying are as follows,

- In St Bronagh's Primary School we will listen to all concerns when reported and communicate with appropriate staff, as required, (this may include: Class Teacher, Principal, Designated Teacher) to gather information, clarify facts and perceptions.
- All allegations will be recorded initially by the Class Teacher using Part 1 of the Bullying Concern Assessment Form (Appendix 1). The Class Teacher will then consult with the previous Class Teacher (except for P1 who will consult with the P2 teacher) to decide if the criteria for bullying behaviour have been met.
- We will follow the steps laid out in the Bullying Procedures flow chart set out by the Department of Education (Appendix 2). If behaviour does not constitute bullying, we will follow other school policies as appropriate.
- Parents of all pupils involved will be informed of the school's actions.
- If bullying behaviour is confirmed, the Class Teacher and/or Principal will devise a plan for resolution of the conflict with reference to the four levels of intervention set out by the Northern Ireland Anti-Bullying Forum (Low Level, Intermediate level, Complex and

High Risk Bullying Behaviours, see Appendix 4). This plan will include targets for acceptable behaviour, and will set out support measures which will be provided for the pupils concerned. These interventions will be aimed at responding to the behaviour, resolving the concern, and restoring the wellbeing of those involved. Any disciplinary action required for those displaying bullying behaviour, will use the system of sanctions which is set out in the school's Discipline Policy (Appendix 3). All actions will be recorded on a BCAF.

- The situation will be monitored and formally reviewed using the BCAF. This will be carried out by the Class Teacher and/or Principal, in co-operation with the other teachers, pupils and parents concerned.

Support

- Support provided by the school will aim to promote resilience.
- Support may include:
  -agreeing an action plan with SMARTE targets (Specific, Measurable, Achievable, Relevant, Timely, Evidence based) which will be recorded in Part 3 of the BCAF;
  -ongoing dialogue using interventions in NIABF's 'Effective Responses to Bullying Behaviour' pages 16-19;
  -reviewing interventions and sharing progress with key partners using BCAF part 4.
- When necessary, the school will draw on support from a range of outside agencies including Education Welfare Service, Behaviour Support Team, Child Protection Support Service for Schools (CPSSS) and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear that outside help is needed, the school will not hesitate to avail of it.
- A range of strategies will be employed to deal with incidents, normally by the Class Teacher in consultation with the Principal and/or Designated Teacher. Strategies may include: Circle Time, PDMU lessons, informing all staff, Circle of Friends, NIABF interventions.

11) Recording

Recording of information will be carried out by the teacher, Principal and/or Designated Teacher. Within school, we will keep a central record of all bullying and alleged bullying incidents. All recording will be sensitive, factual and balanced, appropriate for the 'audiences' it may be shared with i.e. parents, Social Services.

When recording alleged incidents of bullying behaviour, the school will record the apparent motivation, method, how the incident was addressed i.e. intervention selected, and the outcomes, using part 3 & 4 of the BCAF.

12) Consultation

Ongoing Consultation will influence the development and review of this policy. Consultation methodologies may include questionnaires, focus groups i.e. school council and school baseline audits, completed in conjunction with Anti-Bullying Week activities. The Policy will be available on the school website, and a hard copy will be available on request from the school office.

13) Monitoring and Review of the Anti-Bullying Policy

Implementation of this policy will be monitored by the Principal, and the Board of Governors will be kept informed. Review will take place a maximum of every three years, or before if deemed necessary e.g. following EA/DENI guidance, or following an internal review of practice.

Useful websites and telephone numbers

- Department of Education: www.deni.gov.uk
- Northern Ireland Anti-Bullying Forum: www.niabf.org.uk
- www.thinkuknow.org
- Childline: 08001111
- NSPCC (Fullstop) campaign: 08088005000

Appendix 1

Bullying Concern Assessment Form
Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

"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.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

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, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:
The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour intentional?	**YES / NO**
Is the behaviour targeted at a specific pupil or group of pupils?	**YES / NO**
Is the behaviour repeated?	**YES / NO**

Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criterial have not been met and bullying behaviour has not occurred.
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .

Agreed by _____

Status _____

On ___/___/___

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

☐ Individual to individual 1:1 ☐ Individual to group ☐ Group to individual ☐ Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking
☐ Any other physical contact which may include use of weapons)
☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)
☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
☐ Electronic (through technology such as mobile phones and internet)
☐ Written
☐ Other Acts
Please specify: _____-

2.3 Motivation (underlying themes): **this is not a definitive list**

Select one or more of the following:

☐ Age
☐ Appearance
☐ Breakdown in peer relationships
☐ Cultural
☐ Religion
☐ Political Affiliation
☐ Community background
☐ Gender Identity

- ☐ Sexual Orientation
- ☐ Family Circumstance (pregnancy, marital status, young carer status)
- ☐ Looked After Status (LAC)
- ☐ Peer Relationship Breakdown
- ☐ Disability (related to perceived or actual disability)
- ☐ Ability
- ☐ Pregnancy
- ☐ Race
- ☐ Not known
- ☐ Other _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name: **Year Group/Class:**

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed: **Date:** **By whom:**

Staff Involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name: **Year Group/Class:**

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed: **Date:** **By whom:**

Staff Involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE Date of Review Meeting: _____

Part 4A Following the Review Meeting, to what extent have the success criteria been met?

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details: _____

Part 4B If the success criteria have not been met, continue to:

☐ Re-assess Level of Interventions and implement other strategies from an appropriate level

☐ Track, monitor and review the outcomes of further intervention

☐ Follow Anti-bullying policy

☐ Keep under review the Stage of Code of Practice each pupil is on

☐ Follow Safeguarding Policy

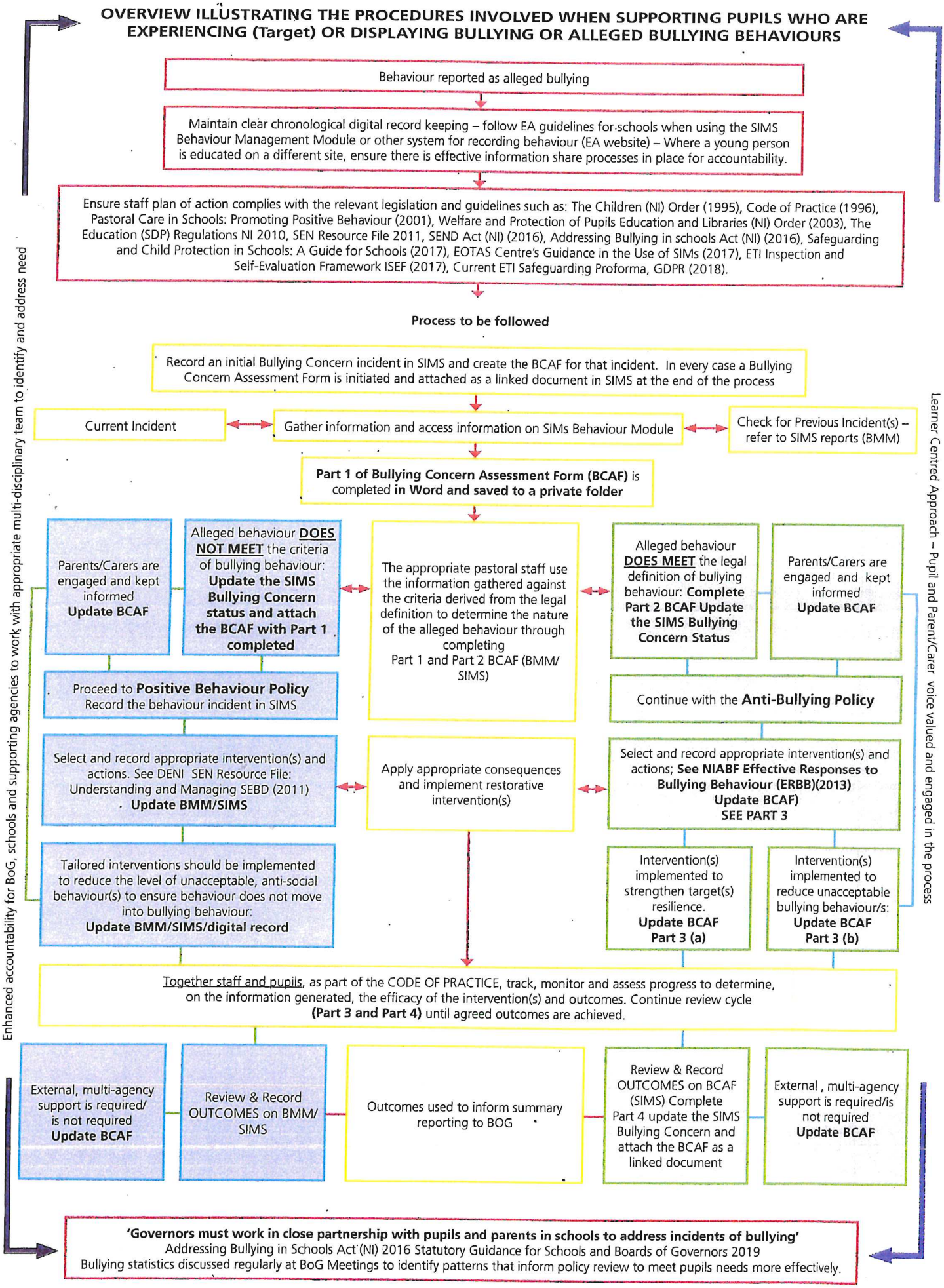
☐ Seek multi-agency input (EA, Health and Social Services etc.)

