Coleraine Grammar School
Anti-Bullying Policy

Introduction

Coleraine Grammar School is a community of learners which aims to promote a secure and purposeful learning environment. A central aim of the school is to establish a restorative ethos based on mutual respect and consideration, where the needs of each individual are recognised and where all members of the community feel a strong sense of belonging. Coleraine Grammar School endeavours to build positive relationships and seeks to restore these when a breakdown on relationships occur. The school recognises that bullying may exist in all school communities and seeks to provide an open climate where pupils are free to talk with staff about bullying without fear of rebuff or retribution. Underlying the development of this policy is the belief that prevention is better than cure.

The aim of this policy is to help all members of the school community to reach a shared understanding of what constitutes bullying and to develop the skills and formulate strategies to help deal with issues. The strategies being developed in this policy are aimed at teaching all young people important lessons about empathy, assertiveness, rights and responsibilities, honesty, self-esteem and respect for others.

Rationale

All members of Coleraine Grammar School community believe that the primary role of the school is to provide its pupils with the education which will allow them to develop to their full potential. An essential part of this goal is the provision of a supportive, caring and safe learning environment without the fear of being bullied. Bullying behaviour can deny members of the school community access to high quality education and may result in psychological damage to those involved. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and will not be tolerated in Coleraine Grammar School. If bullying does occur this policy should make clear to all members of our school community, the procedures which are in place to deal with the situation. The school seeks to distinguish between the person and their behaviour.
This policy has been drawn up, in consultation with all members of the school community, in order to meet the school's statutory duty under the Education and Libraries (Northern Ireland) Order 2003 and recognising Article 19 of the UN Convention on the Rights of the Child which states that "children have the right to be protected from all forms of physical and mental violence". This policy also takes account of current government guidance and legislation:

- Addressing Bullying in Schools Act (Northern Ireland) 2016: Statutory Guidance for Schools and Boards of Governors, March, 2021
- Safeguarding and Child Protection in Schools – A Guide to Schools, DENI updated Sept 2024

It also takes account of the guidance provided in Evaluating Pastoral Care ETI 2006, 'Pastoral Care in Schools: Promoting Positive Behaviour', (Department of Education, 2001) and Pastoral Care in Schools Child Protection 99/10.

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 publications and the international context (see Appendix 9).

Section 75 of the Northern Ireland Act 1998 requires public authorities to have due regard for the need to promote equality of opportunity between: persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation; men and women generally; persons with a disability and persons without. The Section 75 statutory duties aim to encourage public authorities to address inequalities and demonstrate measurable positive impact on the lives of people experiencing inequalities. Its effective implementation should improve the quality of life for all of the people of Northern Ireland.

Aims

The aims of this policy are:

- to assist in creating an ethos in which attending school is a positive experience for all members of the school community;
- to make it clear that all forms of bullying are unacceptable at Coleraine Grammar School;
- to enable everyone to feel safe while at school when pupils are on the premises, under the lawful control of a member of staff, receiving educational provision elsewhere or travelling to and from school, and encourage pupils to report incidences of bullying;
- to deal effectively with bullying;
- to support and protect children who have been bullied and ensure they are listened to;
- to help support pupils who have displayed bullying behaviour to change their behaviour and to understand why it needs to change;
- to liaise with parents and other appropriate members of the school community;
- to ensure all members of the school community feel responsible for combating bullying.

Definition of Bullying

Coleraine Grammar School has adopted the Addressing Bullying in Schools Act (Northern Ireland) 2016 definition of bullying as:

(1) … "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.

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.

The term bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time. This is as a result of being experienced as part of a continuous pattern and can be extremely threatening and intimidating, which is particularly the case with racist bullying.
2. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible or play a bystander role.
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
4. It causes feeling of distress, fear, loneliness and lack of confidence in those who are at the receiving end

Common characteristics include the following points:

- A large part of the motivation is to demonstrate power by creating fear and gain a sense of being 'respected' by peers
- It often happens that young people who engage in bullying have themselves been bullied in the past. They may feel powerless in their current circumstances and therefore compensate for this by intimidating, or trying to intimidate, others
- Bullying can be painfully obvious, but also can be subtle, discreetly hidden and difficult to prove
- Boys often use direct physical bullying and threats of physical bullying, whereas exclusion from friendship groups is more common among girls.
- Bullying can be instigated by an individual, one-on-one, or by a group on one individual or by a group on another group
- Bystanders often show tacit acceptance or approval, and in consequence people at the receiving end often see them as part of what they are up against

- Bullying within school is sometimes directly related to, and consequence of, tensions and feuds within and between groups, families and communities in the local neighbourhood.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, spreading rumours)
Physical	Pushing, kicking, hitting, punching, or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on, the issue of sexuality
Verbal	Name calling, sarcasm, spreading rumours
Cyberbullying	Cyberbullying occurs when the perpetrator uses Information and Communications Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone else. Included are all areas of internet misuse e.g. e-mail and chat room; threats by text messaging and calls from mobile phones and other devices and misuse of associated technology e.g. camera and video facilities. Cyberbullying can take place at any time and can intrude into spaces that might previously have been regarded as safe or personal.

It is important that pupils learn that one person's good natured teasing may, to another person, be unkind and even cruel bullying. Pupils are taught through LLW to recognise the difference between teasing and bullying. They are also taught to understand that what is meant as good natured teasing may not always be received in the same way and that bullying may be unintentional.

It is not necessarily the way that behaviour is intended, but the way it is received that is important in identifying and tackling instances of bullying.

It is understood that children can both bully and be bullied at the same time. Although some children are vulnerable to bullying because of physical or social characteristics, anyone can be bullied for any reason or difference or for no particular reason. Individuals may resort to bullying for a range of reasons and the school will seek to support the bully as well as the bullied.

Socially unacceptable behaviours **BECOME BULLYING BEHAVIOURS when the information gathered clearly demonstrates that the unacceptable behaviour DOES MEET THE CRITERIA LISTED BELOW i.e. on the basis of the evidence gathered the behaviour is/was:**

- intentional,
- targeted at a specific pupil or group of pupils
- repeated – e.g. 2, 3, 4 or more repetitious incidents involving the same individual/s
- causing physical or emotional harm

- omission - intentionally choosing not to mention, (failure to act) arising from a desire to cause harm

One-off incidents: while bullying is usually repeated behaviour, there may be instances of serious one-off incidents that the School will consider as bullying. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the School shall consider the following criteria:

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

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

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 School recognises that there are many unacceptable anti-social behaviours that may 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 negative or unwanted physical contact which may include use of weapons
   - Material harm, such as taking/stealing money or possessions without permission or causing damage to possessions

2. **Verbal or Written Acts**

   Unacceptable verbal or written harm include:

   - saying mean and hurtful things to, or about, others
   - making fun of others, including gestures
   - 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**

   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

4. <u>Electronic Acts</u>

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 (e.g. photographs or videos) online to embarrass someone or cause psychological upset
- Misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another.

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:

- Ability
- Age
- Appearance
- Breakdown in peer relationships
- Child Looked After (CLA)/Care Experienced
- Community background
- Cultural
- Disability
- Economic Status/Free School Meals (FSM)
- Family circumstances
- Gender/Gender identity/Perceived Gender Identity
- Marital status
- Newcomer/Migrant/Refugee Status
- Peer relationship breakdown
- Political affiliation/sectarianism
- Pregnancy
- Race
- Religion/beliefs/faith
- SEN
- Sexual orientation
- Young Carer status

Use of Language: Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

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

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

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

Staff must remain aware of the way their own behaviour is received and take care not to be accused of bullying pupils or other members of staff. Forms of bullying by staff may include:

- teasing pupils about physical features or characteristics that they have little or no control over;
- inappropriate displays of bad temper;
- ridiculing the work of a pupil in front of others;
- showing inconsistency in the way punishments or rewards are applied;
- physically intimidating pupils;
- insulting or swearing at other members of staff;
- belittling the actions or work of other members of staff;
- criticising colleagues in ways that are not constructive, or are unnecessarily personal.

Staff must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff who feels he / she is being bullied should initially raise the matter with his / her line manager.

Signs and Symptoms of Bullying

The initial impact of bullying behaviour on a member of the school community often goes unnoticed but may be apparent in mood changes and attitudes to work. Pupils who are being bullied often develop feelings of insecurity and anxiety which may become extreme. This leads to vulnerability, damage to self-confidence and, often, lowering of self-esteem. Frequently individuals do not talk about their problems through fear of the consequences which that might bring. The concealment of their problems and fears may lead to serious outcomes so it is vital that all members of the school community are alert to the situation.

The following may be indicators that an individual is being bullied:

- anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school;
- unwillingness to go to school, refusal to attend, unexplained absences;
- deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- patterns of physical illnesses e.g. headaches, stomach aches;
- feigning illness; frequent visits to the medical room
- unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;

- spontaneous out-of-character comments about either pupils or teachers;
- possessions missing or damaged;
- stealing money or increased requests for money;
- unexplained bruising, cuts or damaged clothing; and
- reluctance and/or refusal to say what is troubling them.

These signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination they warrant investigation in order to establish what is affecting the pupil.

Cyberbullying

Cyberbullying can be defined as
"The use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else."

DCSF "Cyberbullying – Safe to Learn"

Cyberbullying is a method of bullying which can be used to carry out all the different 'types' of bullying but instead of the bullying being carried out in person they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults.

Cyberbullying can be an extension of face-to-face bullying, with technology providing the pupil displaying the bullying behaviour with another route to harass the pupil experiencing the bullying behaviour. However, cyberbullying does differ in several significant ways to other kinds of bullying: for example, the invasion of home / personal space; the difficulty in controlling electronically circulated messages; and even in the profile of the pupil displaying the bullying behaviour and the pupil experiencing the bullying behaviour. These differences mean that whilst bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassment or threatening behaviour.
Appendix 2 sets out in a flowchart how alleged incidents of cyberbullying will be dealt with.

Links with other school policies

This policy applies to pupil-pupil bullying type behaviour and has links with Coleraine Grammar School's wider Promoting Positive Behaviour Policy, Child Protection Policy, E-Safety Policy and the Special Educational Needs and Inclusion Policy.
These policies share the goal of creating an environment in which pupils feel secure and confident in the knowledge that their concerns will be listened to and dealt with by members of staff in a sympathetic and appropriate manner.
Other associated policies and procedures such as the school Complaints Procedure or the Child Protection policy are available from school website for dealing with any other bullying type concerns.

Participation in Consultation

The school will consult with pupils, parents/carers and the school community when developing and reviewing the anti-bullying policy. This may happen through online consultation such as

Microsoft FORMS Pupil Wellbeing and Pastoral Care survey(s) and Parent/Carer survey(s), meetings of the School Council, Senior Prefect Team meetings and/or during a Staff Development Day.

Roles and Responsibilities of stakeholders

The Responsibilities of the Board of Governors

Governors have a duty of care with regard to the welfare and safeguarding of all registered pupils. The Board of Governors have overall responsibility for ensuring a safe environment for all the School community. Governors will also ensure that measures are put in place to prevent bullying, determining what these preventative measures may be. Governors will also ensure that a record is kept of all incidents of bullying or alleged bullying, involving a registered pupil at the school. Governors will ensure that the school will record incidents of bullying and alleged bullying behaviours noting the motivation, method used, and how each incident was addressed together with the outcomes achieved. Governors will 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 receiving educational provision elsewhere or travelling to and from school. Governors will consult with pupils, parents/carers and the school community when developing and reviewing the anti-bullying policy and will monitor the effectiveness of the school's anti-bullying policy on an ongoing basis; and review the Anti-bullying policy at least once every four years.

The Responsibilities of the Headmaster

The Headmaster is responsible for promoting an active anti-bullying culture and ensuring incidents involving bullying are brought to an acceptable conclusion. Ensuring that all pupils with a disability have a Care Plan and the School has a general action plan to deal with specific needs of vulnerable children with each disability represented in the School population. The Headmaster will 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 or travelling to and from school.

The Responsibilities of SMT

SMT will provide leadership in terms of developing both proactive and reactive strategies. Senior Management will also organise appropriate training required to prepare Staff to implement the policy. The Vice Principal (Pastoral) will report on alleged/recorded bullying type behaviour to the Board of Governors.

The Responsibilities of Staff

Teaching Staff are required to adhere to the procedures outlined in this policy, which has been agreed by all Staff, and the Staff Code of Conduct outlined in Appendix 8 of the School Child Protection Policy, and will

- foster in our pupils' self-esteem, self-respect and respect for others;
- demonstrate by example the high standards of personal and social behaviour we expect of our pupils;

- discuss bullying with all classes, so that every pupil learns about the damage it causes to both the pupil who is bullied and to the pupil displaying the bullying behaviour, and the importance of telling a teacher about bullying when it happens;
- be alert to signs of distress and other possible inactions of bullying;
- listen to young people who have been bullied, take what they say seriously and act to support and protect them;
- record any "Bullying concern" in SIMS BM and report suspected cases of bullying to the appropriate Pastoral Leader
- follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- avoid the use of sarcasm or other demeaning forms of language when addressing pupils
- avoid the use racial, sectarian or homophobic language
- avoid the use of negative statements about a pupil's appearance, background or sexuality
- avoid humiliating directly or indirectly, a pupil who is academically weak, outstanding or vulnerable in other ways
- avoid using any gesture or expression of a threatening or intimidatory nature, or any form of derogatory physical contact.
- use the guidance provided in Appendix 4 in relation to dealing with an incident.

Support Staff

- are required to adhere to the procedures which are appropriate for their role in the school community.

The Responsibilities of Pupils

We expect our pupils to:

- refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes a pupil experiencing bullying type behaviours should:

- not suffer in silence, but feel able to speak out, to put an end to their own suffering and that of other pupils experiencing bullying type behaviours.

The Responsibilities of Parents

We ask our parents / carers to support their children and the school by:

- participate in the development of the school's Anti-Bullying policy.
- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- advising their children to report any bullying to their Pastoral Leader and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- advising 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;
- keeping a written record of any reported instances of bullying;
- informing the school of any suspected bullying, even if their children are not involved;
- co-operating with the school, if their children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the young people who are bullied and for those displaying the bullying behaviour.
- 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 School in terms of potential sanctions.

The Responsibilities of All

Everyone should:

- work together to combat and, hopefully in time, to eradicate bullying.

Preventative Measures

Prevention is clearly the strategy of choice in stopping bullying behaviour from taking place at all. Under the legislation, the focus for all anti-bullying work should be on prevention and therefore the following key actions are in place with the aim of preventing bullying and creating a safe learning environment:

- Whole school level
  Through participation in the annual Anti-Bullying week organised by the Northern Ireland Anti-Bullying Forum (NIABF).
  Through whole school assemblies when pupils will be reminded of the school's zero tolerance policy towards bullying and to challenge the idea that there can be innocent, neutral bystanders with regards to the issue of bullying.
  Through the school policy on the use of mobile phones which states that inappropriate use may be reported to the PSNI.
  Through consultation with the School Council as appropriate.

- At classroom level
  Through Learning for Life and Work where the social skills of negotiation, arbitration and intervention are practiced and where pupils have opportunities to consider the issues of equality, difference and diversity.
  Through ICT classes where all pupils cover the topic of cyberbullying, considering three main areas:
  1. What is Cyberbullying – this ensures that all pupils are aware of what constitutes cyberbullying.
  2. How to prevent yourself becoming a victim of cyberbullying – this looks at the importance of not making personal information available publicly, of not responding to threatening or rude messages and of not giving anyone access to their passwords.
  3. What to do if you are the victim of cyberbullying – includes keeping messages as proof, using the CEOP (Child Exploitation & Online Protection Centre) button if available, encouraging pupils to tell their parent(s), another adult or a friend.
  By raising the awareness of the issue of bullying during discussion and debate in curriculum subjects such as English, History, Religious Studies and Drama.
  By role modelling of appropriate behaviour towards others by all staff.

- Through pupils deciding on rules of their own class.
- Through reminders provided in Pupil Planners.
- Through discussion of procedures for raising concerns with Year 8 pupils as part of their induction process.
- By having registration tutors and Pastoral Leaders/Assistant Pastoral Leaders available to all pupils as a first point of contact.

- At non-classroom level
  Through Supervision arrangements.
  Social and extra-curricular opportunities.
  Art and other therapeutic approaches.
  Designated safe/quiet/reflective/nurture room spaces.
  Enhanced structure during unstructured times e.g. breakfast club, lunchtime clubs, homework clubs.
  Professional Development/Training (including for Non-Teaching and supervision staff)

- Peer Support
  Student Leadership e.g. School Council, Junior school and Senior school wellbeing ambassadors, Prefects, Form Captains, etc.
  "Buddy" and peer support strategies.
  Prefects trained and supported by staff regarding roles, responsibilities
  Pupil led/directed extra-curricular activities

Strategies for dealing with Cyberbullying.

Some cyberbullying is clearly deliberate and aggressive such as publicly posting, sending or forwarding personal or private images or information. Other instances of cyberbullying are known to be unintentional and the result of not thinking or of a lack of awareness of the consequences. Unlike other forms of bullying, many cyberbullying incidents can themselves act as evidence

For further clarification this should be read in conjunction with the E-Safety Policy.

- The Internet and other technology-based tools are very powerful resources that can enhance and potentially transform teaching and learning when used effectively and appropriately. Such tools should be accessible and free from restrictions that constrain their worthwhile educational value.
- Safeguards are in place to ensure that the educational use made of such tools is safe and secure.
- All users are taught how to use these tools safely and sensibly to ensure a responsible approach to the use of technology in school.
- Deliberate abuse in school is subject to school rules, and sanctions.
- Deliberate abuse outside school which impinges upon or affects pupils or staff should be dealt with in a multi-disciplinary fashion through the appropriate channels such as the PSNI and legal action. The Headmaster will implement this procedure at his discretion.
- Mobile phone use is banned during the school day. No mobile phones may be taken into sick bay

- Pupils are encouraged to keep evidence of text messages or messages posted on the web
- Should the message record a crime, this is passed to PSNI
- Should the material in question involve child abuse this is reported to the Designated Teacher
- Sexual exploitation is reported to SPOE/PSNI
- Any computer or electronic device suspected of containing such material must not be used and the incident reported to the Central Referral Unit (CRU) of PSNI
- Routes for reporting incidents are publicised and easily accessed by all
- All pupils and parents are made aware of the issue and given advice on how to deal with cyberbullying

Procedures for dealing with incidents of bullying behaviour

Our aim in the process outlined below is to support the individual suffering the bullying behaviour and to focus on changing the behaviour of those individuals displaying bullying behaviour.

- All staff take their duty of care seriously and will be vigilant and take immediate action. If a member of staff observes, or is made aware of, an alleged bullying incident they should complete a Bullying Concern Incident report in SIMS BM and pass this concern immediately on to the appropriate Pastoral Leader(s).

- The Pastoral Leader(s) and/or the Pastoral Vice Principal or Senior Teacher for Pastoral Care will generate a Bullying Concern Assessment Form (BCAF) in SIMS and investigate the allegation carefully by completing the BCAF form, beginning with Part 1 (Assessment of Concern). The Pastoral Leader will create an **outline of incident(s)**: attach all written accounts/drawings of incident(s) completed by the pupil experiencing the bullying behaviour, witnesses (i.e. other pupils, staff), include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS). The Pastoral Leader will follow the BCAF and determine if the incident(s) or one off incident have met the criteria for bullying. If the **criterial have not been met and bullying behaviour has not occurred**, the Pastoral Leader will proceed to record the details in the Behaviour Incident section of SIMS Behaviour Management Module and will refer to the Promoting Positive Behaviour Policy and continue to track and monitor to ensure the behaviour does not escalate. If the **criteria have been met and bullying behaviour has occurred, the Pastoral Leader will proceed to complete Part 2 of this Bullying Concern Assessment Form** (see BCAF – Appendix 3).

- Once the alleged incident has been thoroughly investigated the Pastoral Leader and/or Pastoral Vice Principal will engage with the pupil(s), parent-carers and/or outside agencies, as required, and decide on an appropriate course of action which will support the pupil experiencing bullying behaviour most appropriately (BCAF Part 3A), e.g. counselling with the Independent School Counsellor, or referral to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, etc or refer to relevant investigative agencies e.g. PSNI, Health and Social Care Trust (HSCT), Social Services/Gateway etc. may be offered.

- Once the alleged incident has been thoroughly investigated the Pastoral Leader and/or Pastoral Vice Principal will engage with the pupil(s), parent-carers and/or outside agencies, as required, and decide on an appropriate course of action which will support the pupil displaying bullying behaviour most appropriately (BCAF Part 3B), including how they might alter their behaviour, e.g. counselling with the Independent School Counsellor, or referral to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, etc or

refer to relevant investigative agencies e.g. PSNI, Health and Social Care Trust (HSCT), Social Services/Gateway etc. may be offered.

- The action(s) taken will be recorded in the BCAF and all records will be attached to the files of the pupils involved in SIMS. Teaching staff will be kept informed as appropriate and necessary.
- A date will be set with all those involved (recorded in Part 4 of the BCAF) at which the situation will be reviewed to determine the extent to which the success criteria have been met.

The welfare needs of all children and young people are paramount and pupils' needs, whether the pupil(s) experiencing bullying behaviour, or the pupil(s) displaying bullying behaviour, need to be separated from their behaviour. A range of responses may be used in dealing with instances of bullying. The response(s) to be used will depend upon the severity and persistence of the bullying. When bullying concerns are identified our school will work in a restorative way to achieve the necessary change i.e. it is intended that the person responsible will learn from what has happened and will change his or her behaviour. Education and awareness-raising are effective ways of challenging bullying behaviour and encouraging individual pupils to take responsibility for their own actions. These may include: a programme of mentoring, calming strategies, restorative conversations (scripted – see Appendix 5), counselling, or referral to an outside agency. Class activities and Assemblies may also be used more generally for this purpose.
In addition, further sanctions may be considered, in line with the Promoting Positive Behaviour Policy and/or the Scheme for the Suspension and Expulsion of Pupils policy in the most serious or persistent incidents.

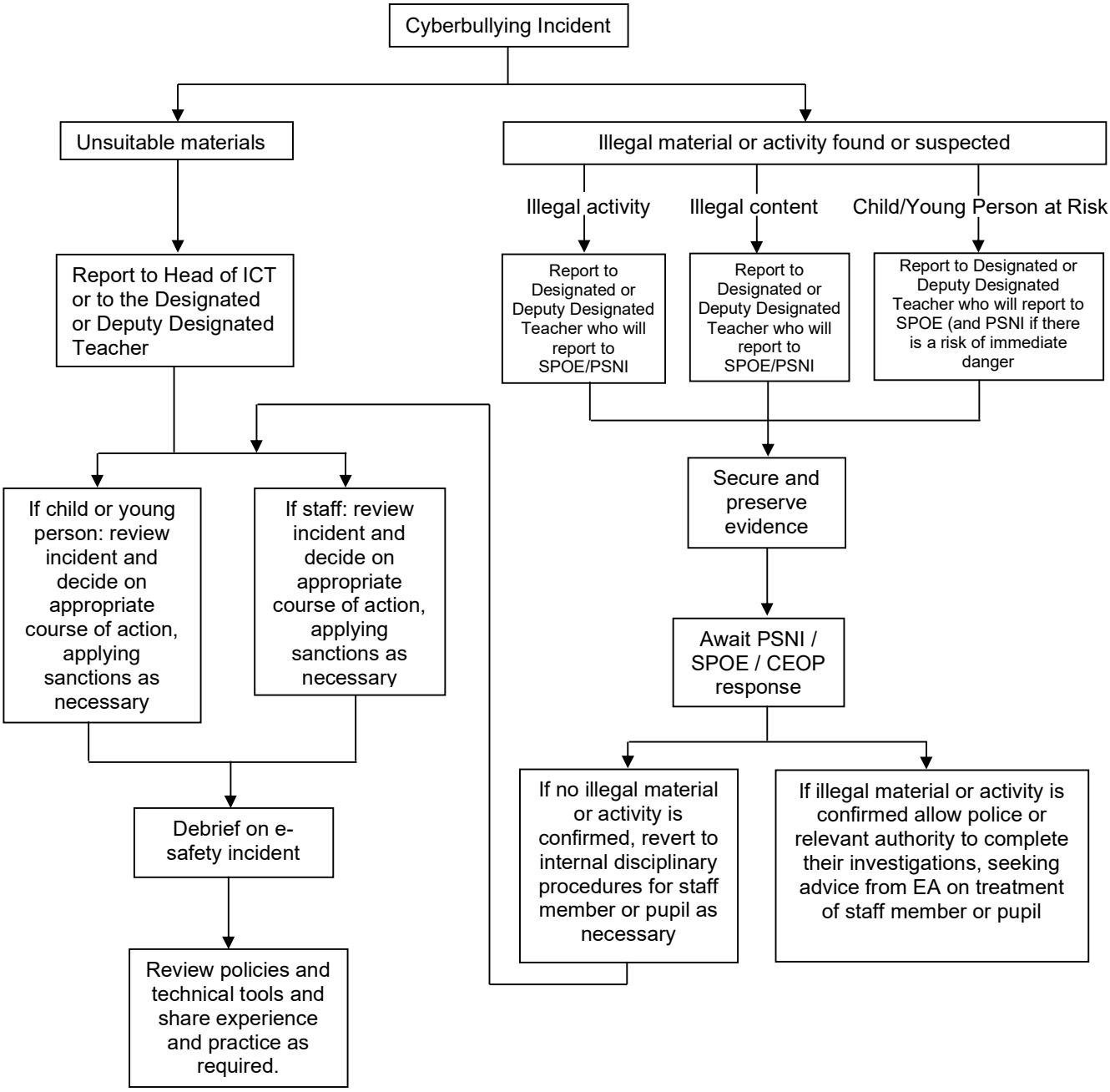
Monitoring and Evaluation

This effectiveness of this policy will be monitored regularly by SMT and School Governors using records of bullying incidents recorded in SIMS, including the type and location of the incident in an attempt to identify any patterns i.e.

- recurring complaints of bullying against a particular pupil or group of pupils;
- evidence that a particular child is, for some reason, experiencing bullying type behaviour;
- particular times of the school day / week when bullying is tending to occur;
- particular situations where bullying may be occurring;
- and following complex incidents.

This will help shape and direct anti-bullying policy within the school.
Identified trends and patterns will be used to inform future policy and practice development and review.
The views of pupils, staff and parents will also be sought and used to make changes and improvements to the policy on an ongoing basis.

Appendix 1


Cyberbullying Incident
Unsuitable materials
Illegal material or activity found or suspected
Illegal activity
Illegal content
Child/Young Person at Risk
Report to Head of ICT or to the Designated or Deputy Designated Teacher
Report to Designated or Deputy Designated Teacher who will report to SPOE/PSNI
Report to Designated or Deputy Designated Teacher who will report to SPOE/PSNI
Report to Designated or Deputy Designated Teacher who will report to SPOE (and PSNI if there is a risk of immediate danger
If child or young person: review incident and decide on appropriate course of action, applying sanctions as necessary
If staff: review incident and decide on appropriate course of action, applying sanctions as necessary
Secure and preserve evidence
Await PSNI / SPOE / CEOP response
If no illegal material or activity is confirmed, revert to internal disciplinary procedures for staff member or pupil as necessary
If illegal material or activity is confirmed allow police or relevant authority to complete their investigations, seeking advice from EA on treatment of staff member or pupil
Debrief on e-safety incident
Review policies and technical tools and share experience and practice as required.

Appendix 2

Staff should adopt a positive mind-set when responding to bullying concerns.

- **Be calm**. It is important to be clear thinking and emotionally in control.
- **Be positive**. Have in mind the importance of maintaining a positive relationship with the pupil. The pupil is more likely to modify their behaviour if he/she perceives the teacher cares.
- **Be assertive**. Clearly express your thoughts and expectations concerning the need for the bullying to cease and for restitution to be made with the child who has been bullied.
- **Be confident**. Trust that you can have an impact on the pupil's future behaviour. It is helpful to focus on the behaviour rather than the pupil.
- **Check the behaviour.** Make sure the behaviour does conform to the school's agreed definition of bullying
- **Assess.** Consider the situation and the level of severity. Assess the bullying type concern to identify the relevant level of support and intervention. Determine the appropriate level of response.

To assess the severity
CONSIDER

- **The nature**. Be aware that exclusion and teasing can be as damaging as negative physical contact or physical violence. It is a common mistake to treat physical violence as more serious than more subtle forms.
- **The frequency** daily; weekly; less often?
- **The duration** does it occur over a short or extended time span?
- **The perceptions of the child being bullied** the seriousness is connected to the level of distress caused to the victim.

If a Child Protection issue arises this MUST be passed to the Designated Teacher for Child Protection, or in his absence to the Deputy Designated Teachers (or the Headmaster if none of the Designated Teachers are available).

Appendix 3

Bullying Concern Assessment Form (BCAF)

Incident Date: XX-XX-20XX

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg
XXXXX XXXXXX	Pupil experiencing bullying behaviour	XX-XX-20XX	X	XX-XX-20XX	Year X
XXXXX XXXXXX	Pupil displaying bullying behaviour	XX-XX-20XX	X	XX-XX-20XX	Year X

Incident	Comments
Bullying Concern	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX

PART 1 - Assessment of Concern **Date:**

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

"bullying" includes (but is not limited to) the repeated use of —
(a) any verbal, written or electronic communication
(b) any other act, or
(c) any combination of those,
by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern	XXXXXX XXXXXX	X/X	XX/XX/XX - YrXX
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 behaviour when, on the basis of the information gathered, the criteria listed below have been met: **The school will treat any incident which meets these criteria as bullying 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 – Please specify:

PART 3a

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

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

REFER TO SCHOOL ANTI-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	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 ANTI-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	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 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:**

<u>Appendix 4</u> – Steps to deal with bullying

Bullying is learned behaviour, children are not born bullies, so given the right attention and learning environment they can change their behaviour. Attempting to frighten, scare or intimidate bullies into stopping their behaviour by shouting at them, will only compound the problem.

Treating the person displaying the bullying behaviour with respect and dignity, as well as trying to get them to understand that their behaviour has been hurtful, is very important and the best way forward.

The three steps to dealing with incidents of bullying are:

1. To interview the person who has experienced the bullying behaviour and the person who has displayed bullying behaviour separately.
2. To provide support for those individuals
3. To monitor and review the situation

When a bullying incident is reported, remember:

- each case will be different and the solution must be tailored to suit the problem;
- to remain impartial – do not look to attribute blame;
- to aim is to restore the relationship and move the situation on and to help all individuals involved to gain insight into their behaviour;
- that both behaviours have been 'learned' from their life experience, so with appropriate support they can be challenged and replaced by acceptable behaviours

Step 1 – Interviewing the individuals involved

The person who has experienced the bullying behaviour.

1. Listen to the victim's story in a calm non-judgemental way.
2. Indicate from the start that the incident is being taken seriously.
3. Allow the victim to explore their feelings about the incident.
4. Do not attempt to find out all the facts as this may only increaser the stress.
5. Discuss and agree with the pupil how they will be supported. Involve them in helping to arrive at a constructive method for resolving the situation.
6. Agree acceptable targets for making the situation acceptable (consider Effective Responses, Support, and Intervention Levels 1-4, Appendix 8).
7. Agree a review date.
8. Monitor the situation with staff in an unobtrusive way.

The person who displayed the bullying behaviour and any bystanders

1. Interview the person who displayed the bullying behaviour along with any bystanders
2. Do not disclose the source of the information by respecting the confidentiality of the victim and witnesses.

3. State that all incidents of inappropriate behaviour are taken seriously.
4. Make it clear to the group that they have a problem and that they need to find ways of seeking a constructive solution.
5. Facilitate them in working through this process and begin to set agreed behaviour targets for the group (consider Effective Responses, Support, and Intervention Levels 1-4, Appendix 8).
6. Make the group aware that the progress of the plan will be monitored and appropriate action take

NB the following questions may be useful in structuring the interviews:

To help those affected:	When challenging behaviour:
What did you think when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?	What happened? What were you thinking of at the time? Who has been affected by what you have done? In what way have they been affected? What do you think you need to do to make things right?

Step 2 – Provide support for the individuals involved

For the person who has experienced the bullying behaviour.

1. Identify a member of staff who will act as a point of referral for the pupil.
2. Find a reliable friend or 'circle of friends' who will accompany the individual and report any incidents.
3. Identify times and place of bullying and minimise opportunities by ensuring supervision.
4. Provide specific advice on strategies to prevent incidents of bullying to staff e.g. seating arrangements in class (consider Effective Responses, Support, and Intervention Levels 1-4, Appendix 8).
5. Work with the individual to develop self-esteem or social skills.

For the person who has displayed the bullying behaviour

1. Communicate clear expectations of acceptable behaviour.
2. Communicate and carry out sanctions in relation to a breach of the Positive Behaviour Policy.
3. Work with the person displaying the bullying behaviour to improve their social skills (consider Effective Responses, Support, and Intervention Levels 1-4, Appendix 8).

For the Pastoral Leader/Pastoral Vice Principal

1. Telephone the parents of the pupils involved. (The victim may request that their parents are not contacted, in which case the interviewer may use his or her discretion. This should be noted on the Interview Form)
2. Enlist parental support to ensure they are aware and in agreement with the targets set.
3. Include them in the monitoring and reviewing process.

Step 3 – Conducting the review meeting
(Arranged after a suitable period of time i.e. 3/6 weeks)
1. Interview all those involved to ascertain if the matter has been resolved.
2. if the matter is not resolved set new targets
3. monitor and review until the situation is resolved.

Useful websites:
End Bullying Now (http://www.endbullying.org.uk/) is organised by the Northern Ireland Anti-Bullying Framework (NIABF), including a focus on Anti-Bullying week
The Anti-Bullying Alliance (https://anti-bullyingalliance.org.uk/tools-information) focuses on Anti-Bullying week
Kidscape (www.kidscape.org.uk/childrenteens/cyberbullying.shtml) provides advice for young people on how to respond to cyber bullying
Thinkuknow (www.thinkuknow.co.uk **)** provides practical information and advice about many aspects of the internet

Appendix 5 **Restorative Questioning**

Staff may use these six self-reflective, restorative questions to enable the person experiencing the bullying behaviour to:

- ✓ **become more self-aware**
- ✓ **understand that it is not their fault**
- ✓ **promote their input to help them feel empowered**
- ✓ **promote reparation.**

Use these set of questions to promote restoration; they are the pupil experiencing the bullying behaviour and do not have to be the victim of the actions of a person displaying bullying behaviour

Restorative Questioning
Questions to ask the target

1. Tell me what happened?
2. What were you thinking at the time?
3. What have you thought about it since?
4. How have you and others been affected?
5. In what way?
6. What do you think needs to be done to put things right and help you move on?

Staff may use these six self-reflective, restorative questions to enable the person displaying the bullying behaviour to:

- ✓ **become more self-aware**
- ✓ **take responsibility for his/her behaviour**
- ✓ **promote reparation.**

Restorative Questioning
Questions to ask the wrongdoer

1. Tell me what happened?
2. What were you thinking that led you to behave that way?
3. What have you thought about it since?
4. Who was affected by what you have done?
5. Can you tell me how that person has been affected by your behaviour?
6. What do you think you need to do to put things right?

Appendix 6 Further advice for pupils

School encourages pupils to:

- Say NO to BULLYING
- Know and understand what bullying means and the consequences of bullying type behaviour
- Be active not passive - speak out/tell about/report incidents of bullying
- Listen to, support and help bullied pupils
- Develop a range of assertiveness strategies to use in the event of a bullying situation
- Take personal responsibility
- Take collective responsibility
- Develop loyalty to School and pupils within it
- Know who to talk to in School:
    - Prefect
    - Tutor
    - Pastoral Leader
    - Senior Teacher (Pastoral)
    - Independent School Counsellor (ISC)
    - Vice Principal (Pastoral)
    - Any teacher
- Know that if they are being bullied, it is not their fault
- Be aware of support services out of School:
    - Childline 0800 1111 (www.childline.org.uk) provides confidential advice for young people
    - Lifeline 0808 808 8000 (https://www.lifelinehelpline.info/) Lifeline is the Northern Ireland crisis response helpline service for people who are experiencing distress or despair.

Appendix 7

OTHER SUPPORT SERVICES

Pupils and parents can contact the following organisations for information and support:

- The Northern Ireland Anti-Bullying Forum, 63 Duncairn Gardens, Belfast BT15 2GB Helpline: 028 9087 5006
- National Bullying Helpline: 0845 2255787 or 07734 701 221
- National Society for the Prevention of Cruelty to Children (NSPCC), Helpline: 0808 800 5000
- Parenting NI, 42 Dublin Road, Belfast BT2 7HN. Telephone: 028 90 310 891, Helpline: 0808 8010 722

Appendix 8: Effective Responses, Support, and Intervention Levels 1-4

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

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. • 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.	**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. • 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 Leve1 for list)

Effective Responses, Support, and Intervention Levels 3 and 4

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

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. • 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.	**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. • 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.

Appendix 9: 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/nia/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)