Belfast Model School for Girls

Addressing Bullying in Schools Policy

Updated September 2022

To be reviewed academic year September 2024

Section 1: Introduction

At Belfast Model School for Girls, we believe that the safeguarding of all our pupils is paramount and all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

We believe that everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment for all. We acknowledge that bullying type behaviour exists in all school communities and the wider society. Therefore, we seek to provide an open climate where pupils, staff and parents are free to talk, to address and support these behaviours. Our aim is to embed and develop a culture were bullying type behaviour is not tolerated.

The purpose of this policy is to define bullying type behaviour, outline roles and responsibilities, clarify the preventative curriculum, highlight processes for reporting, explain recording formats and depict effective responses to bullying type behaviour.

Bullying type concerns relating to school staff, other staff or parents is managed through our Complaint's Policy.

Ethos and Values
Belfast Model School for Girls is a school whose aim is: 'Achievement for all'

We recognise each pupil as an individual and celebrate the diversity of all the young people within our school community.

All pupils have a right to be educated in an atmosphere in which they feel valued, secure and supported by each member of the community, regardless of race, religion, ethnicity, gender or sexual orientation.

The values of the School through our 'Model Way' emphasise respect for each individual and encourage tolerance and openness. By its nature, bullying type behaviour is contrary to these values and is unacceptable.

We acknowledge the fundamental dignity of each person and aim to promote respect for self, for others, the school, the wider community, and the environment.

We endeavour to equip all pupils with the self-confidence and skills which will enable them to make informed and responsible choices in life and appreciate the value of the contribution they can make to society.

We encourage parental support in promoting the ethos and aims of the school and in building up the life of the school community.

Context
This policy has been drawn up in line with current government guidance and legislation:
 • Addressing Bullying in Schools Act (Northern Ireland) 2016
   • The Human Rights Act 1988
 • Safeguarding and Child Protection in Schools – A Guide to Schools, DENI, 2017
 • Education and Libraries (Northern Ireland) Order 2003
 • Pastoral Care in Schools: Promoting Positive Behaviour, (Department of Education, 2001)
 • Effective Responses to Bullying Behaviour, (Department of Education, 2022)

The purpose of this policy is to define bullying type behaviour, outline roles and responsibilities, preventative curriculum, processes for reporting, recording and effective responses to bullying type behaviour.

This Anti-bullying Policy is closely linked, cross referenced and interconnected with our suite of Pastoral Policies –
- Positive Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Acceptable Use of ICT Policy;
- Attendance Policy;
- Pastoral Care Policy;
- RSE Policy;
- Staff Code of Conduct; Equality,
- Health and Safety Policy;
- SEND Policy.

Bullying type concerns relating to school staff, other staff or parents is managed through our Complaints Policy. If you are unsatisfied with the school response regarding a bullying type concern, complaints should be managed in line with our Complaints Policy.

DEFINITION

The legal definition taken from The Addressing Bullying in Schools Act (N.I) 2016 states. Bullying includes (but is not limited to) the repeated use of:

• any verbal, written or electronic communication,
• any other act, (including physical or by omission*), or
• any combination of those. by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

*Omission will be considered when addressing all bullying type concerns this is where a pupil/s is or are deliberately left out, and where there is a wilful failure to include a pupil/s in a game or activity. Pupils don't have to be friends, but friendly.

The School uses this definition to develop an awareness and understanding that socially unacceptable behaviour becomes bullying type behaviour, when based on the information gathered, the criteria listed below have been met:

• The behaviour is Targeted at a specific pupil or group of pupils.
• The behaviour is Repeated.
 • The behaviour is Intentional.
• The behaviour is causing Physical, emotional or psychological harm.

At Belfast Model School for Girls we believe that bullying is behaviour that is usually repeated, and which is carried out intentionally to cause hurt, harm, or to adversely affect the rights and needs of another or others. However, there are instances of one-off incidents that the school will consider as bullying type behaviour. When assessing a one-off incident, to

make a decision on whether to classify it as bullying type behaviour, the school shall consider the following criteria:

- The 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. Bullying type behaviour differs from socially unacceptable behaviour e.g. peer relationship issues. Socially unacceptable behaviour will be treated in line with our Positive Behaviour Policy. Consideration will be given to the child or young person's capacity to understand the impact of the behaviour, age and capabilities, additional needs, SEN diagnosis, levels of resilience and individual circumstances.

DUTIES PLACED ON THE BOARD OF GOVERNORS AND THE PRINCIPAL

Members of the Board of Governors will be trained in their role and responsibilities within the statutory expectations. The Board of Governors are required to: "safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school" (Article 17:2) The primary duties of the Board of Governors are to:

• Secure measures to prevent bullying type behaviours.
• Keep a record of all incidents of bullying type behaviours involving a registered pupil at the school.
• The Principal must ensure that measures to prevent bullying type behaviours are included in the Positive Behaviour Policy.
• All stakeholders must be consulted on general principles and measures to prevent bullying type behaviours.

AIMS
The ethos of Belfast Model School for Girls is important in helping to address the issue of bullying type behaviour and in minimising its incidence. However, bullying type behaviour must also be addressed in more specific ways. Preventing and countering bullying type behaviour requires an awareness and a collective vigilance on the part of all members of the school community. This Anti-Bullying Policy aims to:
• help in the understanding of what constitutes bullying type behaviour.
• indicate approaches to preventing and responding to bullying- type behaviour

1. Identifying Bullying Type Behaviour
Bullying type behaviour can take different forms. The following are examples of different types of bullying type behaviour:
• physical aggression, for example, through hitting, kicking, pushing or tripping.
• interference with another's property, causing deliberate damage to that property, or theft.
• verbal, for example, through racist, homophobic, transphobic or sectarian remarks, threats, name calling or demeaning comments.
• emotional hurt, for example, through isolating or excluding an individual from the activities and social acceptance of his/her peer group or spreading rumours.

• intimidation and harassment, for example, through pressure from members of a group against an individual so that he/she feels uneasy or frightened.
• using Information and Communications Technology to deliberately upset someone else, for example through mobile phone calls, text messages, postings on social media, sending picture/video clips via mobile phones, emails, chatrooms, instant messaging and websites. This is called electronic bullying and is the subject of a separate policy, the school's E-Safety Policy. Staff receive training regarding identifying bullying type behaviour, including signs of distress, poor attendance and other possible indications. 2. Repetition While repetition is internationally recognised as an important element in establishing bullying type behaviour, there may be certain situations which arise in which the School does not require repetition for behaviours to be defined as bullying type behaviour, for example, when occurs through the medium of electronic communications, repetition can take place through the repeated viewing and sharing of a post, when the post has been posted once. If hurtful behaviour has been seen, only once, this does not necessarily mean that the element of repetition is not present, and therefore that a single incident cannot be an instance of bullying type behaviour. Different people may be aware of single incidents which together add up to a pattern. For this reason, it is crucial that all members of the school community report even single or low-level concerns.

There are various motivations behind bullying type behaviour, this is often driven by an imbalance of power. These include, but are not limited to:
• race
• gender
• physical difference
• gender identity
• perceived gender identity
• perceived sexual orientation
• political affiliation
• child looked after
• sexual orientation
• special educational need
• disability
• a different economic background or unusual family situation
• any of those factors which other pupils perceive to be true, whether or not that is actually the case.

All incident decisions are evidence-based and only made after a fair and balanced consideration of all the facts which are available, including the severity of the incident, imbalance of power, or the use of electronic communications. The Addressing Bullying in Schools Act (N.I.) 2016 gives schools the explicit power to take action to prevent cyber bullying which is taking place outside school, but which is likely to have an impact on the pupil's education in school. While this gives schools the option to take action, it does not place a duty on schools to do so. Any incidents of online bullying which take place in school during the school day, while travelling to or from school during the school term, while the pupils is in the lawful control or charge of a member of the staff of the school, or while in education provision on behalf of the school away from the school premises must be addressed through the Anti-Bullying Policy.

2. Preventing Bullying Type Behaviour

Each member of the school community has a role to play in helping to prevent bullying type behaviour and in creating an atmosphere in which it is not allowed to develop. Belafst Model School for Girls will work proactively, seeking to prevent bullying type behaviour in the following ways:

• By promoting and maintaining an ethos which encourages consideration, kindness and respect for others and which is firmly based on the values of the school.

• By educating pupils about the boundaries of appropriate behaviour towards others and addressing bullying type behaviour and related issues through,Assemblies and the Learning for Life and Work Personal Development programme.

• By ensuring effective supervision of locations within School where bullying type behaviour is likely to occur and highlighting to pupils, with the support of parents, the importance of appropriate behaviour when travelling to and from school.

- By ensuring that pupils and parents are aware of school policy on the use of mobile phones within School and on the use of the internet within School (through the eSafety Policy and the Acceptable Use Policy).
- By listening to the views of the pupils through forums such as the School Council and adopting suggestions that they have for dealing with bullying type behaviour.
- By utilising senior pupils as Mentors and Ambasssadors, and emphasising the role all pupils have in caring for others, highlighting that reporting bullying type behaviour is not telling tales, but is responsible behaviour.
- Through staff training and ongoing professional development to highlight awareness of antibullying strategies.
- By liaising with other agencies as appropriate, e.g. the Education Authority, Social Services, Translink and PSNI.
- By encouraging a strong sense of belonging to School through participation in extracurricular activities.
- Through marking events such as the NIABF Anti-Bullying week and Safer Internet Day in School.
- By having clear procedures for responding to bullying type behaviour, which are kept under regular review.
- Through the preventative curriculum actively promoting positive emotional health and wellbeing
- By using school assemblies to target contemporary issues and to promote equality, diversity and inclusion

We further seek to prevent bullying type behaviour on the way to and from school through:

• Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community, including regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.

• Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.

Belfast Model School for Girls will also 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. This includes:

• Addressing key themes of online behaviour and risk through 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 and Mobile Phone and Electronic Devices Policy).

Procedures for dealing with Bullying Type Behaviour Bullying type behaviour is unacceptable and a culture of openness is the best way to counter such behaviour. It is the responsibility of each member of the community – pupils, staff and parents - to report instances or suspicions of bullying type behaviour, in the understanding that all such reports will be listened to and taken seriously.

In each instance, the priority should be that the pupil experiencing bullying type behaviour feels supported and that the individuals displaying bullying type behaviour are made aware that their behaviour is socially unacceptable, and the bullying type behaviour stops.

It is accepted that the precise action taken will vary from incident to incident. However, the broad guidelines below apply:
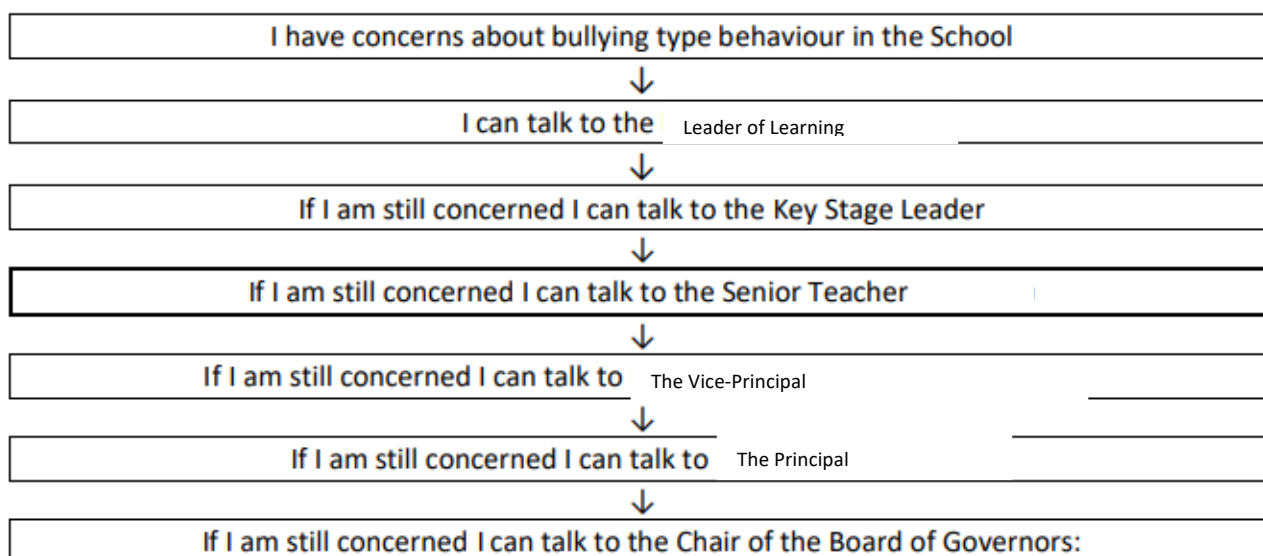• Instances or suspicion of bullying type behaviour (whether in school, at a school event or on a bus/train to/from school) should be reported by pupils, parents or other members of staff to the Form Tutor/Leader of Learning in the first instance. However, it is recognised that on occasion, the report may be made to a Key Stage Leader, Vice-Principal or Principal.
• The Leader of learning will investigate, in liaison with the Key Stage Leader, Senior and the Vice-Principal. A Bullying Concern Assessment Form (BCAF) will be opened in consultation with Head of Year, Key Stage Leader, Senior Teacher for Pastoral Care and/or Pastoral Vice Principal.
• Pupils directly involved may be asked to give a written account of the incident.
• Parents of all pupils involved will be contacted by telephone.
• If necessary, referrals to outside agencies will be made.
• The pupil experiencing bullying type behaviour will be given practical advice and support, in conjunction with completing Parts 3a and 3b of the BCAF (Appendix 6); pastoral support, including counselling by the School Counsellor and Mentoring, will be offered.
• The situation will be monitored by the Leader of Learning to ensure the welfare of all pupils involved has been maintained.
• Teachers of the pupils involved will be informed so that they can contribute to monitoring the situation.
• Any behaviours that do not meet the legal definition will be regarded as socially unacceptable behaviours and will be dealt with in line with the Positive Behaviour Policy.
• Any response to allegations of bullying type behaviour will be cognisant of the child's individual needs, including SEN.
• report back promptly to parents/carer.

5. Reporting Procedures

a) Pupils Reporting a Concern Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. Pupils can raise concerns by talking to a member of staff . Any pupil can raise a concern about bullying type behaviour, not just the pupil who is experiencing this behaviour. All pupils are encouraged to get help if they have a concern about bullying type behaviour that they are experiencing or is experienced by another.

b) Parents/Carers Reporting a Concern, we ask parents/carers to encourage their children to react appropriately to bullying type behaviour and not retaliate. The process for parents/carers to report bullying concerns is outlined below:

• All bullying concerns should be reported to the Leader of Learning.

• 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 Key Stage Leader, Senior Teacher or Vice-Principal, as applicable.

• Where the parent is not satisfied that appropriate action has been taken by the Lead/Vice Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's Complaints Procedure should be followed. It should be noted that all reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy, and feedback will be made to the person who made the report. However, it must be further noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and their parents/carers.

I have concerns about bullying type behaviour in the School
↓
I can talk to the   Leader of Learning
↓
If I am still concerned I can talk to the Key Stage Leader
↓
If I am still concerned I can talk to the Senior Teacher
↓
If I am still concerned I can talk to   The Vice-Principal
↓
If I am still concerned I can talk to   The Principal
↓
If I am still concerned I can talk to the Chair of the Board of Governors:

Pupils and/or their parents/guardians are encouraged to contact the School directly if they have a concern about bullying type behaviour. Any person listed above may be contacted by telephoning the main School switchboard on (028) 90718111.

6. Recording Procedures

All alleged incidents of bullying type behaviour will be carefully recorded by pastoral staff using the BCAF (Appendix 6). The report should include:
• The nature of the incident(s), alleged incident(s), including witness statements
• Assessment of the concern i.e. is it bullying type behaviour or socially unacceptable behaviour? The Positive Behaviour Policy outlines procedures for socially unacceptable behaviour.
• Where/when the incident(s) occurred.
• Who and in what way did the behaviour present?
• The motivating factors/underlying themes.
• The methods i.e. verbal, written or electronic or any combination of these.
• Information about how the incident was addressed i.e. the support and interventions for both the pupil(s) experiencing bullying type behaviour, and the pupil(s) displaying bullying type behaviour, including parental consultations.
• A review of bullying type behavioural concerns and actions. All alleged incidents of bullying type behaviour are forwarded to the Designated Teacher/Vice-Principal who will keep an overview, track incidents of bullying type behaviour, and look for patterns of bullying type behaviour. The full report will be stored in the pupil file. Pastoral staff will complete the additional overview document saved. This overview document will include the motivation behind the bullying type behaviour or alleged bullying type behaviour, methods used and information on how each incident was addressed, together with the outcomes of interventions.

7. Responses to Bullying Type Behaviour
The welfare needs of all children and young people are paramount and pupils' needs, whether the pupil(s) experiencing bullying type behaviour, or the pupil(s) displaying bullying type behaviour, need to be separated from their behaviour. A range of responses may be used in dealing with instances of bullying type behaviour. The response(s) to be used will depend upon the severity and persistence of the bullying type behaviour. Using the Legislative flow chart, bullying concern assessment form (BCAF) and Effective Responses to Bullying Behaviour resource, the member of staff responsible shall:
• Complete the relevant section of the BCAF.
• Clarify facts and perceptions.
• Identify any motivating factors and methods.
Identify the type of alleged bullying behaviour being displayed and experienced.
• Parents/carers informed via phone from a restorative perspective.
• Assess the incident against the legal definition.
• Identify intervention levels 1-4 in accordance with the bullying type behaviour
• Select and implement appropriate interventions and supports, as outlined in the table level 1-4 for all pupils involved, in addition to strategies that may not be listed in the Effective Responses to Bullying Behaviour.
• Track, monitor and record effectiveness of interventions.
• Review outcome of interventions. When bullying type behavioural concerns are identified our school will work in a restorative way to achieve the necessary change i.e. it is intended that the person responsible will learn from what has happened and will change his/her behaviour. Education and awareness-raising are effective ways of challenging bullying type behaviour and encouraging individual pupils to take responsibility for their own actions. These may include: a programme of mentoring, calming strategies, restorative conversations, the use of the Learning Support Unit, counselling, community services, or referral to an outside agency. Class activities and Assemblies

may also be used more generally for this purpose. Further help and advice on appropriate responses to bullying type behaviour can be found on 'Effective Responses to Bullying Behaviour', Department of Education (2022).

The Positive Behaviour Action Plan may be implemented in incidents regarding bullying type behaviour.

Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information events, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child. In certain situations, a restorative meeting may be set up, in agreement with parents, between the pupil experiencing bullying type behaviour and the pupil displaying bullying type behaviour. Where a parent is not satisfied that appropriate action has been taken by the Leader of learning/Key Stage Leader to prevent further incidents, or where further incidents have taken place, the concern should be reported to Vice Principal. 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 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. The School's Complaints Policy is available on the school website or from the school office. Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, they may contact the Education Authority Anti-Bullying Team. Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, they may contact the Northern Ireland Public Services Ombudsman. All reports of bullying type behaviours received from pupils and/or parents/carers will be responded to in line with this policy.

This Anti-Bullying Policy has been drawn up in consultation with pupils through the Student Council, Leaders of Learning, the Vice-Principal, the Principal, parents and members of the Board of Governors. Data in relation to behaviour is analysed in relation to other associated data, such as attendance, performance, SEN and Child Protection in order to promote and sustain a safe, effective learning and teaching environment for all. The Anti-Bullying Policy is kept under review, adhering to 'The Addressing Bullying in Schools Act (NI) 2016. The Addressing Bullying in Schools Act (NI) 2016, came into operation on 1st September 2021 which requires the Board of Governors of the school to determine the anti-bullying measures pursued at the school and to record all incidents of bullying type behaviours or alleged bullying type behaviours involving a registered pupil. The Act can be found at: Addressing Bullying in Schools Act (Northern Ireland) 2016

8. Monitoring and Review of Policy
To monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors will:
• Identify trends and priorities for action;
• Assess the effectiveness of strategies aimed at preventing bullying type behaviour;
• Assess the effectiveness of strategies aimed at responding to bullying type behaviour.
• It will be assessed as part of the ETI Safeguarding pro-forma.
The School's Anti-Bullying Policy will be reviewed at an interval of no more than four years. However, the policy will also be reviewed following any incidents which highlight the need for such a review, and through examination of the strategies in place in School both to prevent bullying type behaviour occurring and to intervene in instances of bullying type behaviour. It will also be reviewed

when directed to by the Department of Education and in light of new guidance. An updated copy of the policy will be communicated to parents via the school website.

SUPPORTING PUPILS WHO EXPERIENCE OR DISPLAY BULLYING OR ALLEGED BULLYING TYPE BEHAVIOURS

Enhanced Accountability for BoG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need.

Behaviour reported as alleged Bullying Type Behaviour

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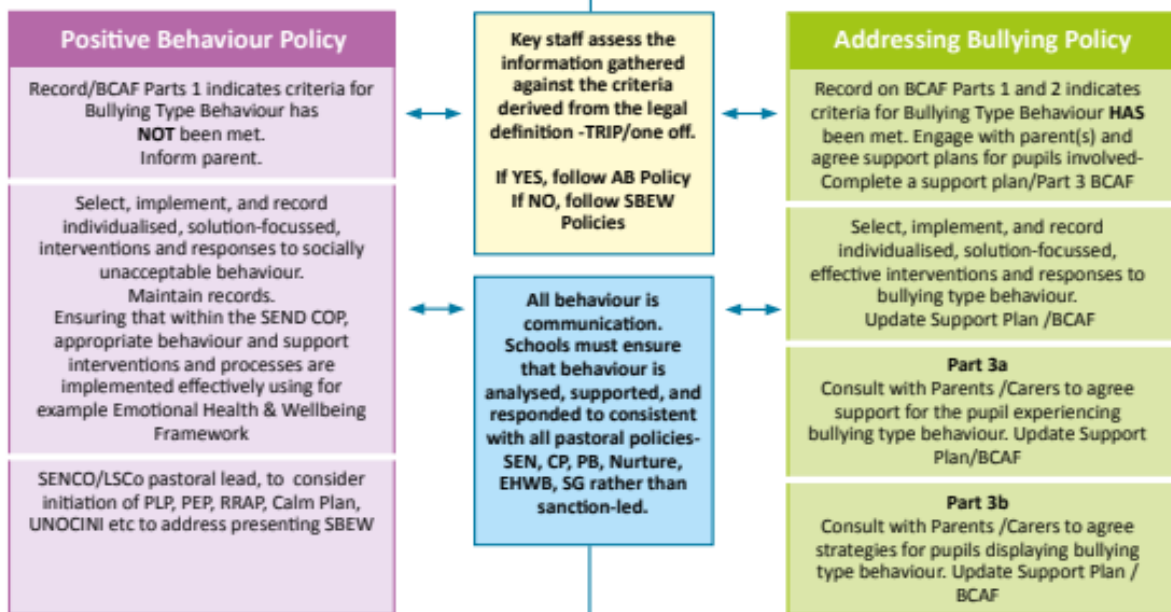
Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005),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

Process to be followed

In every case when an alleged bullying type of concern is raised a record must be kept e.g BCAF and should be attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

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

A record must be kept of the assessed outcome aligned to the legal definition/criteria: TRIP (targeted, repeated, intentional, psychological, or physical harm) e.g BCAF part 1.

Positive Behaviour Policy

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

Select, implement, and record individualised, solution-focussed, interventions and responses to socially unacceptable behaviour. Maintain records. Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example Emotional Health & Wellbeing Framework

SENCO/LSCo pastoral lead, to consider initiation of PLP, PEP, RRAP, Calm Plan, UNOCINI etc to address presenting SBEW

Key staff assess the information gathered against the criteria derived from the legal definition -TRIP/one off.

If YES, follow AB Policy If NO, follow SBEW Policies

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

Addressing Bullying Policy

Record on BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour **HAS** been met. Engage with parent(s) and agree support plans for pupils involved- Complete a support plan/Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour. Update Support Plan /BCAF

Part 3a
Consult with Parents /Carers to agree support for the pupil experiencing bullying type behaviour. Update Support Plan/BCAF

Part 3b
Consult with Parents /Carers to agree strategies for pupils displaying bullying type behaviour. Update Support Plan / BCAF

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

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

Review & digitally record OUTCOMES

Outcomes used to inform summary reporting to BOG.

Review & digitally record OUTCOMES on BCAF Part 4

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

The duty of the Board of Governors is to:
Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.

Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school.

Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs.

Learner Centred Approach with pupil and parent/carer voice listened to, valued, and reflected in the plan.

Appendix 1

SIGNS and SYMPTOMS
The following signs MAY suggest that a pupil has been experiencing bullying type behaviour and that the situation warrants investigation:
• Unwillingness to attend School/truancy
• Anxiety about travelling to and from School/avoiding regular travelling times
• Underachievement
• Loss of concentration/enthusiasm/interest in School/changed behaviour
• Repeated non-specific reasons for Surgery visits – headache/stomach ache
• Unexplained changes in mood especially before returning to School after holidays/weekends
• Physical signs of anxiety – stammering/nightmares/sleep difficulty/loss of appetite/nausea/withdrawal
• Physical bruising/torn clothes
• Loss of self-esteem/confidence/mood swings
• Books torn or destroyed/missing possessions
• Reluctance to say what is wrong

Appendix 2
ADVICE FOR PUPILS School encourages pupils to:
• Say NO to BULLYING TYPE BEHAVIOUR
• Know and understand the legal definition and the impact of displaying this type of behaviour
• Be active not passive - speak out/tell about/report incidents of bullying
• Listen to, support and help pupils experiencing bullying type behaviour
• Develop a range of assertiveness strategies to use in the event of a bullying type situation
• Take personal responsibility
• Take collective responsibility
• Develop loyalty to School and pupils within it
• Take part in Anti-bullying Week
• Know who to talk to in School: ▪Class Tutor ▪ The Matron ▪ Counsellors ▪ Any Teacher ▪ Leader of Learning ▪ Key Stage Leader ▪ Senior Teacher ▪ The Vice-Principal
• Know that if they are experiencing bullying type behaviour, it is not their fault
• Be aware of support services out of School ▪ Childline 0800 1111 ▪ Lifeline 0808 808 8000

Appendix 3
OTHER SUPPORT SERVICES
Pupils and parents can contact the following organisations for information and support:
• The Northern Ireland Anti-Bullying Forum, 63 Duncairn Gardens, Belfast BT15 2GB Helpline: 028 9087 5006
• National Bullying Helpline: 0845 2255787 or 07734 701 221
• National Society for the Prevention of Cruelty to Children (NSPCC), Helpline: 0808 800 5000
• Parenting NI, 42 Dublin Road, Belfast BT2 7HN. Telephone: 028 90 310 891, Helpline: 0808 8010 722

Appendix 4

Bullying Concern Assessment Form

Incident Date:

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

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

Bullying Concern Assessment Form

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)

Bullying Concern Assessment Form

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

One-off Incident

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

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

Agreed by _____

Status   _____

On   ___/___/___

PART 2

2:1 Who was targeted by this behaviour?
Select one or more of the following:
☐ Individual to individual 1:1   ☐ Individual to group   ☐ Group to individual   ☐ Group to group

Bullying Concern Assessment Form

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 _____

Bullying Concern Assessment Form

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

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

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Bullying Concern Assessment Form

Part 3b

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:

_____

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

☐ Re-assess Level of Interventions and implement other strategies from an

appropriate level

☐ Track, monitor and review the outcomes of further intervention

☐ Keep under review the Stage of Code of Practice each pupil is on

☐ Follow Safeguarding Policy

☐ Seek multi-agency input (EA, Health and Social Services etc.)

☐ Engage with Board of Governors

Agreed by:	
School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date: