

Blackwater Integrated College



Anti-bullying Policy

Date ratified by Board of Governors: 21st March 2024

Date of review: February 2024

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1.1: Introduction

This policy was developed using guidance set out by Addressing Bullying in Schools Act (Northern Ireland) 2016, DENI and the Northern Ireland Anti-Bullying Forum (NIABF). Its main purpose is to promote an anti-bullying culture in Blackwater Integrated College and to help staff provide support to students who have experienced bullying behaviour and students who are displaying bullying behaviour. The policy was reviewed during training delivered by the ABSIT in September 2023.

Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001) Paragraph 125 states the following:

“As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour.”

This policy provides examples of anti-bullying strategies within 4 levels of intervention and provides staff and parents with practical suggestions on how bullying can be addressed.

At Blackwater Integrated College we recognise the right of every individual to develop their full potential within a supportive learning community. We believe all forms of bullying behaviour are unacceptable. While we acknowledge that bullying behaviour occurs in all schools and workplaces, we believe that all students have the right to learn in a safe, caring and supported environment, without the fear of being bullied, and we will try to address it, when it happens.

It is important that the college has a clear written policy to support and promote this belief and ensure that all members of the college community are aware that all forms of bullying type behaviour are unacceptable and will be followed up in line with this policy and other relevant policies (see Appendix 1). This policy will apply during the normal college day, travelling to and from college, when under control of college staff but away from college, eg school trips, and when receiving education under the EOTAS arrangements.

The Anti-Bullying policy has been developed in consultation with all stakeholders of the school community including students, parents, staff, and Governors. The roles and responsibilities of all stakeholders are made explicit. The policy is intended to ensure an inclusive, productive, consistent approach is adopted in the promotion and development of an Anti-Bullying environment for students by detailing the existing and proposed practices and strategies implemented throughout the College. It is intended as a working document, used to inform teaching and learning.

The purpose of the policy is to:

- Define bullying type behaviours
- Outline the roles and responsibilities of all stakeholders.

- Outline the preventative curriculum.
- Outline systems and processes for reporting and recording.
- Outline effective approaches in response to bullying type behaviours.

This policy takes into account specific legislation and Education Authority / Department for Education guidance (see Appendix 1). This includes guidance set out in the Addressing Bullying in Schools Act.

This policy relates to all bullying type behaviour between students. Any bullying type concerns related to college staff, other staff or parents are managed through the staff code of conduct and visitor policy and concerns should be raised directly with the Principal.

1.2: Ethos

We will aim to

- Support all students in a situation where bullying behaviour has been displayed;
- Make everyone aware that bullying behaviour is totally unacceptable and is taken as a serious offence and in extreme circumstances there can be legal consequences.
- Ensure the teaching and learning environment is calm and structured to limit opportunities for bullying behaviour;
- Ensure that preventative measures are in place;
- Ensure there is close co-operation between the college and parents in the prevention of bullying behaviour;
- Make sure that all students, staff and parents are aware of the role they play in ensuring the college has an anti-bullying ethos;
- Ensure that all incidents of bullying behaviour are dealt with in line with College Code of Conduct and Positive Behaviour Policy.

1.3: Consultation with Stakeholders

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

The College will consult with all stakeholders by:

- Engaging focus group sessions with Junior Leaders and Senior Prefects,
- Engagement with the Parents' Council
- Staff survey with all teaching and non-teaching staff
- Evaluating the results of parents surveys which are used to inform SDP
- Involvement of pastoral staff in writing anti-bullying policy

2.1: What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as,
“(1) The act (but 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.
For the purposes of subsection (1), “act” includes omission”.

This is quite a difficult statement for students to understand so this is the statement that will be used to support student’s understanding:
“Bullying is behaviour, that is targeted, usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others”

The Act specifies that methods of bullying behaviour include omission. This is where a student is deliberately left out and where there is a wilful failure to include a student. Please note that omission can be a bullying type behaviour when it is Targeted, Repeated, Intentional and leading to Physical or Psychological harm.

Socially unacceptable behaviours **BECOME BULLYING BEHAVIOURS** when, following clarification of the facts and perceptions, based on information available, the socially unacceptable behaviour **MEETS ALL THE CRITERIA LISTED BELOW**

- Intentional
- targeted at a specific pupil or group of pupils
- repeated – e.g. 3 or more repetitious incidents involving the same target/s
- causing physical, emotional or psychological harm

T.R.I.P

T – is the behaviour Targeted?

R – is the behaviour Repetitive?

