



Enniskillen Royal Grammar School

Addressing Bullying Policy

Section A: Context

1. Statutory Context

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

This Addressing Bullying Policy for pupils takes account of specific Legislation and Education Authority/Department of Education Guidance. See Appendix 1

2. Introduction

This policy sits firmly within the core values of Enniskillen Royal Grammar School, which aims to know and value pupils as individuals and to provide a caring, supportive environment where each member of the school community feels safe and respected and where they are challenged and supported in equal measure to identify and fulfil their potential by a staff committed to pursuing the highest standards of behaviour and achievement across a wide range of curricular and extra-curricular learning experiences. Enniskillen Royal Grammar School aims to develop our young people in mind, heart, and body, to enable them to hold a positive view of themselves based on a right sense of self-worth, and to develop a sense of social responsibility which has at its core respect and tolerance for others within an inclusive culture where teamwork, mutual accountability and creativity and initiative are celebrated and encouraged.

The school community of Enniskillen Royal Grammar School upholds everyone's right to be safe both physically and emotionally and expects everyone to take responsibility for their behaviour in respecting this right and in ensuring that bullying -type behaviours which may cause barriers

to learning and impact the mental health and well-being of members of our school community are identified, called out and addressed in a supportive manner. The school seeks to promote strong and healthy relationships based on mutual respect and trust, active listening, and open communication between all members of the school community, Governors, Staff, Parents and Pupils alike. A pro-active approach to Positive Behaviour Management and a comprehensive Preventative Curriculum supports this aim. Staff work collaboratively across curricular and pastoral teams to understand and support our learners inside and outside the classroom, to promote their awareness of self and others, to nurture their emotional intelligence and to build their resilience and self-reliance within a culture of achievement, improvement, and ambition, with clear expectations that all pupils can and will achieve to the very best of their ability. We acknowledge that bullying -type behaviour exists in all school communities and wider society. We therefore promote an open climate where pupils, staff and parents /carers are free to share so that we can address and support these behaviours. The school seeks to encourage everyone to take a stand against bullying-type behaviours and to speak out if they know that bullying is taking place to embed a culture where we all agree that all forms of bullying-type behaviour are unacceptable and will be treated with the utmost seriousness. An agreed set of procedures ensures that incidents of bullying-type behaviours are dealt with in a firm, consistent and fair manner.

In this policy we:

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

3. Ethos and Key Principles Underpinning our Addressing Bullying Policy

- We believe that every child and young person should be celebrated in their diversity as a unique human being, worthy of respect
- We value the views and contributions of children and young people; we actively seek these views, and we respect and take them into account.
- We are committed to a community where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all. In this regard, it is our expectation that every member of the school community, pupils,

parents/carers, staff (teaching and support staff) and Governors will work collaboratively to:

- Demonstrate high standards of personal and social behaviour based on self-respect and respect for others
- Take personal responsibility for avoiding or becoming involved in any kind of bullying type behaviour
- Be alert to signs of distress and other possible indications of bullying-type behaviour
- Emphasise the importance of telling a trusted person about bullying-type behaviour when it happens or is observed
- Promote clear lines of communication so that bullying -type concerns are addressed promptly and appropriately
- Listen sensitively to any pupil who is experiencing bullying-type behaviour, take what is said seriously, and provide reassurance that appropriate action will be taken
- Explain the implications of allowing the bullying-type behaviour to continue unchecked, for themselves or others
- Promote a restorative response to bullying -type behaviours to meet the needs of all parties and to promote a consistent and clear anti-bullying approach.

4. Links to Other Policies

This Policy should be read in conjunction with our wider suite of Safeguarding, Pastoral Care and Learning Support Policies to promote consistency in the development and implementation of this Addressing Bullying Policy. Related policies include: -

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Learning Support Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-safety Policy and Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct
- Complaints Policy

These policies are available in hard copy format on request from reception on either site.

5. Consultation

This policy has been drawn up following consultation with pupils via our School Council which has representatives from each year group and with Staff, Parents and Governors through

questionnaires. Pupils are also involved in the creation and maintenance of the school's anti-bullying culture through the taught pastoral programme in Personal Development and Learning for Life and Work, Year and School Assemblies, the peer mentoring programme and their involvement in *Anti-Bullying Week* activities.

Section B: What is Bullying-type Behaviour?

1. What is Bullying?

In line with the Addressing Bullying in Schools Act (NI) 2016 and the Northern Ireland Anti-Bullying Forum's 2013 definition, Enniskillen Royal Grammar School defines bullying as:

"Bullying includes (but is not limited to) the repeated use of any verbal, written or electronic communication, any other act, or 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 or other person(s). The word 'act' includes omission.

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

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

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

When any allegation of bullying-type behaviour is shared, schools have a statutory requirement to assess the allegation against the criteria below.

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information/evidence 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 Psychological or physical harm ?	Yes / No
Does the behaviour involve omission? (*may not always be present)	Yes / No
Does this incident meet the legal definition of bullying	Yes / No

In determining harm, we define:

Psychological harm as 'intentionally causing distress or anxiety, humiliating, or affecting adversely a pupil's self-esteem'.

Physical harm as 'intentionally hurting a pupil causing injuries, such as bruises, broken bones, burns or cuts'.

Within this definition it is recognised that, while bullying is usually repeated behaviour, there are instances of one-off incidents which may be defined as bullying. Enniskillen Royal Grammar School will use the following criteria to assess whether a one-off incident is classified as bullying:

- The severity and significance of the incident
- Evidence of pre-meditation
- The physical and/or emotional impact of the incident on individual(s)
- The impact of the incident on the wider school community
- The state of previous relationships between those involved
- Any previous incident(s) involving the individual(s).

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

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

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

All decisions as to classifying incidents (whether one-off or repeated) as bullying will be evidence-based and only made after a fair and objective consideration of evidence from all sides.

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

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

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

2. Socially Unacceptable Behaviour

Within schools, there may be a continuum of **socially unacceptable behaviours**, which infringe on everyone's right to be safe. These include, but are not restricted to:

1. Physical – including jostling, physical intimidation, interfering with personal property, punching, kicking, the use of weapons and any other physical contact.
2. Verbal – including name-calling, insults, jokes, gestures, hurtful comments, threats and spreading rumours.
3. Social-including group manipulation, individual manipulation, controlling behaviour, leaving some one out of an activity.
4. Indirect – including isolation, refusal to work with, talk to or help others.
5. Electronic -cyber bullying through misuse of technology such as mobile phones and internet to humiliate, threaten or isolate another.

Such socially unacceptable behaviours will be dealt with in line with the school's Positive Behaviour Policy. However, socially unacceptable behaviours become bullying behaviours when the information gathered clearly demonstrates that the socially unacceptable behaviour meets the criteria below i.e., based on the evidence gathered, the behaviour: -

- Is or was **T**argeted at a specific pupil or group of pupils
- Is or was **R**epeated
- Is or was **I**ntentional
- Is or was causing **P**hysical and/or Emotional harm

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

- Verbal or written abuse, for example, saying or writing mean and hurtful things to, or about, others, making fun of others, calling another pupil mean and hurtful names, telling lies or spreading false rumours about others, trying to make another pupil or group of pupils dislike another pupil or group of pupils, extorting from, blackmailing, or exploiting another pupil, using sexually inappropriate language
- Physical acts such as hitting, kicking, pushing, shoving, punching, use of a weapon, sexual assault, locking a pupil inside a room
- Material harm, such as taking/stealing money or possessions, hiding or causing deliberate damage to another 's property or causing damage
- Omission and Exclusion e.g refusing to work with, talk to or help others or excluding others from activities
- Cyberbullying, for example, through using online platforms or other electronic communication to hurt, intimidate, harass, or embarrass others, impersonating someone online to cause hurt, sharing images (including videos and photographs) online to harass or to cause someone hurt.

