

St. Joseph's Grammar School

Scoil Iósaef



Anti-Bullying Policy

Policy Author	Mrs A McGleenan
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Anti-Bullying Policy

Section 1 – Introduction and Statement

Bullying is unacceptable behaviour and all forms of bullying are wrong. The students, staff and parents of St. Joseph’s Grammar School will not tolerate bullying behaviour. In St. Joseph’s Grammar we are committed to creating a safe environment where young people can learn and play, can talk about their worries, confident that an adult will listen and will offer help. When bullying happens we will work as a community in accordance with the policy outlined to help both the victims and the bullies. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

This policy was developed in line with guidance set out by Addressing Bullying in Schools Act (Northern Ireland) 2016, DENI and the Northern Ireland Anti-Bullying Forum (NIABF). Its overall purpose is to promote an anti-bullying culture in St. Joseph’s Grammar School and to help staff provide support to students who have been bullied and students who engage in bullying behaviour. Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001) Paragraph 125 states the following: “As well as ensuring that students who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these students to try to help them change their unacceptable behaviour.” This policy provides examples of anti-bullying strategies within 4 levels of intervention and provides staff and parents with practical suggestions on how bullying can be addressed.

Section 2 – Context

This policy has been developed, including the legislative and policy/guidance framework applicable. This includes:

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 \(UNCRC\)](#)

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 behaviour, in consultation with students and parents.
 - Requires schools to record all incidents of bullying 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 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)

Section 3 – Ethos & Principles

In St. Joseph's Grammar we believe that:

- Students have the right to be at school free from intimidation and fear of any kind.
 - Students have a duty to respect each other's person, property, time and point of view.
 - The school will not tolerate bullying behaviour by or towards any member of the school community.
 - 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 and creating a safe and welcoming environment for all.
 - The needs of bullied students are paramount.
 - Bullied students will be listened to.
 - Reported incidents will be taken seriously and thoroughly investigated promptly and effectively following SJS Anti-Bullying Policy and Procedures.
 - We will ensure that all students, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success;
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Section 4 – Consultation and Participation

This policy has been developed in consultation with registered students and their parents/carers, staff and the Board of Governors in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Consultation took place through

- Consultative workshops with the School Council
 - Class-based activities
 - Whole school questionnaires distributed to all students online
 - Questionnaires distributed to all parents/carers online
 - Engagement with parent support group
 - Staff survey for all staff, teaching and non-teaching
 - Representative members of staff involved in writing anti-bullying policy
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Section 5 – What is Bullying?

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

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.

SJS will use the statement below to support student’s understanding.

“Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.”

Socially unacceptable behaviours **become bullying behaviours** when the information gathered clearly demonstrates that the unacceptable behaviour **does meet the criteria listed below** i.e. on the basis of the evidence gathered the behaviour is/was:

- intentional,
- targeted at a specific student or group of students
- repeated – e.g. 3 or more repetitious incidents involving the same target/s
- causing physical or emotional harm
- omission - intentionally choosing not to mention, (failure to act) arising from a desire to cause harm

One-Off Incidents

Whilst bullying is usually repeated behaviour, there are instances of one-off incidents that SJS will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, SJS 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

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

Socially Unacceptable Behaviours

Understanding bullying and the different forms it can take is the starting point for preventing and responding to socially unacceptable behaviours effectively. SJS recognises that there is a continuum of unacceptable anti-social behaviours that infringe on everyone's right to be safe. The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour. They include:

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*
- *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*
- *Misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another.*

It should be noted that the above list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

Bullying type behaviour can occur due to a variety of motivations. These include, but are not limited to:

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

Use of Language

Bullying 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 student as ‘a bully’, nor will we refer to a student as ‘a victim’. Instead, we will refer to the student by describing the situation surrounding that student, for example:

- A student displaying bullying behaviours
- A student experiencing bullying behaviours

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

SJS will use the following definitions of emotional and physical harm which are set out in the DE Guidance.

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.

Section 6: Addressing Bullying in St. Joseph’s Grammar School

Everyone in the school community, including students, their parents/carers and the staff of the school are expected to respect the rights of others to be safe. All stakeholders of St. Joseph’s Grammar School have a responsibility to ensure the protection and welfare of children is paramount. This also extends to any volunteers accepted to work in the school during school hours when students are on the premises.

Responsibilities of Board of Governors

Members of the Board of Governors are required to:

- secure measures to prevent bullying
- to keep a record of incidents of all incidents of bullying or alleged bullying involving a registered student at the school
- safeguard and promote the welfare of all registered students whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school
- consult with registered students on the general principles which will be reflected in the school’s Positive Behaviour policy
- ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school

- ensure that student welfare embraces all aspects of pastoral care, child protection, student behaviour, health and well-being, safety and security

Responsibilities of Principal

The Principal:

- when deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among students
- before deciding on measures to encourage good behaviour must consult with students registered at the school and their parents
- safeguard and promote the welfare of all registered students whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school

Responsibilities of Staff (teaching and non-teaching)

Staff will:

- Model high standards of personal pro-social behaviour
- Be alert to signs of distress and other possible indications of bullying behaviour
- Emphasise the importance for students to seek help from a trusted adult about bullying behaviour when it happens or is observed
- Explain the implications to students of allowing the bullying behaviour to continue unchecked
- Listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- Ensure students know how to seek support – internal and external
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties
- When dealing with allegations of bullying behaviour staff will use the Bullying Concern Assessment Form (BCAF) and response using the guidance set out in **Section 9** –

Responding to a Bullying Concern

Bullying is often reported to staff by parents/carers. Such complaints will be met openly and sympathetically.

When meeting with the parents/carers of students bullying others the staff need to:

- Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff.
- Remain understanding if the parent/carer expresses anger directed at the school. It is important to understand that sometimes a parent's perception of a situation can be one sided and dependent on the child's subjective perspective. In cases of alleged bullying it is important to be open minded as often there is a complicated build-up of events and tit for tat behaviour. Children who bully will often dismiss their behaviour as banter or 'messing about'.
- Try to get clear facts from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.
- Ensure that you have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying.
- Ensure that the parents/carers understand how their child's behaviour conforms to St. Joseph's Grammar School's agreed definition of bullying.
- Share your concern with your line manager about what has been happening to the child experiencing bullying.
- Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.
- Be understanding but firm.
- Make it clear that you care and will do what you can and will act in accordance with St. Joseph's Grammar School Anti-bullying policy.
- Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.
- Avoid getting into an argument. Try to avoid blaming the parent/carer for their child's behaviour.

Responsibilities of Parents/Carers

Parents/carers will:

- Participate in the development of the school's Anti-Bullying policy.
- Inform the school of any concerns relating to bullying behaviour
- Report or express a concern about their child's involvement in a bullying incident/situation, particularly if their child has experienced bullying type behaviours.
- Work collaboratively with SJS to resolve an incident of bullying type behaviours

- Reinforce anti –bullying messages at home that bullying is morally wrong and potentially damaging. We expect the parents of young people who have been bullying others to support SJS in terms of sanctions.

Responsibilities of Students

Bullying is a secret, insidious form of behaviour and targets of bullying often fear that reporting it will make the situation worse. If a child feels he/she is being bullied it must be taken seriously by staff and parents. Within the SJS Student Planner advice is offered to students who are anxious or worried. Students are regularly reminded to report bullying to class teachers, Form Teachers, Year Heads, or the Pastoral Vice Principal Mrs McGleenan.

Students are encouraged to:

- Talk to a member of staff if they have a concern of bullying type behaviour as a matter of urgency.
- Keep evidence of any bullying type behaviour such as cyber bullying remarks
- Behave towards others in a mutually respectful way
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Refrain from retaliating to any form of bullying behaviour
- Intervene to support any person who is being bullied, unless it is unsafe to do so.

Section 7: Working Towards an Anti-Bullying Environment

Staff, students and parents have a shared responsibility to have a proactive attitude to bullying. Prevention is as important as the action taken to address reports of bullying. Students are constantly reminded of the high standards of behaviour expected in SJS as set out in the Positive Behaviour Policy.

All adults in the school play a vital part as role models as reflected in their dealings with each other and their treatment of the young people. Play areas, corridors, toilets and other hidden corners are well supervised during break time and lunch time. Staff are on supervision in the morning and after school at the various collection and disembarkation of students from buses. Lunch time supervisors, caretakers, LSA's and all staff who come in contact with young people are trained to watch for signs of bullying and report them to appropriate staff.

Play areas have been zoned for specific year groups and are supervised. A range of activities are offered to meet the needs of all students. A wide variety of lunch time and extra-curricular activities are offered aimed at supporting the development of effective peer support relationships and networks such as sporting activity, creative arts, leisure and games, etc.

Preventive Curriculum

The Personal Development Programme for each year group includes work to help students improve their self-esteem, resilience and social skills and to encourage them to have the self-confidence to reject bullying behaviour from other people. Through the preventative curriculum SJS actively promote positive emotional health and wellbeing and all year 8 students receive the Mindfulness in Schools Project .b programme. The PD programme is reviewed regularly and up-dated in light of global, national and local issues.

The issue of bullying and what to do about it is continually emphasised through year group assemblies. SJS works effectively with a range of outside agencies to support the appropriate care and welfare of all students. Students are able to access counselling via the Familyworks Counselling service and support in dealing with friendships issues and self-esteem and self-confidence through the REACH mentoring programme. Students are also informed about support services through the 'Here 2 Help' app, information in the student planner and useful websites such as Childline and the Samaritans. Reminders and relevant information is posted in the form class google classroom.

Anti-bullying posters are on display around the school.

A Cara Friend Workshop is delivered to Year10 to address the issue of homophobic bullying.

SJS marks Anti Bullying Week every November with whole school assemblies and form class activities. The theme for each year promoted by the Northern Ireland Anti-Bullying Forum is adopted and resources provided are used to deliver anti-bullying lessons during form period. Typical themes are cyber bullying, homophobia and racism. The message is always clear, that bullying is not tolerated and must be reported.

A group of sixth formers are trained as Anti-bullying Ambassadors and are available to help younger students who may be experiencing bullying from their peers.

Sixth Form students are trained to monitor behaviour on buses and to immediately report incidences of bullying to the relevant Head of Year or Senior Teacher with responsibility for Positive Behaviour – Mr P Corrigan.. Students are regularly reminded of the positive behaviour expectations whilst travelling to and from school. Mr Corrigan has regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.

The Addressing Bullying in Schools Act gives schools the authority to take steps to prevent bullying through the use of electronic communication amongst students at any time during term, where that behaviour is likely to have a detrimental effect on the student's education at school. To this regard, SJS uses the PD programme, Assemblies, E-Safety workshops provided by a range of external agencies and engagement in key national and regional campaigns such as Safer Internet Day to raise awareness of the nature and impact of online bullying. SJS will support students to make use of the internet in a safe, responsible and respectful way.

Student Voice

SJS actively promotes an open, inclusive and mutually respectful working environment and ensures high levels of student participation through promotion of an active School Council. Students are regularly consulted on their viewpoints using surveys and questionnaires.

Section 8 - Reporting a Bullying Concern

How Students Can Report a Concern

Students are encouraged to raise concerns or to 'get help' if they have a concern about bullying that they experience or is experienced by another student with any member of staff, including teaching and nonteaching staff. Students can raise concerns to a trusted member of staff, by:

- Verbally- talking to a member of staff
- By sending a message to a member of staff via google classroom
- By sending an email to a member of staff using their C2K email account

Parents/Carers Reporting a Concern

It is the responsibility of parents and carers to raise concerns about alleged bullying behaviour at the earliest opportunity. It is also important to encourage parents/carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Within SJS, the process of parents/carers reporting bullying concerns is:

- In the first instance, all bullying concerns should be reported to the Form Teacher. The form teacher will inform the HoY and deal with the matter following SJS Anti-bullying policy.
- 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 the Head of Year.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Year to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Pastoral Vice Principal Mrs McGleenan.
- Where the parent is not satisfied that appropriate action has been taken by the Vice Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.

If the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors.

It is important to note that all reports of bullying concerns received from students and/or parents/carers will be responded to and staff cannot be informed of alleged bullying incidents and asked not to investigate the allegations.

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 student can be disclosed to anyone other than the student and his/her parents/carers.

Section 9 – Responding to a Bullying Concern

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

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

- Clarify facts and perceptions – written accounts will be taken from all parties involved – this ensures that the student voice is heard.
- Evidence will be collected as appropriate e.g. screen shots
- Check records for previous incidents (SIMS/Student's File)
- Assess the incident against the criteria for bullying behaviour using the Bullying Concern Assessment Form (BCAF)- Appendix 4
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level
- Select and implement appropriate interventions for all students involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary
- Monitor the situation checking in with the student(s) involved

SJS in line with NIABF 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. (Reference: Bullying levels and Targeted Interventions).

When responding to a bullying concern, staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour. Any action taken regarding a student cannot be disclosed to anyone other than that student and his/her parents/carers.

Section 10 – Recording

It is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour.

In accordance with this legislation SJS will centrally record all relevant information related to reports of bullying concerns, including:

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

Records will be kept in a Private Folder, which is part of the C2k system in schools. 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 data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section 11 – Professional Development of Staff

SJS is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing TPL/CPD/PRSD provisions.

Section 12 – Monitoring and Review of 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 will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying behaviour
- assess the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed every 4 years or following any incident which highlights the need for such a review or as required when directed to by the Department of Education and in light of new guidance. It shall be reviewed in consultation with staff, students and their parents/carers, on or before June 2025.

Section 12 – Links to Other SJS 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 Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phones/Electronic Technology Policy
- Educational Visits Policy
- Staff Code of Conduct
- Staff Acceptable Use and Social Media Policy
- Twitter Acceptable Use Policy

Section 13 – Appendices

Appendix 1 - Bullying Levels and Targeted Interventions

Appendix 2 - Choosing an Appropriate Intervention

Appendix 3 - Understanding the Levels of Intervention

Appendix 4 – Bullying Assessment Concern Form (BACF)

Appendix 1 Bullying Levels and Targeted Interventions

Student Displaying Bullying Behaviour	Types of Behaviour	Targeted Interventions
Level 0	First time occurrence of bullying type behaviour	Informal chat to enable student to identify possible solutions to current situation.
Level 1 Low Level Bullying Behaviour	<p>When an incident has been assessed and is perceived to be a minor bullying incident select one or more of these Level 1 interventions.</p> <p>If the student is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern).</p> <p>Parents/carers will need to be informed of this decision.</p>	<ul style="list-style-type: none"> - Informal chat to enable student to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - Student may be referred to the REACH Mentoring Team for support. <p>Regular monitoring and review of situation by class/form tutor</p>
Level 2 Immediate Level Bullying Behaviour	<p>Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan.</p> <p>If the student is resistant to change, staff may choose to place the student on the COP Stage 2.</p> <p>Parents/carers will need to be informed of this decision and involved in providing support.</p>	<p>Meet to:</p> <ul style="list-style-type: none"> - Gain bullied student's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practice coping skills (e.g. Fogging). - Strength-Building Plan for Student - Student will be referred to the REACH Mentoring Team for support, outcomes should be recorded. <p>Regular monitoring and review of situation by Head of Year.</p>

Student Displaying Bullying Behaviour	Types of Behaviour	Targeted Interventions
<p>Level 3 Complex Bullying Behaviour</p>	<p>Following assessment, if the bullying behaviour is more complex and/or resistant to change.</p> <p>Student presenting with many additional needs and risk factors.</p>	<p>Individual Student Work</p> <ul style="list-style-type: none"> - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Head of AEN will be consulted on bullying behaviour - Support Group Method. - PIKAS interview. <p>Parental Involvement</p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change.</p> <p>Additional advice/support from ELB Services and External Agencies Is there a need for parent to consult with GP about child?</p> <p>Regular monitoring and review of situation by Head of School.</p>
<p>Level 4 High Risk Bullying Behaviour</p>	<p>Student presenting with significant concerns including mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams.</p> <p>Regular monitoring and review of situation by Head of School/Vice Principal (Pastoral)</p>

Bullying Concern Assessment Form

Appendix 2 Choosing an Appropriate Intervention

When children and young people are involved in incidents of bullying, adults need to intervene. There is a wide range of possible interventions available and there are significant differences in these in terms of the purpose of the intervention and the needs being addressed. Whilst many school staff will welcome the availability of a plethora of interventions, this diversity raises some important questions, most notably 'which is the most appropriate for this case?' Inappropriate interventions could risk further harming individuals who are already vulnerable or target of bullying.

There is no best method in the sense that one is always preferable. It depends on the nature of the bullying, the availability of resources, the skills level of staff and the readiness of the school community to support the chosen approach. Remember, the main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

In selecting an intervention staff should take account of:

- The level of severity, using this as a guide to select appropriate intervention(s).
- The legal status of the act e.g. assault.
- The age and ability of those involved.
- Whether an individual student or a group is involved.
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.
- Whether the student(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the student experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention such as the Support Group Method.
- Whether it is realistic to expect that the bullied student can be strengthened adequately to deal with the situation.
- Whether or not the student experiencing bullying has acted provocatively.

Bullying Concern Assessment Form

Appendix 3 Understanding the Levels of Intervention

It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual student needs.

Level 0 First time occurrence of bullying type behaviour

Informal chat by member of staff to enable student to identify possible solutions to current situation.

Level 1 Intervention - Low Level Bullying Behaviour

Regular monitoring and review of situation by class/form tutor

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the student(s) experiencing bullying.

NEVER ignore low level bullying behaviour.

Staff should;

- Explain the inappropriateness of the behaviour in line with the College’s values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied student.
- Talk with the student being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied student to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

Regular monitoring and review of situation by Head of Year.

Bullying Concern Assessment Form

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the student being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating students.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.

Level 3 Interventions - Complex Bullying Behaviour

Regular monitoring and review of situation by Head of School.

Interventions at Level 3 will often involve the Heads of School, Head of Additional Needs and the Vice Principal (Pastoral), in collaboration with student(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and students experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see Support Group Method) and/or The PIKAS Method of Shared Concern, along with individual support and strength building programmes.

Bullying Concern Assessment Form

Level 4 Interventions - High Risk Bullying Behaviour

Regular monitoring and review of situation by Head of School/Vice Principal (Pastoral)

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the students involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the students involved. As such, the school's Safeguarding policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

Level 0 One-off Incident and Level 1 – Low Level Bullying Behaviour

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

Level 2 – Intermediate Level Bullying Behaviour

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

Level 3- Complex Level Bullying Behaviour

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

Level 4 High Risk Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
<p>Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns. Select</p>	<p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a nonthreatening way enabling views to be acknowledged, respected and valued.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PD / LLW Citizenship lessons</p> <p>www.ccea.org.uk/</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> - PSNI - Health and Social Care Trust - Gateway Teams. <p>Refer to the school's Positive Behaviour Policy and Suspension and Expulsion Policy.</p>	<p>Pupil representing with significant mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> - PSNI - Health and Social Care Trust - Gateway Teams

Bullying Assessment Concern Form (BACF)



In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

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 behaviour			
Name of Student(s) demonstrating alleged bullying 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	

<p>YES the above criteria have been met and bullying behaviour has occurred.</p>	<p>NO the above criterial have not been met and bullying behaviour has not occurred.</p>
<p>The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form</p>	<p>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 .</p>
<p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>	

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 STUDENT EXPERIENCING BULLYING 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 < interventions until an **agreed** satisfactory outcome has been achieved

RECORD OF SUPPORT AND INTERVENTIONS FOR **STUDENT DISPLAYING BULLYING 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	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

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 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: