



# Tandragee Junior High School

## Anti-Bullying Policy

**May 2021**

*Policy Ratified by TJHS Board of Governors – June 2021*

*Policy updated by VP – May 2021*

*Policy Consultation by Pupils, Staff and Parents – May/June 2021*

*Review Date – May 2024*

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## Section 1 – Introduction and Statement

At Tandragee Junior High School we believe all forms of bullying behaviour are unacceptable. All pupils have the right to learn in a safe, happy, and supported environment. We believe in the dignity and worth of each individual and are committed to promoting an anti-bullying ethos. Accordingly, we work to create an environment within which positive relationships are fostered and actively promote the development of rights respecting relationships between all members of our school community. We aim to promote those values, which will make our pupils caring, responsible citizens. In this way, we hope that all our pupils will feel and secure in their own personal worth as a member of our School Community.

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## Section 2 – Context

This policy has been developed within 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](#)
- \* [Data Protection Act \(1998\)](#)
- \* [Code of Practice \(1996\)](#)
- \* [Freedom of Information Act \(2000\)](#)

### **The Policy & Guidance Context**

- \* [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 \(DE, 2001\)](#)
- \* [Welfare and Protection of Pupils ELB 9NI\) Order \(2003\)](#)
- \* [SENDO \(2005\), SEND Act \(NI\) \(2016\)](#)
- \* [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 \(SBNI, 2017\)](#)
- \* [Guidance in the Use of SIMS \(2017\)](#)
- \* [GDPR \(2018\)](#)

### **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 pupils 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 (e.g. school trip)
      - ! When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
    - Requires that the policy be updated at least every four years.
  - \* The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
    - 'Safeguard and promote the welfare of registered pupils' (A.17)
  - \* The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
    - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
    - Be protected from discrimination. (A.2)
    - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
    - Education. (A.28)
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### Section 3 – Ethos & Principles

At Tandragee Junior high school 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.

With our school motto of "Care, Courtesy and Consideration at the heart of our education we believe pupils have a right to learn in a safe and supportive environment, free from intimidation and fear. The welfare and well-being of all children are paramount and pupils' needs, whether pupils displaying bullying behaviour or the pupil experiencing bullying behaviour are our priority. Pupils' needs must be separated from their behaviour.

In our school, we do not want to label pupils unfairly, so we use the term '*child who is experiencing bullying behaviour*' instead of 'victim'. Also, instead of describing a pupil as '*a bully*', we will use the term '*pupil who is displaying bullying behaviour*'. In this way, we are separating the pupil from his/her unacceptable behaviour, emphasizing that this pupil's behaviour can change. We encourage all members of the school community to use this language when discussing bullying incidents.

When bullying concerns are identified, our school will work in a 'Restorative' and 'Solution Focused' way, to achieve the necessary changes in behaviour and to restore relationships between the pupils involved, consistent with the NI Anti Bullying Forum (NIABF) Guidance Effective Responses to Bullying Behaviour. Pupils who are experiencing bullying behaviour will be listened to, supported, and strengthened. Pupils who display bullying behaviour will be listened to and supported to accept responsibility and change their behaviour. Interventions will be implemented to meet the needs of all pupils involved.

Staff will receive awareness-raising training regarding bullying prevention, including implementing effective and appropriate strategies for intervention.

Parents are made aware in our school's 'Pastoral Care' summary leaflet of how to report any concern or complaint they may have in relation to their child's safety or well-being.

Information is sent out bi-annually and posters displayed in the school remind pupils that we are 'a listening school' and that they should tell a member of staff if they have any worries or fears. During parent evenings, through consultation processes online, through the school website and in written policy documents, both pupils and parents are made aware of our school's aim and practice to prevent bullying behaviour occurring and of our policy and our practice when responding restoratively to any bullying concerns which may arise.

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#### Section 4 – Consultation and Participation

This policy has been developed in consultation with registered pupils, their parents/carers and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016. We recognise the importance of working in partnership with all stakeholders in preventing bullying behaviour occurring and in responding to such unacceptable behaviour promptly and effectively. Each academic year we hold a dedicated Anti-Bullying Week with assemblies and lessons taking place in all Form Classes.

At Tandragee Junior High School, we have met the requirement to consult with all our stakeholders in the following ways:

- \* Anti-Bullying policy launched online, TJHS Facebook and accessed on TJHS website with hard copy also available through the school office for all stakeholders.
- \* Consultative workshops with pupils by obtaining the views of elected representatives in all Form Classes through the Pupil School Council and Prefects.
- \* Class-based activities in PD lessons
- \* Whole school questionnaires distributed to all pupils (online/paper)
- \* Registration activities to promote staying safe online.
- \* Information to parents/carers by text/letter
- \* Policy Leaflet to all parents/carers as part of Pupil Induction
- \* Engagement with parent groups, e.g., Thrive session focus for online issues
- \* A dedicated NIABF Anti-bullying Week with assemblies and lessons taking place each academic year for all pupils and staff.
- \* Case Study/Engagement Activities Staff for all staff, teaching and non-teaching
- \* SLT and PLT members of staff involved in writing anti-bullying policy.

- ✳ Opportunities for those connected to the school (e.g. local clergy, local supporters, external agencies that regularly provide input, e.g. REACH, LINKS Counselling, PSNI)
- ✳ Awareness-raising programmes e.g., Posters around school promoting annual focus/theme with information leaflets
- ✳ Awareness-raising training of all staff in understanding what is bullying, developing the school's definition and levels of Intervention in responding to bullying behaviour and exploration of the draft Anti-bullying policy.
- ✳ Obtaining the views of all Governors and Parents before formal adoption of the policy – through the school website.

### **Links with other School Policies**

Pupil welfare embraces all aspects of pastoral care. Our duty to safeguard and promote the welfare of pupils is addressed through school policies, such as Positive Behaviour Policy, Pastoral Care, PD policy, Safe-Guarding and Child Protection and Acceptable Use of the Internet Policy. Within the Positive Behaviour Policy, the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the response and 'strategies' which the school uses to promote positive behaviour and to address and change inappropriate behaviour. In this way, we are actively preventing bullying behaviour occurring. This policy also links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. Bullying behaviour and its impact on pupils may cause such 'significant harm' that a referral to the Social Services Trust Safeguarding Team is necessary and this will be progressed following the normal Safe-Guarding/Child Protections procedures.

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### Section 5 – What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides all schools with a legal definition which is as follows:-

#### **Addressing Bullying in Schools Definition of “bullying”:**

**1.—(1) In this Act “bullying” includes (but is not limited to) the repeated use**

**of—**

**(a) any verbal, written or electronic communication,**

**(b) any other act, or**

**(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.**

**(2) For the purposes of subsection (1), “act” includes omission.**

As a school community, we have sought to understand what bullying is and the different forms it can take, as the starting point for tackling bullying effectively. We understand that not all unacceptable, unkind, hurtful behaviour is bullying behaviour. Following consultation with teachers, ancillary staff, pupils and parents, the following NIABF definition of bullying behaviour may be adopted in our school:

***'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.'***

The definition includes 3 key elements:-

1. Non-limitation to repeated behaviours
2. Methods of Bullying
3. Intention to cause harm

While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

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

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

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

- \* ***Verbal or written acts***
  - ***saying mean and hurtful things to, or about, others***
  - ***making fun of others***
  - ***calling another pupil mean and hurtful names***
  - ***telling lies or spread false rumours about others***
  - ***try to make other pupils dislike another pupil/s***
- \* ***Physical acts***
  - ***Hitting***
  - ***kicking***
  - ***pushing***
  - ***shoving***
  - ***material harm, such as taking/stealing money or possessions or causing damage to possessions***
- \* ***Omission (Exclusion)***

- *Leaving someone out of a game*
- *Refusing to include someone in group work*
- \* **Electronic Acts**
  - *Using online platforms or other electronic communication to carry out many of the written acts noted above*
  - *Impersonating someone online to cause hurt*
  - *Sharing images (e.g. photographs or videos) online to embarrass someone*

Where such lists are included in the policy it should be stressed that the list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

TJHS may have to consider various motivations behind bullying, including those named in the Act. These include, but are not limited to:

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

As a school we may also use the 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 pupil's self-esteem.***
  - \* Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.***
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## Section 6 – Preventative Measures

At TJHS we aim to promote a strong anti-bullying ethos within the school and the wider school community. Under the legislation, the focus for all anti-bullying work will be on prevention and creating a safe learning environment. Within our Curriculum, we provide children with the opportunity to develop a range of skills, including assertiveness and communication skills, in a wide variety of contexts, both inside and outside the classroom. The School Curriculum (PD, RE) address prejudice, discrimination and Social/Emotional Learning. We also provide opportunities for developing Positive Peer Relationships during a wide variety of extra- curricular activities and through group work.

Within our school community, we have agreed and communicated our school expectations for 'Positive Behaviour', summarised in the School Rules, during School Assemblies, Displays of Posters and classroom displays. We promote positive behaviour always reinforcing the School Rules and we reward and incentivise pupils with the use of House Points rewards system and in Pupil of the Month awards in Assembly.

There is school wide supervision and effective, consistent behaviour management by all staff. Supervisory staff have been trained in how to respond to incidents of unkind/unacceptable behaviour and are aware of the arrangements for responding to bullying incidents. When any inappropriate behaviour is observed or reported, staff may use strategies such as 'Rule Reminder Scripts' and 'Rights Respecting Scripts' to help the pupil reflect on his/her 'behavioural mistake' and 'to help restore' this pupil back into acceptable, positive behaviour. Should concerns regarding bullying behaviour arise, we aim to implement effective, appropriate interventions and a primary aim is to ensure the safety of the targeted pupil. To this end we can create *Safe Spaces* through changing seating arrangements and implementing *Peer Support arrangements*, including establishing a Circle of Friends to 'befriend and support' vulnerable pupils when moving around school and in the school playground. As appropriate we address issues and concerns restoratively with individuals who engage in displaying bullying behaviour and within the wider group using a range of strategies as detailed in the Positive Behaviour Policy, consistent with The NI Anti-Bullying Forum 'Effective responses to Bullying Behaviour' document. Should bullying behaviours persist, despite early interventions by a Class teacher, Form teacher, Head of Department and Head of Year, additional support and further appropriate interventions will be made available from the Principal and Senior Leadership Team (SLT).



Positive relationships are at the 'core' of everything we do in Tandragee Junior High School and as a Rights Respecting School, we encourage pupils to recognise and respect themselves and each other. We aim to be a 'caring', 'listening school' in which pupils are encouraged to become aware of their feelings and express their fears and concerns and to develop a sense of their responsibility and empathy for others. This process is facilitated through key actions with the aim of preventing bullying such as:-

- \* Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- \* Promotion of anti-bullying messages through the curriculum e.g., inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- \* Addressing issues such as the various forms of bullying, including the how and why it can happen, through PD/LLW/Citizenship (e.g. sectarian, racist, homophobic, disablist, etc.) and scenarios/activities such as PD lessons in which children explore their needs, rights and feelings and how to deal with situations they may experience.
- \* Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- \* Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training)
- \* Participation in the NIABF annual Anti-Bullying Week activities
- \* Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week (RAOK – Random Act of Kindness) etc.
- \* Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school.
- \* Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches) and provision of a variety of play option to meet the needs of all pupils.
- \* Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- \* Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- \* Provision and promotion of extra- and co-curricular activities aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.
- \* activities such as PD lessons (Personal Development) in which children explore their needs, rights and feelings and how to deal with situations they may experience.

Under this legislation, TJHS will also promote the following preventative measures to prevent bullying behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways TJHS can further build upon this related specifically on the journey to and from school. This includes:

- \* Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- \* Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses, taxis, cars, bikes and for those walking.
- \* Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- \* Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.
- \* Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate)

This legislation also gives TJHS the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. We aim to raise awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way. This includes:

- \* Addressing key themes of online behaviour and risk through RE/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.
  - \* Participation in Anti-Bullying Week activities.
  - \* Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI E-Safety Forum) to support the promotion of key messages.
  - \* Participation in annual Safer Internet Day and promotion of key messages throughout the year.
  - \* Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)
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## Section 7 – Responsibility

At TJHS everyone has a responsibility for creating a safe and supportive learning environment for all members of the school communities. Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- \* foster positive self-esteem
- \* behave towards others in a mutually respectful way
- \* model high standards of personal pro-social behaviour
- \* be alert to signs of distress\* and other possible indications of bullying behaviour
- \* inform the school of any concerns relating to bullying behaviour
- \* 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.
- \* report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- \* emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- \* explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- \* listen sensitively to anyone who has been bullied, take what is said seriously and provide reassurance that appropriate action will be taken
- \* know how to seek support – internal and external
- \* resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

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## Section 8 – Reporting a Bullying Concern

### Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. Taking this into account, pupils at TJHS are encouraged to raise concerns with any member of staff, including teaching and Non-Teaching staff. Pupils can raise concerns and report bullying concerns to staff in the following ways: -

- \* Verbally- talking to a member of staff

- \* By writing a note to a member of staff (e.g. in a homework diary)
- \* By sending an email to a member of staff or to a dedicated email address
- \* By speaking to a member of the Prefect team who can pass on these concerns to the relevant member of staff.

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

#### Parents/Carers Reporting a Concern

Parents and carers have a responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

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

- \* In the first instance, all bullying concerns should be reported to the Class Teacher
- \* Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to 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 Vice-Principal/Principal.

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

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

The processes outlined below provide a framework for how TJHS will respond to any bullying concerns identified. The focus of any intervention will be on how to respond to and resolve the bullying concern and restoring the wellbeing of those involved as well as concentrating on the prevention of any further incidents. NIABF also advocates a restorative approach to responding to bullying behaviour. We will assess and plan appropriate interventions with reference to the School's Positive Behaviour Policy and NIABF Interventions Framework and Guidance Document. Through this assessment, roles and responsibilities will be defined for all staff in responding to an incident, ensuring that communication between all involved is maintained: pupils, parents and staff. Actions agreed and a key named person will be noted. Time frames involved in responding will be noted and adhered to.

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

- \* ***Clarify facts and perceptions***
- \* ***Check records (SIMS Behaviour Management Module /Class Report book, IEPs)***
- \* ***Assess the incident against the criteria for bullying behaviour***
- \* ***Identify any themes or motivating factors***
- \* ***Identify the type of bullying behaviour being displayed***
- \* ***Identify intervention level***
- \* ***Select and implement appropriate interventions for all pupils 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***

Where TJHS chooses to employ a more punitive approach, including consequences and sanctions, the Positive Behaviour Policy will apply. Any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers. We may also obtain advice, support or make a referral to a relevant Support Services e.g. Behaviour Management Team, EWO, Education Psychology, Child Protection Support Services. We will continue to monitor and support all pupils involved.

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. TJHS will centrally record all relevant information related to reports of bullying concerns on the SIMS Behaviour Management Module 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. Records will include:

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

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.

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#### Section 11 – Professional Development of Staff

TJHS recognises the need for appropriate and adequate training for staff, including Teaching and Non-Teaching school staff. This will include:

- \* a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
  - \* noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
  - \* ensuring that opportunities for safeguarding training are afforded to Governors and all staff – Teaching and Non-Teaching
  - \* stating that CPD records will be kept and updated regularly.
  - \* training in appropriate interventions in line with NIABF's Guidance document "Effective responses to Bullying Behaviour"
  - \* identifying relevant future training needs within the School Development Planning Process
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#### 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.

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years however, the policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance. This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before September 2025.

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of the Board of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

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## Section 12 – Links to Other Policies

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

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

### **Appendix 1 - Documents referenced in the development of this policy.**

1. This policy has been developed consistent with **Addressing Bullying in Schools Act (NI) 2016, The Education and Libraries (Northern Ireland) Order 2003** and **DE Circular 2003/13 Welfare and Protection of Pupils: Education and Libraries (Northern Ireland) Order 2003.**

**2. Further information on specific articles of the legislation referring to the welfare and protection of pupils includes the following:**

- a. ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS
- b. ARTICLE 18 – CHILD PROTECTION MEASURES
- c. ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING

**3. 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)**

**4. Circular 2017/04 - Safeguarding and Child Protection in Schools - A Guide for Schools**

**5. The United Nations Convention on the Rights of the Child (1992)**

- a. Article 12 - the right to express views and have these taken seriously
- b. Article 19 - the right to protection- including bullying

**6. Northern Ireland Anti-Bullying Forum - Guidance Documents**  
Effective responses to Bullying Behaviour 2012

**7. Rigby, Ken, New Perspectives on Bullying 2002**



## Appendix 2

### Signs and Symptoms A Guide for Parents and Staff

In spite of a positive and supportive climate within the school, pupils may still be reluctant to report instances of bullying, perhaps because they are fearful of the consequences. It is often left to the observant parent or staff member to detect signs of emotional distress in the pupil and, in time, to identify bullying as its cause. The signs and symptoms of bullying can be grouped according to three main types – physical, behavioural and emotional.

The following list is compiled from 'Promoting Positive Behaviour' DENI 2001 and 'Don't Suffer in Silence' DFES 2002. It is not exhaustive and there may be other causes for such signs and symptoms. Pupils may:

- have mystery cuts or bruises, damaged clothing or belongings.
- seek reasons for not attending school or begin to play truant.
- be reluctant to travel home on the school bus or to walk home at the same time as other pupils, may look for excuses to leave school early or stay later in school or may look for different routes to and from school.
- lose possessions such as pens or books and their workbooks may be destroyed or the work in them defaced. Items of school uniform and games kit may be mislaid and packed lunches spoilt.
- be continually in need of money. Pupils who are being bullied are telling their parents that they have lost money or used it for unusual purposes. In reality, it may have been stolen or used to placate the pupil displaying bullying behaviours.
- try to avoid going out to play at break or lunch times and, if persuaded to, remain close to an adult supervisor.
- be more anxious or insecure than others, have fewer friends and often feel unhappy and lonely.
- suffer from low self-esteem and negative self-image, looking upon themselves as failures and feel stupid, ashamed and unattractive.
- in the most serious cases, present a range of clinical symptoms such as headaches, stomach aches, bed-wetting, sleeping difficulties and sadness. Bullying may also lead to anxiety, depression and lack of trust in adult life.

**Appendix 3**

Bullying Concern Assessment Form (BCAF) (Recording a Bullying Concern)

**Incident Date:**

<b>Pupils Involved</b>	<b>Role</b>	<b>Incident Date</b>	<b>Gender</b>	<b>DOB</b>	<b>Year and Reg</b>

<b>Incident</b>	<b>Comments</b>
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 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.*

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

**Check records for previously recorded incidents**

**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: <b>The school will treat any incident which meets these criteria as bullying behaviours.</b>	
<b>Is the behaviour intentional?</b>	<b>YES / NO</b>
<b>Is the behaviour targeted at a specific pupil or group of pupils?</b>	<b>YES / NO</b>
<b>Is the behaviour repeated?</b>	<b>YES / NO</b>
<b>Is the behaviour causing physical or emotional harm?</b>	<b>YES / NO</b>
<b>Does the behaviour involve omission? (*may not always be present)</b>	<b>YES / NO</b>

### One-off Incident

<b>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:</b>	
<b>Criteria:</b>	<b>Information gathered:</b>
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	

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criteria have not been met and bullying behaviour has not occurred.</b>
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ____/____/____	

## PART 2

### 2:1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1       Individual to group       Group to individual  
 Group to group

### 2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)  
 Any other physical contact which may include use of weapons)  
 Verbal (includes name calling, insults, jokes, threats, spreading rumours)  
 Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)  
 Electronic (through technology such as mobile phones and internet)  
 Written  
 Other Acts

Please specify: \_\_\_\_\_ -

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

Select one or more of the following:

- Age  
 Appearance  
 Cultural  
 Religion  
 Political Affiliation

- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstance (pregnancy, marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other \_\_\_\_\_

**Part 3a**

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

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

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

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

**Staff Involved:** \_\_\_\_\_

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



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**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

**Part 3b**

interventions until an **agreed** satisfactory outcome has been achieved

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**

**Pupil Name:**

**Year Group/Class:**

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

**Parent/ carer informed:**

**Date:**

**By whom:**

**Staff Involved:**

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

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

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

**PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**

Date of Review Meeting:

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

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

Give details:

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**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:**

	<b>Date:</b>
<b>Parent</b>	<b>Signed:</b> <b>Date:</b>
<b>Pupil</b>	<b>Signed:</b> <b>Date:</b>

## APPENDIX 4

### PROCEDURES IN DEALING WITH REPORTED INCIDENTS OF ALLEGED BULLYING

- Treat all reported incidents seriously, with an open mind and investigate incident as soon as possible.
- Take separate written statements from pupil displaying bullying behaviour, pupil experiencing bullying behaviour and witnesses.
- Record all details and report it to the Form Teacher/Head of Year on 'Bullying Concern Assessment Form', following procedures in flow chart. Attach BCAF onto Pupil Behaviour Management System.
- Retain all records and place in student folder in the office when the investigation is completed. Update BCAF on Sims or Behaviour Management in Pupil SIMS folder if applicable.
- Discuss with Head of Year to ascertain seriousness of situation and if steps have been followed on BCAF and Flow Chart.
- Try to resolve situation amicably and encourage pupils to work together.
- Monitor situation.

#### Parents:

Parents should be listened to when they report anything about alleged bullying to the school and their complaint investigated thoroughly. They should be informed of the action which has been taken and encouraged to contact the school again if this should prove necessary.

#### Non-Teaching Staff:

Should be encouraged to report any alleged bullying incident to the pupil's Form Teacher or head of Year.

#### Responding to Alleged Bullying:

Not all acts of alleged bullying require punitive measures. It is necessary to investigate each incident separately and to deal with it on an individual basis. Some may require advice and counselling using both inside and outside school agencies. Others will require sanctions which may vary according to the seriousness of the incident. These will be decided by the Form Teacher/Head of year/SLT, e.g. Additional work – offence related, Detention, Placing on Report (general conduct and behaviour in class and school), Exclusion from school events, Suspension, Expulsion

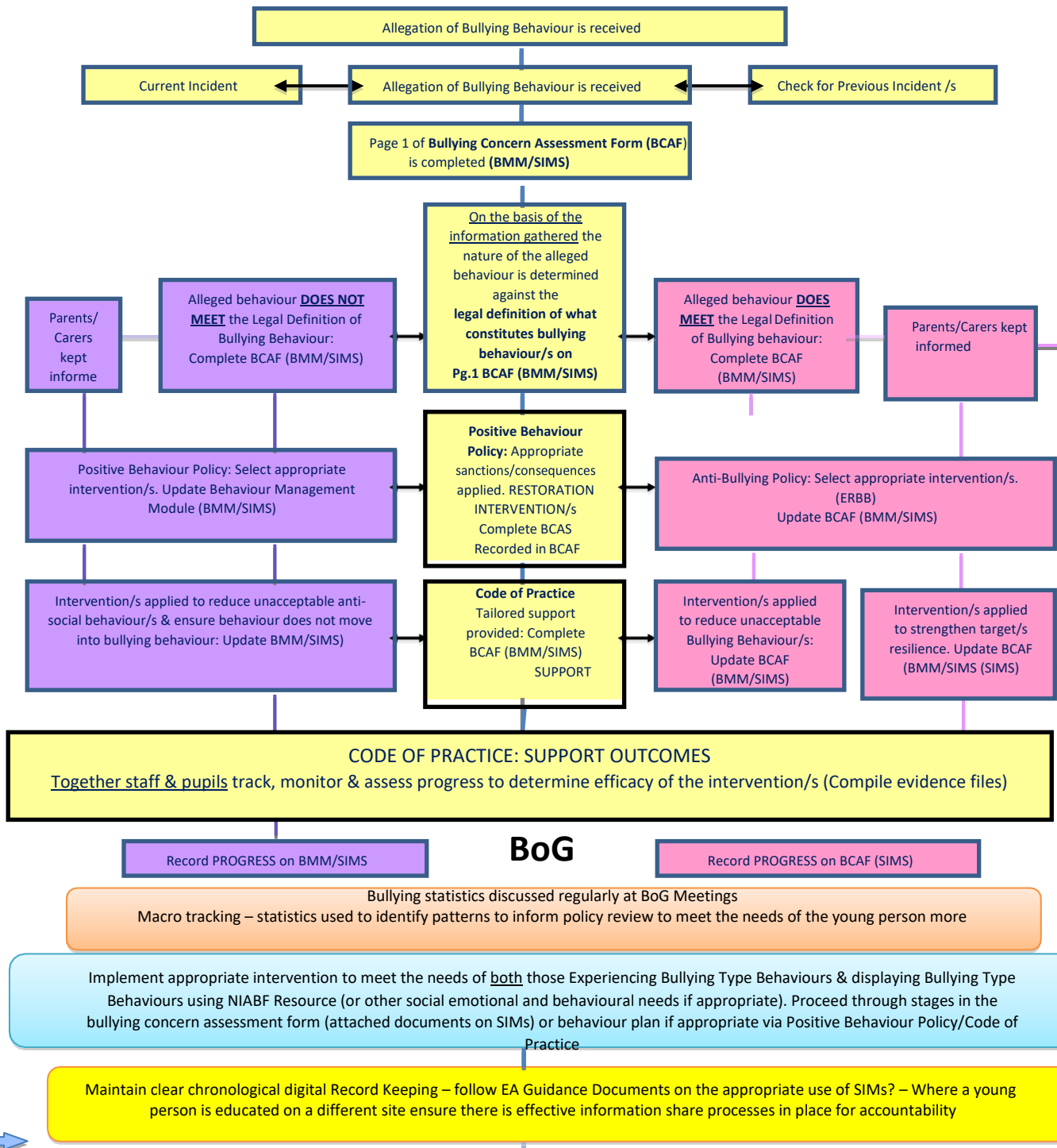
### PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS

Behaviour reported as alleged bullying

In all cases a Bullying Concern Assessment Form is initiated and attached as a document to digital Behaviour Management System e.g. SIMs

## REFERED THROUGH

Ensure staff plan of action complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Data Protection Act (1998), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), SEND Act (NI) (2016), Addressing Bulling in schools Act (NI) (2016), Safeguarding and Child Protection in Schools: A Guide for Schools (2017), Guidance in the Use of SIMs (2017) GDPR (2018)



### BoG

Bullying statistics discussed regularly at BoG Meetings  
Macro tracking – statistics used to identify patterns to inform policy review to meet the needs of the young person more

Implement appropriate intervention to meet the needs of both those Experiencing Bullying Type Behaviours & displaying Bullying Type Behaviours using NIABF Resource (or other social emotional and behavioural needs if appropriate). Proceed through stages in the bullying concern assessment form (attached documents on SIMs) or behaviour plan if appropriate via Positive Behaviour Policy/Code of Practice

Maintain clear chronological digital Record Keeping – follow EA Guidance Documents on the appropriate use of SIMs? – Where a young person is educated on a different site ensure there is effective information share processes in place for accountability