Addressing Bullying Policy

Gaelscoil Éadain Mhóir

November 2023

1. Introduction

Every child has the right to a safe and secure environment in which to develop intellectually, emotionally culturally and physically. A 'nurturing' ethos is promoted in the school, therefore, bullying in any form will not be tolerated. This policy sets down the procedures to allow if incidents of bullying type behaviour occur, and it outlines strategies to help prevent bullying type behaviour in our school community.

2. Context

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, 2022)
  - 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)

The key points to note are:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016:
  - Provides a legal definition of bullying.
  - Places a duty on the Board of Governors to put in place measures to prevent bullying type behaviour, in consultation with pupils and parents.
  - Requires schools to record all incidents of bullying type behaviour and alleged bullying incidents.
  - Sets out under which circumstances this policy should be applied, namely:

- In school, during the school day
- While travelling to and from school
- When under control of school staff, but away from school (eg. school trip)
- When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)

- Requires that the policy be updated at least every four years.

- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
  - 'Safeguard and promote the welfare of registered pupils' (A.17)
- The 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)

3. Ethos & Principles

This section includes the ethos and principles that underpin our school community in Naíscoil and Gaelscoil Éadain Mhóir.

Examples include:

- We are committed to a society where children and young people can live free and safe from bullying type behaviour.
- We believe in a society where bullying type behaviour is unacceptable and where every child and young person is safe and fees safes from bullying type behaviour.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying type behaviour and creating a safe and welcoming environment for all.

4. Consultation and Participation

- In drawing up this policy, consultation, including questionnaires, conversations and meetings took place with each of the following groups:

- Engagement with Comhairle na Scoile / School Council
- Engagement with parents to review draft policy and provide feedback
- Engagement with school staff to review draft policy and provide feedback
- Engagement with Board of Governors Child Protection team to review draft policy and provide feedback

5. What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

Addressing Bullying in Schools Definition of "bullying":

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.

In Naíscoil and Gaelscoil Éadain Mhóir, the definition of bullying type behaviours is understood and aligned with the legal definition of 'bullying'.

However, there are instances of one-off incidents that the school will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

Bullying type behaviour will be addressed via the legislative processes/procedures flowchart, BCAF Part 1 and our school's positive behaviour policy. Any incidents which are not considered bullying behaviour will be addressed under our Positive Behaviour Policy.

The following socially unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying type behaviour:

- Verbal or written acts
  - saying mean and hurtful things to, or about, others
  - making fun of others
  - calling another pupil mean and hurtful names
  - telling lies or spread false rumours about others
  - try to make other pupils dislike another pupil/s
- Physical acts
  - Hitting
  - kicking
  - pushing
  - shoving
  - material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)
  - Leaving someone out of a game
  - Refusing to include someone in group work
- Electronic Acts
  - Using online platforms or other electronic communication to carry out many of the written acts noted above
  - Impersonating someone online to cause hurt
  - Sharing images (eg. photographs or videos) online to embarrass someone

This list is not exhaustive and that other bullying type behaviours which fit with the legal definition may be considered bullying type behaviour.

Please find below a list of the various motivations behind bullying type behaviour, including those named in the Act. These include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

Bullying type behaviour is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- A child displaying bullying type behaviours
- A child experiencing bullying type behaviours

We encourage all members of the school community to use this language when discussing alleged incidents of 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.

Cyber bullying: keeping your child safe online:

Bullying type behaviour doesn't just happen in the playground or during school hours. Cyber and electronic bullying involves digital technology like mobile phones and computers. It can be more difficult to stop than physical bullying type behaviour because it is often hidden. It's important to understand the dangers of cyber and electronic bullying and how you can help keep your child safe.

*Parents and guardians have an important role to play in keeping their child safe outside of school hours.

The school is obliged to respond to allegations of cyber and electronic bullying when the actions have a clear impact on the school community, regardless of whether the action occurred inside or outside of school hours.

How cyber and electronic bullying happens:

Cyber and electronic bullying is different to other forms of bullying because:

- it can occur anytime, anywhere – the victim might receive bullying messages or materials at home
- the audience to the bullying type behaviour can be large and reached very quickly and easily if messages are passed around or things are posted online
- it can be unintentional – younger people in particular may not think about the consequences of sending messages or images

Recognising cyber and electronic bullying:

The most common forms of cyber and electronic bullying are through:

- text messaging – abusive and threatening texts can be sent to mobile phones
- abusive or prank telephone calls – these can be made to your child's mobile phone
- picture and video clip messaging – offensive and upsetting images can be sent to mobile phones
- email – new addresses can be set up in minutes and used to send offensive messages and images
- social networking and personal websites – offensive or humiliating messages and images can be posted on these sites
- instant message services – these allow users to have 'real time' conversations, and offensive messages or content can be sent in this way

- webcams – usually used to view each other when chatting online, children can also be sent abusive images or encouraged to act in an inappropriate way while being filmed
- video hosting sites – children may find themselves the subject of films being shown or be accidentally exposed to pornographic images
- gaming sites, consoles and virtual worlds – chatting is possible within many games, and name calling, abusive remarks and picking on particular players can occur. There is clear evidence that a great number of children engage in online games that are not appropriate for their age.

Protecting a child from cyber and electronic bullying:

It's important to fully listen to a child who is experiencing cyber and electronic bullying type behaviour and react with sympathy and support. A child should know that type behaviour in any circumstances is always wrong, and that seeking help is the right thing to do.

It's important to help children to learn to respect and look after their friends online and to think before they post or text material. The following approaches will help keep them safe:

- encourage them to talk to you or another adult about anything that's upsetting them;
- watch out if they seem upset after using the internet or their mobile phone;
- try to understand the ways in which they are using their digital technologies, and ensure they are age appropriate;
- ask them to think about how their actions affect other users if you notice they are acting aggressively towards other users (for example, when playing games online);
- encourage them to show you any abusive or offensive emails or messages they've received and keep a record of them;
- ensure they report any abuse to their school, the internet service provider, the website manager/moderator, the mobile phone company or the police (as appropriate, advice can be sought);
- make sure they never respond to any abusive messages or calls – this is often what the abuser wants;
- discuss keeping their passwords safe and avoiding giving their name, email address or mobile phone number to people outside their close circle of friends and family;
- change email address or telephone number if the abuse continues;
- turn on in-built internet safety features and install computer software to make sure that you only receive emails from people you have chosen and can block unwanted messages and images

It can be very upsetting for a parent/guardian to find out that their child is experiencing bullying type behaviour. If this happens, they should talk calmly to their child about what is happening.

Parents/guardians should:

- make a note of what the child says, who was involved, where, when and how often?
- reassure their child that they have done the right thing by coming forward
- tell their child to report any further incidents to a teacher straight-away
- talk to your child's teacher as soon as possible

6. Preventative Measures

In this section, we will set out the measures to be taken as a school to prevent bullying type behaviour, as defined in the section above. Under the legislation, the focus for all anti-bullying work should be on prevention. As such, this section is the key lynchpin of the policy document.

Please find below a number of key actions that will be taken forward, with the aim of preventing bullying type behaviour and creating a safe learning environment. Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying type behaviour, socially acceptable behviour, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying type behaviour, including the how and why it can happen, through PDMU eg through Circle time, where children can air their fears in a safe environment and where the consequences of bullying type behaviour can be discussed.
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing (eg Healthy Me)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, eg Safer Internet Day
- Development of our School Council to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds and provision of a variety of play option to meet the needs of all pupils.

- Development of effective strategies for the management of unstructured times (eg. break time, lunch) eg Buddy System between Rang 1 & Rang 7 pupils, and Naíscoil and Rang 6 pupils.
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc. (eg Alpha Project)
- Be more aware of vulnerable pupils e.g. a new pupil, a pupil who may be different in any way, and support how they are fitting in at all times. All staff will be made aware of pupils who may be considered as vulnerable so that the situation can be monitored at all times.
- In each classroom there is a small closed 'worry box' containing notes that children can write on to express any concerns or worries they may have. There is also a 'Bosca Barróg' available in each classroom to help pupils regulate, as well as availability of 3 sensory rooms developed within the school.
- Have class charter drawn up and agreed by the children and adults at the start of the year to ensure that all are clear about the expectations in each class. This is displayed in every classroom.

Above all, it is important that children feel comfortable enough to discuss their worries and fears through encouraging a positive and nurturing ethos within our school.

Please see below a number of the preventative measures we will put in place to prevent bullying type behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways schools can further build upon this related specifically on the journey to and from school. This includes:

- Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Measures to empower pupils to challenge inappropriate and socially unacceptable behaviour of their peers during the journey to and from school.
- Regular engagement with transport providers (eg. Taxis, school minibus) to ensure effective communication and the early identification of any concerns.
- Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops, where appropriate)

Legislation also gives schools the authority to take steps to prevent bullying type behaviour through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. We, as a school, aim to raise awareness of the nature and impact of online bullying type behaviour and

support their pupils to make use of the internet in a safe, responsible and respectful way. This may include:

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy, Mobile Phone Policy, information sessions held for parents/carers on Internet Safety, signposting parents/carers to Safer Schools app etc.)

It is important to remember that the Anti-Bullying Policy is one of a number of policies in our wider pastoral care and safeguarding suite of policies. As such, it is essential that these policies align and provide consistent message. For example, the measures set out here, to prevent bullying type behaviour through the use of electronic communication, should also be included in the school's e-Safety Policy and/or Acceptable Use of the Internet Policy.

Given the nature of technology, as constantly changing and developing, it is important for us to continually monitor our policy and message, and make changes when necessary.

7. Responsibility

Everyone in our school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- foster positive self-esteem
- behave towards others in a mutually respectful way
- model high standards of personal socially acceptable behaviour
- be alert to signs of distress* and other possible indications of bullying type behaviour
- inform the school of any concerns relating to bullying type behaviour
- refrain from becoming involved in any kind of bullying type behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying type behaviour

- intervene to support any person who is experiencing bullying type behaviour, unless it is unsafe to do so.
- report any concerns or instances of pupils displaying bullying type behaviour as witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying type behaviour when it happens or is observed
- explain the implications of allowing the bullying type behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has experienced bullying type behviour, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying type behaviour and meet the needs of all parties

The senior management team can work towards fulfilling the aims of the policy by:

- Showing leadership in promoting a positive and nurturing school ethos
- Identifying training and other resources of value to the school community
- Reviewing and updating the school policy at an interval of no more than four years in line with legislation
- Regularly monitoring and reviewing behaviour in school and our Positive Behaviour Policy.
- Treating every case of bullying type behaviour seriously and investigating further when required
- Showing respect to those experiencing as well as those displaying bullying type behaviour and their parents/guardians
- Keeping parents of those experiencing and displaying bullying type behaviours updated about incidents and outcomes
- Recording and reporting incidents of bullying type behaviour on the Bullying Concern Assessment Form (BCAF)

The designated teacher for child protection can work towards fulfilling the aims of the policy by:

- Taking daily responsibility for the effective implementation of the policy, its procedures and strategies for promoting anti-bullying behaviour
- Working closely with the Senior Management Team, teachers, classroom assistants and all other members of staff in the school
- Ensuring that every member of the school community is aware of their responsibilities

- Ensuring that there are frequent meetings in which incidents of reported bullying type behaviour and concerns are on the agenda
- Promoting informal and planned meetings with other members of staff to discuss anti-bullying strategies
- Providing advice, support or training to staff when appropriate

Teachers can work towards fulfilling the aims of the policy by:

- Providing a challenging and fulfilling curriculum which will enable the child to fulfil his/her potential
- Ensuring that there is a friendly relationship in class between pupils
- Leading by example, being punctual and organised during the day's work
- Intervening quickly to prevent a child from holding back other children
- Providing children with the chance to discuss their concerns
- Showing an example, by showing respect to all members of the school community
- Encouraging children to celebrate our differences
- Ensuring there is an agreed class charter in place which indicates clear consequences and opportunities for success

Pupils can work towards fulfilling the aims of the policy by:

- Always showing respect to all members of the school community
- Encouraging and developing respect through their own good practice
- Giving support to other children who may be being bullied
- Understanding and respecting other children's differences
- Pupils will agree and adhere to class charter

Parents can work towards fulfilling the aims of the policy by:

- Ensuring that children attend school in good health, regularly and punctually
- Understanding and supporting school approach to effective, supportive responses for those experiencing and displaying bullying type behaviours, and the important role of the class teacher
- Familiarising themselves with the suite of pastoral policies including Positive Behaviour, Safeguarding, SEN and Anti-Bullying Policy
- Participating in meetings about children's progress
- Contacting the school quickly about any issue which may affect the happiness, learning or development of the pupil
- Taking responsibility for their child's behaviour
- Spending time with their child discussing any problems

- Attend all information and training sessions organised by the school regarding matters relating to pastoral care
- Parents will agree and support class charter

8. Reporting a Bullying Concern

Pupils Reporting a Concern

Children and young people have told NIABF that when they are concerned about bullying type behaviour, they would like the opportunity to discuss this with a member of staff that they trust. Our designated Child Protection teacher for the school is Alicia O'Kane and our Deputy-Designated teacher is Deirdre Bailie-Crabtree. Our designated Child Protection teacher for our Naíscoil is Nicole Ní Chléirigh and Deputy-Designated teacher is Mary Nic Ailín. However, it is essential that pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

Please find below a number of ways pupils can raise concerns and report bullying, and how these can be communicated to staff:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (eg. in a homework diary)
- By posting a comment in a 'worry box' found in each classroom

It is important to note that ANY pupil can raise a concern about bullying type behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying type behaviour that they experience or is experienced by another.

Parents/Carers Reporting a Concern

This section includes the responsibilities of parents and carers to raise concerns about alleged bullying type behaviour with the school at the earliest opportunity. It is important to remind parents/carers of the need to encourage their children to react appropriately to bullying type behaviour and to not do anything to retaliate or to 'hit back'.

The process of parents/carers reporting concerns of bullying type behaviour is as follows:

- In the first instance, all concerns of bullying type behaviour should be reported to the Class Teacher

- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Designated or Deputy Designated teacher.
- Where the parent is not satisfied that appropriate action has been taken by the Designated or Deputy Designated teacher, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. Information on how to make this complaint is accessible to all parents can be found in our Complaints Procedure Policy. Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, they may contact the Education Authority Addressing Bullying in Schools Implementation Team. Where the parent remains unsatisfied that the concern has not been appropriately responded to, they may contact the Northern Ireland Public Services Ombudsman.

It is important to note that all reports of concerns of bullying type behaviour received from pupils and/or parents/carers will be responded to in line within ???? days and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

9. Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any alleged bullying type behaviour identified.

Using the Legislative flowchart bullying concern assessment form (BCAF) and Effective Reponses to Bullying Behaviour, the member of staff shall:

- Complete the relevant section of the BCAF
- Assess the incident against the criteria for bullying type behaviour
- Identify any themes or motivating factors and methods
- Identify the type of bullying type behaviour being displayed
- Identify the type of alleged bullying behaviour being displayed and experienced
- Parents/carers informed via phone from a restorative perspective
- Assess the incident against the legal definition (criteria met – proceed to Level 1-4 ERTBB table, complete relevant sections on the BCAF)
- Identify intervention levels 1-4 in accordance with the bullying type behaviour
- Select and implement appropriate interventions and supports, as outlined in the table level 1-4 for all pupils involved, in addition to strategies that may not be listed in the Effective Responses To Bullying Behaviour

- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further interventions and/or external supports as necessary – RRAP, Code ƒ Practice, Educational Welfare Services, EA Behaviour Support, Educational Psychology, AAIS, Child Protection Support Services, CAHMS, HSCT, Family Hubs

Naíscoil and Gaelscoil Éadin Mhóir advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

When responding to abullying type behaviour, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern, restoring the well-being of all involved. School staff will implement effective supportive responses for both those experiencing and displaying bullying type behaviour. Discretion will be applied regarding a student's capacity to understand the impact of their behaviour from a Special Educational Needs perspective and regarding the resilience of the pupil/pupils involved.

Again, it is important to note that information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

It must be remembered that the focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.

Process to follow when bullying occurs:

- Speak to the child who is experiencing bullying type behaviour
- Speak to any witnesses
- Speak to the child who is displaying bullying type behaviours
- Speak to both sets of parents
- Complete BCAF
- Monitor the situation – all staff will be made aware of the situation so that it can be monitored at break and lunch time
- Be aware of any "problem areas" in the school to avoid further incidents taking place
- Ensure the child who is experiencing bullying type behaviour understands that support is available at any time
- Ensure the child who is experiencing bullying type behaviour understands that they can seek advice at any time or speak to any member of staff

If the bullying type behaviour continues, it will then be reported to Designated teacher who will follow above procedure, and if the issues remain unresolved, the matter will be reported to school principal.

10. Recording

The school will centrally record in a digital format all relevant information related to reports of bullying type behaviour, including:

- how the bullying type behaviour was displayed (the method)
- the motivation for the bullying type behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed.

Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant dat 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 type behaviour and alleged bullying type behaviour will be used to inform the future development of anti-bullying policy and practice in the school.

11. Professional Development of Staff

As a school, we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

- stating a commitment 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
- stating that CPD records will be kept and updated regularly

12. 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 Anti-Bullying Policy. To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded 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

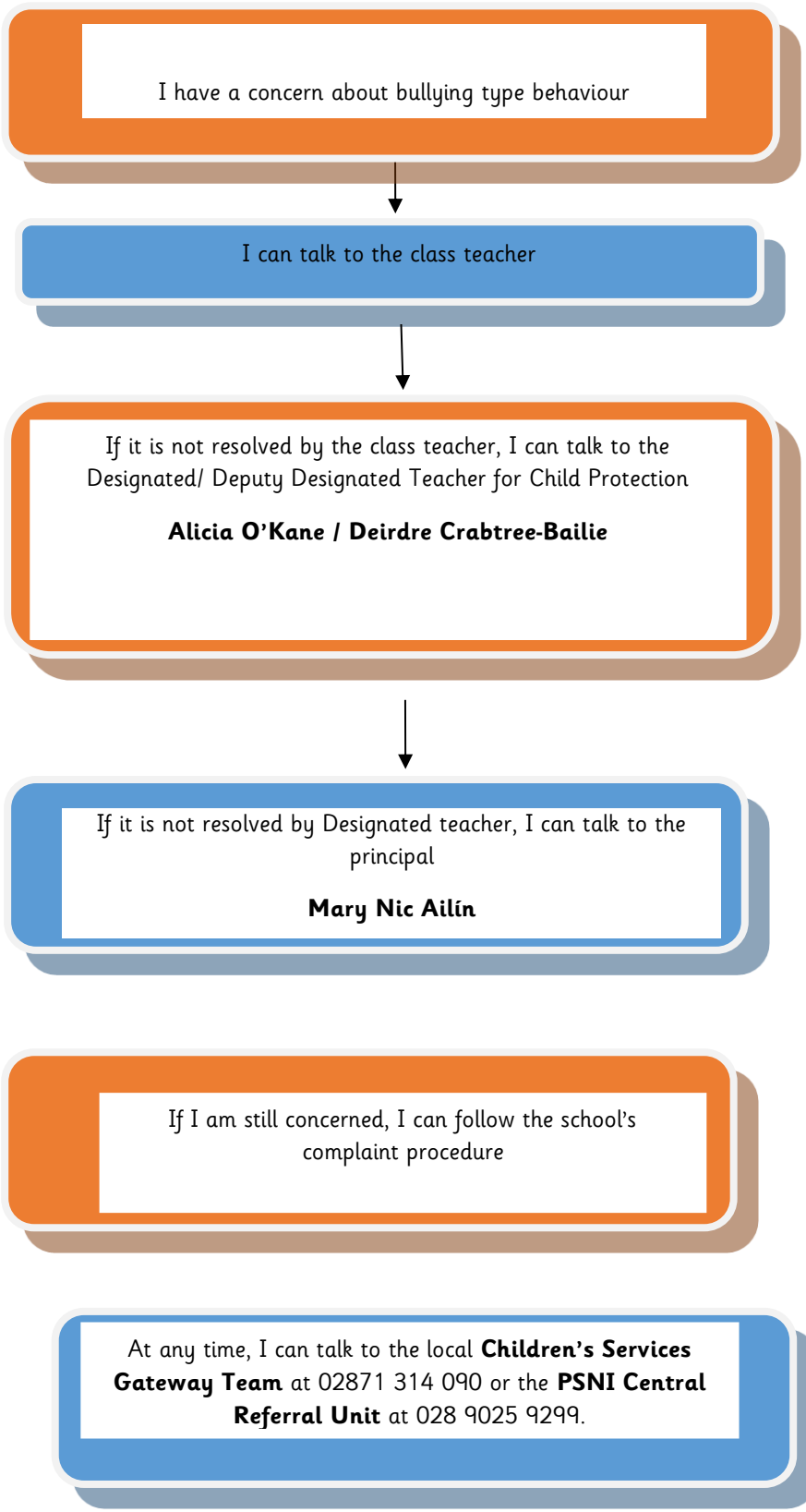
This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the February 2024.

13. Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Complaints Policy

How a Parent can raise the concern of bullying type behaviour



*** If you have escalated your concern as set out in the above flowchart, and are of the view that it has not been addressed satisfactorily, you may revert to the school's complaints policy. This policy should culminate in the option for you to contact the NI Public Services Ombudsman (NIPSO) who has the legislative power to investigate your complaint.**

Bullying Concern Assessment Form (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

PART 1 - Assessment of Concern Date:

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

"bullying" includes (but is not limited to) the repeated use of —

(a) any verbal, written or electronic communication
(b) any other act, or
(c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			

Check records for previously recorded incidents

Incident	Comments
Bullying Concern	

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 criterial have not been met and bullying behaviour has not occurred.**
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .
Agreed by _____ Status _____ On ___/___/___	

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

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

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking

☐ Any other physical contact which may include use of weapons)

☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)

☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)

☐ Electronic (through technology such as mobile phones and internet)

☐ Written

☐ Other Acts

Please specify:_____-

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

Select one or more of the following:

☐ Age

☐ Appearance

☐ Cultural

☐ Religion

☐ Political Affiliation

☐ Community background

☐ Gender Identity

☐ Sexual Orientation

☐ Family Circumstance (pregnancy, marital status, young carer status)

☐ Looked After Status (LAC)

- ☐ Peer Relationship Breakdown
- ☐ Disability (related to perceived or actual disability)
- ☐ Ability
- ☐ Pregnancy
- ☐ Race
- ☐ Not known
- ☐ Other _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

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

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

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

Staff Involved:

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

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

Other Agencies:

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

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

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

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

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

Staff Involved:

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

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

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

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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:**