I – Is the behaviour Intentional?

P – Is the behaviour Physical, Emotional or Psychological?

T is for Targeted

It is when **someone seen with lesser power**, is identified as an object of attention or attack. For example, a person may be targeted due to their appearance, their interests, their ability (both academically and physically), their gender, their race etc. This list is not exhaustive.

R is for Repetition

This refers to identifying methods of behaviour which, through the criteria of repetition, may be defined as bullying type behaviours eg. Saying mean and hurtful things may be seen as socially unacceptable behaviour until there is evidence of this behaviour being **repeated** towards the same **targeted** person over a period.

I is for Intention

Was There Intention To Cause Harm?

The 2016 Act requires schools to **determine that the act was intentional** of the student displaying bullying type behaviour.

It is always necessary to consider the student's **capacity to understand** the impact of their behaviour and how this could have been affected by development age/delay/diagnosis (eg SBEW, ASD, ADHD, ADD, ODD, MLD etc)
School will need to apply discretion accounting for any individual student's developmental age or capacity to understand the impact of their behaviour.

P is for Physical, Emotional or Psychological Harm

Physical harm is intentionally hurting a student causing injuries such as bruises, broken bones, burns or cuts

Emotional or psychological harm is distress or anxiety intentionally caused by scaring, humiliating, or affecting a student's self-esteem.

In line with legislation the college will seek ways to prevent and address any behaviours that meet the criteria for bullying type behaviour that occur on a student's journey to and from the college.

2.2: Socially Unacceptable Behaviours

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

1. Physical Act

Physical harm is defined as intentionally causing injuries. It can include:

- Hitting, punching, kicking causing bruises, broken bones or burns.
- Pushing, shoving, jostling or physical intimidation
- Any other physical contact which may include use of weapons.
- Material harm, such as taking/stealing money or possessions or causing damage to possessions.

2. **Verbal or Written Acts**

Unacceptable verbal behaviours include:

- 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

3. **Indirect / Social**

Unacceptable indirect behaviours include:

- Omission (Exclusion)
- Leaving someone out of a game
- Refusing to include someone in group work
- Isolation
- Refusal to work with/talk to/play with/help others
- Group manipulation, individual manipulation, controlling behaviour

4. **Electronic Acts**

Unacceptable electronic acts include:

- Using online platforms or other electronic communication to carry out many of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images (eg. photographs or videos) online to embarrass someone
- Misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another.

This policy notes that legislation gives the school the authority to take steps to prevent and address bullying type behaviour through electronic communication amongst registered students during term time, that is likely to have a detrimental effects on the student's education and well being in school.

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

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

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race

- Political affiliation
- Ability
- Looked After Child status
- Young Carer status
- Cultural
- Other
- Religion
- Disability
- SEN
- Family circumstances
- Economic status
- FSM

2.3: One – off Incidents

While bullying is usually repeated behaviour, there are instances of one-off incidents that the College will consider as bullying behaviour. When assessing a one-off incident, to decide on whether to classify it as bullying behaviour, the College 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.

When bullying type behaviours occur through electronic communications, ‘repetition’ can take place through the repeated viewing and sharing of a post, even if there is only one post.

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

2.4: Bullying Language

It is important to always use supporting and understanding language when dealing with any incident.

No student should be referred to as “a bully”, nor will we refer to students as “the victim”.

The language that should be used is “student displaying bullying behaviour” and “the student who is experiencing bullying behaviour”.

Incidents should never be “investigated”, as this suggests that a “crime” has been committed. Discussions should take place to “clarify facts and perceptions”

The College will use the following definitions of emotional and physical harm which are set out in the DE Guidance. In determining ‘harm’ the College 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.

3.1: Responsibilities of Board of Governors

Members of the Board of Governors are required to:

- participate in anti-bullying training and keep updated on all current legislation and programmes on ESAGS TV.
- to keep a record of incidents of all incidents of bullying or alleged bullying involving a registered student at the school in the regular BOG meetings / minutes
- identify trends and priorities for action to be followed up by Pastoral Care Team
- 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
- consult with students on the general principles which will be reflected in the school's Positive Behaviour policy
- ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school
- ensure that student welfare embraces all aspects of pastoral care, child protection, student behaviour, health and well-being, safety and security.
- Review the anti-bullying policy at intervals of no more than 4 years, as well as reviews if required after incidents arising. It also needs to be reviewed in line with updated circulars and guidance issued by the Department of Education.
- Monitor the effectiveness of the Anti-Bullying Policy, both in preventing and responding to bullying behaviour.

3.2: Responsibilities of the Principal

The Principal:

- when deciding on measures which will be used to encourage good behaviour in the school **must specifically include measures to prevent bullying among students**
- before deciding on measures to encourage good behaviour **must consult with students at the school and their parents**
- safeguard and promote the welfare of all students whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school.
- Consult with the Safeguarding Team to discuss all reported incidents which may be regarded as bullying type behaviours.

- Report to BOG regarding statistical data relating to reported incidents and this information informs ongoing review of the BOG oversight of preventative and responsive approaches. (Data should be anonymised except where a complaint regarding a student has been submitted to the BOG who have a duty to make specific decisions in relation to a case)
- Principal and designated leads, in conjunction with the BOG and whole school community, must review the policy not less than every 4 years or in response to emerging trends and needs.

3.3: Responsibilities of all staff, both teaching and non teaching.

Staff will:

- Model high standards of personal pro-social behaviour
- Inform the college of any concerns relating to bullying behaviour
- Foster positive self-esteem and behave in a mutually respectful way
- Refrain from retaliating to any form of bullying behaviour
- Be alert to signs of distress and other possible indications of bullying behaviour
- Emphasise the importance for students to seek help from a trusted adult about bullying behaviour when it happens or is observed
- Explain the implications to students of allowing the bullying behaviour to continue unchecked
- Listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- Ensure students know how to seek support – internal and external
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties
- When dealing with allegations of bullying behaviour staff will use the Bullying Concern Assessment Form (BCAF) and respond using the guidance set out in Section 5 – Responding to a Bullying Concern

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

When meeting with the parents/carers of students experiencing bullying behaviour, or displaying bullying behaviour, the staff need to:

- Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff.
- Remain understanding if the parent/carer expresses anger directed at the school. It is important to understand that sometimes a parent's perception of a situation can be one sided and dependent on the child's subjective perspective. In cases of alleged bullying it is important to be open minded as often there is a complicated build-up of events and tit for tat behaviour. Children who display

bullying behaviour will often dismiss their behaviour as banter or 'messaging about'

- Try to get clear facts from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.
- Ensure that you have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying.
- Ensure that the parents/carers understand how their child's behaviour conforms to the agreed definition of bullying behaviour
- Share your concern about what has been happening to the child experiencing bullying behaviour
- Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.
- Be understanding but firm.
- Make it clear that you care and will do what you can and will act in accordance with the College's anti-bullying policy.
- Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.
- Avoid getting into an argument. Try to avoid blaming the parent/carer for their child's behaviour.

Lead staff with responsibility for addressing bullying within Blackwater Integrated College:

Mr S Taylor	Principal
Mrs J Millington	Pastoral Co-ordinator (Designated Teacher)
Mrs Love / Mr Sunerton	Year Heads (Deputy Designated Teachers)
Mrs Mallon	SENCO
Form Tutors	

3.4: Responsibilities of Parents / Carers

Parents/carers will:

- Participate in the development of the school's Anti-Bullying policy, through engagement in parental questionnaires / focus groups.
- Inform the school of any concerns relating to bullying behaviour and look for unusual behaviour with your child.
- Report or express a concern about their child's involvement in a bullying incident/situation immediately, particularly if their child has experienced bullying type behaviours. Remember, the college must take immediate action if a child's personal safety is at threat. Your concern will be taken seriously and appropriate action will follow.
- Work collaboratively with the College to resolve an incident of bullying type behaviours

- Reinforce anti –bullying messages at home that bullying is morally wrong and potentially damaging. We expect the parents of young people who have been bullying others to support the College in terms of agreed sanctions.
- Encourage their child to react appropriately to bullying behaviour and to not do anything to retaliate or ‘hit back’.
- Support and encourage your child and play an active role in your child’s education. Ask them about their day and attend all parental consultations.
- Monitor their child’s social media activity and apps that are used outside school time and be prepared to deal with inappropriate content.

3.5: Responsibilities of Students

Bullying is a particularly nasty form of behaviour and students experiencing bullying behaviour often fear that reporting it will make the situation worse. If a student feels they are being bullied it must be taken seriously by staff and parents.

Students are regularly reminded to report all bullying behaviour to class teachers, Form Tutors, Year Heads, or Pastoral Coordinator.

Students are encouraged to:

- Talk to a member of staff, or a trusted adult if they have a concern of bullying type behaviour
- Keep evidence of any bullying type behaviour such as social media screenshots and keep a record of dates and times in a bullying behaviour diary
- Behave towards others in a mutually respectful way
- Refrain from becoming involved in any kind of bullying behaviour
- 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.
- Stay with groups of friends as sometimes there is safety in numbers
- Be assertive and walk confidently away from the bullying behaviour
- Remember that any student can report any concerns about bullying behaviour even if it doesn’t involve them directly.
- Make use of the WORRY BOX which is situated outside the pastoral office.

4: Creating an Anti-Bullying Environment

Staff, students and parents all play a role in ensuring that the college takes a proactive attitude to bullying behaviour. Prevention is just as important as the action that is taken following reports of a bullying incident. It is important that everyone remembers the need to be respectful to all of the college community, and this includes travel to and from the college and as ambassadors for the college within the wider community. All

staff are trained to watch out for signs of bullying behaviour and playgrounds, corridors and canteens are well supervised during early morning, break and lunch times.

4.1: Preventative Curriculum

- The Bullying in Schools Act reinforces the importance of all schools to have a highly developed and comprehensive range of positive, solution focussed strategies to prevent and reduce bullying type behaviours. Legislation reinforces the importance of preventative measures. It is important to acknowledge the relationship between prevention of bullying type behaviours and inclusion, diversity and equality. The range of preventative approaches used by the college and which are aligned to wider well being, safeguarding, SEN practices are varied. Some examples are given below.
- Personal Development Programme for all year groups looks at an Anti- Bullying Theme over a 2-month period, usually in November and December. This helps students develop self-esteem, resilience and social skills to deal with bullying behaviour they may experience. It also provides them with opportunities to explore the consequences of bullying behaviour to everyone in the college community and promotes anti-bullying messages. Online Safety and use of social media is discussed during the PD programme.
- Engagement in Shared Education projects to explore, understand and respond to difference, diversity and inclusion.
- Participate in Integrated Schools events to promote difference, diversity, inclusion and sharing.
- Students have access to counselling via the Familyworks Counselling service.
- Anti-bullying posters are displayed around the college continually and during the Anti-Bullying Awareness theme the pastoral display boards emphasise this more.
- The college works effectively with Outside Agencies/ external speakers to support the appropriate care and welfare of all students.
- Issues related to bullying behaviour are emphasised through the assembly programme.
- Support services such as Childline and Samaritans are advertised on the school social media platforms.
- College participates in NIABF Anti-Bullying week in November each year. Work produced by students displayed on pastoral notice boards and college social media sites.
- College participates in Safer Internet Day, with the focus on digital resilience, staying safe online and cyber bullying. The college also uses SECURUS, a filtering and blocking tool to support inappropriate actions online.
- Providing of safe spaces at break and lunch to support students who enjoy a more structured environment.

- College regularly engages with transport providers to discuss positive behaviour expectations whilst travelling to and from school.
- Year 8 students participate in Translink Safety Bus visits.
- Staff participate in Safer Schools App training and links sent to all staff, students and parents.

4.2: Student Voice

The college actively promotes an open, inclusive and mutually respectful working environment and ensures high levels of student participation through promotion of an active Senior Prefects, Junior Leaders and Digital Leaders Teams. This means that students are regularly consulted on their viewpoints using meeting time and surveys/questionnaires.

5: Responding to a Bullying Concern

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

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

- Clarify facts and perceptions
- Check behaviour records on SIMS and Communication Logs
- Assess the incident against the criteria for bullying behaviour (TRIP)
- Identify any themes or motivating factors.
- Identify the type of bullying behaviour being displayed.
- Identify levels of intervention (approaches aimed at stopping the behaviour) and support (ways to support all students growth and well being throughout the process). (See Appendix 2)
- Select and implement appropriate interventions and supports for all students involved. Please note where suitable, additional follow up or consequences in line with our Positive Behaviour Policy may also be deemed appropriate by the college. These may be implemented in addition to strategies listed within the Effective Responses to Bullying Type Behaviour resource.
- Track, monitor and record effectiveness of interventions.
- Review outcome of interventions
- Select and implement further interventions as necessary.

Blackwater Integrated College, in line with NIABF advocates a restorative approach to responding to bullying behaviour. Interventions will be focused on responding to the behaviour, resolving the concern and restoring the well-being of those involved. Where appropriate, staff may implement sanctions for those displaying bullying behaviour. Different responses will be informed by guidance and be applied depending on the nature, type, level of concern and capacity of those involved.

