Shimna Integrated College

Addressing-Bullying Policy

Revised : June 2023

Due for Review : June 2025

2023-2024

Contents

1. Introduction

At Shimna the safeguarding of all students is paramount, and this policy supports our work in creating a safe, secure, supported and caring environment for all.

We believe that everyone in our school community has a role to play in promoting positive behaviour and creating a safe, inclusive, and welcoming environment where every child is valued, cared for, respected and nurtured to reach their full potential.

We acknowledge that bullying type behaviour exists in all school communities and wider society and believe that all forms of bullying behaviour are unacceptable.

We seek to provide an open climate where students, staff and parents feel free to talk, to address and respond confidently and effectively to these behaviours.

1.1 Ethos & Values

With our commitment to outstanding Pastoral Care, child-centred & holistic education focused on building positive relationships, our aim is to develop and embed a culture that promotes and enhances student wellbeing and where diversity and individual differences are valued and celebrated with the wellbeing of the whole College community at the heart of our policy. Children & Young People's Emotional Health & Wellbeing in Education Framework (DE Feb 2021)

1.2 Aims
The purpose of this policy is to:

- define bullying type behaviour;
- outline roles and responsibilities ;
- strengthen the preventative curriculum;
- highlight processes for reporting;
- ensure a consistent response to reported incidents of bullying type behaviour
- explain recording formats and
- outline interventions and Effective Responses to Bullying Behaviour (Jan 2022 eani.org.uk)

1.3 Context

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

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

Provides schools with:

1. A legal definition of bullying type behaviour

Places a duty on the Board of Governors to:

2. Ensure that measures are in place to prevent bullying type behaviour, in consultation with students and parents and

3. Ensure record is kept of all bullying or alleged bullying type behaviour involving a registered student at the school.

- sets out under which circumstances this 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 trip)
- when receiving education organised by school but happening elsewhere (eg. in another school in the ALC)

The act also sets out that the school may consider measures to be taken at school with a view to prevent bullying of a student at the school which takes place outside the circumstances above and is likely to have a detrimental effect on the students education at the school.

The act 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 students' (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)

1.4   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 Policy
- Special Educational Needs Policy

- Student Attendance Policy
- Relationships and Sexuality Policy
- Health and Safety Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits Policy
- Staff Code of Conduct/Staff Handbook

1.5   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 students, parents/carers, and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Student consultation involved: …………………………………….

Parents & carers consultation involved: ………………………………….

Staff consultation involved: ……………………………………………….

2.   What is Bullying type behaviour?

In line with The Addressing Bullying in Schools Act (NI) 2016, Shimna uses the legal definition of bullying as outlined below:

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 student or a group of students against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students. **(2)** For the purposes of subsection (1), "act" includes omission.

2.1   Criteria for assessing allegations of bullying type behaviour are 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 Targeted at a specific pupil or group of pupils?	Yes / No
Is the behaviour Repeated?	Yes / No
Is the behaviour Intentional?	Yes / No
Is the behaviour causing Physical 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

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 communications, 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 student/s is or are deliberately left out, and where there is a wilful failure to include a student/s in a game or activity. Students don't have to be friends, but friendly.

2.2   Imbalance of power

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.

2.3   Socially Unacceptable Behaviour

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

Verbal or Written acts	• saying mean and hurtful things to, or about, others • making fun of others • calling another student mean and hurtful names. • telling lies or spread false rumours about others.

	• try to make other students dislike another student/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 or activity • 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

(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 student's self-esteem.
- **Physical harm** as intentionally hurting a student by causing injuries such as bruises, broken bones, burns or cuts.

(Guidance from DE).

2.4   DISCRETION:

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

- student/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 etc
- Levels of resilience.

All behaviour is communication to be addressed through a child/young person 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.

2.5 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
Methods: **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, hurtful comments, spreading rumours) **Social** (includes group manipulation, individual manipulation, controlling behaviour) **Indirect** includes omission, isolation, refusal to work with/talk to/play with/help others) **Electronic** (through technology such as mobile phones and internet) **Written**	*Motivations:* • 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_____

2.6 <u>Language used when describing bullying behaviour</u>

Bullying is an emotive issue. Therefore, it is essential to ensure that 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 behaviours
- A child experiencing bullying behaviours

3. 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 responsibility to prevent and address bullying type behaviour in any form.

Staff Rights, Roles, and Responsibilities – see Appendix 2

Student's Rights, Roles, and Responsibilities – see Appendix 3

Parent/Carer's Rights, Roles, and Responsibilities – see Appendix 4

Principal and Governor Responsibilities- see Appendix 5

Head of Year /SLT Responsibilities- see Appendix 6

4. Preventative Measures
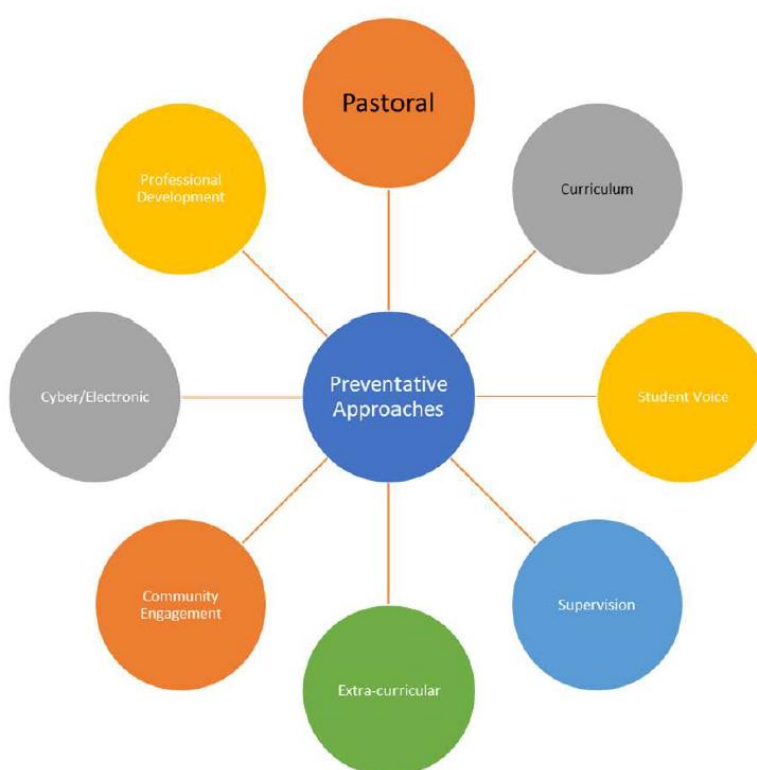
The Addressing Bullying in Schools Act (NI) 2016 reinforces the importance of preventative measures. In Shimna College we aim to create and maintain a safe learning environment and our focus is primarily on prevention. We have measures in place to prevent, address and support bullying type behaviour within our school and wider community and create a safe, relational, nurturing learning environment.

The measures in place during the school day include but are not limited to:

- 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, positive behaviour, and inclusion.
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PD/LLW (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Appointment of a student led Anti-Bullying Team comprising of student ambassadors, Head Boy/Head Girl supported by a member of SLT whose focus is on the prevention of bullying throughout the College.
- Allocation of two sixth form peer mentors to each form class in Years 8 – 10
- Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times eg. Anti-bullying ambassadors on duty at break and lunch times.
- 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 etc.
- Development of effective strategies for the management of unstructured times eg. Anti-bullying ambassadors on duty at break and lunch times.

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. The measures in place include but are not limited to:

- Development of a culture where students 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 students whilst travelling to and from school.
- Regular communication with Translink to ensure effective communication and the early identification of any concerns.
- Senior prefects and student ambassadors identified on all bus routes
- Empowerment of students to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of students amongst the local community, including information on how to raise any concerns with the school.

- Effective deployment of staff to support the transition from school day to journey home at bus stops, back gate and other key locations.

The new legislation gives schools the authority to take steps to prevent and address bullying type behaviour using electronic communication, amongst registered students at any time during term. Where that behaviour is likely to have a detrimental effect on the student's education and social behavioural emotional well-being in school. We, in Shimna College, are committed to raising awareness of the impact of online bullying type behaviour and seek to support our students to make use of the internet in a safe, responsible, and respectful way. We aim to do this via our preventative approaches which include but are not limited to:

- Regular awareness raising sessions on the nature and impact of online bullying and the use of the internet in a safe, responsible and respectful way.
- Addressing key themes of online behaviour and risk through PDMU/PD/LLW, 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 Device Free Policy)
- The use of Securus Software to monitor all digital activity at both device level and network level.

5. Professional Development of Staff in respect of bullying

The College is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing TPD/PRSD provisions. Safeguarding and inclusion training is provided for teaching and non-teaching staff and also for governors at least annually.

6. Statutory Systems and Processes

All concerns raised and/or allegations reported, by any member of the school community will be acted upon.

Concerns can be raised by reporting verbally to a member of staff, by telephone call or email to the College or by placing a note in the Student Communication box located outside Room 121.

Concerns raised will be responded to using the legislative flow chart (Appendix 7) and will be

assessed against the legal definition using the BCAF part 1 and 2 (Appendix 8). If the legal definition and criteria are met, the school will proceed to part 3 of the BCAF with supports and interventions.

The effectiveness of the supports will be monitored through the completion of the BCAF part 4.

If, however, on investigation, the incident reported does not meet the legal definition having completed the BCAF part 1 and 2, support will be implemented via the positive behaviour policy and the suite of safeguarding policies.

6.1 Parents reporting a concern

If parents have a concern about bullying they should report such concern to the **Form Teacher** of their child. If the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the parent should report the concern to the Head of Year. Where the parent is not satisfied that appropriate action has been taken by the Head of Year, the relevant Assistant Vice-Principal should be contacted to prevent further incidents. Should the parents remain concerned that appropriate action has not be taken or where further incidents have taken place, the concern should be reported to the Vice-Principal. Where the parent remains dissatisfied concern should be reported to the Principal.

Where the parent remains dissatisfied that the concern has not been appropriately responded to, the College's complaints procedure involving the Board of Governors should be followed. This can be accessed via the school website and by contacting the school office.

All reports of bullying concerns received from students and/or parents will be responded to in line with this policy and feedback will be provided to the person who made the report. No information about action taken in relation to a student can be disclosed to anyone other than the student and their parents/carers.

6.2 Monitoring & Review

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 students involved in a case, if a formal complaint has been forwarded in writing to the school by the parent/carer.

The Principal and designated leads, in conjunction with the Board of Governors and whole school

community, will review the policy not less than every 4 years.

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 - Staff Rights, Roles and Responsibilities

Rights:

- To be listened to, valued, and treated with respect.
- Equality of opportunity within an inclusive environment.
- A safe and secure working environment.
- Emotional health and wellbeing promoted and supported by colleagues.
- Access to ongoing Personal Development on Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes and systems to report, record and respond to all allegations/incidents of bullying type behaviour.
- To be informed, consulted on, and have an opportunity to contribute to review of the Addressing Bullying Policy, preventative curriculum content, support/intervention plans and procedures.
- Be kept informed and updated in relation to students' progress and wellbeing as appropriate.

Roles and Responsibilities:

- Safeguard and promote the welfare of all students.
- 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.
- Model, teach and develop children/young people's interpersonal and emotional skills.
- Complete Addressing Bullying in Schools training and support as part of Professional Development.
- Create, implement and publicise the College's Addressing Bullying in Schools Policy to enable easy access for the College community.
- Clear processes/systems and support when required from SLT.
- Review of the College's Addressing Bullying in Schools Policy in consultation with the College community, at least every 4 years or in response to concerns raised or 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/carers.
- 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 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.

Appendix 3 – Children and Young People: Rights, Roles and Responsibilities

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.

Roles and 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 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. *Students don't have to be friends with everyone, but they must be friendly.*

- Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports.

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 and 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.
- 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.

Appendix 5 - Principal and Governor Responsibilities

Responsibilities:

- The Principal and Governors have a legal duty of care to all personnel within the school community under the Schools Standards and Framework Act 1998 to create procedures in order to prevent and tackle bullying. All stake holders must be aware of these procedures.
- Keeping Children Safe in Education (2014) has further enhanced the duty of schools to safeguard and promote the welfare of pupils. This is delivered through staff inset days, policy reviews and staff professional development.

Appendix 6 – Head of Year/SLT Responsibilities

Responsibilities:

- follow up on every reported incident of suspected bullying
- offer reassurance and support for all students
- use appropriate strategies to reconcile and restore the relationships between those involved
- keep all stake holders within the school community informed where necessary
- monitor and review the situation regularly to ensure the safety of all students and keep relevant personnel informed.

It is important that pupils who report bullying are listened to, supported and protected. Students who engage in bullying behaviour should be given the opportunity to make amends and change their behaviour.
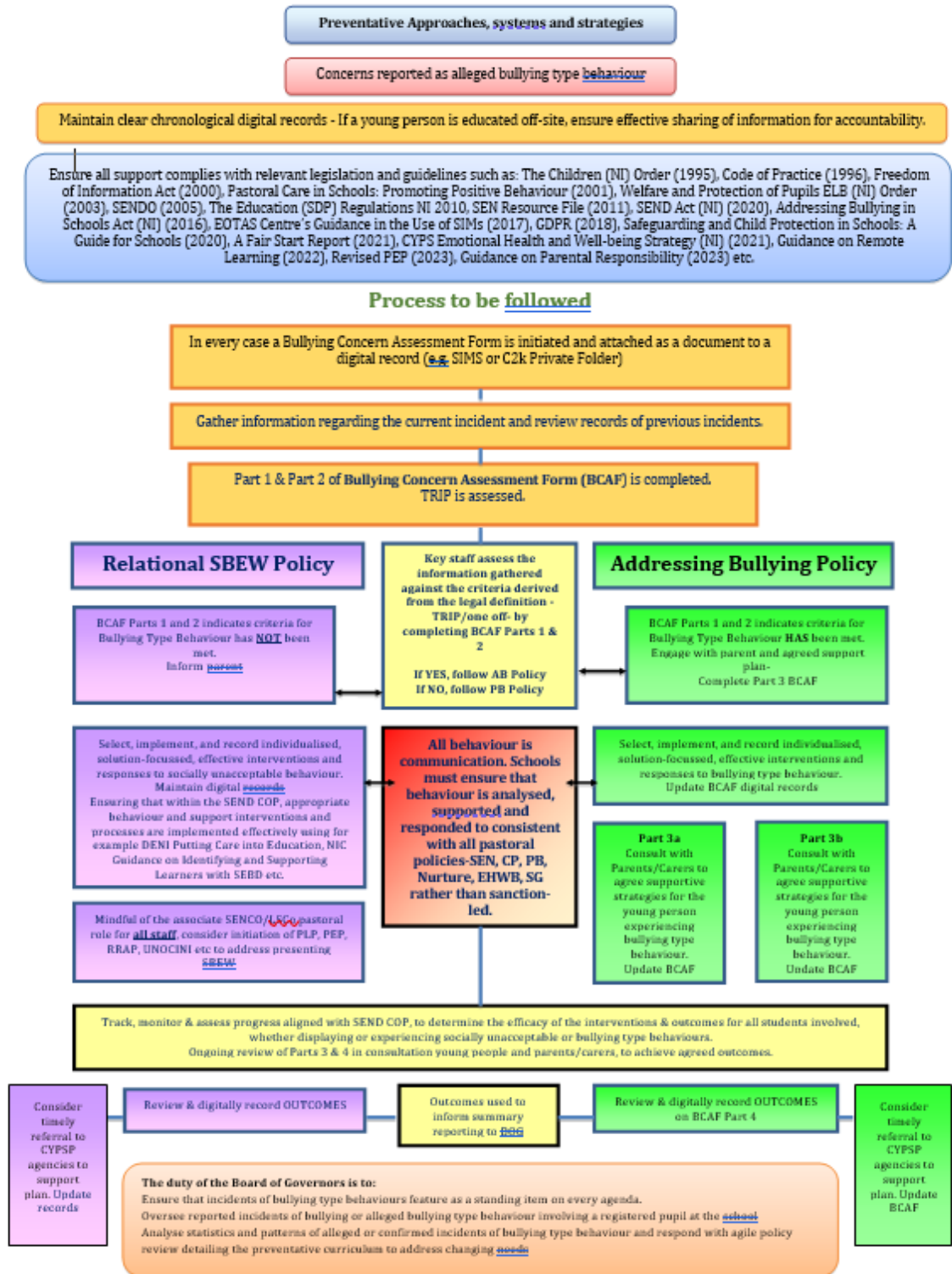
Appendix 7: Legislative processes guidance flow chart

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

Preventative Approaches, systems and strategies

Concerns reported as alleged bullying type behaviour

Maintain clear chronological digital records - If a young person is educated off-site, ensure effective sharing of information for accountability.

Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), The Education (SDP) Regulations NI 2010, SEN Resource File (2011), SEND Act (NI) (2020), Addressing Bullying in Schools Act (NI) (2016), EOTAS Centre's Guidance in the Use of SIMS (2017), GDPR (2018), Safeguarding and Child Protection in Schools: A Guide for Schools (2020), A Fair Start Report (2021), CYPS Emotional Health and Well-being Strategy (NI) (2021), Guidance on Remote Learning (2022), Revised PEP (2023), Guidance on Parental Responsibility (2023) etc.

Process to be followed

In every case a Bullying Concern Assessment Form is initiated and attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

Gather information regarding the current incident and review records of previous incidents.

Part 1 & Part 2 of Bullying Concern Assessment Form (BCAF) is completed. TRIP is assessed.

Relational SBEW Policy

Key staff assess the information gathered against the criteria derived from the legal definition - TRIP/one off- by completing BCAF Parts 1 & 2

If YES, follow AB Policy
If NO, follow PB Policy

Addressing Bullying Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour has **NOT** been met.
Inform parent

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour **HAS** been met. Engage with parent and agreed support plan-
Complete Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to socially unacceptable behaviour. Maintain digital records
Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example DENI Putting Care into Education, NIC Guidance on Identifying and Supporting Learners with SEBD etc.

All behaviour is communication. Schools must ensure that behaviour is analysed, supported and responded to consistent with all pastoral policies-SEN, CP, PB, Nurture, EHWB, SG rather than sanction-led.

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour.
Update BCAF digital records

Mindful of the associate SENCO/LSCo pastoral role for **all staff**, consider initiation of PLP, PEP, RRAP, UNOCINI etc to address presenting **SBEW**

Part 3a
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour.
Update BCAF

Part 3b
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour.
Update BCAF

Track, monitor & assess progress aligned with SEND COP, to determine the efficacy of the interventions & outcomes for all students involved, whether displaying or experiencing socially unacceptable or bullying type behaviours.
Ongoing review of Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed outcomes.

Consider timely referral to CYPSP agencies to support plan. Update records

Review & digitally record OUTCOMES

Outcomes used to inform summary reporting to BOG

Review & digitally record OUTCOMES on BCAF Part 4

Consider timely referral to CYPSP agencies to support plan. Update BCAF

The duty of the Board of Governors is to:
Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.
Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school
Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs

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 8: Bullying Concern Assessment Form (BCAF)

Incident Date:

Students 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 student or a group of students against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students.*

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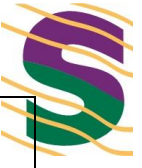
Check records for previously recorded incidents

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted student, witnesses (i.e. other students, 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 student or group of students?	**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 ___/___/___	

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

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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 _____

RECORD OF SUPPORT AND INTERVENTIONS FOR **STUDENT EXPERIENCING BULLYING TYPE BEHAVIOUR**:
Student 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
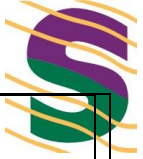
Record of participation in planning for interventions
Student:
Parent/carer:
Other Agencies:

Part 3b ...ck interventions until an **agreed** satisfactory outcome has been achieved

RECORD OF SUPPORT AND INTERVENTIONS FOR STUDENT DISPLAYING BULLYING TYPE BEHAVIOUR:
Student Name: **Year Group/Class:**

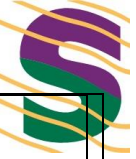| REFER TO SCHOOL ADDRESSING-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR		
Parent/ carer informed:	**Date:**	**By whom:**
Staff Involved:		

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

Student:

Parent/carer:

Other Agencies:

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

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 student 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:**
Student	**Signed:** **Date:**

Appendix 9: Effective Responses, Support, and Interventions Level 1 & 2

Level 1 : Low Level	Level 2
• 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	• 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

• Alternative arrangements for travelling to and from school. • Worth a rethink activity • Boxall • Other	• Access School Counselling Service • Mediation • Team around the child • Conflict Resolution • Upstander and by-stander work with groups of students • Other

Effective Responses, Support, and Interventions Levels 3 and 4

Level 3	Level 4 : High Level
• 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.	• 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 step.s • 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

• 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	• 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