This is not an exhaustive list: other behaviours that fit with the definition of bullying will be considered a bullying-type behaviour.

3. 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> <ul style="list-style-type: none"> • Physical: negative physical contact e.g. hitting. Material harm, such as damaging or taking possessions without permission. Any other physical contact which may include use of a weapon. • Verbal: unpleasant comments and/or gestures. • Social/Indirect: leaving someone out of a game or activity, not including someone in group work. • Electronic: misuse of online platforms or other electronic communication to cause emotional upset. • Written: unkind note, letter, text message, email. 	<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 _____

4. Where and When This Policy Applies

- On the premises of the school during the school day i.e., in school or on the school premises, which includes the school buildings, the sports' facilities play areas and the school grounds in general
- While travelling to or from the school during the school term – i.e., from when a pupil leaves home to journey to school until they have returned home from school. We will engage with transport providers e.g. Translink and EA Transport to ensure effective communication and early identification of any concerns where known. Pupils will receive regular reminders of our positive behaviour expectations when travelling to and from school
- While the pupil is in the lawful charge of a member of the staff of the school e.g., in extra-curricular activities, on school trips or external events
- Where and when a pupil is in education provision arranged on behalf of the school and provided away from the school premises e.g., another school in the Fermanagh Learning Community, South-West College, Education Other Than at School (EOTAS) Centres, or home (when exceptional teaching arrangements pertain)
- Given the nature of cyberbullying, this policy is not limited in its application to during the school day.

Section C : Preventative Measures

Our work to promote strong and healthy relationships within our school community and to prevent bullying type behaviour sit firmly within our wider approach to Promoting and Sustaining Good Behaviour. All members of the school community have a role to play in helping to prevent bullying-type behaviours and in creating a positive climate for learning where inclusion, diversity and equality are celebrated and where bullying-type behaviours are unacceptable.

- Enniskillen Royal Grammar School seeks to prevent bullying in school through the consistent implementation of its Positive Behaviour Policy, which
 - upholds everyone's right to be safe both physically and emotionally and requires everyone to behave in ways which keep everyone else safe, both physically and emotionally
 - requires high standards of behaviour at all times from every member of the school community
 - promotes early intervention and provides tailored support for those young people who experience difficulty in meeting acceptable standards of behaviour
 - acknowledges and affirms positive behaviours
 - acknowledges and sanctions socially unacceptable behaviours.
- This **Positive Behaviour Policy** is underpinned by our Ready to Learn and PHEAB expectations which promote the importance of attendance, punctuality, positive engagement in the classroom and in homework and individual responsibility for managing one's behaviour
- **Our Preventative Curriculum delivery** through Personal Development (Key Stage 3), non-exam LLW and Non-exam RE (Key Stage 4) and the Personal Development section of the Enrichment Programme (Key Stage 5) promotes the welfare and well-being of our pupils and addresses issues such as why and how bullying can happen, the different forms of bullying, including (but not limited to) those based on sectarianism, racism, gender, sexual orientation, ageism, disability and academic ability (ablest) and cyberbullying. Internet safety and cyberbullying are also covered in the provision of ICT at Key Stage 3 and we engage with key statutory and voluntary agencies e.g C2k, Safeguarding Board for NI and Safer Schools NI to raise awareness of the impact of electronic bullying -type behaviours and to support our pupils to make use of the internet in a safe, responsible and respectful way
- Our taught Preventative Curriculum is complemented by participation in, for example, the annual Northern Ireland Anti-Bullying Week activities and events such as Safer internet Day. Our Mood Matters training by Aware builds self-awareness and emotional resilience and focused assemblies promote understanding and raise awareness of key issues related to bullying on a regular basis.

- Our peer-led systems, such as the School Council and the Peer Mentoring programme play a central role in the delivery and promotion of key anti-bullying messages
- Tracking and monitoring of supervision arrangements at unstructured times, such as break and lunch, including the identification of 'hotspots', the modification of supervision based thereon, the provision of 'safe havens' and 'circles of friends' to support vulnerable pupils, the zoning of play areas and the deployment of staff to support the transition from the school day to the journey home are also practical measures to prevent bullying type behaviours
- The school engages regularly with external partners such as transport providers, other schools and the PSNI to promote a collaborative anti-bullying message and to identify concerns at an early stage. Strong working relationships are also fostered with outside agencies, such as the Education Welfare Service, Behaviour Support Team, Social Services, and CAMHs to support the care and welfare of pupils.

Section D: Systems and Procedures

1. Procedures for reporting a Bullying concern

We understand as a school that coming forward to share a bullying -type concern can be challenging, and we seek to support each member of our school community- pupils, staff, and parents in recognising their responsibility to report instances of bullying or suspicions of bullying, in the understanding that all such reports will be listened to and taken seriously. In each instance the priority will be responding to the bullying concern, restoring the wellbeing of those involved and preventing further incidents.

Pupils

Any pupil wishing to report a bullying concern can do so to any member of staff (teaching or support staff), either verbally or by contacting the member of staff through google classroom or by writing them a note or by sending an email to the school email address. Pupils can also use the designated post-box on each site. It must be emphasised that any pupil can raise a concern about bullying-type behaviour, not just the pupil who is experiencing such behaviour. Pupils should not view this as 'telling'; the focus should be on seeking help for themselves or another pupil.

Staff

Staff have a duty of care to promote the school's inclusive ethos based on self-respect and respect for others and to explicitly promote an anti-bullying message in their interactions with pupils. At all times they should be alert to signs of distress and other possible indications of bullying and to follow up appropriately, including reporting any suspected instances of bullying-type behaviour to the pupil's tutor and Head of Year.

Parents/Carers

We engage the support of our parents/carers in: -

- Watching for signs of anxiety or unusual behaviour, which might be evidence that their child is experiencing bullying-type behaviour
- Advising their child to report any bullying-type behaviour to a member of staff in school
- Reminding their child to react appropriately to bullying-type behaviour and not to retaliate
- Keeping a written record of any bullying-type behaviour that they observe or are told about
- Informing the school about any bullying-type behaviour, whether their child is involved or not
- Co-operating with the school's policies and procedures.

If the parent/carer wishes to report bullying-type behaviour they should, in the first instance, contact their child(s) tutor who will inform the Head of Year and Senior Leadership Team. If the parent is not satisfied that appropriate action has not been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal. Following that, if the parent remains dissatisfied with the response to the concern, the school's complaints' procedure should be followed by making a formal written complaint to the Chairperson of the Board of Governors. The School's Complaints Policy is available on the school website or by contacting the school office. All reports of bullying concerns received from pupils, their parents/carers or any other source will be responded to in line with this policy and feedback will be given to the person who raised the concern. However, no information about action taken in relation to pupils can be disclosed to anyone other than the pupil or their parents/carers.

2. Responding to and recording a Bullying -Type Concern (Appendices 2, 3 and 4)

Staff are expected to respond to bullying behaviour promptly and effectively, through implementing the procedures set out in the Positive Behaviour and Anti-Bullying Policies.

Staff will respond in a calm, assertive and confident manner: they will listen actively in a positive manner with an open and clear focus on the behaviours and with the expectation that changes in behaviours and learning for improvement can be achieved.

A record of the details of bullying concerns reported by pupils, parents, or staff to any member of the school community, should be forwarded in the first instance to the Tutor and Head of Year of the pupils involved. Mr Gaston (Senior Teacher) and Miss Armstrong (Principal) should be kept informed.

1. The Tutor(s) and Head(s) of Year of the pupil(s) involved will gather information and clarify facts and perceptions from the pupil(s) involved, including any bystanders (witnesses). The SIMS Behaviour Management Module will also be analysed by the Tutor(s) and Head(s) of Year of the pupil(s) to check for previous incidents and identify behavioural patterns
2. The Tutor(s) and Head(s) of Year of the pupil(s) involved will record all the information gathered in Part 1 of the 'Bullying Concern Assessment (BCAF) Form'. (Appendix 3)
3. Based on the information gathered the Head(s) of Year of the pupils involved, together with Mr. Gaston (Senior Teacher) and Miss Armstrong (Principal), will determine whether bullying behaviour has occurred according to the definition and criteria outlined in this policy and in line with the legislative flow chart in Appendix 2
4. If, based on the information gathered, the criteria for bullying behaviour have not been met, the behaviour will be dealt with using the Positive Behaviour Policy and details recorded in the SIMS Behaviour Management Module.
5. If, based on the information gathered, the criteria for bullying behaviour have been met, the school will proceed to record supports and interventions for all pupils involved on the BCAF 3A (pupil(s) experiencing) and 3B (pupil(s) displaying). The effectiveness of the supports will be monitored and evaluated on the BCAF part 4.
6. The completion of the BCAF is the responsibility of the Tutor(s) and Head(s) of Year of the pupil(s) involved, working with Mr Gaston, Senior Teacher, and Miss Armstrong (Principal)
7. Digital BCAF records will be stored securely within C2K private folders. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The Principal will have oversight of these records.
8. All records will be maintained in line with relevant data protection legislation and guidance. Disposal will be in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying type behaviour will be used to inform the future development of the Addressing Bullying Policy and practice within the school.
9. 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/Board of Governors by the parent/carer.

3. Responses to Bullying-type Behaviours

A range of responses will be used in dealing with instances of bullying-type behaviours. Intervention(s) will be aimed at responding to the behaviour, resolving the concern, and restoring the well-being of all those involved. Where appropriate, sanctions may be implemented for those displaying bullying-type behaviour, ranging from after-school detention, through Saturday detention and up to and including suspension from school.

Every bullying incident will be considered individually, and the intervention(s) chosen will best meet the needs of the pupil(s) involved. At all times the guiding principles underpinning the choice of intervention will be: -

- the promotion of the key and consistent message that bullying-type behaviours are not acceptable
- the explicit communication of the impact of such behaviour on those experiencing it
- the safety and welfare of all our pupils
- the intention that the person(s) responsible for the bullying-type behaviour will learn from the situation and change their behaviour
- the importance of a restorative approach which promotes reflective thinking, active listening, and empathy for others
- the importance of a wider educative and awareness-raising approach to challenge bullying-type behaviours and to encourage pupils to take responsibility for their own actions. This may include at times access to the support offered by external agencies such as Behaviour Support and Provisions, Education and Welfare Service, Educational Psychology, Autism Advisory & Intervention Service, Child Protection Support or Child & Adolescent Mental Health Service

Parents/carers will be kept informed through open lines of communication and engagement. It should however be noted that any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and their parent/carers.

The effectiveness of the interventions will be monitored on an on-going basis and the outcomes shared with key partners such as parents/carers and updated on the 'Bullying Concern Assessment Form' (BCAF). Where necessary further interventions will be implemented.

At all times it is important to highlight the opportunities for self-reflection, development and learning for all parties concerned. This reflection will inform and guide the on-going review and development of the school's anti-bullying policy, procedures, and practices.

Section E: Professional Development of Staff

Enniskillen Royal Grammar School is committed to ensuring that staff (teaching and support) have access to appropriate professional development to enable them to exercise their professional responsibilities effectively. All staff (teaching and support) receive annual Safeguarding Training: Governors also access Safeguarding Training in line with Education

Authority Guidance. The school maintains records of training undertaken by both staff and Governors.

Section F: Monitoring and Review of Policy

The Board of Governors, in liaison with the Principal, will monitor the effectiveness of the Addressing Bullying Policy. Incidents of bullying behaviours are reported to the Governors as part of the Principal's Pastoral report, a standing item on each agenda. The Board of Governors will identify trends and priorities for action and assess the effectiveness of strategies to prevent and to respond to bullying.

The Policy will be kept under review by the Senior Leadership Team and Heads of Year on an ongoing basis.

It is a legal requirement that the Addressing Bullying policy is reviewed every four years or sooner following any incident, highlighting the need for a review, or considering new guidance, issued by the Department of Education.

This policy will be reviewed as required in consultation with pupils and their parents/carers on or before October 2027.

February 2024

Appendix 1

Policy and Guidance Context

This policy has been informed and guided by current legislation and guidance as set out below:

The Legislative Context

The United Nations Convention on the Rights of the Child (UNCRC) which sets out every child's right to:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment, or exploitation.
- Be protected from discrimination.
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously.
- Education.

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

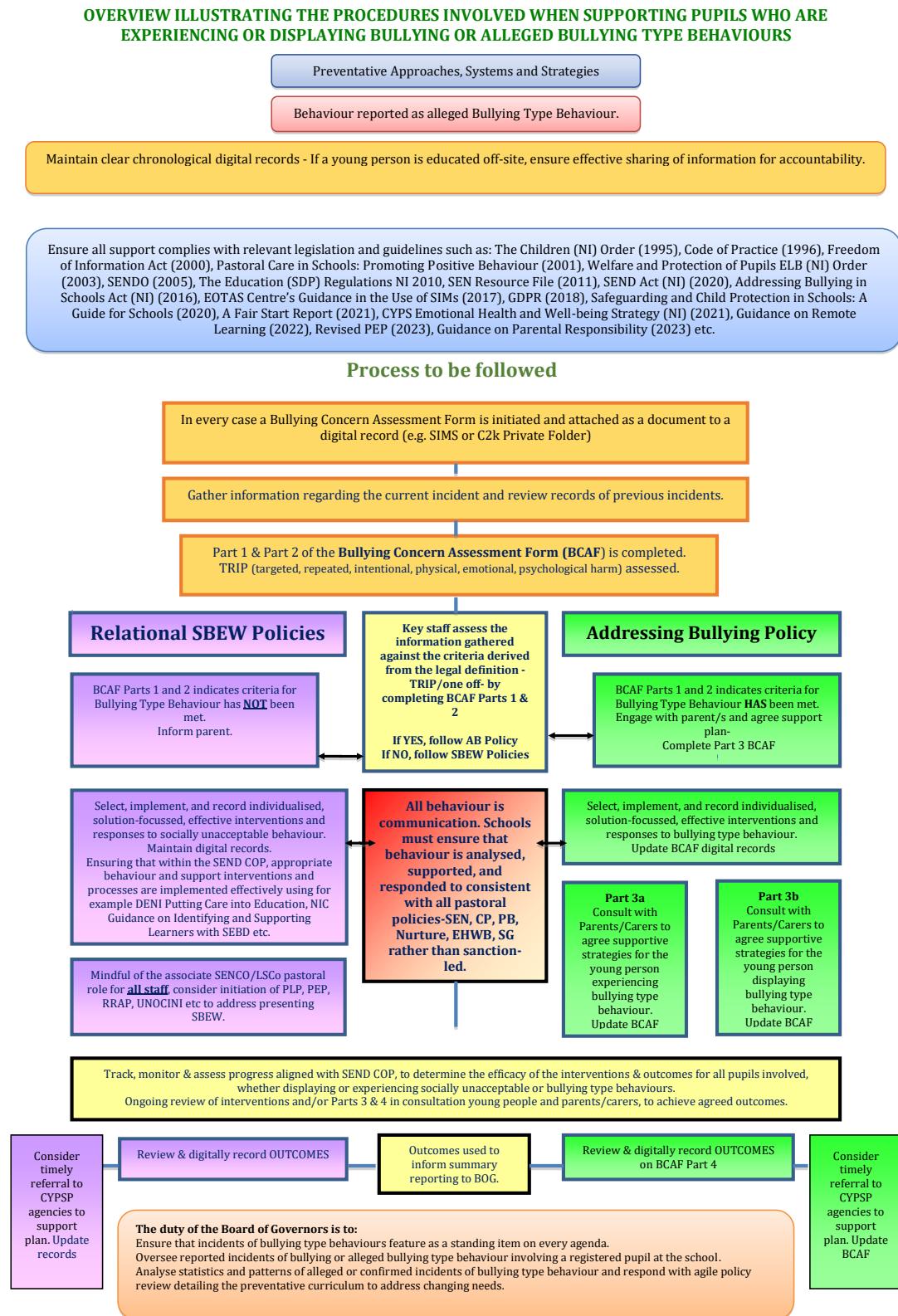
Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order, 2003

The Education (School Development Plans) Regulations (Northern Ireland), 2010
The Education (2006 Order) (Commencement No.2) Order (Northern Ireland), 2006
The Children (Northern Ireland) Order, 1995
The Human Rights Act, 1998
The Health and Safety at Work Order (Northern Ireland), 1978

Guidance documents

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Board of Governors (Department of Education, 2019)
Effective responses to bullying behaviour (Department of Education, Education Authority and Northern Ireland Anti-Bullying Forum) (Revised January 2022)
Pastoral Care in Schools: Promoting Positive Behaviour (Department of Education, 2001)
Pastoral Care in Schools: Child Protection (Department of Education 1999)
Safeguarding and Child Protection in Schools: A Guide for Schools (Department of Education, 2017) Updated 2020
Co-operating to Safeguard Children and Young People in Northern Ireland (Department of Health, Social Services and Public Safety, 2016)
Safeguarding Board for Northern Ireland Policies and Procedures (Safeguarding Board for Northern Ireland, 2017)
Safeguarding and Child Protection in Schools: A Guide for Schools (Department of Education, 2017)

Appendix 2 Legislative Processes Guidance Flow Chart



Appendix 3: Bullying Concern Assessment Form (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

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

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

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

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

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

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

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

YES the above criteria have been met and bullying behaviour has occurred.	NO the above 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 _____

3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING TYPE BEHAVIOUR:

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

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO
Type 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	Reasons for non-implementation

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 TYPE BEHAVIOUR:

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

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO TYPE 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 TYPE CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

4a- Following the Review Meeting, to what extent have the success criteria been met?

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

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

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention.
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

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

Appendix 4: Effective Responses, Support, and Interventions Level 1 & 2

This list is not exhaustive and supports implemented are specific to each individual pupil.

Level 1 : Low Level	Level 2
<ul style="list-style-type: none"> • Explicitly teach expectations. • Visual reminder of key expectations • Weekly emotional literacy lessons • Use of praise and rewards • Explore friendship as a topic or discussion. • Develop a therapeutic environment though e.g. art, play • Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens. • Play group games, lego therapy to encourage positive interactions. • Circle time • Explore the importance of empathy and kindness. • Social skills/stories and emotional literacy work • Solution focussed meeting with parent. • SEND Code of Practice - Consider a PLP • Device a seeking help plan. • Circle of friends' activity • Alternative arrangements for unstructured time • Alternative arrangements for travelling to and from school. • Worth a rethink activity • Boxall • Other 	<ul style="list-style-type: none"> • Social skills sessions to remind of positively framed expectations/routines. • Visual reminder of key expectations • Emotional literacy/Social Thinking programmes • Specific and targeted use of praise and rewards • Partner with a positive role model • Interventions focused on emotional well-being/literacy with elements of resilience work. • Reflective time with a key adult • Use role plays and problem-solving scenarios to practice and model appropriate social skills. • Integrate with unfamiliar children in a small group setting to build new friendships. • Praise and rewards for working alongside other students. • Build in opportunities for help to be requested. • Use visuals such as the Blob Tree poster. • Referral to community-based organisations e.g. Reach mentoring etc • Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc • Quality Circle • SEND Code of Practice - Consider PLP • Access School Counselling Service • Mediation • Team around the child • Conflict Resolution • Upstander and by-stander work with groups of students • Other