

St Louis Grammar School, Ballymena



Addressing Bullying Policy
Addressing Bullying Type Behaviour Policy

September 2024

Board of Governors Responsible: Mrs M Black (Chair), Dr C Wilson and Mr S McCann

Statutory Context & Guidance

It is a duty placed on Boards of Governors in Northern Ireland, to ensure the school has an effective Addressing Bullying Policy and practices aligned to the Addressing Bullying in Schools (NI) Act 2016 which commenced in schools September 2021.

This Addressing Bullying Policy takes account of key legislation and is informed by DE Guidance, EA/CCMS publications and the international context (*Appendix 1*).

	Date	Signatures
Consultation (Staff, Pupils, Parents etc) key issues identified:		
Key changes include:	<u>January 2024</u>	
Ratification	<u>October 2024</u>	
Next consultation/review date:	<u>October 2028</u>	

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Section 1: Statutory Context & Guidance

Introduction

At St Louis Grammar School, Ballymena we acknowledge that bullying type behaviour exists in schools and wider society and can impact on the lives, mental health, and well-being of those involved. This policy aims to help create, maintain, and embed a culture where everyone agrees that bullying type behaviour is unacceptable.

St Louis Grammar School strives to ensure that everyone can operate in a supportive, caring, and safe environment without fear of experiencing bullying behaviour. We believe all forms of bullying behaviour are unacceptable and that all pupils have the right to learn in a safe and supported environment. All members of our school community including governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying behaviours are and be familiar with the Schools Addressing Bullying Policy. The aim of the policy is to help members of our school community to deal with bullying behaviours when they occur and even more importantly prevent it. Everyone in our school community has a responsibility to report any incident of bullying behaviour that comes to their attention and the school authorities will always take these reports seriously.

In St Louis Grammar, we believe that safeguarding our pupils is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational school environment where concerns of bullying type behaviour may be shared and addressed, and where pupils are supported within the context of Article 19 Measures to Prevent Bullying, Education (NI) 2003 and the 2016 Addressing Bullying in Schools Act (N.I.) (*see appendix 1*).

The purpose of this policy is to:

- define bullying type behaviour
- summarise rights, roles and responsibilities
- explain preventative measures
- clarify processes used for reporting, recording, and responding
- outline monitoring and review processes

The policy is applied where concerns of alleged bullying type behaviour between pupils have been reported. For other concerns regarding bullying type behaviours please refer to the school complaints procedures or associated policies which are aligned DE Circular 2016/08 Public services ombudsman (NI Act).

Context

This section sets out the context in which this policy has been developed, including the legislative and policy guidance framework applicable. (Appendix 1).

The key points to note are:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016:
 - Provides a legal definition of bullying

- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (e.g. school trip)
 - When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
- Requires that the policy be updated at least every four years
- The Education and Libraries Order (NI) 2003 requires the Board of Governors to:
 - ‘Safeguard and promote the welfare of registered pupils’ (A.17)
- The United Nations Convention on the Rights of the Child (UNCRC) sets out every child’s right to:
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (A. 19)
 - Be protected from discrimination. (A.2)
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A. 12)
 - Education. (A.28)

Ethos and Values

We at St Louis Grammar School, Ballymena recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community. Therefore:

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value, respect and consider the views and contributions of children and young people and the wider school community.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.
- In line with the school aims, the approach to bullying behaviours in St Louis is proactive. The ethos of mutual respect and encouraging responsible behaviour, including the creation of a safe environment where bullying is not tolerated, is encouraged in two specific ways:

1. Pastoral Provision

Pastoral structure of Form Tutors, Year Heads, SENCo, Learning Support Tutor, Targeted Mentoring personnel, PD/RSE Co-ordinator and School Nurse under the leadership of Mrs B McGreevy, Head of Pastoral Care which supports pupils and staff.

Peer Mentors* for junior classes.

LINKS and Life Well NI Counselling Services available to all pupils in school.

School Council – through which pupils are empowered and can contribute to the formulation of discipline and anti-bullying policies.

Participation in Anti-Bullying week activities.

**Peer mentors are Anti-Bullying Prefects who will report concerns about bullying to the appropriate Form Tutor, Year Head or Head of Pastoral Care.*

2. Curriculum Provision

Personal Development element of Learning for Life and Work and Tutorial programmes, where social skills of assertiveness, negotiation, arbitration and intervention are practised and where pupils can help draw up rights, responsibilities and rules for their class. Talks from outside agencies such as Aware, Women’s Aid and PSNI, on aspects of bullying form an integral part of this.

Raising awareness of the issue of bullying, including cyberbullying, during discussion and debate in a variety of subjects such as ICT, English and Drama.

Discussing the risks of new technologies and their consequences and strategies to keep safe online in ICT. The Safer Schools App is promoted to staff, parents and pupils.

Links to Other Policies

This policy should be read in conjunction with SEND, Safeguarding, Inclusion, and the wider suite of Pastoral Care policies available on the school website or from the school office by request. These policies include but are not limited to:

Safeguarding and Child Protection Policy	Staff Code of Conduct/Staff Handbook
Pupil Attendance Policy	(Positive) Behaviour Policy
Health and Safety Policy	Online Safety Policy
Special Educational Needs Policy	Educational Visits Policy
Relationships and Sexuality Education	Pastoral Care Policy
Equality and Inclusion	Visitor Policy

1. The school is committed to establishing a caring school community, in which pupils can feel secure in an environment which is free from the threat of harm and intimidation, be it of a physical, verbal or emotional nature.
2. The school will seek to establish a climate in which, if bullying should arise, pupils feel able to seek help and receive support from everyone in the school.
3. It is recognised that since bullying is detrimental to the pursuit of individual excellence in academic and other contexts, it is the responsibility of every classroom teacher to be conscious of this danger.
4. In order to deliver these objectives, the school will continue to develop and utilise appropriate procedures and structures which will be communicated to staff.
5. The school recognises the important role that all non-Teaching support staff plays in the establishment of a safe environment and will communicate the school policy to them.
6. The school will involve parents by informing them and actively encourage liaison and consultation should alleged bullying incidents arise.
7. Anti-Bullying week will be promoted every year. An Anti-Bullying assembly will take place at the start of the school year.

Consultation

We value and respect the views and contributions of our school community. Therefore, as part of this policy development and review, and in compliance with Article 19 of the 2003 Education (NI) Order and the 2016 Addressing Bullying in Schools Act (N.I.), we have consulted with pupils, parents/carers, and staff.

In compliance with the Addressing Bullying in Schools Act (NI) 2016 we have consulted as follows:

Pupils:

- Consultative Workshops with pupils
- Anti-Bullying Ambassadors meetings
- The School Council Feedback
- Whole school well-being survey
- Sharing of ABSIT pupil guide

Parents:

- Addressing Bullying Policy draft was shared with parents for their thoughts and feedback
- Information events with parents/carers e.g. about appropriate behaviour
- Questionnaires distributed to all parents/carers
- Engagement with parent groups, e.g. PTA
- Sharing of ABSIT parent guide

School Community

- Staff survey for all staff, teaching and non-teaching e.g. audits

- Engagement activity for all staff, teaching and non-teaching e.g. introduction of this policy and INSET training on the Anti-Bullying Act
- Members of staff involved in writing the Addressing Bullying Policy

Section 2. What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which **must** be used by all schools to assess reported concerns of bullying type behaviour.

Addressing Bullying in Schools Definition of “bullying”:

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

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

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

TRIP

While the legal definition, as set out in the Act, is the primary definition, we also use the mnemonic **TRIP**. This helps to build a shared understanding across our school community of the difference between socially unacceptable and bullying type behaviour.

Socially unacceptable behaviour becomes bullying type behaviour when, after clarifying facts and perceptions, **TRIP** is confirmed:

T	When the behaviour is TARGETED at a specific pupil or group of pupils.
R	When the behaviour is REPEATED over time.
I	When the behaviour is deliberately INTENDED to cause harm.
P	When the behaviour causes PSYCHOLOGICAL/EMOTIONAL and/or PHYSICAL harm.

Although incidents usually involve **repetition**, a **one-off incident** may be classified as bullying type behaviour through consideration of the following criteria.

- Severity and significance of the incident (See appendix 5)
- Evidence of pre-meditation
- Psychological/physical impact of the incident on the individuals and/or wider school community
- Previous relationship(s) between those involved.
- any previous incident(s) involving the individuals.

A **one-off electronic communication** can constitute bullying type behaviour through repeated viewing and unwanted sharing of a post.

The 2016 Act requires school to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. In this school, we will consider the following when assessing **TRIP**.

The pupil(s):

- capacity to regulate and understand the impact of their behaviour
- developmental age
- additional, educational, special, physical, or medical needs
- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. Social Behaviour Emotional Wellbeing, Autism, Attention Deficit Hyperactivity Disorder, Moderate Learning Difficulties etc.)
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience

Omission will be considered when addressing bullying type concerns. This is where a pupil(s) is or are wilfully excluded from a game, activity or group work etc causing potential **psychological harm**. Pupils do not have to be friends in this school, but friendly.

Language

We recognise that all behaviour is communication and should be addressed through a learner centred lens for those who display *and* experience socially unacceptable or bullying type behaviour. We will address all behaviour in a relational, solution focused manner aligned to Safeguarding and SEND.

When discussing allegations of bullying type behaviour, we use language that is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance (*see appendix 1*). We refer to the behaviour not the pupil and use the following:

- **pupil displaying bullying type behaviour** rather than the 'bully'.
- **pupil experiencing bullying type behaviour** rather than the 'victim'.
- **socially unacceptable behaviour** rather than 'bad behaviour' or 'serious/gross misconduct etc'

Any incident(s) which do not meet the legal definition and TRIP criteria will be addressed under the Positive Behaviour, Special Educational Needs, Child Protection, Safeguarding, Pastoral and Inclusion and Diversity policies. (Please see the parent and pupil guides in appendix 7).

Journey To and From School

The Act outlines a statutory requirement for schools to implement measures to prevent and address bullying type behaviour for pupils whilst travelling **to and from school**. To this end, in our school we:

- Address safeguarding concerns reported in relation to travel to and from school.
- Provide timely support and intervention.
- Assign staff to support a structured, supervised transition at the beginning and end of the school day.
- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities.

- Reinforce positive and upstanding behaviour expectations through the preventative curriculum.
- Engage with student voice about experiences on the journey to and from school.
- Promote and develop a culture where all pupils respect the rights of others to travel safely.
- Communicate consistently the expectation to include and respect individual rights and diversity.
- Ensure effective communication with transport providers (e.g. Translink, EA Transport, etc.) for early identification and response to reported concerns.
- Provide reporting mechanisms for school and the local community to report concerns.

Electronic Communication

The Addressing Bullying in Schools Act enables school to take steps to help prevent and address online bullying type behaviour involving registered pupils during term time. We acknowledge that negative online behaviour occurring either in or out of school hours, can harm a pupil’s education and emotional well-being, and we will support affected individuals. At St Louis Grammar school we are committed to supporting our pupils to use the internet safely, responsibly, and respectfully.

The Addressing Bullying Policy is one of several school policies that address electronic behaviour and are reviewed in response to technological developments. As such, follow up is aligned to the wider policy suite [see page 7].

In St Louis Grammar, we aim to prevent electronic bullying type behaviour by:

- Addressing key themes of electronic online behaviour and risk through curriculum content.
- Engaging with statutory and voluntary sector agencies and resources (e.g. Safeguarding Board NI, PSNI, Public Health Agency, Safer Schools App) to support the promotion of key messages and online safe digital use.
- Participating in Safer Electronic/Online/Cyber Campaigns to promote key messages.
- Addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention.
- Providing reporting mechanisms for school and wider community to report concerns
- Key members of staff are trained on Online Safety

Section 3: Methods and Motivations of Socially Unacceptable or Bullying Type Behaviour

The following are methods of socially unacceptable behaviours which, when **targeted, repeated, intentional** and causing **psychological/physical** harm, may be considered as bullying type behaviour:

Physical Acts	Physical - negative physical contact, material harm such as damaging or taking possessions without permission
Verbal or Written acts	Verbal or written - unpleasant comments, written, verbal, gestures.
Social/Relational	Negatively influencing the actions of others to cause psychological or physical harm
Omission (Exclusion)	Excluding someone/others from e.g. game, activity, group work etc
Electronic Acts	Misuse of online platforms or other electronic communications to cause psychological upset

(Please note the list is not exhaustive)

Our school acknowledges various motivations for bullying type behaviour which we address through our preventative curriculum and responsive approaches. This includes all identity or prejudice motivated bullying type behaviour related to those characteristics protected through Section 75 of the Northern Ireland Act 1998. Motivations include but are not limited to:

<ul style="list-style-type: none">• Ability• Age• Appearance• Child Looked After (CLA)/Care experienced• Community background• Cultural• Disability• SEN• Family circumstances (pregnancy, marital status, young carer status)	<ul style="list-style-type: none">• Economic Status/FSM• Gender/Gender identity/Perceived Gender• Newcomer/Migrant Status• Peer relationship breakdown• Political affiliation/sectarianism• Race• Religion• Sexual orientation• Other_____
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Section 4: Rights, Roles and Responsibilities

In this school, we believe that all members of our school community have the right to be educated in a safe, supportive, learning environment. We acknowledge that all members of our community have a role to play and responsibility to prevent and address bullying type behaviour.

Please see appendix 6 which is a table of identified rights, roles and responsibilities.

Staff have been assigned specific responsibility within their role for oversight of the implementation of the Addressing Bullying Policy and associated practices aligned to Safeguarding and SEND legislation. They will support the Principal and Board of Governors with the ongoing review processes. [Appendix 2]

Section 5: Preventative Measures

The Addressing Bullying in Schools Act (N.I.) 2016, requires schools to focus on preventative measures to help reduce bullying type behaviours. The focus of this section is to set out the approaches taken by our school to help prevent bullying type behaviour effectively.

Bullying is among the highest concerns that parents have about their child’s safety and well-being; it is also a primary concern of children and young people themselves. It is acknowledged that individuals displaying bullying behaviours may have complex reasons for their behaviour and may well need help. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Pupils are educated through assemblies and the wider curriculum to raise awareness with discussions of differences between people and the importance of avoiding prejudice.

In St Louis Grammar, we scaffold and promote a positive, relational learning environment where all members of the school community feel safe, included and valued. Our preventative measures help avoid bullying type behaviour and contribute to support plans for pupils. They are evident in all domains of school life and include, but are not limited to:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy.
- Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion.
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PD (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.).
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing.
- Participation in the NIABF annual Anti-Bullying Week.
- Engagement in key national and regional campaigns, e.g. Safer Internet Day and World Kindness Day.
- Development of peer-led systems (e.g. School Council/Anti-Bullying Prefects, Anti-Bullying Ambassadors) to support the delivery and promotion of key anti-bullying messaging within the school.
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddies) and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.
- Focus on positive behaviour at assemblies including School Rules.
- Addressing the whole issue of name-calling and bullying in school assemblies.
- Diana Award Anti Bullying Training.
- Discussions on how to earn positive behaviour points in class.
- Class-based activities – e.g. PD, RE .
- Online Safety.
- Discussions on how to be a good friend/buddy/how to be kind.
- Safe space every week for pupils to report bullying behaviours – peer led.
- Any recent issues are discussed in-class after the event.
- Kintullagh Voice – Communication on Anti-Bullying Activities.

- Safer Schools App – Pupils, staff and parents are asked to register for this.
- SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion & Diversity Policies.
- Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations.
- Peer/Student Leadership Teams.
- Adults modelling self-regulation, inclusive language and positive relationships.
- Steps to Wellbeing Take 5 Steps HSCT.
- Parent education e.g. workshops, newsletters, leaflets etc.
- Wellbeing assessment data e.g. GL PASS.
- Structured form/class-meeting time to promote belonging, connection and positive relationships.
- E-safety and digital citizenship.
- Professional Development/Training (including for non-teaching and supervision staff).
- Student Leadership e.g. student council, pupil wellbeing teams, prefects, house captains, ambassadors etc.
- Pupils trained and supported by staff regarding roles, responsibilities.
- Enhanced structure during unstructured times e.g. breakfast club, jobs, lunchtime clubs, homework clubs.
- Structures to facilitate reporting concerns e.g. confidential wellbeing reporting link, designated email, concern boxes etc.
- Supervision and transition arrangements e.g. including buses.
- Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This includes the implementation of **peer monitoring systems on buses e.g. bus prefects** and for walking.
- Regular engagement with transport providers (e.g. EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/bus stop, where appropriate).
- 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.

This Anti-Bullying Policy is one of a number of policies in the wider Pastoral and Safeguarding suite of policies.

Responsibility

Everyone has responsibility for creating a safe and supportive learning environment for all members of

our school community.

Everyone in the school community, including pupils, their parents/carers, governors and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

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

The Responsibilities of Pupils

We expect our pupils to:

- Behave in a caring and respectful manner towards other members of the school community.
- Help create a climate where bullying is not accepted.
- Refrain from becoming involved in any kind of bullying.
- Help and offer support, where appropriate, to any pupil who is experiencing bullying behaviour.
- If confident enough, tell those involved in bullying that they do not like what they are doing and ask them to stop. Confronting bullies, however, is not advisable.

The Responsibilities of Parents

We ask our parents to support their children and the School by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children on strategies to deal with pupils acting inappropriately towards them.
- Advising and reminding their children to report bullying to their Class Teacher/Form Tutor/Head of Year or Key Stage, and explaining the implications of allowing bullying to continue unchecked for themselves and for other pupils.
- Advising and reminding their children not to retaliate violently to any form of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken by the School.
- Keeping a written record of any reported instances of bullying. Communicating to the school specific detail of any alleged bullying so that the school can deal with these instances effectively.
- Informing the Head of Year of any suspected bullying, even if their children are not involved.
- Co-operating with the School if any of their children are accused of bullying behaviours, trying to ascertain the truth, and pointing out the implications of bullying, both for the children who are experiencing bullying behaviours and for the children displaying bullying behaviours themselves.
- Monitoring their children's use of the Internet and mobile phones if concerned about cyberbullying and keeping any messages on the computer or mobile phone which may be used as evidence.
- Not confronting pupils who have displayed bullying behaviours, or their families, as this may exacerbate the situation. NB: The school does not have the resources to investigate alleged online bullying unless clear evidence is presented, which clearly identifies a pupil displaying bullying behaviours.

The Responsibilities of Staff

Our staff will:

- Foster in our pupil's self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Practise effective classroom management to create a positive, caring ethos and reduce the possibility of bullying occurring within the classroom.
- Address bullying through our Personal Development programme and in Assemblies so that every pupil learns about the damage it causes and realizes the importance of reporting bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying both inside and outside the classroom.

- Listen to children who claim to have experienced bullying behaviours, take what they say seriously and follow appropriate procedures.
- Report suspected cases of bullying immediately to Form Tutor or Head of Year, as appropriate.
- Closely liaise with parents over any incidents of bullying behaviour, including following up concerns raised by parents about bullying and reporting back fully and promptly on the action that has been taken.
- Deal with observed instances of bullying promptly and in accordance with agreed procedure
- Make a continuing and concerted effort to eradicate bullying from the school community.
- Regularly monitor and review anti-bullying policy implementation.

Professional Development of Staff

In St Louis Grammar, we recognise the need for effective, updated, and ongoing training for all staff within our preventative measures. As such, we are committed to:

- Ensuring that all staff and Governors complete relevant Safeguarding, Child Protection, SEND and Addressing Bullying in Schools training, including those provided by the Education Authority.
- Inviting members of the pastoral team to join leadership training on Addressing Bullying (EA)
- Reviewing and amending the content of the Addressing Bullying Policy following training, complex case review or as directed by Department of Education.
- Keeping and regularly updating continued professional development records.

To this end:

- All our Pastoral staff have completed the EA Addressing Bullying in Schools foundation training as part of this policy review. All teaching and non-teaching staff.
- Key leadership staff have completed EA Addressing Bullying in Schools leadership training.
- All our teaching staff have completed additional in school workshops on e.g. systems and processes, prevention and/or effective responses, anti-bias
- All members and/or lead Governors with overall responsibility for the development and review of the Addressing Bullying Policy have completed EA Addressing Bullying in Schools training.

Section 6: Statutory Systems and Processes for Reporting, Responding and Recording.

As a school we recognise that reporting a concern of bullying type behaviour can be difficult. For this reason, we have systems in place to enable pupils, parents, and any other person to share concerns discreetly and efficiently with a trusted adult. All concerns of bullying type behaviour will be responded to in line with legislative processes as outlined in this policy.

Pupils Reporting a Concern:

All pupils are encouraged to share concerns regarding socially unacceptable or bullying type behaviour that they experience, display or witness.

It is essential that pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. If a member of staff becomes aware of a bullying problem, they should inform the appropriate Year Head. A decision can then be taken jointly on how best to proceed.

Pupils may report bullying type concerns in the following ways:

- Verbally - talking to a member of staff.
- By writing a note to a member of staff.
- By visiting the Anti-Bullying safe space at break on Thursdays.
- By talking to an Anti-Bullying Ambassador or Anti Bullying Prefect.
- By using the online reporting tool - emailing the worry box.
- By making a comment on the student wellbeing survey.

Parents/Carers or Others Reporting a Concern:

Parents and carers should raise concerns about alleged bullying behaviour with their child's Form Teacher/Head of Year at the earliest opportunity. Parents/carers should encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The process:

- In the first instance, all bullying concerns should be reported to the Form Teacher/Head of Year through agreed channels e.g. by requesting a telephone call back via the school office or by writing a note to the Form Teacher/Head of Year.
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents or where further incidents have taken place the concern should be reported to the Head of Year/Senior Teacher/ Vice Principal/Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

This involves making a formal, written complaint, to the Chair of the Board of Governors, c/o St Louis Grammar School, Cullybackey Road, Ballymena BT43 5DW.

A flow-chart on how a parent can make a complaint is displayed within the school and on the school's website – Appendix 2

Please note it is difficult for a school to fully investigate a bullying allegation if the full details are not supplied.

It is important to note that investigations are not as effective if a bullying allegation has been made by a parent but the parent making the allegation does not want to offer names of the children displaying the bullying behaviours. It is also difficult to address bullying allegations if a parent has not supplied details such as where, when, who, what. Details are important to aid investigations if a parent does not want the school to approach either the child displaying the bullying behaviours or the child

experiencing bullying behaviours. Parents must be aware that if the school is worried about the welfare of the child experiencing bullying behaviours then it may have to approach the children concerned despite reluctance from the parent/individual making the allegation.

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 noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to and Recording a Bullying Type Concern

It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc) to report any bullying type of behaviour concerns. All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart (see appendix 3), recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart (see appendix 4) and stored on the school data management system (EDIS). Records will be maintained in line with our GDPR Policy in a private folder within central records, password protected and open only to key personnel e.g. SLT/DT/VP/P.

Upon receipt of a concern of bullying type behaviour, designated staff will:

- Clarify facts and perceptions.
- Check records and previous assessments.
- Collaboratively assess the incident using the T.R.I.P. criteria (Record on BCAF Part 1).

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Designated staff (HOY and DT) will ensure that parts 2-4 of the BCAF are completed will:

- Identify methods and potential motivating factors (Record on BCAF Part 2).
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions (see appendix 5) for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).
- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and diversity, and positive behaviour policies.
- Implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3).
- Review outcome of interventions (Record on BCAF Part 4).
- Select and implement further interventions as necessary.
- Based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

Please note details of support and intervention plans cannot be disclosed to anyone other than that pupil and their parents/carers.

It is important for all to understand that a pupil accused of bullying behaviours must also be supported and protected from potentially damaging accusations, which may not be supported by sufficient evidence. As such, an allegation must be fully supported with evidence and must be from the pupil's perspective and not from a parent's perspective. While a parent can report and discuss the alleged behaviours, in order to proceed with an investigation, the pupil experiencing the behaviours must give

their account including, fact, dates and evidence.

In the event of a serious allegation, the school may seek advice from EA Child Protection and in some cases the PSNI and follow their advice given. EA Child Protection services may address the issue with a safety and support plan, or RAMP and a meeting may be established with all relevant parties.

Section 7: Monitoring and Review of Policy

The Act places responsibility on the Board of Governors, in consultation with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

- maintain a standing item on the agenda, under Safeguarding, where a report on bullying type behaviour is presented by the principal (see appendix 8).
- appoint a lead Governor to liaise with the principal e.g. your designated safeguarding, pastoral care governor
- minute the number of incidents including methods, motivations and how they were addressed
- identify trends and patterns to inform future policy and practice development and review.
- record written responses to relevant pupils, parents/carers when appropriate.

The Addressing Bullying Policy will be reviewed in consultation with all school community stakeholders:

- at intervals of no less than four years.
- following any complex incident which highlights the need for such a review,
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy
- in response to a recommendation by the Education and Training Inspectorate
- following new guidance as directed by the Department of Education.

A copy of this policy is available online at <https://stlouisgrammar.com/assets/documents/Anti-Bullying-Policy-2024.pdf> . Parents/carers can also request a hard copy by contacting the school office on 028 2564 9534.