Behaviour is communication to be addressed through a student-centred lens for both those displaying and experiencing bullying type behaviours. Blackwater Integrated College will address any difficulties in a relational and solution focussed manner.

- In the first instance, all bullying concerns should be directed towards your child's Form Tutor. If you feel appropriate action has not been taken to prevent further incidents, the concern should be reported to your child's Year Head. They will liaise with Pastoral Coordinator to try and resolve the situation and if necessary, any further concerns should go to the Principal.

If, at this stage, you as the parent remain unsatisfied that the concern has been appropriately responded to, the school's complaint procedure should be followed, which means making a formal, written complaint to the Chair of the Board of Governors.

At all stages you as the parent will be kept informed about your concern, but it must be noted that no information about action taken in relation to another student can be disclosed to anyone other than the student and his/her parents/guardians.

If you are unsatisfied with the college response regarding a bullying type concern, complaints should be managed in line with the school's complaint policy accessible on our website.

6: Recording a Bullying Concern

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

Blackwater Integrated College will keep a written record of all relevant information related to reports of bullying concerns using the BCAF (Bullying Concern Assessment Form), (Appendix 3) including:

- How the bullying behaviour was displayed (the method)
- The motivation for the behaviour (if this can be assessed)
- How each incident was addressed by the college
- The outcome of the interventions employed.

Records will be kept on the online SIMS Behaviour Management Module. Access to these records will be restricted and only provided to members of the school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the college 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 college.

7: Professional Development of Staff

Blackwater Integrated College is committed to ensuring that all staff have access to appropriate and adequate training in anti-bullying procedures.

The impact of any training delivered will be used in the review of policy and procedures. Training will also be delivered to the Governors and CPD records will be maintained.

8: Monitoring and Review of Policy

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors and Principal shall:

- Maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying behaviour will be noted
- Identify trends and priorities for action
- Assess the effectiveness of strategies aimed at preventing bullying behaviour
- Assess the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed as required, or at a period of no longer than 4 years since the last review, in consultation with students and their parents/guardians.

9: Appendices

Appendix 1: - Links to other policies and DE legislation

Appendix 2 - Bullying Levels and Targeted Interventions

Appendix 3 - Bullying Assessment Concern Form (BACF)

Appendix 1

Related Legislation:

- 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 – see DE 2003/13
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007 – see DE 2007/20
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- United Nations Convention for the Rights of Children
- Children’s Cooperation Act NI 2015
- SEND (Northern Ireland) Act / 2005/2016
- Addressing Bullying in Schools Act (Northern Ireland) 2016 (commenced 2021)

Related 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
- NIABF- Effective Responses to Bullying Behaviour
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

Related Policies:

- Positive Behaviour Policy
- Acceptable Use of ICT and E- Safety
- Child Protection and Safeguarding Policy
- Relationship and Sexuality Education Policy
- Staff Handbook
- SEN policy

All the above policies are available from the school office on request. Links are on the school website.

Appendix 2

Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour

Interventions and Support Levels 1 and 2

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

Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour

Interventions and Support Levels 3 and 4

<p>Level 3</p> <ul style="list-style-type: none"> • Create opportunities for small group games/activities to be extended to accommodate additional people. • Offer the young person opportunities to take responsibility for younger peers under supervision • Small group work to allow interaction between peers • Interventions focusing on emotional wellbeing/literacy with elements of resilience work • Intervention sessions with a focus on appropriate self-management/self-regulation • Regular check-ins with key adult • Intervention programme on the importance of empathy and kindness towards others • Social skills sessions to remind the young person of socially acceptable behaviour • Provide opportunities to work one to one with a supportive adult • Group work facilitated by an adult, to focus on reciprocal conversations • Attend nurture • Review and update PLP • Complete Risk Reduction Action Plan (RRAP) • PIKAS method of Shared Concern • Referral to external agencies/support programmes • Social and emotional mentoring • Multi-disciplinary meeting • Class/timetable changes 	<p>Level 4 : High Level</p> <ul style="list-style-type: none"> • Assign a mentor • Be aware of and implement strategies to prevent triggers impacting • Practice positive reflection • Reflect on difficulties of situations with key worker/mentor • Acknowledge and celebrate small steps • Intervention and emotional well-being support with a particular focus on self-regulation • Work in small groups on social strategies • Refer to Child Protection Support Services CPSS • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Progress to the next stage of Code of Practice • Carry out early Annual Review • Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc • Refer to Independent Counselling Service for Schools ICSS • Other
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Appendix 3 BCAF - this form is in draft form

Bullying Concern Assessment Form (BCAF)

PART 1 -Assessment of Concern		
Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows: “bullying” includes (but is not limited to) the repeated use of –		
(a) any verbal, written or electronic communication		
(b) any other act, or		
(c) any combination of those,		
by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.		
	Name(s)	Year & Reg
Person(s) reporting concern		
Name of pupil(s) experiencing alleged bullying type behaviours		
Name of pupil(s) displaying alleged bullying type behaviours		
Date of alleged incident	Click or tap to enter a date.	
Previous Incidents recorded	Choose an item.	
Outline of incident: All dated written accounts to be attached. Ethical recording linked doc to be inserted		
•		

Is the behaviour Targeted at a specific pupil or group of pupils?	Choose an item.
Is the behaviour Repeated ?	Choose an item.
Is the behaviour Intentional ?	Choose an item.
Is the behaviour causing Physical or Emotional harm?	Choose an item.
Does the behaviour involve omission ?	Choose an item.
One-off incidents Yes (4 options to select from) or No (move to next ques)	
Severity and significance of the incident	Choose an item.
Evidence of pre-meditation	Choose an item.
Significant level of physical/emotional impact on individuals	Choose an item.
Significant level of impact on wider community	Choose an item.
Status/nature of previous relationships between parties	Choose an item.
Records exist of previous incidents involving the individuals	Choose an item.
Bullying type behaviour has been confirmed .	Choose an item.
Select the appropriate policy	Choose an item.
Key adult responsible for addressing the need through school policy	
Name of the person completing BCAF Part 1	
Date of the completion of BCAF Part 1	Click or tap to enter a date.

BCAF Part 2

Where the criteria for bullying type behaviour has been met, this section of the BCAF must be completed.

Who experienced this behaviour?	Choose an item.
In what way did the bullying type behaviour present?	Choose an item.
Where 'other' is selected, please specify	
What was the motivation?	Choose an item.

BCAF Part 3a

Record of Support and interventions for **Pupil experiencing bullying type behaviour**

Teacher who informed parent/carer		Date parent/carer informed	Click or tap to enter a date.	Means of contact Choose an item.
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Date	CoP Stage	Types of Intervention	Success Criteria	Action taken by whom	Outcomes of Intervention	Review date
Click or tap to enter a date.	Choose an item.	Choose an item.			Choose an item.	Click or tap to enter a date.
Click or tap to enter a date.	Choose an item.	Choose an item.			Choose an item.	Click or tap to enter a date.

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

Actions consulted and agreed by:

Pupil	<input type="checkbox"/>	Click or tap to enter a date.
Parent	<input type="checkbox"/>	Click or tap to enter a date.
Agencies involved		
Choose an item.	<input type="checkbox"/>	Click or tap to enter a date.
Target Intervention Met	<input type="checkbox"/>	Click or tap to enter a date.

Person(s) completing BCAF Parts 2 and 3

Summary Notes

You may include reference/links to minutes of meetings, incident records etc., in this section.

BCAF Part 3bRecord of Support and interventions for **Pupil displaying bullying type behaviour****Pupil Name:****Class:**

Teacher who informed parent/carer		Date parent/carer informed	Click or tap to enter a date.	Means of contact Choose an item.
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Date	CoP Stage	Types of Intervention	Success Criteria	Action taken by whom	Outcomes of Intervention	Review date
Click or tap to enter a date.	Choose an item.	Choose an item.			Choose an item.	Click or tap to enter a date.
Click or tap to enter a date.	Choose an item.	Choose an item.			Choose an item.	Click or tap to enter a date.

Continue to track interventions until an agreed satisfactory outcome has been achieved.**Actions consulted and agreed by:**

Pupil	<input type="checkbox"/>	Click or tap to enter a date.
Parent	<input type="checkbox"/>	Click or tap to enter a date.
Agencies involved		
Choose an item.	<input type="checkbox"/>	Click or tap to enter a date.
Target Intervention Met	<input type="checkbox"/>	Click or tap to enter a date.

Person(s) completing BCAF Parts 2 and 3

Summary Notes*You may include reference/links to minutes of meetings, incident records etc., in this section.***BCAF Part 4**

Review of Bullying Concerns

Face to face meetings with parents/carers are advised.

Date of review	Click or tap to enter a date.	To what extent have success criteria been met?	Choose an item.
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Agreed by:

Format of Meeting	Choose an item.
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Where a face to face meeting has not been possible, please specify why.

Pupil signature:

Parent/Carer signature:

School representative:

