



# **BALLYVESTER PRIMARY SCHOOL**

## **ANTI-BULLYING POLICY**

**Ratified by Board of Governors: C. Rankin**

**Date: 29<sup>th</sup> November 2021**

**Review Date: September 2024**

## **Mission Statement**

Ballyvester Primary School promotes learning in a caring and sensitive environment in which all members of our school community are valued, motivated and encouraged to fulfil their potential.

## **Anti-Bullying Policy Statement**

In Ballyvester Primary School we aim to provide a caring and controlled environment which fosters respect and enables each pupil to learn and achieve their full potential. This can only happen if each child is content, happy and prepared to work hard. An unhappy child is unlikely to give of his/her best. A child who is experiencing bullying behaviour is most certainly a very unhappy child.

From time-to-time pupils may experience bullying behaviour, despite our caring ethos and positive behaviour policy. If we allow bullying behaviour to go unchallenged, we are not providing our pupils with the safe and educationally stimulating learning environment they deserve.

Experiencing bullying behaviour can result in fear, depression and feelings of worthlessness and anger. The school will promote positive relationships by encouraging pupils to report incidents and to accept responsibility for the welfare of other pupils. All staff, both teachers and ancillary staff should be respected, should manage behaviour positively, be alert to the dangers of bullying behaviour and aim to provide positive role models for our pupils.

Bullying will not be tolerated in Ballyvester Primary School.

We will act swiftly when a case of bullying occurs. Reported incidents will be taken seriously and thoroughly investigated.

## **Context**

This policy aims to implement the legislation as set out in the Addressing Bullying in Schools Act (Northern Ireland) 2016.

In Ballyvester Primary School we must:

- ✓ Have a preventative Anti-Bullying Policy which is updated at least every four years.
  
- ✓ Involve the Board of Governors in developing and ensuring effective implementation of the Anti-Bullying Policy.
  
- ✓ Engage with pupils, parents/carers and the school community when developing and reviewing the Anti-Bullying Policy.
  
- ✓ Record incidents of bullying and alleged bullying behaviours including the motivation, method, how the incident was addressed and the outcome.

This policy is informed and guided by current legislation and DE guidance listed below:

### **The Legislative Context:**

- Addressing Bullying in Schools Act (Northern Ireland) 2016
  
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
  
- Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995
  
- The Human Rights Act 1998
  
- The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25

- Welfare and Protection of Pupils Education and Libraries (Northern Ireland)  
Order 2003
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland)  
2007

**DE Guidance:**

- ❖ Pastoral Care in Schools: 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's (SBNI) Policies and Procedures  
2017
- ❖ Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory  
Guidance for Schools and Boards of Governors 2019

## Defining Bullying

Our definition of bullying is as follows:

***Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.***

## Methods of Bullying

**Bullying includes (but is not limited to) the repeated use of:**

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

These methods can be described as, but are not limited to saying, writing or using online contact and platforms to:

- say mean and hurtful things to, or about, others
- make fun of others
- call another pupil mean and hurtful names
- tell lies or spread false rumours about others
- try to make other pupils dislike another pupil
- extort from, blackmail or exploit another
- engage in homophobic or racial bullying
- make derogatory comments about a pupil's faith or religious beliefs
- cause harm to another pupil by making fun of their disability

The use of electronic communication as a method of bullying behaviour is most commonly identified as cyberbullying. Cyberbullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and online platforms.

**(b) Any other act**

Other methods of bullying behaviour commonly include physical bullying and can be described as, but are not limited to:

- hitting
- kicking

- pushing
- shoving around
- material harm such as taking/stealing money or possessions
- other direct/indirect acts

**(c) Any combination of those**

The Act acknowledges that various methods of bullying behaviour can occur separately or together.

**(d) Omission**

Methods of bullying behaviour include omission. This includes where a pupil is intentionally left out (e.g. 'they stopped him playing with them') and where there is a wilful failure to include a pupil (e.g. 'they purposefully did not ask him to join the game'). Other examples include a pupil being excluded or left out of:

- a group of friends
- activities
- games
- group work in class

This list of bullying behaviours is non-exhaustive and may be added to should 'new' behaviours arise.

### **Bullying behaviours are not limited to repetition**

Whilst repetition is internationally recognised as an important element in establishing bullying behaviours, there may be occasions where repetition is not required to be defined as bullying. School staff will assess whether the one-off incident should be addressed through the Anti-Bullying Policy or Positive Behaviour Policy. The following criteria will be considered to make a professional judgement on which policy to follow:

- 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

When alleged incidents fail to meet the criteria for bullying behaviour, the Positive Behaviour Policy will be used to address unacceptable behaviour.

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

### **Intention to Cause Harm**

The school will aim to determine the intention of the pupil allegedly demonstrating bullying behaviours to cause harm. Intention to harm may be determined by the continuation of identified bullying behaviour after interventions have been implemented to respond to the situation, resolve the concern and restore the relationships.

In determining intent to cause harm, the school will use discretion in assessing an individual pupil's capacity to understand the impact of their behaviours, e.g. due to development age, disability or delay.

The following definitions will be used to determine 'harm':

1. Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
2. Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

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 child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- ❖ A child displaying bullying behaviours
- ❖ A child experiencing bullying behaviours

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

## **What the School Aims to do about Bullying**

In Ballyvester Primary School we aim to:

- emphasise the importance of and encourage the earliest possible reporting of bullying by the victim, or fellow pupils to any member of staff.
- emphasise the importance of and strengthen communication links between parents and the school.
- foster an ethos of responsibility and caring among staff and pupils irrespective of race, creed or age.
- involve all members of staff in creating a “listening school”.
- provide an adequate level of supervision in areas where bullying and intimidation is likely to occur e.g. playground, toilets and cloakrooms. Train Ballyvester Playground Buddies to be aware of the need to supervise these areas particularly.
- incorporate materials into class teaching which will help pupils think about the problems of bullying (e.g. Kidscape, Primary Values, Life Education visits, Jenny Mosley Circle Time material).
- Use members of Ballyvester Playground Buddies to monitor/observe possible bullying situations.
- Meet regularly with lunchtime supervisors and classroom assistants to review procedures and discuss any problematic situations.

## **Preventive Measures**

The focus for all anti-bullying work should be on preventing bullying and creating a safe learning environment. In Ballyvester Primary we do this by:

- ✓ Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU and R.E
- ✓ Addressing key themes of online behaviour and risk through PDMU, R.E. and ICT, including understanding how to respond to harm and the consequences of inappropriate use
- ✓ Development and implementation of robust and appropriate policies in related areas e.g. Acceptable Use of the Internet Policy and E-Safety Policy
- ✓ Development of a culture where pupils take pride in their school and are viewed as ambassadors for Ballyvester Primary within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- ✓ Development of effective strategies for playground management e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources to meet the needs of all pupils
- ✓ Development of peer-led systems e.g. Buddy System to support the delivery and promotion of key anti-bullying messaging within the school
- ✓ Engagement in key national and regional campaigns, e.g. Safer Internet Day
- ✓ 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
- ✓ Focused assemblies to raise awareness and promote understanding of key issues related to bullying
- ✓ Participation in the NIABF annual Anti-Bullying Week activities

- ✓ Promoting 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
- ✓ Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy

### **The Role of the Board of Governors**

The Board of Governors have an oversight of the Anti-Bullying Policy and they ensure its effective implementation. In Ballyvester Primary, the Board of Governors aim to do this by:

- Ensuring there is a standing item on the agenda of each meeting where a report on bullying is presented
- Recording in the minutes the number of recorded incidents of bullying including method, motivation and how the incident was addressed
- Keeping a record of how pupils, parents/carers, teachers and governors are consulted if and when changes are made to the Anti-Bullying Policy
- Identifying trends and patterns to inform further development of policy and practice
- Providing written responses to relevant pupils or parents/carers, when appropriate

The Board of Governors will seek to consult and review the Anti-Bullying Policy at least every four years. A survey will be circulated for pupils, parents/carers, teachers and governors to seek and act upon their views.

The Anti-Bullying Policy will be available on the school website, ensuring that it is accessible to all stakeholders.

## Roles and Responsibilities

<b>Senior Leadership Team</b>	<ul style="list-style-type: none"><li>• Implementation of the Anti-Bullying Policy</li><li>• Training staff on anti-bullying policy and procedures</li><li>• Monitoring alleged and recorded incidents of bullying on SIMS</li><li>• Reporting bullying incidents to Board of Governors monthly</li><li>• Liaising with external agencies for Level 3 or 4 incidents</li></ul>
<b>Teaching Staff</b>	<ul style="list-style-type: none"><li>• Attend Anti-Bullying and Child Protection Training</li><li>• Follow the recording procedures outlined in the policy should a bullying concern be raised</li><li>• Evaluate whether an incident meets the criteria to be addressed through the Anti-Bullying Policy or the Positive Behaviour Policy</li><li>• Put in place appropriate intervention strategies using the guidelines from NIABF Intervention Levels</li><li>• Monitor progress and email BCAF to SLT</li><li>• Seek advice from SLT if required</li><li>• Teach anti-bullying messages through the NI curriculum</li><li>• Be alert to signs of bullying</li></ul>
<b>Non-Teaching Staff</b>	<ul style="list-style-type: none"><li>• Attend Anti-Bullying and Child Protection Training</li><li>• Report any incidents of bullying to the class teacher</li><li>• Be alert to signs of bullying</li></ul>

<b>Parents</b>	<ul style="list-style-type: none"><li>• Understand that they can speak to the class teacher if they have a bullying concern</li><li>• Advise their children to report any form of bullying to their class teacher</li><li>• Advise their children not to retaliate to any bullying behaviours</li><li>• Contribute to consultations/surveys on Anti-Bullying Policy reviews</li><li>• Work with the school to eliminate bullying behaviours</li><li>• Parents must NOT approach another child about an alleged bullying incident. All concerns must be brought directly to school staff in line with school policy</li></ul>
<b>Pupils</b>	<ul style="list-style-type: none"><li>• Understand that they have a responsibility to inform an adult in school if they witness a bullying incident</li><li>• Tell an adult if they are experiencing bullying behaviour</li><li>• Model positive behaviour and assist a pupil who is experiencing bullying behaviour</li></ul>

### **Where does the Anti-Bullying Policy apply?**

The Anti-Bullying policy will be applied in the following circumstances:

**(a) On the premises of the school during the school day**

This will include all areas of the school grounds, including classrooms, corridors and playgrounds

**(b) While travelling to or from the school during the school term**

When pupils are travelling to and from school they must follow the school's code of conduct

**(c) While the pupil is in the lawful control or charge of a member of the staff of the school**

This will include school trips and external events

**(d) Education provision arranged on behalf of the school and provided away from the school premises**

This will include another school, alternative educational providers and home (during exceptional teaching arrangements e.g. remote learning)

**(e) Online activity (cyberbullying) which is likely to have an impact on the pupil's education in school**

This will include any form of cyberbullying, regardless of the location of the offence, if it meets the threshold for having an impact on the pupil's education in school

## **Reporting a Bullying Concern**

### **Pupils Reporting a Concern**

Pupils will be made aware that they can report a bullying concern to their class teacher. They will be encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. Pupils can report bullying concerns:

- ❖ Verbally - by talking to a member of staff
- ❖ Written - by writing a note to a member of staff

### **Parents/Carers Reporting a Concern**

Parents have a responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. They should encourage their children to react appropriately to bullying behaviour and not do anything to retaliate.

- 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 a Senior Teacher (Mrs Greenald and Mrs Arnold).
- Where the parent is not satisfied that appropriate action has been taken by the Senior Teacher to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.
- Where the parent remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. Information on how to make this complaint can be found in the relevant policy.

### **Recording Incidents of Bullying**

Ballyvester Primary ensures that all incidents that are reported as bullying are recorded. The school will be able to record whether the alleged incident of bullying is confirmed and responded to through the Anti-Bullying Policy, or if the alleged incident is responded to under another policy.

The class teacher will complete Part 1 of the Bullying Concern Assessment Form (BCAF) to establish which policy the alleged incident should be addressed under. If the incident meets the threshold, then Parts 2 and 3 of the BCAF should be completed. The BCAF should then be emailed to Mrs Hunter (Principal) to upload to SIMS Behaviour Management. This will allow the school to gather information on how many alleged incidents were reported and how many were confirmed as bullying incidents. This information will be presented to the Board of Governors as a standing item on their agenda.

The motivation behind the bullying behaviour will also be recorded by the school.

Motivations include, but are not limited to:

- Ability
- Age
- Appearance
- Cultural
- Disability
- Family Circumstance
- Gender Identity
- Looked After Status
- Peer Relationship Breakdown
- Race
- Sexual Orientation
- Other

**Deciding if an alleged incident meets the school’s agreed definition of bullying**

Whilst most bullying incidents will demonstrate a repetitive nature, one-off incidents may be addressed through the Anti-Bullying Policy if they meet the threshold using the criteria below.

If 3 or more of the answers are ‘yes’ then the incident will meet the school’s agreed definition of bullying and **Parts 2 & 3 of the BCAF should be completed.**

If less than 3 answers are ‘yes’ then the incident will not meet the criteria and will be dealt with through the school’s **Positive Behaviour Policy.**

The criteria for assessing a one-off alleged incident of bullying are set out below:

Criteria	Yes	No
Could the incident be classed as severe or significant?	<input type="checkbox"/>	<input type="checkbox"/>
Is there evidence of pre-meditation?	<input type="checkbox"/>	<input type="checkbox"/>
Has the incident had a negative physical/emotional impact on the individual?	<input type="checkbox"/>	<input type="checkbox"/>
Has the incident had a negative impact on the wider school community?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been previous relationships between those involved?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any previous incidents between the individuals?	<input type="checkbox"/>	<input type="checkbox"/>

### **Difference between socially unacceptable behaviours and bullying behaviours**

Professional judgement will be used by the teacher to decide if the incident is classified as a bullying behaviour or a socially unacceptable behaviour. Teaching staff can seek guidance from SLT should they wish to discuss an incident. Socially unacceptable behaviours will be dealt with using the school's Positive Behaviour Policy.

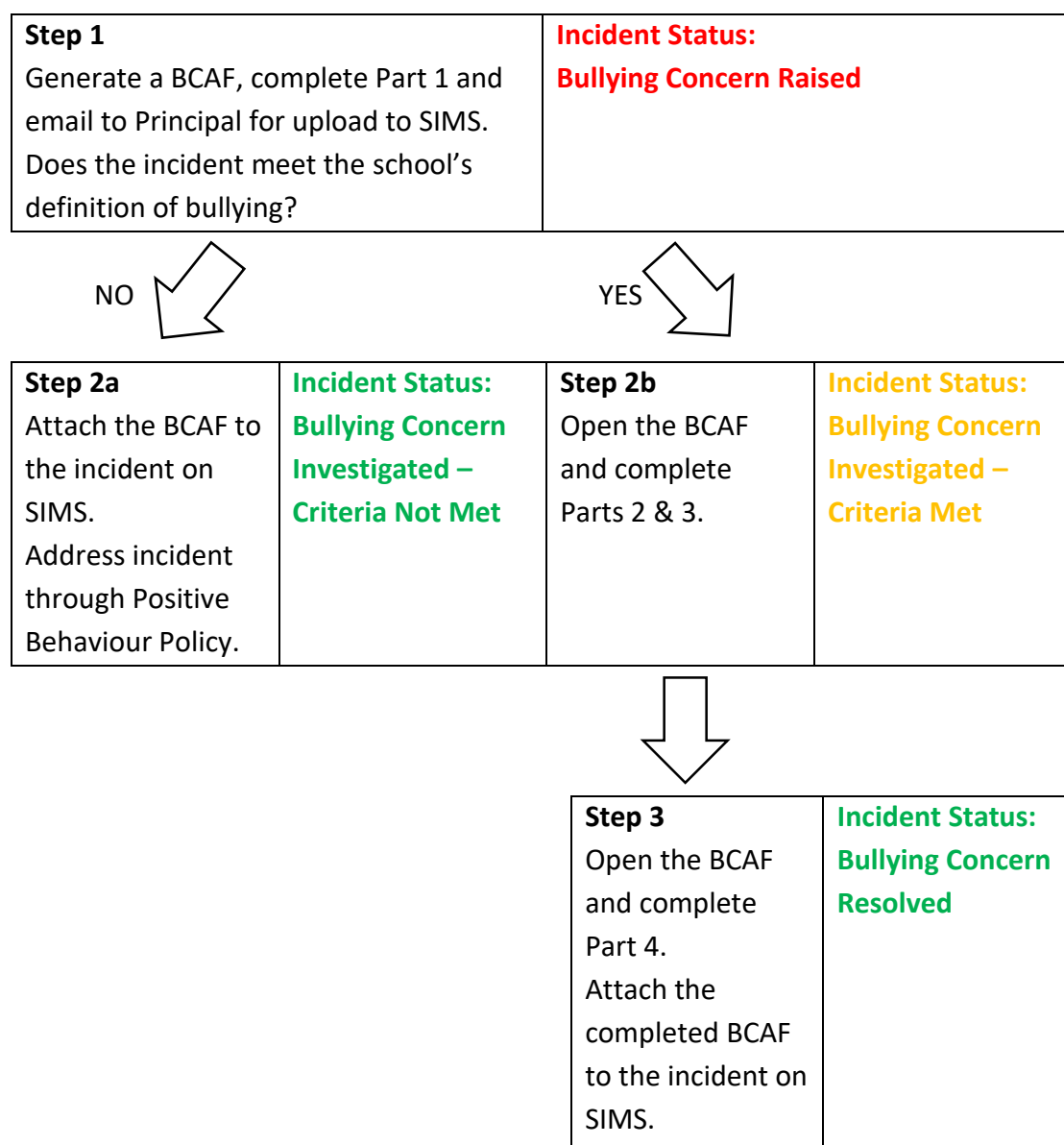
Socially unacceptable behaviours **become bullying behaviours** when the information gathered clearly demonstrates that it was:

- intentional;
- targeted at a specific pupil or group of pupils;
- causing physical or emotional harm;
- omission.

Teaching staff should keep a record of socially unacceptable behaviours occurring in their class using the digital behaviour book document. Should any of these socially unacceptable behaviours cross the threshold to become a bullying behaviour then the Bullying Concern Assessment Form should be completed and the recording process should be followed fully.

## Recording Process using the Bullying Concern Assessment Form (BCAF)

The following diagram outlines how the status can change from the bullying concern being raised to the bullying concern being resolved:



**NB: The BCAF will be saved on the school SIMS system and held on record for your child (whether they are the child displaying bullying behaviour or experiencing bullying behaviour) as they progress through primary and post-primary school.**

See Appendix 1 Page 27 for Bullying Concern Assessment Form (BCAF)

## **Intervention Tables**

Where an incident(s) has been deemed to meet the school's criteria of bullying behaviour then the school will endeavour to support both the pupil experiencing bullying behaviour (PEBB) and the pupil displaying bullying behaviour (PDBB).

Depending on the severity of the incident, appropriate interventions will be selected from the intervention tables included below.

- ❖ **Level 1** interventions deal with **low levels** of bullying behaviour
  
- ❖ **Level 2** interventions deal with **intermediate levels** of bullying behaviour
  
- ❖ **Level 3** interventions deal with **complex** bullying behaviour
  
- ❖ **Level 4** interventions deal with **high-risk** bullying behaviour

## Level 1 Interventions: Low Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	PDBB Interventions	Pupil Experiencing Bullying Behaviour	PEBB 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). Parents/carers will need to be informed of this decision.</p>	<p><b>SCRIPTS: for use with individual pupils</b></p> <p><b>A Rights Respecting Script:</b> This reminds the pupil who is bullying of everyone's right to be safe.</p> <p><b>Rule Reminder Script:</b> This reminds the pupil who is bullying of the appropriate rule which has been broken.</p> <p><b>Expectation Discussion:</b> A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</p> <p><b>ONE-TO-ONE INTERVIEW INTERVENTIONS</b></p> <p>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><b>Restorative Questioning:</b> 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><b>Worth a Re-Think:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences</p> <p><b>Shared Control Discussion:</b> 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><b>Think Time Discussion Sheet:</b> 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"> <li>- <b>Informal chat</b> to enable pupil to identify possible solutions to current situation.</li> <li>- <b>Parental support</b> if felt appropriate at this stage.</li> <li>- If a trained effective <b>Buddy/Peer Mediation</b> support is available the pupil may wish to use this intervention.</li> </ul> <p><b>Regular monitoring and review of situation by class teacher.</b></p>

## Level 2 Interventions: Intermediate Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	PDBB Interventions	Pupil Experiencing Bullying Behaviour	PEBB 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. Parents/carers will need to be informed of this decision and involved in providing support.</p>	<p><b>SMALL GROUP INTERVENTIONS</b></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. 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. These interventions work best when staff are trained.</p> <p><b>Quality Circles:</b> 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><b>THE SUPPORT GROUP METHOD</b></p> <p>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><b>Solution Focused Support Group (p32)</b>  <b>Individual Behaviour Support Plan (COP Stage 2/SENCO)</b></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:</p> <ul style="list-style-type: none"> <li>- Gain PEBB pupil's consent to enable the situation to be discussed with peers in his/her absence.</li> <li>- Receive feedback on intervention outcomes.</li> <li>- Agree, teach and practice coping skills (e.g. Fogging).</li> <li>- Strength-Building Plan for Pupil</li> <li>- If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.</li> </ul>

### Level 3 Interventions: Complex Bullying Behaviour

Pupil Displaying Bullying Behaviour	PDBB Interventions	Pupil Experiencing Bullying Behaviour	PEBB 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><b>INDIVIDUAL PUPIL INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Monitoring by key member of staff.</li> <li>• Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences.</li> <li>• Social and Emotional Mentoring by an identified member of staff.</li> <li>• Individualised strength and emotional wellbeing building programmes e.g.: Conflict resolution Solution focussed conversations Empathy training, mood management, anger management</li> <li>• Peer support / befriending/ mentoring/ mediation.</li> <li>• The Method of Shared Concern (PIKAS) interview.</li> </ul> <p><b>PARENTAL INVOLVEMENT</b></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><b>ADDITIONAL ADVICE/SUPPORT FROM EA SERVICES AND EXTERNAL AGENCIES</b></p> <ul style="list-style-type: none"> <li>• Independent Counselling Service for Schools.</li> <li>• Restorative meetings. Contact relevant ELB.</li> </ul>	<p>Pupil whose reaction to the bullying behaviour is severe.</p> <p>Many additional needs and risk factors present.</p>	<p><b>INDIVIDUAL PUPIL INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• Monitoring by key member of staff.</li> <li>• Individual Support Plan for strength and emotional well-being building programmes.</li> <li>• Peer support/mentoring and befriending/ mediation.</li> <li>• Support Group Method.</li> <li>• PIKAS interview.</li> </ul> <p><b>PARENTAL INVOLVEMENT</b></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><b>ADDITIONAL ADVICE/SUPPORT FROM EA SERVICES AND EXTERNAL AGENCIES</b></p> <p>Is there a need for parent to consult with GP about child?</p>

### Level 4 Interventions: High Risk Bullying Behaviour

Pupil Displaying Bullying Behaviour	PDBB Interventions	Pupil Experiencing Bullying Behaviour	PEBB Interventions
<p>Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> <li>• PSNI</li> <li>• Health and Social Care Trust</li> <li>• Gateway Teams.</li> </ul> <p>Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.</p>	<p>Pupil presenting with significant mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> <li>• PSNI</li> <li>• Health and Social Care Trust</li> <li>• Gateway Teams.</li> </ul>

### **Links with other Policies**

This Anti-Bullying policy should be seen as being closely linked to the school's Pastoral Care, Positive Behaviour and Child Protection Policies.

### **Monitoring and Reviewing the Effectiveness of the Anti-Bullying Policy**

The policy in general will be reviewed annually. The reported incidents will be reviewed over the same period with a view to establishing any potential pattern. It is important to remember that Board of Governors, staff, pupils and parents have an active part to play in the evolution, development and maintenance of this Policy.

### **Other Resources**

Staff should use the Bullying Concern Assessment Form to keep a record of (alleged) bullying incidents. This form can be found on the school system.

Staff should also use the NIABF Effective Responses to Bullying Behaviour to find more information about the intervention strategies outlined in the intervention tables.

### **References:**

- DENI (2021) Addressing Bullying in Schools Act Northern Ireland 2016: Statutory Guidance for Schools and Boards of Governors.
- Northern Ireland Anti-Bullying Forum (2021) Effective Responses to Bullying Behaviour
- Purdy, N. & Smith, P.K. (2016) A content analysis of school anti-bullying policies in Northern Ireland, Educational Psychology in Practice, 32:3, 281-295.

