

Royal School Dungannon Addressing-Bullying Policy

Revised: 12.03.24

Due for Review: June 2027

Section 1: Statutory Context

Addressing bullying type behaviour original guidance was developed in 2018 and delivered throughout the region via comprehensive training, to support the initial implementation of the Addressing Bullying in Schools ACT NI (2016). It is a statutory requirement of all school Board of Governors in Northern Ireland, to ensure the school has an effective Addressing Bullying Policy and practices aligned to the ACT (2016) which commenced in schools September 2021.

This Addressing Bullying Policy takes account of specific Legislation and Education Authority/Department of Education guidance (***Appendix 1***)

Introduction

At Royal School Dungannon, we believe that the safeguarding of all our pupils is paramount, and that this policy supports our work in creating a safe, caring, relational school environment. We believe that everyone has a role to play in creating a safe, inclusive, and welcoming school community for all. We acknowledge that bullying type behaviour exists in all school communities and wider society. Therefore, we promote an open climate where pupils, staff and parents are free to share, for us to address and support these behaviours. Our aim is to embed and develop a culture where all agree, that bullying type behaviour is unacceptable, as it can be a barrier to learning, and may affect the mental health and well-being of those involved.

In this policy we:

- define bullying type behaviour.
- outline roles and responsibilities to address this where and when it occurs.
- clarify the preventative strategies to reduce the likelihood of occurrence and/or reoccurrence.
- highlight processes for reporting, recording and effectively responding to bullying type behaviour that we may use.

This policy addresses the prevention and response to the display and experience of Bullying Type Behaviour between pupils.

If you are unsatisfied with the school response regarding a bullying type concern, complaints should be managed in line with the school's Complaints Policy accessible on the school website.

Ethos and Values

Royal School Dungannon is a voluntary grammar school whose ethos permeates the life of the school. We recognise the uniqueness of every pupil and celebrate the diversity of all the young people within our community.

- *We acknowledge the fundamental dignity of each person and aim to promote respect for self, for others, the school, the wider community, and the environment.*
- *We aim to create a safe, stable, and harmonious atmosphere within which the values of truth, trust, freedom, and responsibility are honoured.*
- *Within the context of a purposeful learning community, and recognising the uniqueness of everyone, we aim to offer a curriculum which enables every student to reach their full potential; academically, socially, and aesthetically.*
- *We endeavour to equip all pupils with the self-confidence and skills which will enable them to make informed and responsible choices in life and appreciate the value of the contribution they can make to society.*
- *We encourage parental support in promoting the ethos and aims of the school and in building up the life of the school community.*

Context

This policy takes account of specific Legislation and Education Authority/Department of Education guidance (Appendix 1)

Links to Other Policies

This policy should be read in conjunction with the wider pastoral care and safeguarding suite of policies. In the development and implementation of this Addressing Bullying Policy, and to ensure consistency, the Board of Governors has been mindful of all the related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Pupil Attendance Policy
- Health and Safety Policy
- Internet Guidelines and Policy
- Digital Devices Policy
- School Trips and Sports Tours Policy
- Staff Code of Conduct/Staff Handbook

(These policies are available to view on the school website or by request from the Reception Office.)

Consultation

We value the views and contributions of our school community, and actively seek these views, respecting and taking them into account. Therefore, this policy was created by the Board of

Governors, following consultation with pupils, parents/carers, and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Pupil consultation involved: The policy has been emailed to pupils. Pupils have been consulted and encouraged to provide feedback on the draft policy via Main assembly (08.12.23 & 15.12.23) and Form Tutor discussion time in the following weeks. They have also been encouraged to provide feedback via a Microsoft Form (link emailed).

Parents & carers consultation involved: Parents have been emailed regarding the draft policy and made aware that feedback would be greatly appreciated via a Microsoft Form (link emailed). The draft policy was made fully available on the school website on 19.03.24.

Staff consultation involved: Staff received training on the Addressing Bullying Policy (07.02.24) and have been sent the draft policy for review. They have been encouraged to provide feedback and completed a Microsoft Form (link emailed).

Section 2: What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used to assess all allegations and incidents reported.

Addressing Bullying in Schools Definition of “bullying”:
(1) In this Act “bullying” includes (but is not limited to) the repeated use of— (a) any verbal, written or electronic communication, (b) any other act, or (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils. (2) For the purposes of subsection (1), “act” includes omission.

It is a statutory duty for schools to relationally support all pupils to address Bullying Type Behaviour in a solution focused manner. Therefore, language must be aligned to the Addressing Bullying in Schools Act 2016 within which we refer to the behaviour not the pupil.

- **pupil displaying bullying type behaviour** rather than the ‘bully’.
- **pupil experiencing bullying type behaviour** rather than the ‘victim’.
- **socially unacceptable behaviour** rather than ‘bad behaviour’.

We acknowledge that in school children will need support to maintain positive relationships.

Criteria for assessing allegations of bullying type behaviour are outlined below:

<i>Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met:</i>	
Is the behaviour T argeted at a specific pupil or group of pupils?	Yes / No
Is the behaviour R epeated?	Yes / No
Is the behaviour I ntentional?	Yes / No
Is the behaviour causing P hysical or emotional harm?	Yes / No
Does the behaviour involve omission? (*may not always be present)	Yes / No
Does this incident meet the legal definition of bullying	Yes / No

In determining 'harm' we define:

- **Psychological harm** as intentionally causing distress or anxiety, 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.

The Legislation acknowledges that occasionally a ***One-off Incident*** will be considered as bullying type behaviour, pending:

- severity and significance of the incident
- evidence of pre-meditation
- significant level of psychological and/or physical impact on individual(s) and the wider school community
- previous relationship between those involved.
- any previous incident(s) involving the individuals.

A one-off electronic communication can constitute bullying type behaviour through repeated viewing and sharing of a post. Any incident(s) which are not considered Bullying Type Behaviour will be addressed under the Positive Behaviour, Special Educational Needs and Suite of Pastoral Policies.

Omission must be considered when addressing bullying type concerns. This is where a pupil(s) is or are deliberately left out, and where there is a wilful failure to include a pupil(s) in a game or activity. Pupils do not have to be friends in this school, but friendly.

Imbalance of power is not included within the legal definition (Act 2016) However, when **someone seen with lesser power**, is identified as an object of negative attention. Schools can consider the impact of the behaviour(s) being displayed and experienced when making their assessment.

Socially Unacceptable Behaviour

The following are examples of socially unacceptable behaviours, which, when **targeted, repeated, intentional** and **psychological/physical** harm causing, may be considered as bullying type behaviour:

Verbal or Written acts	unpleasant comments, written, verbal, gestures.
Physical Acts	- negative physical contact e.g hitting. - material harm, such as damaging or taking possessions without permission
Omission (Exclusion)	- leaving someone out of a game or activity - not including someone in group work
Electronic Acts	misuse of online platforms or other electronic communication to cause emotional upset.

(This list is not exhaustive and there are other behaviours which may be considered socially unacceptable/bullying type behaviour)

DISCRETION:

The 2016 Act requires schools to consider the following when assessing whether an incident(s) meet the legal definition of bullying type behaviour. Consideration of the pupil(s):

- capacity to regulate and understand the impact of their behaviour
- developmental age
- additional, educational, special, physical, or medical needs
- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. SBEW, ASD, ADHD, FASD, MLD etc.)
- individual circumstances e.g trauma profile, safeguarding concerns, family circumstances
- resilience

All behaviour is communication to be addressed through a learner centred lens, for both those displaying and experiencing socially unacceptable or bullying type behaviour. We address all behaviour in a relational, solution focused manner aligned to Safeguarding and SEND.

Methods & Motivations of Bullying Type Behaviour

Individuals who display bullying type behaviour may have various methods and motives. Some examples are, but not limited to:

Methods	Motivations
Physical: negative physical contact e.g. hitting, material harm, such as damaging or taking possessions without permission, Any other physical contact which may include use of a weapon. Verbal: unpleasant comments and/or gestures Social/Indirect: leaving someone out of a game or activity, not including someone in group work. Electronic: misuse of online platforms or other electronic communication to cause emotional upset. Written: unkind note, letter, text message, email.	Ability Age Appearance Child Looked After (CLA)/Care experienced Community background Cultural Disability SEND Family circumstances (pregnancy, marital status, young carer status)/FSM Economic status Gender/Gender Identity/Perceived Gender Newcomer/Migrant status Peer relationship breakdown Political affiliation/sectarianism Pregnancy Race Religion Sexual Orientation Other

Section 3: Preventative Measures

Legislation reinforces the importance of preventative measures. In Royal School Dungannon we aim to create and maintain a safe learning environment. We put measures in place to prevent, address and support bullying type behaviour within our school and wider community. There follows some of the key actions that will be taken forward, to create a safe, relational, nurturing learning environment.

Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy (via Form Tutor, Year and Whole School assemblies)
- Promotion of addressing bullying type behaviours through the curriculum e.g., inclusion of age-appropriate material specific to individual subject areas related to socially acceptable, positive behaviour and inclusion.

- Addressing issues such as the various methods, motivations, signs, and symptoms of bullying type behaviour including how and why it can happen, through Main, Year and Form Tutor assemblies, Form period, Safe Space, Personal Development.
- Involvement in meaningful and supportive shared education projects (St Patrick's Academy and St Joseph's, Donaghmore), supporting pupils to explore, understand and respond to difference, diversity, and equality.
- Through the preventative curriculum by actively promoting positive emotional health and wellbeing (e.g., Promotion of PHA '5 Steps to Wellbeing' message, 'Empowering Young Minds', introduction to mindfulness sessions, Hopeful Minds Programme, Resilience Skills Programme, AWARE workshops, Safe Space, Safer School Team, whole school emotional health and wellbeing events)
- Engagement in key national and regional campaigns, e.g., Safer Internet Day, Anti-Bullying Week, World Mental Health Day, Good Relations Week.
- Development of effective strategies for pupil supervision outside the classroom, e.g., and provision of a variety of extra-curricular clubs and societies (see examples below) and designated areas to meet the needs of all pupils (e.g., Sixth Form Centre, Safe Space, Pastoral Meeting Rooms with Reach Mentors, Pupil Support Hub)
- Development of effective strategies for the management of unstructured times during break and lunch e.g., Chess Club, Junior SU, Senior SU Committee, Junior Choir, Senior Choir, Chamber Choir, Band, Junior Drama, Eco Club, Young Enterprise, Charities Committee, Debating Society, School News Team, Hockey and Rugby fitness and skills sessions.
- Focused assemblies (Main, Year and Form Tutor) to raise awareness and promote understanding of key issues related to socially unacceptable and bullying type behaviour.
- Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. (e.g., Safer School Team, Safer School Drop-in Sessions, Safe Space, Buddy system)

Under the legislation, all schools must put measures in place, to prevent and address the display and experience of bullying type behaviour on the ***journey to and from school***. To this end, we in The Royal School Dungannon, aim to:

- Promote and develop a culture where our pupils take pride in our school and are viewed as ambassadors for RSD within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Empower all our pupils to challenge any socially unacceptable/bullying type behaviour among their peers, during the journey to and from school via Safer School Team members, School Prefect intervention and senior pupil influence, Safer School Team messages, 'Resilience Skills' Programme etc.
- Implement peer monitoring systems on buses and for those walking, where possible (e.g., Safer School Team members, School Prefect intervention and senior pupil influence)

- Continue to engage with transport providers (e.g., Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promote key bullying messages and awareness of behaviour expectations of pupils amongst the local community, including information on how to raise any concerns with the school.
- Deploy staff to support the transition from school day to journey home (e.g., staff duty at school gate/bus stops, where possible).

The new legislation gives schools the authority to take steps to prevent and address ***bullying type behaviour using electronic communication***, amongst registered pupils at any time during the term where that behaviour is likely to have a detrimental effect on the pupil's education and social behavioural emotional well-being in school. We, in the Royal School Dungannon, are committed to raising awareness of the impact of online bullying type behaviour and seek to support our pupils to make use of the internet in a safe, responsible, and respectful way. We aim to do this via our preventative approaches:

- Address key themes of online behaviour and risk through Main, Year, Form Tutor, Safer School Team assemblies, Safer School Team form period workshops, Safer School Team drop-in sessions, Personal Development.
- Engage with key statutory and voluntary sector agencies (e.g., C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participate in annual Safer Internet Day and promote key messages throughout the year.
- Develop and implement robust and appropriate policies in related areas (BYOD Policy, Internet Guidelines Policy, Filtering and Blocking Policy, Digital Devices Policy)

The Addressing Bullying Policy is one of several policies in the wider pastoral care and safeguarding suite of policies. As such, it is essential that these policies align and provide a consistent message. The measures set out here, to prevent bullying type behaviour using electronic communication, will also be included in the school's Filtering and Blocking Policy, Digital Devices Policy, E-Safety and Internet Guidelines Policy and BYOD Policy. Given the nature of technology, as constantly changing, and developing, we aim to monitor policies and make changes when necessary.

Section 4: Rights, Roles and Responsibilities

We believe that all members of our school community have the right to a safe, supportive, learning environment. We all have a role and responsibility to prevent and address bullying type behaviour in any form. Everyone must work together as outlined in the table below:

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
Rights: Listened to, valued, and treated with respect. Equality of opportunity within an inclusive environment. Safe and secure working environment. Emotional health and wellbeing promoted and supported by colleagues. Access to ongoing PD -Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour. Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. Kept Informed and updated in relation to children and young people's progress and wellbeing, where and when appropriate.	Rights: Emotional health and wellbeing promoted and supported through a preventative curriculum. Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. Have equal opportunities for positive learning and social experiences. Effective partnerships and positive relations with school staff, children, and young people. Freedom from verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. Participate in decision making processes that concern them – Addressing Bullying Policy review, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection. Access to and consultation on appropriate and timely support and intervention, which incorporates a restorative, SEN, nurture, and trauma informed approach. Support both those displaying and experiencing socially unacceptable/bullying type behaviour. Individual needs to be addressed through the suite of pastoral/safeguarding policies. Access to EA/DE, external organisations (PSNI), support groups (Family Hub) and agencies to address BTB when and where appropriate. Opportunities for involvement in peer mentoring throughout the school day, across a variety of age groups.	Rights: Their child/young person receives a quality learning experience. Their child/young person is taught in a relational, nurturing, and safe environment. Their child/young person is treated fairly and with respect by all. Effective partnerships and positive relations with school staff. Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. Consulted regarding Addressing Bullying Policy development and review processes. Kept Informed and updated about their child's/young person's progress, wellbeing, relevant concerns and/or incidents as outlined in the Addressing Bullying Policy. Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed. Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Roles & Responsibilities: Safeguard and promote the welfare of all children and young people. Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment.	Roles & Responsibilities: Report any allegations and/or bullying type concerns via the designated channels and platforms e.g., email, QR code, Whisper button etc. Seek appropriate support both within and outside school via the designated staff	Roles & Responsibilities: Raise concerns with staff in a timely and appropriate manner, using the school's system of response as outlined in their Addressing Bullying Policy. Respond timely to staff communications and/or concerns. Attend support and intervention meetings.
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Create opportunities to celebrate success, diversity, and equality to create a positive ethos. Plan and deliver an ongoing Preventative curriculum, which is updated to address need/s. Model, teach and develop children/young people's interpersonal and emotional skills. Undertake Addressing Bullying in Schools training and support as part of PD. Create, implement, and publicise your Addressing Bullying Policy to enable easy access for all, clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). Build effective partnerships and foster positive relations with staff, children, young people, and parents. Take appropriate action to address children, young people, parent, and staff concerns. Behave in a professional manner. Use restorative, SEN, nurture, and trauma informed practice, to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. Address individual needs through the suite of pastoral/safeguarding policies. Work in partnership with Education Authority/Department of Education, external organisations (PSNI), support groups (Family Hub) and agencies to address Bullying Type Behaviours. Maintain open lines of communication with Senior Leadership Team and Board of Governors to share success and concerns.	member as outlined in the Addressing Bullying Policy. Contribute to learning and personal development targets on the BCAF, PLP, RRAP, Calm Plan with support. Collaboratively and positively engage with the support and intervention offered. Proactively and positively reflect on their behaviour and that of others. Behave in a respectful, kind, empathetic manner to all. <i>Pupils don't have to be friends with everyone, but they must be friendly.</i> Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports.	Engage and contribute to support of their child's/young person's programme of intervention - PLP, BCAF, RRAP, Calm Plan. Encourage their child/young person to contribute to and support the school's expectations. Report complaints appropriately using the school's complaints procedure as outlined in the Addressing Bullying Policy.
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Section 5: Statutory systems and processes for reporting, responding and recording

All concerns raised and/or allegations reported, by any member of the school community will be acted upon. There are several channels for raising a concern:

Pupils Reporting a Concern:

Pupils may report bullying type concerns in the following ways:

- Verbally by talking to any member of staff, Reach Mentor or School Counsellor.
- By writing a note to any member of staff.
- By sending an email to any member of staff.

It should be noted that **ANY pupil** can raise a concern, not just the pupil who is experiencing the behaviour. Pupils should not view this as 'telling', the focus should be on 'getting help'. All pupils are encouraged to 'talk' if they have a concern about socially unacceptable/bullying type behaviour that they experience, display or witness.

Parents/Carers Reporting a Concern:

Parents/carers may report bullying type concerns in the following ways:

- In the first instance, all bullying type concerns should be reported to the Head of Year.
- If dissatisfied with the response report to the Senior Teacher Pastoral.
- If you remain dissatisfied report to the Principal.
- Where the parent/carer remains unhappy the school's complaints policy and procedure should be followed. This policy is available on the school website, or by contacting the office.

While most bullying type concerns will come from pupils and their parents/carers, the school is open to receiving such reports from anyone within the school and wider community.

All reports of bullying type concerns received from pupils and/or parents/carers will be responded to in line with legislative processes as outlined in this policy. It must be noted that **no information about action taken in relation to a pupil can be disclosed to anyone other than the individual pupil and their parents/carers.**

Responding to and Recording a Bullying Concern (Appendix 2, 3 & 4)

Concerns raised will be responded to using the **legislative flow chart** and will be assessed against the legal definition using the **Bullying Concern Assessment Form** part 1 and 2. If the legal definition and criteria are met, the school will proceed to part 3 of the Bullying Concern Assessment Form with supports and interventions. The effectiveness of the supports will be

monitored through the completion of the Bullying Concern Assessment Form part 4. Where appropriate, school staff will implement sanctions for those displaying bullying type behaviour. Since there are many different types of behaviour which can be categorized as bullying type behaviour, each will require an appropriate and individual response. Sanctions can and will range from:

- a verbal warning (eg. low level first offence)
- Friday detention (eg. more serious first offence)
- Saturday detention (eg. more serious offences where there could be, but not always, a significant age difference or group interaction, a prolonged and/or repeated offence).

In the most serious of cases RSD reserves the right to suspend a pupil. The PSNI will be consulted for advice and guidance as and when necessary.

If, however, on investigation, the incident reported does not meet the legal definition having completed the Bullying Concern Assessment Form part 1 and 2, support will be implemented via the Positive Behaviour Policy and the suite of pastoral, safeguarding and SEN policies.

Digital records of the Bullying Concern Assessment Form will be stored securely within the schools C2K folders. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The Senior Teacher Pastoral will have oversight of these records.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Disposal of Records Schedule. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of the Addressing-Bullying Policy and practice within the school.

The principal will report all bullying type incidents to the Board of Governors to support the ongoing review of preventative and responsive approaches. These reports will be anonymised and include general data. The Board of Governors will only discuss specific pupils involved in a case if a formal complaint has been forwarded in writing to the school by the parent.

Professional Development of Staff

The school recognises the need for appropriate and adequate training for staff, including Teaching and Non-Teaching school staff. The school is committed to:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.
- noting the impact of the training given on both the policy and its procedures - e.g., any amendments made, inclusions added etc.

- ensuring that opportunities for safeguarding training are afforded to Governors and all staff, Teaching, and Non-Teaching.

Staff CPD records will be kept and updated regularly.

Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

- maintain a standing item on the agenda - incidents of bullying type behaviour will be noted.
- identify trends and priorities for action.
- assess the effectiveness of strategies aimed at preventing bullying type behaviour.
- assess the effectiveness of strategies aimed at responding to bullying type behaviour.

It is a legal requirement that the Addressing Bullying Policy is reviewed at intervals of no less than four years and following any incident which highlights the need for such a review. It must also be reviewed when directed to by the Department of Education following new guidance. As such, the Addressing Bullying Policy will be reviewed as required, in consultation with the school community, on or before June 2027.

Review date: June 2027

Appendix

Appendix 1:

The Legislative Context:

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

The Policy & Guidance Context

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

The International Context

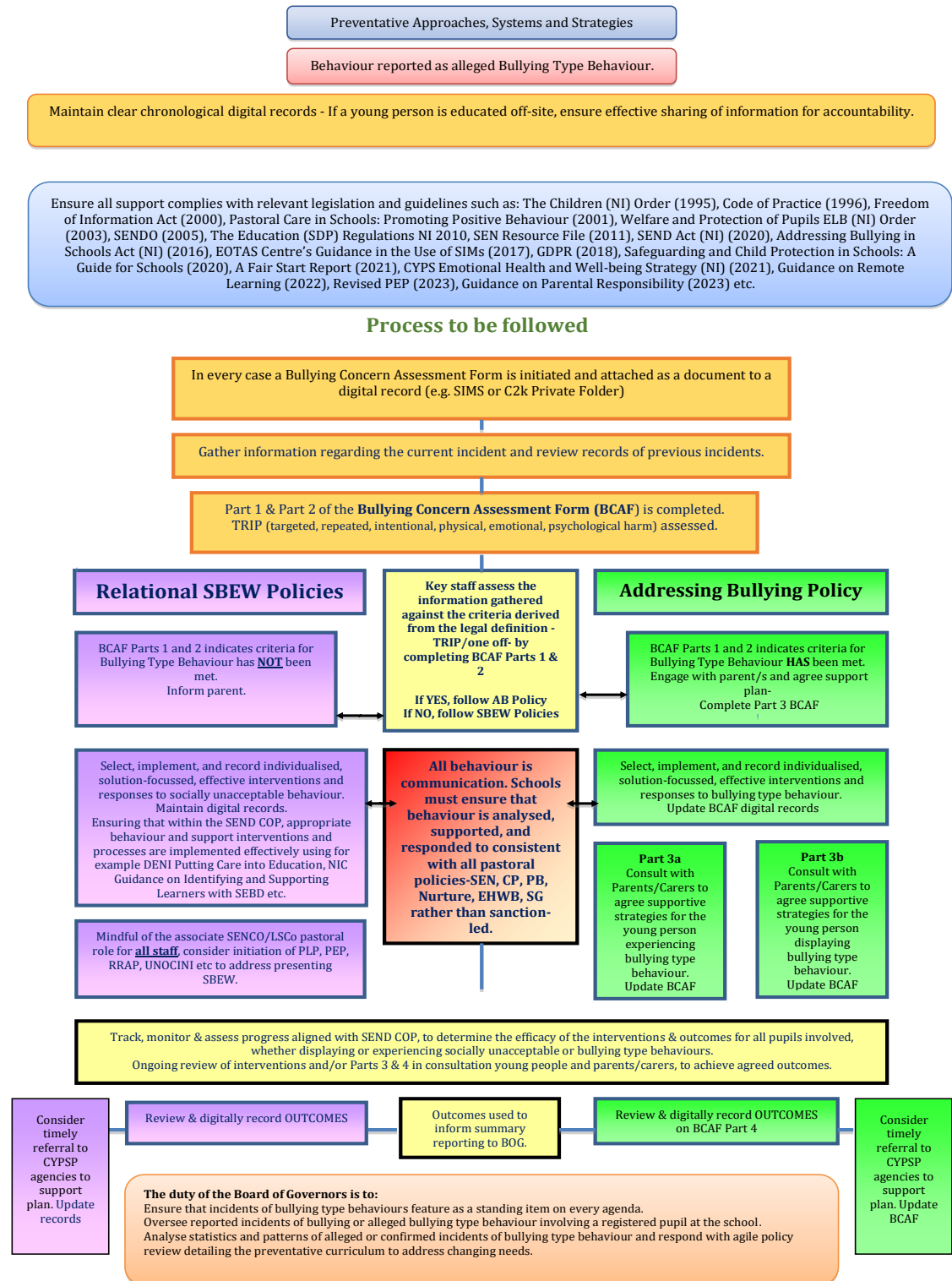
[United Nations Convention on the Rights of the Child \(UNCRC\)](#)

Appendix 2: Legislative processes guidance flow chart

OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING OR DISPLAYING BULLYING OR ALLEGED BULLYING TYPE BEHAVIOURS

Enhanced Accountability for BoG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need.

Learner Centred Approach with pupil and parent/carer voice listened to, valued, and reflected in the plan.



Appendix 3: Bullying Concern Assessment Form (BCAF)

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 type behaviour			
Name of Pupil(s) demonstrating alleged bullying type 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

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criteria 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
- ☐ 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 TYPE 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/carers:
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 TYPE 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/carers:

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:

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.
- ☐ 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 4: Effective Responses, Support, and Interventions Level 1 & 2

<u>Level 1: Low Level</u> • Explicitly teach expectations. • Visual reminder of key expectations • Weekly emotional literacy lessons • Use of praise and rewards • Explore friendship as a topic or discussion. • Develop a therapeutic environment though e.g. art, play • Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens. • Play group games, lego therapy to encourage positive interactions. • Circle time • Explore the importance of empathy and kindness. • Social skills/stories and emotional literacy work • Solution focussed meeting with parent. • SEND Code of Practice - Consider a PLP • Device a seeking help plan. • Circle of friends' activity • Alternative arrangements for unstructured time • Alternative arrangements for travelling to and from school. • Worth a rethink activity • Boxall • Other	<u>Level 2</u> • Social skills sessions to remind of positively framed expectations/routines. • Visual reminder of key expectations • Emotional literacy/Social Thinking programmes • Specific and targeted use of praise and rewards • Partner with a positive role model • Interventions focused on emotional well-being/literacy with elements of resilience work. • Reflective time with a key adult • Use role plays and problem-solving scenarios to practice and model appropriate social skills. • Integrate with unfamiliar children in a small group setting to build new friendships. • Praise and rewards for working alongside other students. • Build in opportunities for help to be requested. • Use visuals such as the Blob Tree poster. • Referral to community-based organisations e.g. Reach mentoring etc • Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc • Quality Circle • SEND Code of Practice - Consider PLP • Access School Counselling Service • Mediation • Team around the child • Conflict Resolution • Upstander and by-stander work with groups of students • Other
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Effective Responses, Support, and Interventions Levels 3 and 4

Level 3 • Create opportunities for small group games/activities to be extended to accommodate additional people. • Offer the young person opportunities to take responsibility for younger peers under supervision. • Small group work to allow interaction between peers. • Interventions focusing on emotional wellbeing/literacy with elements of resilience work. • Intervention sessions with a focus on appropriate self-management/self-regulation • Regular check-ins with key adult • Intervention programme on the importance of empathy and kindness towards others • Social skills sessions to remind the young person of socially acceptable behaviour. • Provide opportunities to work one to one with a supportive adult. • Group work facilitated by an adult, to focus on reciprocal conversations. • Attend nurture. • Review and update PLP • Complete Risk Reduction Action Plan (RRAP) • PIKAS method of Shared Concern • Referral to external agencies/support programmes • Social and emotional mentoring • Multi-disciplinary meeting • Class/timetable changes	Level 4: High Level • Assign a mentor • Be aware of and implement strategies to prevent triggers impacting. • Practice positive reflection • Reflect on difficulties of situations with key worker/mentor. • Acknowledge and celebrate small steps • Intervention and emotional well-being support with a particular focus on self-regulation • Work in small groups on social strategies • Refer to Child Protection Support Services CPSS • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Progress to the next stage of Code of Practice • Carry out early Annual Review • Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc • Refer to Independent Counselling Service for Schools ICSS • Other
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