APPENDICES

Appendix 1:

The Legislative Context:

Anti-discrimination laws applicable in Northern Ireland (Equality Commission, 2024)
The Addressing Bullying in Schools Act (Northern Ireland) 2016
Public Services Ombudsman Act (Northern Ireland) 2016
The Children's Services Cooperation Act (Northern Ireland) 2015
The Education (School Development Plans) Regulations (Northern Ireland) 2010
The Special Education Needs and Disability Order (Northern Ireland) 2005
The Special Educational Needs and Disability Act (Northern Ireland) 2016
<https://www.legislation.gov.uk/niu/2016/8/contents>
The Education (Northern Ireland) Order 1998
The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
The Northern Ireland Act 1998 Section 75
The Human Rights Act 1998
The Children (Northern Ireland) Order 1995
The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

Implementing Trauma Informed Approaches in Northern Ireland and Executive Summary (QUB and SBI, 2024)
CCEA Relationships and Education Resource Guidance (2024)
ETI Safeguarding Proforma (ETI, 2023)
Nurture Group Provision Guidance for Schools (DE, 2023)
Draft Consultation: Consultation on the Statutory Guidance On The Reduction And Management Of Restrictive Practices In Educational Settings In Northern Ireland (DE, 2023) DE, DoH & DoJ
Children and Young Peoples Emotional Health and Wellbeing in Education Framework (DE, 2021) DE/DoH
A Life Deserved: Caring for Children and Young People in Northern Ireland (DOH and DE, 2021)
Suspensions and Exclusions for Pupils in Northern Ireland (DE Circular, March 2021)
Model Equality and Inclusion Policy and Guidance (EA, 2020)
Resource File for Children with Special Educational Needs (DE, 2020)
Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties (CCEA, 2020)
Mental health care systems (SBNI, 2019)
The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
Putting Care into Education (DE, 2018)
Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)

Miss School = Miss Out Improving Pupil Attendance Strategy (DE, 2016)

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)

Every School a Good School DE 2009 <https://www.education-ni.gov.uk/articles/every-school-good-school-esags>

The International Context

United Nations Convention on the Rights of the Child (UNCRC)

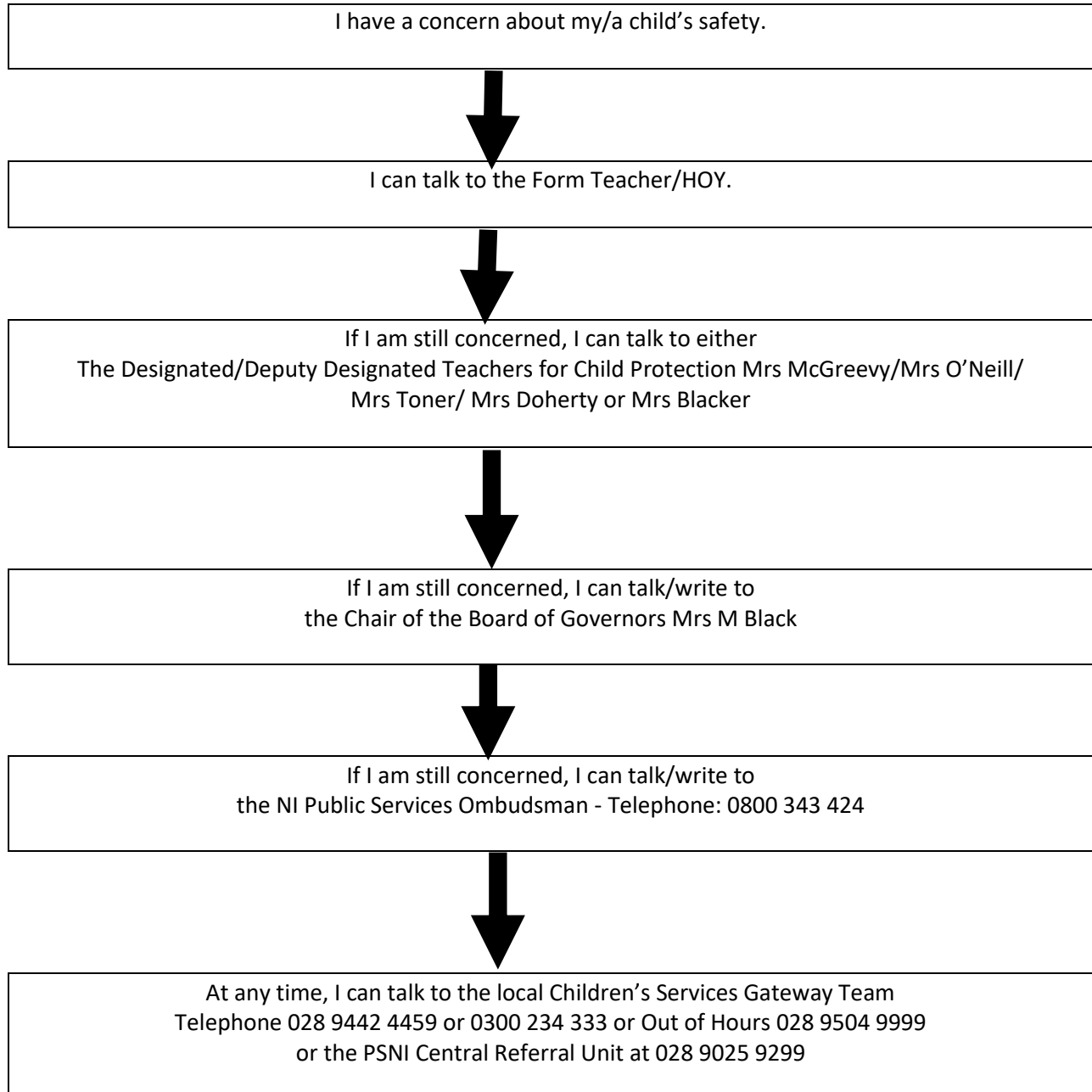
To:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (A,19)
- Be protected from discrimination (A, 2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (A.12);
- Education. (A.28)

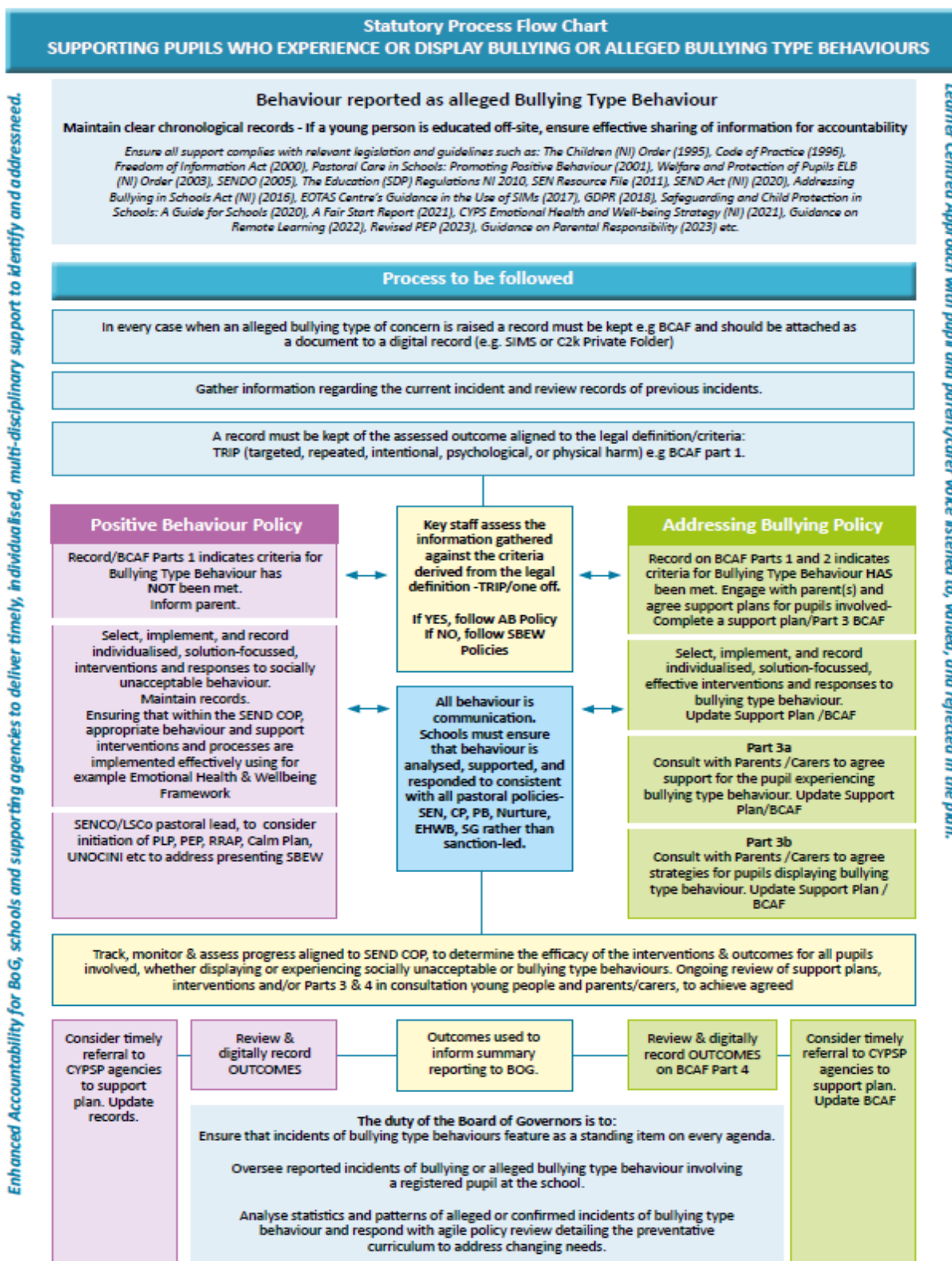
Appendix 2

How a parent/carer makes a complaint

If a parent has a potential child protection concern:



Appendix 3: Statutory Process Flowchart (Draft to be updated Aug 2024)



Appendix 4: Bullying Concern Assessment Form (BCAF)

(To be updated Sept 2024 through EDIS)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

<u>PART 1 - Assessment of Concern</u>		Date:	
Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:			
<p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <p style="margin-left: 40px;">(a) <i>any verbal, written or electronic communication</i></p> <p style="margin-left: 40px;">(b) <i>any other act, or</i></p> <p style="margin-left: 40px;">(c) <i>any combination of those,</i></p> <p><i>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.</i></p>			
	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying type behaviour			
Name of Pupil(s) demonstrating alleged bullying type behaviour			
Check records for previously recorded incidents			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by pupil(s) experiencing, displaying, witnessing (i.e. other pupils, staff) including date(s) events, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying type 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 type behaviour, 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 type behaviour has occurred.	NO, the above criterial have not been met and bullying type 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. 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 experienced this behaviour?

Select one or more of the following:

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

2.2 In what way did the bullying type behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

Part 3a

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

Pupil Name: _____ **Year Group/Class:** _____

REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE 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

Part 3b

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

Pupil Name: _____ **Year Group/Class:** _____

REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE 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

<p>Record of participation in planning for interventions</p>
<p>Pupil:</p>
<p>Parent/carers:</p>
<p>Other Agencies:</p>

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

PART 4 - REVIEW OF BULLYING TYPE 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:

Signed by:

Date:

Appendix 5: Effective Responses, Support, and Intervention Levels 1 & 2

This list is not exhaustive and supports implemented are specific to each individual pupil.

<p>Level 1: Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved.</p> <ul style="list-style-type: none"> • Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources • Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers • Co-create, agree, and implement a Seeking Help Plan (ERtBB) • Complete and/or review additional assessments to build a picture of SBEW needs e.g. GL PASS, Boxall • Use of specific verbal cues, affective statements e.g. High Five Journal • Use visual reminders of positive expectations • Explore friendship as a concept • Develop social skills/stories and additional emotional literacy sessions • Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc. • Explicitly teach positive expectations • Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds • Use play, art, or other therapeutic approaches • Make alternative arrangements for travelling to and from school (ERtBB) • Play group games to encourage positive interactions and inclusion • Create activities, clubs, and events to grow social communication skills • Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart • Review transition planning and pupil support across phases, year groups, schools • Use 'Circle of Friends' activity (ERtBB) • Use circle time/connect and nurture strategies • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERtBB) • Other. Select further supports and interventions other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc. 	<p>Level 2: Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact.</p> <ul style="list-style-type: none"> • Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection • Consider access to nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Scaffold pupil experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good Practice Advice & Guidance for Schools Receiving Newcomers Including Pupils Seeking Asylum' document • Create, agree, and embed additional positive group expectations and routines • Use restorative practices, group mediation and conflict resolution approaches (ERtBB) • Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills • Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour • Provide access to School Counselling or other therapeutic service • Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self esteem • Consider referral to community-based organisations e.g. mentoring programmes • Build group awareness of bystander and upstander behaviours • Create a visual reminder of group expectations and routines, e.g. First and Then • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB) • Consider referral to Family Support Hub • Consider referral to EA services for advice • Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support • Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App • Introduce enhanced social skills sessions to scaffold positively framed expectations and routines • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Use targeted small group circle time, Circle of Friends (ERtBB) • Other. Select further supports and interventions from Level 1 strategies or other resources (see Level 1 for list)
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Effective Responses, Support, and Intervention Levels 3 and 4

This list is not exhaustive and supports implemented are specific to each individual pupil.

<p>Level 3: Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, and relevant agencies to agree supports under review.</p> <ul style="list-style-type: none"> • Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals • Avail of nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), • Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Schedule regular check-ins with a trusted adult or supportive adults around the pupil • Use multi-stage strategies and approaches with groups and/or individual pupils e.g. PIKAS method of Shared Concern (ERTBB) • Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning e.g. CSE or Forensic RAMP, PLP, UNOCINI etc • Complete a referral and engage with external agencies to facilitate an agreed intervention programme • Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes • Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs • Facilitate additional one to one session focusing on emotional wellbeing/literacy/resilience • Contact EA services for further advice and guidance • Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others • Facilitate additional one to one session with a focus on self-regulation and social communication • Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App • Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs • Provide opportunities to work one to one with a supportive adult • Provide targeted support to scaffold appropriate friendships/relationships • Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met • Complete a referral and engage with EA services to facilitate an agreed intervention programme • Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc. 	<p>Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3.</p> <ul style="list-style-type: none"> • Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s) • Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting • Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion • Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP) • Initiate/review of Child Looked After Personal Education Plan (PEP) • Refer to EA services for specialised support e.g. CPSS for advice. • Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc • Refer to Independent Counselling Service for Schools (ICSS) • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Complete a UNOCINI. • Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance • Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention • Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.
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Appendix 6: Rights, Roles & Responsibilities

We believe that all members of our school community have the right to a safe, supportive, learning environment. We all have a role and responsibility to prevent and address bullying type behaviour.

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
<p>Rights:</p> <ul style="list-style-type: none"> To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion. Safe and secure working environment with appropriate training to meet the needs of the young people in their care. Emotional health and wellbeing promoted and supported by colleagues. Access to ongoing PD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour and wider SBEW training. Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. Kept informed and updated in relation to children and young people's progress and wellbeing. To know the identified individual needs (including SEND and medical needs) of the young people in their care and the support plans to address these needs. Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection. 	<p>Rights:</p> <ul style="list-style-type: none"> Emotional health and wellbeing promoted and supported through a preventative curriculum. Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people. To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches and Restorative Practices etc. Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour. Individual needs to be addressed through the suite of pastoral/safeguarding policies. Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. Opportunities for involvement in peer support and/or mentoring. 	<p>Rights:</p> <ul style="list-style-type: none"> Their child/young person receives a quality learning experience. Their child/young person is taught in a relational, nurturing, and safe environment. Their child/young person is treated fairly and with respect. A school environment that promotes effective partnerships and positive relations with school staff. Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. Consulted regarding school policies including Addressing Bullying Policy development and review processes. Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances as outlined in the Addressing Bullying Policy. Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed. Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Staff Rights, Roles & Responsibilities cont'd	Children & Young People's Rights, Roles & Responsibilities cont'd	Parent/Carer's Rights, Roles & Responsibilities cont'd
<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. • Create opportunities to celebrate success, diversity, and equality to create a positive ethos. • Plan and deliver an ongoing preventative curriculum, which is updated to address need. • Act in a professional manner to model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Co-develop, implement, and promote your Addressing Bullying Policy to enable easy access for all clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. • Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. • Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). • Build effective partnerships and positive relations with and between children, young people, parents/carers and staff (including explicit approaches to connect with vulnerable and hard-to-reach families). • Take timely and appropriate action to address children, young people, parent/carers, and staff concerns. • Use relational and evidence informed approaches e.g. SEN, Nurture, Trauma Informed and Restorative Practice etc to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding/SEND policies. • Work in partnership with and make timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. • Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and Board of Governors. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Report allegations and/or bullying type concerns via the designated channels and platforms e.g. talk to a trusted adult or through confidential digital platforms. • Request and engage with appropriate support both within and outside school via e.g. the designated staff member as outlined in the Addressing Bullying Policy. • Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support. • Endeavor to constructively engage with reflection, support and intervention offered. • Act in a respectful, kind, empathetic manner i.e. <i>Pupils don't have to be friends with everyone but have to be friendly.</i> • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, Calm Plan, PLP, RRAP. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy. • Respond timely to staff communications regarding bullying type concerns. • Attend support and intervention meetings to agree next steps and plans moving forward. • Support the implementation of agreed plans e.g. BCAF, Calm Plan, PLP, RRAP. • Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved. • Encourage their child/young person to model the school's ethos and values. • Engage with wider services and agencies to support you child or young person as required. • Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.



Addressing Bullying Type Behaviour in Schools



PARENT GUIDE

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

The law states that in all schools:

"Bullying" includes, but isn't limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose."

To support a relational and solution focused approach, we no longer use the words 'bully' or 'victim'.

Instead we talk about:

'pupil displaying bullying type behaviour'

AND

'pupil experiencing bullying type behaviour'.

Behaviour that does not meet TRIP is referred to as *socially unacceptable behaviour*.

Whether socially unacceptable OR bullying type behaviour, school will support all young people involved to address the behaviour effectively.

When is it Bullying Type Behaviour?



When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all pupils involved.

Staff will assess the reported incident using TRIP criteria and identify appropriate interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, TRIP criteria are confirmed:

Targeted

When the behaviour is TARGETED at a specific pupil or group of pupils.

Repeated

When the behaviour is REPEATED over a period of time.

Intentional

When the behaviour is deliberately INTENDED to cause harm.

Psychological/Physical

When the behaviour causes PSYCHOLOGICAL, EMOTIONAL or PHYSICAL harm.

A significant One-off incident can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been intentionally shared widely to cause harm.

Imbalance of Power, Motivation and Methods

Imbalance of Power

When TRIP is fully evidenced, schools can consider the non statutory, imbalance of power, as a criteria to confirm their decision.

Motivation

Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.

Method

Bullying type behaviour can present as relational, verbal or physical and can take place online or offline.

Signs that my child could be experiencing bullying type behaviour

Your child may behave differently or show some of the following signs if experiencing bullying type behaviour.



Preventative Measures

Schools aim to create and maintain a safe, nurturing, learning environment. Measures are put in place to protect and support those children and young people experiencing or displaying bullying type behaviour to tackle the problem effectively.

All members of the school community have a responsibility to prevent and address bullying type behaviour, whether in person and/or online, as outlined in the school Addressing Bullying Type Behaviour Policy.

School staff work with pupils, parents and carers to agree a relational, solution focused plan to support those experiencing the behaviour and a separate plan for those displaying the behaviour.

The legislation enables schools to address online bullying type behaviours occurring outside school, and/or on the journey to and from school where there is impact on the child's learning.

What should I do if my child is experiencing bullying type behaviour?

- Stay calm, listen and reassure your child.
- Report concerns to school staff directly.
- Agree a support plan with staff and your child.
- Review and amend the plan with your child and school staff in response to outcome at agreed intervals.

How do I report my concern?

- Reporting procedures are outlined in your school policy. Report your concern as soon as possible.
- Arrange an appointment to meet pastoral staff.
- Outline details of your concern and give staff time to gather information and consider supports.

Details of concern are shared

Staff record the concern electronically e.g. may complete a Bullying Concern Assessment Form (BCAF) for all pupils involved.

Behaviour assessed against the legal definition and TRIP criteria activated. Parents/Carers informed.

Legal definition of bullying type behaviour NOT met

Legal definition of bullying type behaviour IS met

Socially unacceptable behaviour is supported using e.g. Positive Behaviour Policy and safeguarding Policy.

Bullying type behaviour is supported using Addressing Bullying in School Policy.

Relational supports for all pupils involved are agreed, implemented, tracked and reviewed to determine if the situation has improved or if further support is required that may involve other agencies.

Complaints

Parents and carers can access the school's Complaints Policy on the school website or on request from the school office.

Be aware that only the Northern Ireland legal definition applies to our schools. Further information and advice.



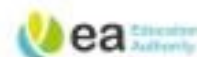
Text-a-Home | HSC Public Health Agency (hsca.net)



Youth Wellbeing Web - Children and Young People's Strategic Partnership (CYPS) (hsca.net)



Addressing Bullying Type Behaviour in Schools



POST PRIMARY

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NIS)

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

The law states that in all schools:

"Bullying" includes, but isn't limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose."

To support a relational and solution focused approach, we no longer use the words 'bully' or 'victims'.

Instead we talk about:
'pupil displaying bullying type behaviour'
AND
'pupil experiencing bullying type behaviour'.

Behaviour that does not meet TRIP is referred to as socially unacceptable behaviour.

Whether socially unacceptable OR bullying type behaviour, school will support all young people involved to address the behaviour effectively.

When is it Bullying Type Behaviour?



When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all pupils involved.

Staff will assess the reported incident using TRIP criteria and identify appropriate interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, TRIP criteria are confirmed:

Targeted

When the behaviour is TARGETED at a specific pupil or group of pupils.

Repeated

When the behaviour is REPEATED over a period of time.

Intentional

When the behaviour is deliberately INTENDED to cause harm.

Psychological/Physical

When the behaviour causes PSYCHOLOGICAL, EMOTIONAL or PHYSICAL harm.

A significant One-off Incident can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been intentionally shared widely to cause harm.

Why does bullying type behaviour happen?

Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.

How might bullying type behaviour present?

Bullying type behaviour can present as relational, verbal, or physical and can take place online and offline.

Imbalance of Power

When assessing a concern, schools can consider if some pupils involved appear more powerful than others.

What to do if you need help?

Speak to an Adult You Trust

Speak to a family member, Form Tutor, Head of Year, Head of Pastoral Care or other safe adult who will listen and agree a support plan.



Keep a Record

Keep a record of what's been going on. Report inappropriate online communication to the social media company and block the user. Don't reply.



Identify opportunities to meet new friends. Try morning, lunch or after school activities.

You may want to contact a free, confidential helpline e.g. Childline 0800 11 11



Stay Positive

You have done the right thing in coming forward.

Focus on the positives in your life.

Celebrate your unique qualities.

Find healthy ways to relieve stress such as exercise, meditation, positive self-talk, join a sports club and do things you enjoy.



Other things to do in school:

Speak to your student council about setting up a peer support scheme; or a student diversity, equity and inclusion committee.



What will happen when I report my concern?

Pupils can report concerns confidentially. Staff will support concerns relationally in line with statutory guidance.

Concerns are reported to school staff.

Staff gather information and record the concern digitally e.g. they may use a Bullying Concern Assessment Form (BCAF).

The legal definition and TRIP criteria used to assess behaviour. Parents/Carers consulted.

Legal definition of bullying type behaviour NOT met.

Socially unacceptable behaviour identified is supported using Positive

Legal definition of bullying type behaviour IS met.

Behaviour, Safeguarding and Pastoral Policies.

Bullying type behaviour identified and supported using the school Addressing Bullying Policy.

Solution orientated supports for all pupils involved agreed, implemented, tracked and reviewed to determine if the situation has improved or if further support is required that may involve other agencies.

If a friend shares that they are being bullied?

Thank your friend for trusting you and listen without interruption.

Mirroring. Focus solely on what you are being told and show you are listening without giving your opinion.

Use Body Language. e.g. nod, make eye contact to show you are listening.

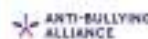
Ask questions and don't rush the conversation as it is important that your friend feels heard and supported.

Approach a staff member if you are concerned about your friend's safety and wellbeing. Encourage them to speak to an appropriate adult.

Be aware that only the Northern Ireland legal definition applies to our schools. Further information and advice.



www.education-ni.gov.uk/publications/updates/bullying-schools.htm



<http://www.safer-schools-ni.org.uk/>



[Health Alliance \(NI\) Public Health Agency \(NI\)](http://www.healthalliance-ni.org.uk/)



[South Western Web - Children and Young People's Strategic Partnership \(CYPS\) \(Devon\)](http://www.southwesternweb.co.uk/)

Appendix 8

Addressing Bullying in Schools Act (NI) 2016: Reporting to Board of Governors Pro-forma

Reporting timeframe and date e.g. Term 1 2024-25 _____

Staff member reporting _____ Date of meeting _____

Number of allegations of bullying type behaviour	
Number of cases that did not meet TRIP criteria	
Number of cases that met TRIP criteria	
Identified methods of confirmed bullying type behaviour and number of each e.g. Physical - 3	
Potential motivation for bullying type behaviour and number of each identified e.g. Racism - 2	
Support and interventions in place for both pupils displaying and experiencing bullying type behaviour. (Yes/No)	
Emerging trends identified and how these are being responded to.	
Areas identified as priority for School Development Planning.	

Appendix 9

Additional Resources and Useful Contacts

Listed below are additional resources and useful contacts for your information.

Childline (08001111) www.childline.org.uk provides confidential advice for young people

Contact Youth helpline (Lifeline 0808 808 8000) provides 24/7 confidential advice for people of all ages if you, or someone you know is in distress or despair.

The following websites provide information about bullying and advice about how it can be tackled. Some are specifically about the potential dangers of interactive online services.

1. Anti-Bullying Network (www.antibullying.net)
2. Anti-Bullying Alliance (www.anti-bullyingalliance.org.uk)
3. Beatbullying Young People Site (www.bbcllc.com)
4. Bullying UK (www.bullying.co.uk)
5. Chatdanger (www.chatdanger.com)
6. Kidscape (www.kidscape.org.uk)
7. Kidsmart (www.kidsmart.org.uk)
8. Parentlineplus (www.parentlineplus.org.uk)
9. Stop Text Bully (www.stoptextbully.com)
10. There 4 Me (www.there4me.com) (NSPCC site for 12-16 year olds)
11. ThinkuKnow (www.thinkuknow.co.uk) (Information provided by Child Exploitation and Online Protection (CEOP) Centre).