☐ Engage with Board of Governors

Agreed by:

School	Signed:	Date:
Parent	Signed:	Date:
Pupil	Signed:	Date:

Appendix 2


OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING (Target) OR DISPLAYING BULLYING OR ALLEGED BULLYING BEHAVIOURS
Behaviour reported as alleged bullying
Maintain clear chronological digital record keeping – follow EA guidelines for schools when using the SIMS Behaviour Management Module or other system for recording behaviour (EA website) – Where a young person is educated on a different site, ensure there is effective information share processes in place for accountability.
Ensure staff plan of action complies with the relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils Education and Libraries (NI) Order (2003), The Education (SDP) Regulations NI 2010, SEN Resource File 2011, SEND Act (NI) (2016), Addressing Bullying in schools Act (NI) (2016), Safeguarding and Child Protection in Schools: A Guide for Schools (2017), EOTAS Centre's Guidance in the Use of SIMs (2017), ETI Inspection and Self-Evaluation Framework ISEF (2017), Current ETI Safeguarding Proforma, GDPR (2018).
Process to be followed
Record an initial Bullying Concern incident in SIMS and create the BCAF for that incident. In every case a Bullying Concern Assessment Form is initiated and attached as a linked document in SIMS at the end of the process
Current Incident
Gather information and access information on SIMs Behaviour Module
Check for Previous Incident(s) – refer to SIMS reports (BMM)
Part 1 of Bullying Concern Assessment Form (BCAF) is completed in Word and saved to a private folder
Parents/Carers are engaged and kept informed Update BCAF
Alleged behaviour DOES NOT MEET the criteria of bullying behaviour: Update the SIMS Bullying Concern status and attach the BCAF with Part 1 completed
The appropriate pastoral staff use the information gathered against the criteria derived from the legal definition to determine the nature of the alleged behaviour through completing Part 1 and Part 2 BCAF (BMM/ SIMS)
Alleged behaviour DOES MEET the legal definition of bullying behaviour: Complete Part 2 BCAF Update the SIMS Bullying Concern Status
Parents/Carers are engaged and kept informed Update BCAF
Proceed to Positive Behaviour Policy Record the behaviour incident in SIMS
Continue with the Anti-Bullying Policy
Select and record appropriate intervention(s) and actions. See DENI SEN Resource File: Understanding and Managing SEBD (2011) Update BMM/SIMS
Apply appropriate consequences and implement restorative intervention(s)
Select and record appropriate intervention(s) and actions; See NIABF Effective Responses to Bullying Behaviour (ERBB)(2013) Update BCAF) SEE PART 3
Tailored interventions should be implemented to reduce the level of unacceptable, anti-social behaviour(s) to ensure behaviour does not move into bullying behaviour: Update BMM/SIMS/digital record
Intervention(s) implemented to strengthen target(s) resilience. Update BCAF Part 3 (a)
Intervention(s) implemented to reduce unacceptable bullying behaviour/s: Update BCAF Part 3 (b)
Together staff and pupils, as part of the CODE OF PRACTICE, track, monitor and assess progress to determine, on the information generated, the efficacy of the intervention(s) and outcomes. Continue review cycle (Part 3 and Part 4) until agreed outcomes are achieved.
External, multi-agency support is required/ is not required Update BCAF
Review & Record OUTCOMES on BMM/ SIMS
Outcomes used to inform summary reporting to BOG
Review & Record OUTCOMES on BCAF (SIMS) Complete Part 4 update the SIMS Bullying Concern and attach the BCAF as a linked document
External , multi-agency support is required/is not required Update BCAF
'Governors must work in close partnership with pupils and parents in schools to address incidents of bullying'
Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools and Boards of Governors 2019
Bullying statistics discussed regularly at BoG Meetings to identify patterns that inform policy review to meet pupils needs more effectively.
Enhanced accountability for BoG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify and address need
Learner Centred Approach – Pupil and Parent/Carer voice valued and engaged in the process

Appendix 3

SANCTIONS

Sanctions are necessary in order to ensure good discipline in the school and to prevent the disruption of lessons.

Sanctions in our Discipline Policy include:

Sanctions / Procedures Low Level	Moderate Level	Serious Level
Non-verbal gesture Verbal intervention Redirect attention to children behaving appropriately Model appropriate behaviour Peer praise or reward Related sanction e.g. completing work, cleaning up mess Time out in class Time out in playground or accompany supervisor Reminder of Class/Golden Rules Discussion with child/children Request responsibility for behaviour and apology issued Loss of Dojo Point Use of Cube System	Amber Warning card Loss of Dojo Points Entry in class teacher's incident book Time deducted from Golden Time/Playful Learning Time Time out in another class Buddy system Loss of a break time Referred to principal/ vice principal Time out in principal's office once all five cubes have been lost in the Cube System Loss of "Meadow" time Reflect and write Contact with parents Informal parents meeting Loss of privileges Withdrawal from extra-	Consequence card or minus Dojo Points - break or break and lunch time detention or loss of Golden Time/Playful Learning Time Send to principal Completion of Reflection Sheet Involve parents Involve SENCo Education Plan Daily, Weekly, Monthly behaviour report Exclusion from special events e.g. school trips Involve outside agency - Behaviour Support Team Fixed term exclusion Permanent exclusion

	curricular activities Children will be afforded opportunity to complete unfinished school work and /or homework in an alternative Key Stage classroom at break and/or lunch time and/or at Playful Learning Time and/or Golden Time	

Bullying behaviour may lead to pupil exclusion on a temporary or permanent basis. In such cases, we will follow the CCMS Scheme for Suspension and Expulsion.

Appendix 4, Levels of Intervention

The main aim of any intervention in bullying behaviour is to RESPOND to the bullying that is taking place, RESOLVE the concern and RESTORE the well-being of all those involved.

In selecting an intervention, our school will take account of:

- The level of severity, using the Northern Ireland Anti-Bullying Forum's Effective Responses to Bullying Behaviour document as a guide to select appropriate intervention(s).
- The legal status of the act e.g. assault.
- The age and ability of those involved.
- Whether an individual pupil or a group is involved.
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour, and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention such as the Support Group Method (see p30 of NIABF document).
- Whether it is realistic to expect that the bullied pupil can be strengthened adequately to deal with the situation.
- Whether or not the pupil experiencing bullying has acted provocatively.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying. Low level bullying behaviour will not be ignored.

Staff will;

- Explain the inappropriateness of the behaviour in line with the school's values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with those listed at Level 1, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental/carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Designated Teacher for Child Protection, SENCo, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all. This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see NIABF Support Group Method, p30) and/or The PIKAS Method of Shared Concern (see p40), along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at

this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection Policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.