## **APPENDIX 1**

### **Bullying Concern Assessment Form**

## Bullying Concern Assessment Form: Part 1



### 1. Types of Bullying

Check one of the following boxes:

<b>Physical</b> <input type="checkbox"/>	<i>includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons</i>
<b>Verbal</b> <input type="checkbox"/>	<i>includes name calling, insults, jokes, threats, spreading rumours</i>
<b>Indirect</b> <input type="checkbox"/>	<i>includes isolation, refusal to work with/talk to/play with/help others</i>
<b>Electronic</b> <input type="checkbox"/>	<i>through technology such as mobile phones and internet</i>
<b>Written</b> <input type="checkbox"/>	<i>includes any written form of communication not using technology</i>

### 2. Details

<b>Date of incident:</b>	<i>dd/mm/yyyy</i>
<b>Date recorded:</b>	<i>dd/mm/yyyy</i>
<b>Location:</b>	
<b>Time:</b>	

### 3. Staff Involved

Name	Role

### 4. Students Involved

Name	Role – Use following codes: <i>Pupil displaying bullying behaviour = PDBB; Pupil experiencing bullying behaviour = PEBB; Participant = P; Witness = W; Bystander = B</i>	Class

### 5. Perceived Motivation

Age <input type="checkbox"/>	Appearance <input type="checkbox"/>	Cultural <input type="checkbox"/>	Gender Identity <input type="checkbox"/>
Sexual Orientation <input type="checkbox"/>	Family Circumstance <input type="checkbox"/>	Looked After Status <input type="checkbox"/>	Peer Relationship Breakdown <input type="checkbox"/>
Disability <input type="checkbox"/>	Ability <input type="checkbox"/>	Race <input type="checkbox"/>	Not Known <input type="checkbox"/>

**6. Additional Comments / Information (brief summary of the incident / any parental involvement?)**

--

**7. Does this incident meet the school's agreed definition of bullying?**

***Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.***

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>	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

**One-off incident:**

Criteria	Yes	No
Could the incident be classed as severe or significant?	<input type="checkbox"/>	<input type="checkbox"/>
Is there evidence of pre-meditation?	<input type="checkbox"/>	<input type="checkbox"/>
Has the incident had a negative physical/emotional impact on the individual?	<input type="checkbox"/>	<input type="checkbox"/>
Has the incident had a negative impact on the wider school community?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been previous relationships between those involved?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any previous incidents between the individuals?	<input type="checkbox"/>	<input type="checkbox"/>

*If 3 or more of the answers are 'yes' then the incident will meet the school's agreed definition of bullying and Parts 2 & 3 of the BCAF should be completed.*

*If less than 3 answers are 'yes' then the incident will not meet the criteria and will be dealt with through the school's Positive Behaviour Policy.*

**8. Incident Status**

Incident Status	Check Box	Date (dd/mm/yyyy)
Bullying Concern Raised	<input type="checkbox"/>	
Bullying Concern Investigated: Criteria Not Met	<input type="checkbox"/>	
Bullying Concern Investigated: Criteria Met	<input type="checkbox"/>	
Bullying Concern Resolved	<input type="checkbox"/>	

\*Email Part 1 to [khunter554@c2kni.net](mailto:khunter554@c2kni.net)



## Bullying Concern Assessment Form: Part 2

### 2.1 Pupil(s) who has experienced bullying behaviour (PEBB):

#### Interventions to be implemented

Level 1	Level 2	Level 3	Level 4
Informal chat to identify possible solutions <input type="checkbox"/>	Discuss situation with bullied pupil's peers in his/her absence (consent needed) <input type="checkbox"/>	Monitoring by key member of staff <input type="checkbox"/>	Whole Class Circle Time / PDMU <input type="checkbox"/>
Parental support <input type="checkbox"/>	Receive feedback on intervention outcomes <input type="checkbox"/>	Individual support plan for strength and emotional well-being building programmes <input type="checkbox"/>	Referral to relevant investigative agency (e.g. PSNI, HSCT, Gateway) <input type="checkbox"/>
Buddy / Peer Mediation support <input type="checkbox"/>	Agree, teach and practice coping skills (e.g. Fogging) <input type="checkbox"/>	Further Peer support / mentoring / mediation <input type="checkbox"/>	Other: _____ <input type="checkbox"/>
Regular Monitoring and Review of situation by class teacher <input type="checkbox"/>	Strength-building plan for pupil <input type="checkbox"/>	Support Group Method <input type="checkbox"/>	
Whole Class Circle Time / PDMU <input type="checkbox"/>	Further Buddy / Peer Mediation support <input type="checkbox"/>	PIKAS Interview <input type="checkbox"/>	
Other: _____ <input type="checkbox"/>	Whole Class Circle Time / PDMU <input type="checkbox"/>	Parental Involvement <input type="checkbox"/>	
	Other: _____ <input type="checkbox"/>	EA / External agencies support <input type="checkbox"/>	
		Whole Class Circle Time / PDMU <input type="checkbox"/>	
		Other: _____ <input type="checkbox"/>	

On-going support/monitoring to be provided (daily/weekly) by \_\_\_\_\_ (named staff) and will be formally reviewed by \_\_\_\_\_ (date)

Have parents been informed / involved? YES / NO

Give details:

Referral to other agencies? YES / NO

If yes, please specify:

Any other details?

2.2 Pupil(s) who has displayed bullying behaviour (PDBB):

Interventions to be implemented



Level 1	Level 2	Level 3	Level 4
<p><b>SCRIPTS:</b></p> <p>A Rights Respecting Script <input type="checkbox"/></p> <p>Rule Reminder Script <input type="checkbox"/></p> <p>Expectation Discussion <input type="checkbox"/></p>	<p><b>SMALL GROUP INTERVENTIONS:</b></p> <p>Quality Circles <input type="checkbox"/></p> <p>Support Group Method <input type="checkbox"/></p>	<p><b>INDIVIDUAL PUPIL INTERVENTIONS:</b></p> <p>Monitoring by key member of staff <input type="checkbox"/></p> <p>Social and Emotional Mentoring <input type="checkbox"/></p> <p>Individualised strength and emotional well-being programmes <input type="checkbox"/></p> <p>Peer support/mediation <input type="checkbox"/></p> <p>PIKAS Interview <input type="checkbox"/></p>	<p>Refer to relevant investigative agencies: PSNI / HSCT / Gateway <input type="checkbox"/></p>
<p><b>ONE-TO-ONE INTERVIEW INTERVENTIONS:</b></p> <p>Restorative Questioning <input type="checkbox"/></p> <p>Worth a Re-Think <input type="checkbox"/></p> <p>Shared Control Discussion <input type="checkbox"/></p> <p>Think Time Discussion Sheet <input type="checkbox"/></p>	<p>Individual Behaviour Support Plan <input type="checkbox"/></p>	<p><b>PARENTAL INVOLVEMENT:</b></p> <p>Parents working in partnership with school / external agency <input type="checkbox"/></p>	<p>Refer to school's Discipline Policy and scheme for the suspension and expulsion of pupils <input type="checkbox"/></p>
<p>Whole Class Circle Time / PDMU <input type="checkbox"/></p>	<p>Whole Class Circle Time / PDMU <input type="checkbox"/></p>	<p><b>SUPPORT FROM EA / EXTERNAL AGENCIES</b></p> <p>Independent counselling <input type="checkbox"/></p> <p>Restorative meetings <input type="checkbox"/></p> <p>Contact EA Behaviour <input type="checkbox"/></p>	<p>Whole Class Circle Time / PDMU <input type="checkbox"/></p>
<p>Other: _____ <input type="checkbox"/></p>	<p>Other: _____ <input type="checkbox"/></p>	<p>Other: _____ <input type="checkbox"/></p>	<p>Other: _____ <input type="checkbox"/></p>



On-going support/monitoring to be provided (daily/weekly) by \_\_\_\_\_ (named staff) and will be formally reviewed by \_\_\_\_\_ (date)

Have parents been informed / involved? YES / NO

Give details:

Referral to other agencies? YES / NO

If yes, please specify:

Any other details?

Suspension

Expulsion

Other  Please specify \_\_\_\_\_

## Bullying Concern Assessment Form: Part 3



### On-going Record of Support and Interventions



Date	Details of Intervention	Action Required / Taken (include dates)

Name and designation of teacher completing this form:



## Bullying Concern Assessment Form: Part 4



Status of Concern

This concern is now resolved

When concern is not resolved:

Further intervention required

- Review information and action to date
- Refer to Principal
- Re-assess Level of Interventions; Implement other strategies from appropriate level
- Assign tasks, record and monitor as in Part 2 & 3

Name and designation of teacher completing this form:

Date: