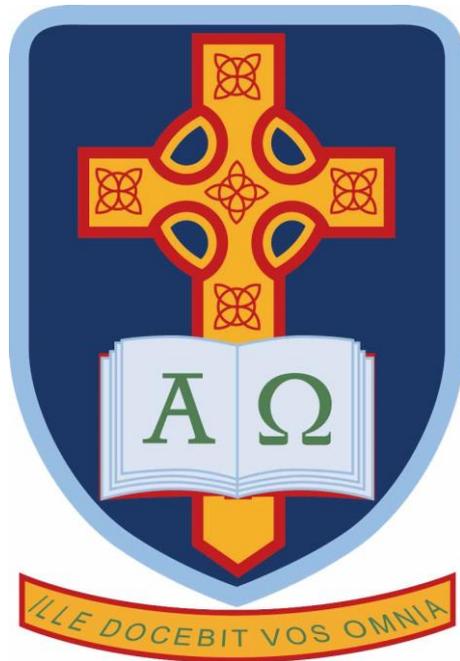


St Patrick's Academy, Dungannon



ADDRESSING BULLYING POLICY

'Achieving Excellence Together'

June 2024

1. Introduction

At St Patrick's Academy, we believe that the safeguarding of all our pupils is paramount, and this policy supports our work in creating a secure and caring environment. We believe that everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment for all. We acknowledge that bullying type behaviour exists in all school communities and in wider society. Therefore, we seek to provide an environment where pupils, staff and parents are free to communicate openly so that we can address and support these behaviours. Our aim is to embed and develop a culture where bullying type behaviour is not tolerated.

The purpose of this policy is to define bullying type behaviour, outline roles and responsibilities, highlight our preventative curriculum, clarify processes for reporting, explain recording formats and outline effective responses to bullying type behaviour.

Bullying type concerns relating to school staff, other staff or parents/carers should be reported directly to the principal. If you are unsatisfied with the school's response to a bullying type concern, complaints should be managed in line with the school's complaints policy accessible on the school website or by contacting the principal's PA.

Mission Statement

At St Patrick's Academy we believe that all forms of bullying type behaviours are unacceptable. We are committed to providing a safe and caring environment for all of our pupils so that every child can achieve their full potential, regardless of any individual differences. Our school aims to promote positive relationships between pupils, parents/carers and staff so that everyone can feel comfortable in reporting their concerns and be confident that they will be dealt with promptly, effectively and confidentially.

Context

The 'Addressing Bullying in Schools Act (Northern Ireland, 2016)' places an obligation on our school to develop an Addressing-Bullying Policy. This policy takes account of specific Legislation and Education Authority/Department of Education guidance (Appendix 1). It sets out under which circumstances the addressing-bullying policy should be applied:

- In school, during the school day
- While travelling to and from school
- When under control of school staff, but away from school (eg. school trips, extra-curricular events and so on)
- When receiving education organised by school but happening elsewhere (eg. in the South-West College, Royal School or St Patrick's College)

Ethos and values

St Patrick's Academy is a catholic grammar school whose ethos permeates the life of our school. We recognise the uniqueness of every pupil and celebrate the diversity of all the young people within our school community. We understand the importance of creating a safe environment for all our pupils and are committed to:

- Respecting the dignity and uniqueness of each person by promoting respect for themselves, others, the school, wider community and the environment;
- Creating a safe, stable and harmonious atmosphere within which the values of truth, trust, freedom and responsibility are honoured;
- Offering a curriculum which enables every student to reach their full potential; academically, socially, and aesthetically so that everyone is provided with a purposeful and stimulating learning experience;

- Equipping all of our pupils with the self-confidence and skills necessary for them to make informed and responsible choices in life so that they can be positive contributors to society, both now and in the future;
- Working closely with our parents/carers and all members of our school community in promoting the catholic ethos and values of St Patrick's Academy.

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:

- Promoting Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policies
- Special Educational Needs Policy
- Diversity and Inclusion Policy
- Attendance Policy
- Health and Safety Policy
- E-Safety Policy
- Educational Visits Policy
- Disposal of Records Policy
- Professional Conduct Policy for Staff

(These policies are available on the school website or by request from the Principal's PA.)

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. All staff, students and parents were consulted in 2024.

2. What is Bullying Type Behaviour?

St Patrick's Academy accepts the legal definition of bullying as outlined in the Anti-Bullying Act 2016:

1: (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*.

Terminology

We understand that bullying is an emotive issue and we will refer to the behaviour and not the pupil. By focusing on the behaviour rather than the child, we believe that this will avoid labelling and stereotyping in the future.

We will avoid using terms such as:

'Bully' or 'Perpetrator'

'Victim'

'Inappropriate behaviour'

Instead we will use:

'Pupil displaying bullying behaviour'

'Pupil experiencing bullying behaviour'

'Socially unacceptable behaviour'

Assessing allegations of bullying-type behaviour

St Patrick's Academy will follow the acronym 'TRIP' as outlined below:

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met:

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

One-Off incidents and Omission

The Legislation acknowledges that occasionally a **One-off Incident** will be considered as bullying type behaviour, pending the severity and significance of the incident, evidence of pre-meditation, significant level of physical/emotional impact on individual/s and the wider community. A one-off electronic communication, can constitute bullying type behaviour through repeated viewing and sharing of a post. **Omission** must also be considered when addressing all 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 don't have to be friends, 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 attention, attack or is targeted, this factor must be considered to determine whether bullying type behaviour has occurred.

Socially unacceptable behaviour

The following are examples of socially unacceptable behaviours, which, when **targeted, repeated,** and **intentionally** cause harm, may be considered as bullying type behaviour:

Verbal or Written acts	<ul style="list-style-type: none"> • saying mean and hurtful things to, or about, others • making fun of others • calling another pupil mean and hurtful names. • telling lies or spread false rumours about others. • try to make other pupils dislike another pupil/s
Physical Acts	<ul style="list-style-type: none"> • hitting • kicking • pushing • shoving • material harm, such as taking/stealing money or possessions • causing damage to possessions
Omission	<ul style="list-style-type: none"> • leaving someone out of a game or activity

(Exclusion)	<ul style="list-style-type: none"> refusing to include someone in group work
Electronic Acts	<ul style="list-style-type: none"> 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 (eg. photographs or videos) online to embarrass someone

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

In determining 'harm' we define:

- Emotional or psychological harm** as intentionally causing distress or anxiety by scaring, humiliating, or affecting adversely a pupil's self-esteem.
- Physical harm** as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts. (Guidance for DE)

Discretion

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

- pupil/s capacity to understand the impact of their behaviour.
- developmental age
- Additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g. SBEW, ASD, FASD, MLD etc.)
- Individual challenges e.g family circumstances, trauma ect
- Levels of resilience.

All behaviour is communication to be addressed through a child/young person's lens, for both those displaying and experiencing socially unacceptable/bullying type behaviour. No label or blame will be put on any individual. We will address all incidents in a relational, solution-focused manner aligned to Safeguarding and SEND Policies.

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
<p>Methods:</p> <p>Physical (includes for example; jostling physical intimidation, interfering with personal property, punching/kicking) Any other physical contact (which may include use of weapons)</p> <p>Verbal (includes name calling, insults, jokes, threats, hurtful comments, spreading <u>rumours</u>)</p> <p>Social (includes group manipulation, individual manipulation, controlling <u>behaviour</u>)</p> <p>Indirect includes omission, isolation, refusal to work with/talk to/play with/help others)</p> <p>Electronic (through technology such as <u>mobile phones</u> and internet)</p> <p>Written</p>	<p>Motivations:</p> <ul style="list-style-type: none"> Ability Age Appearance Child Looked After (CLA)/Care experienced Community background Cultural Disability SEN Family circumstances (pregnancy, marital status, young carer status) Economic Status/FSM Gender/Gender identity/Perceived Gender Newcomer/Migrant Status Peer relationship breakdown Political affiliation/sectarianism Pregnancy Race Religion Sexual orientation Other _____

3. Preventative Measures

Legislation reinforces the importance of preventative measures. In St Patrick's Academy we aim to create and maintain a safe learning environment. We will put measures in place to prevent, address and support bullying type behaviour within our school and wider community. In order to provide a safe, relational, nurturing learning environment for all pupils, we will:

- Foster respect for ourselves and others within our classrooms by providing effective support and guidance for all pupils;
- Promote anti-bullying messages regularly at our weekly assemblies, in school literature, through the work of our school counsellor as well as through the curriculum;
- Address issues surrounding bullying behaviour within our PD programme, during registration and in form period;
- Encourage the 'student voice' at assemblies, in collaboration groups, through the work of the student council and by allocating roles to prefects as Anti-bullying Ambassadors;
- Supervise 'hot spots' such as the canteen, toilets and buses before, during and after school;
- Provide a wide range of extra-curricular opportunities to help build effective support networks for all of our pupils;
- Consistently implement our school's Positive Behaviour Policy to encourage the highest possible standards of behaviour from all of our pupils;
- Participate in national anti-bullying campaigns such as the Northern Ireland Anti-Bullying Forum's (NIABF) Anti-Bullying Week and Safer Internet Day;
- Invite external agencies and speakers into the school to promote key messages throughout the year;
- Review our Anti-Bullying Policy regularly in line with school priorities and provide staff training when appropriate.

We also have a responsibility for preventing bullying behaviour on the way to and from school by:

- Using assemblies to provide regular reminders of the positive behaviour expectations of all pupils whilst travelling to and from school
- Including a 'code of conduct for behaviour on buses' in pupils' planners
- Informing parents/carers of our expectations during our Year 8 Induction Meeting
- Engaging with the Bus Prefect Team and teacher in charge of buses to ensure that at least one prefect is on board each bus every day
- Maintaining regular contact between the teacher in charge of buses and transport providers, such as Translink and EA, to ensure early identification of concerns
- Deploying our Bus Duty team, Senior Staff and Support Staff in key positions to provide a safe transition from school day to journey home.

The 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 term where that behaviour is likely to have a detrimental effect on the pupil's education and social, behavioural and emotional wellbeing in school. In St Patrick's Academy, we 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. Some of the actions we will take include:

- Informing parents/carers;
- Supporting those experiencing and displaying the socially unacceptable/bullying type behaviour by completing a programme of restorative/educative work;
- Addressing key themes of online behaviour and risk through PD, LLW, Form Class lessons, Year and Key Stage/Whole School Assemblies;
- Engaging 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, if appropriate;

- Participating in the annual Safer Internet Day and the promotion of key messages throughout the year about how to respond to harm and the consequences of inappropriate use.
- Developing, implementing, and reviewing robust and appropriate policies in related areas such as E-Safety, Acceptable Use of the Internet Policy and Mobile Phone policies.

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 to prevent bullying type behaviour using electronic communication, will also be included in the school's E-Safety and Acceptable Use of the Internet Policies. Our school's 'E-Safety Policy' promotes the use of the internet in a safe and responsible way. We have published 'stay safe' guidelines in pupils' planners to inform our students that any use of electronic communication devices to carry out bullying type behaviour is unacceptable. Given the nature of technology, as constantly changing, and developing, we aim to monitor policies and make changes when necessary.

In accordance with the school's E-Safety Policy, we treat the misuse of electronic devices seriously, especially when posts are detrimental to pupils' attendance, relationships, social emotional well-being, and learning. When socially unacceptable online behaviour happens in or on the way to school, and/or on an authorised school platform such as Google Classroom or C2K email, the school will apply an appropriate consequence in line with our Code of Conduct and will support all pupils affected and involved. If an incident of cyber-bullying type behaviour takes place outside school and impacts negatively on the social emotional well-being of a pupil/s in school, we will act in line with legislation to investigate the incident, support all involved and raise awareness of safe, responsible, respectful internet usage (some suggested actions are bullet-pointed above).

4. Rights, Roles and Responsibilities

We believe that all members of our school community have the right to a safe and supportive learning environment. We all have a role and responsibility to prevent and address bullying type behaviour in any form. (More details in Appendix 7).

The Board of Governors will:

- Maintain an oversight of the Addressing-Bullying Policy, ensure its effective implementation and review the policy at least every four years;
- Assess the effectiveness of strategies aimed at preventing and responding to bullying behaviour;
- Identify trends and priorities for action by including anti-bullying as an item for discussion on agendas.

The Principal, Leadership team and Heads of Year will:

- Consult with the school community when drawing up and reviewing our anti-bullying policy;
- Ensure the policy is easily accessible and that parents/carers are aware of the complaints procedure;
- Use the Bullying Concern Assessment Form (BCAF – Appendix 3) to accurately record all incidents and alleged incidents of bullying behaviour;
- Review the effectiveness of the policy and the suitability of interventions on a regular basis;
- Provide support for all parties to prevent bullying behaviour from reoccurring;
- Provide training for staff as and when the need arises.

Staff (Teaching and Non-teaching) will:

- Promote mutual respect by modelling high standards of personal behaviour;
- Be alert to signs of distress and other indicators of bullying behaviour;
- Intervene to support any pupil being bullied, unless it is unsafe to do so;
- Listen sensitively and provide reassurance to anyone experiencing bullying behaviour before passing on the information to the appropriate member of staff (Tutor – See Appendix 6/HOY/VP/Principal)*.

**There is no need to investigate or to ask probing questions.*

Parents/Carers will:

- Inform the school of any concerns relating to bullying behaviour by contacting either the Form Tutor, Head of Year, Vice-Principal or Principal;
- Give the school sufficient time to deal with these allegations;
- Advise their children not to retaliate to bullying behaviour;
- Keep a written record of any reported incidents of bullying behaviour.

Pupils will:

- Seek help from a trusted adult as soon as bullying behaviour happens or is observed;
- Avoid becoming involved in bullying behaviour even if this course of action is unpopular with peers;
- Refrain from retaliating to bullying behaviour.

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

We encourage our pupils to raise concerns with any member of staff. They can do this by:

- Talking to a member of staff at any time e.g. during form period interviews, at the beginning/end of class or on the corridor
- Writing a note to a member of staff

All pupils are encouraged to seek help if they have a bullying concern regardless of whether they have experienced it or if it has been experienced by someone else. 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:

- Making initial contact with either the Form Tutor or Head of Year. This can be done in person by calling in at reception, by telephone call or by email.
- If the parent is not satisfied or if further incidents arise, the parent should contact the Vice-Principal.
- If a parent is still not satisfied that appropriate action has been taken, or if the incident involves a member of staff, the parent should contact the Principal.

Parents/carers who remain unsatisfied should make a formal, written complaint to the Chairperson of the Board of Governors. This letter should be addressed to the Secretary of the Board of Governors, sealed and given to the Principal's P.A. (Mrs Maria Martin). Appropriate feedback will be given to any pupil, parent or carer who has reported bullying concerns.

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

Concerns raised will be responded to using the legislative flow chart (Appendix 2) and will be assessed against the legal definition using the **Bullying Concern Assessment Form** (BCAF) parts 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 school will also consider the level of intervention required using guidance from NIABF (Appendices 4 & 5). The effectiveness of the supports will be monitored through the completion of the Bullying Concern Assessment Form part 4 (Appendix 3). If, however, on investigation, the incident reported does not meet the legal definition, only parts 1 and 2 will be completed and support will be implemented via the Behaviour for Learning policy and our suite of pastoral, safeguarding and SEN policies.

Records of the Bullying Concern Assessment Form will be stored securely within the school. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The Vice Principal responsible for pastoral care 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 Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of our Addressing Bullying Policy and practice within 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. 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/carer.

Professional Development of staff

The school recognises the need for appropriate and adequate training for all school staff. The school is committed to:

- Including the Addressing Bullying Policy on pastoral agendas throughout the year;
- 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, and that staff CPD records are well kept and updated regularly.

Monitoring and review of policy

The school will review our Addressing Bullying Policy at least every two years or following an 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. This will be done in consultation with the whole school community and by evaluating the outcomes of all cases of bullying behaviour.

Policy reviewed: June 2024

To be reviewed: June 2026

APPENDICES

Appendix 1

The policy has been developed using current legislation and DE guidance:

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19) requires the Board of Governors to 'Safeguard and promote the welfare of registered pupils' (A.17)
- 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 International Context

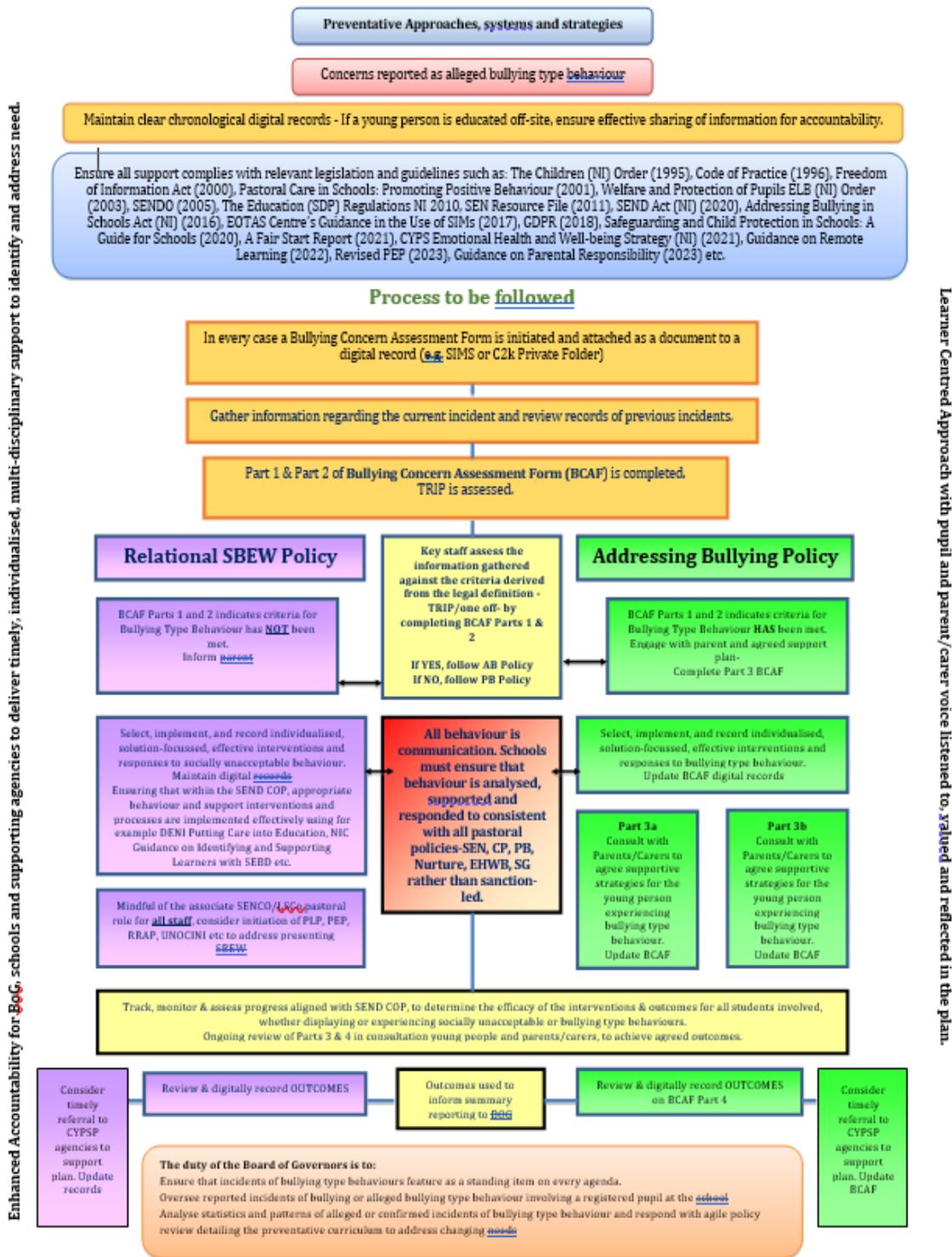
- United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
- Be protected from discrimination. (A.2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
- Education. (A.28)

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)

Appendix 2

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



Appendix 3

Bullying Concern Assessment Form			
PART 1 - Assessment of Concern		Date _____	
<i>Our School's Definition of Bullying is:</i>			
	Name(s)	Gender	DOB/Year Group (if Pupil)
Person(s) reporting concern		M / F	
Name of targeted pupil(s)			
Name of Pupil(s) involved			
Does the behaviour involve? <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to group			
Type of incident and Theme (if applicable):			
<input type="checkbox"/> Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons) _____			
<input type="checkbox"/> Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours) _____			
<input type="checkbox"/> Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others) _____			
<input type="checkbox"/> Disability (related to perceived or actual disability) <input type="checkbox"/> Cyber (through technology such as mobile phones and internet) <input type="checkbox"/> Homophobic (related to perceived or actual sexual orientation) <input type="checkbox"/> Racist (related to skin colour, culture and religion) <input type="checkbox"/> Sectarian (related to religious belief and/or political opinion) <input type="checkbox"/> Other _____			
Is there persistence/recurrence of this behaviour?		Yes / No	
Is it targeted behaviour?		Yes / No	
Is there a power imbalance?		Yes / No	
Is it intentionally hurtful behaviour?		Yes / No	
Does this incident meet your school's agreed definition of bullying? Yes / No			
Check records for previously recorded incidents			

Outline of incident(s): Attach all written accounts/drawings of the incident(s). Also include detail from witnesses with dates attached. SIMS record may also be attached.

PART 2 - Details of interventions to be implemented in response

2.1 PUPIL(s) WHO HAS BEEN BULLIED:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

peer group _____

whole class _____

On-going support/monitoring to be provided _____ (daily, weekly
by _____ (named staff) and will be formally reviewed by
_____ (date)

Have parent(s) been informed / involved? Yes / No (Give details)

Referral to other agencies- If yes please specify _____

Any other details (please specify) _____

2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

peer group _____

whole class _____

On-going support/monitoring to be provided _____ (Daily, Weekly) by _____ (named staff)

Have parent(s) been informed / involved? Yes / No (Give details)

Referral to other agencies (please specify)

Any other action (please specify)

Suspension

Expulsion

Other (please specify)

PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

Date	Details of Intervention	Action Required / Taken (Dated and signed)

Name and designation of the teacher completing this form:

Signed: _____ Date: _____

PART 4 - STATUS OF CONCERN

This concern is now resolved: yes

- Copied to _____
- Filed (Interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further intervention/ Required

- Review information and action to date
- Refer to VP/Principal/Head of Pastoral Care
- Re-assess Level of Interventions; Implement other strategies from appropriate level
- Assign tasks, record and monitor as in Part 2 & 3

Name and designation of the teacher completing this form:

Signed:

Date

INTERVENTION TABLES **Level 1 – Low Level Bullying Behaviour** (Page 20 – 27)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
<p>When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions.</p> <p>If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern).</p> <p>Parents/carers will need to be informed of this decision.</p>	<p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU PD / LLW Citizenship lessons www.ccea.org.uk/</p>	<p>SCRIPTS: for use with individual pupils</p> <ul style="list-style-type: none"> - A Rights Respecting Script: This reminds the pupil who is bullying of everyone's right to be safe. - Rule Reminder Script: This reminds the pupil who is bullying of the appropriate rule which has been broken. - Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour. <p>ONE-TO-ONE INTERVIEW INTERVENTIONS</p> <p>Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour.</p> <ul style="list-style-type: none"> - Restorative Questioning: The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents. - Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences - Shared Control Discussion: This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour. - Think Time Discussion Sheet: Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan. 	<p>Pupil whose reaction to the bullying behaviour represents a low level of concern.</p> <p>Few if any additional needs and risk factors are present at this stage.</p>	<ul style="list-style-type: none"> - Informal chat to enable pupil to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention. <p>Regular monitoring and review of situation by class/form teacher.</p>



INTERVENTION TABLES

Level 2 – Intermediate Level Bullying Behaviour (Page 28 – 36)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
<p>Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan.</p> <p>If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2.</p> <p>Parents/carers will need to be informed of this decision and involved in providing support.</p>	<p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU PD / LLW</p> <p>Citizenship lessons www.ccea.org.uk/</p>	<p>SMALL GROUP INTERVENTIONS Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly.</p> <p>These interventions work best when staff are trained.</p> <p>Quality Circles: Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s).</p> <p>THE SUPPORT GROUP METHOD This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time.</p> <p>Solution Focused Support Group (p32) Individual Behaviour Support Plan (COP Stage 2/SENCO)</p>	<p>Pupil whose reaction to the bullying behaviour presents a higher level of concern.</p> <p>Some additional needs and risk factors may be present at this stage.</p>	<p>Meet to:</p> <ul style="list-style-type: none"> - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practice coping skills (e.g. Fogging). - Strength-Building Plan for Pupil - If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

INTERVENTION TABLES

Level 3 – Complex Bullying Behaviour (Page 37 – 44)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
<p>Following assessment, if the bullying behaviour is more complex and/or resistant to change.</p> <p>Pupil presenting with many additional needs and risk factors.</p>	<p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/</p>	<p>INDIVIDUAL PUPIL INTERVENTION</p> <ul style="list-style-type: none"> - Monitoring by key member of staff. - Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences. - Social and Emotional Mentoring by an identified member of staff. - Individualised strength and emotional well being building programmes eg: <ul style="list-style-type: none"> - Conflict resolution - Solution focussed conversations - Empathy training, mood management, anger management - Peer support/befriending/mentoring/mediation. - The Method of Shared Concern (PIKAS) interview. <p>PARENTAL INVOLVEMENT</p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.</p> <p>ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES</p> <ul style="list-style-type: none"> - Independent Counselling Service for Schools. - Restorative meetings. Contact relevant ELB. 	<p>Pupil whose reaction to the bullying is severe.</p> <p>Many additional needs and risk factors present.</p>	<p>Individual Pupil Work</p> <ul style="list-style-type: none"> - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Support Group Method. - PIKAS interview. <p>Parental Involvement</p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change.</p> <p>Additional advice/support from ELB Services and External Agencies</p> <p>Is there a need for parent to consult with GP about child?</p>

INTERVENTION TABLES

Level 4 – High Risk Bullying Behaviour (Page 45 – 46)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator /SENCO/ Designated Teacher for Child Protection. Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
<p>Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU PD / LLW Citizenship lessons www.ccea.org.uk/</p>	<p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> - PSNI - Health and Social Care Trust - Gateway Teams. <p>Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.</p>	<p>Pupil presenting with significant mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> - PSNI - Health and Social Care Trust - Gateway Teams.

Appendix 5

Addressing-Bullying Policy

Levels of Intervention

LEVEL	STAGE	EXAMPLES	INTERVENTION	SANCTION
1	<u>Low Level</u> First time or minor incident.	Name calling. Pushing/shoving. Rough play.	Opportunities for discussion Re. Consequences. Form Tutor in Consultation with HOY.	Verbal Reprimand. Parents informed either through use of planner or by phone call.
2	<u>Intermediate Level</u> More severe incidents	Racism. Homophobic remarks. Physical hurt. Misbehaviour to or from school.	Group work. Conflict resolution/mediation (tea and chance to talk). HOY in consultation with Vice-Principal.	ASD and letter home to explain events. Review of arrangements if necessary e.g. separate buses.
3	<u>Complex</u> More severe incidents continue or are repeated	Cyberbullying Persistent refusal to change behaviour	Contact with parents. Potential involvement of external bodies E.g. PSNI for inappropriate communications. Discussion with Vice-Principal and other relevant staff E.g. Teacher in charge of E-Safety.	Saturday School or Directed Day. Suspension as outlined in E-Safety Policy.
4	<u>High Risk</u> The pupil is of significant concern	Mental Health problems Criminal Concerns Child Protection Concerns	Referral immediately to Safeguarding Team/VP/Principal. Involvement of external agencies: PSNI Social Services Gateway team	Referred to VP/Principal. Consultation with support agencies. Suspension.

****Please remember the role of the SENCO when dealing with SEN pupils****

Appendix 6

Role of the Form Tutor

When dealing with an incident	When consulting with HOY	When monitoring both parties
<p>Remember that under the 'Addressing Bullying in Schools Act' <u>both pupils</u> must be listened to.</p> <p><i><u>Staff (teaching and non-teaching), parents and pupils will see the Form Tutor as the initial point of contact.</u></i></p> <p>Remain calm and establish the facts</p> <p>Use new language i.e. refer to bullying behaviour and not the child</p> <p>Be positive, yet assertive. Remember that they will be this pupil's form tutor for the next number of years yet also be clear about expectations.</p> <p><u>Tutors should keep a written record but never ask either pupil to write a statement.</u> This record will be used as evidence by HOY to complete a BCAF so please keep factual.</p>	<p>Use legal criteria to decide:</p> <p style="text-align: center;">Bullying Behaviour Vs Unacceptable behaviour</p> <ul style="list-style-type: none"> • Targeted • Repeated • Intention • Physical or emotional harm/hurt. • Omission <p>Also consider if there is an <u>imbalance of power</u>.</p> <p>Unacceptable behaviour will be dealt through the Positive Behaviour for Learning Policy and code of conduct.</p>	<p><u>Both parties</u> have to be supported and their habits and behaviours monitored <u>after</u> the incident has been dealt with.</p> <p>Form Tutors might monitor pupils e.g.</p> <ul style="list-style-type: none"> • Attendance • Punctuality • PTE/PTM • Behaviour Management module • Assessment Phase Results • Interactions with peers • Break/lunch habits • Participation in class and extra-curricular activities

Appendix 7

Rights and Responsibilities

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
<p>Rights:</p> <ul style="list-style-type: none"> 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. 	<p>Rights:</p> <ul style="list-style-type: none"> 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. 	<p>Rights:</p> <ul style="list-style-type: none"> 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.

<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. • 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. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Report any allegations and/or bullying type concerns via the designated channels and platforms e.g. email, QR code, Whisper button ect. • Seek appropriate support both within and outside school via the designated staff 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. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • 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. • 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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