



GAELCHOLÁISTE

DHOIRE

June 2026

# ANTI- BULLYING POLICY

Dóchas sa Dúchas

<b>Policy Title</b>	<b>Addressing Bullying Policy</b>
<b>Policy Review Date</b>	<b>** June 2026</b>
<b>Previous Review Date</b>	<b>15 June 2024</b>
<b>Frequency of Policy Review</b>	<b>At least every 4 years</b>
<b>Policy Review Lead</b>	<b>Treasa Uí Dhálaigh</b>
<b>Principal</b>	<b>Diarmaid Ua Bruadair</b>
<b>Chair of Board of Governors</b>	<b>Niall Ó Catháin</b>

Dréacht

## Section 1 – Introduction and Statement

***At Gaelcholáiste Dhoire we believe all forms of bullying type behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment where they feel supported, valued, and safe.***

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## Section 2 – Context

Gaelcholáiste Dhoire is an all-ability non-denominational co-educational Irish medium post primary school for 11-19 year-old pupils. We aim to provide the full range of curriculum and educational opportunities to develop highly educated and confident young people who have choices in life and who can be leaders in the Irish-speaking community. The Irish language is central to the ethos of the school. Students are encouraged to be confident and assured in their own identity and culture but aware and appreciative of other cultures and traditions. While studying the wide range of subjects available at GCD our pupils can learn and use the enormous vocabulary associated with these subjects and so achieve a level of fluency and confidence in Irish which they could not achieve elsewhere. GCD offers the opportunity for pupils to bring to fruition the benefits of their Irish medium education, begun at primary school.

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).

The Addressing Bullying Type Behaviour Policy applies:

- while students are on school premises during the school day
- while the pupil is in the lawful control or charge of a member of the staff of the school e.g. during extra- curricular activities, school excursions and residential trips
- Education provision arranged on behalf of the school and provided away from the school premises e.g. Another school in the Area Learning Community, A Further Education College, Alternative Educational Providers/Education Other than at School centres, Home (Exceptional Teaching Arrangements)

### **The Legislative Context:**

- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)
- [Effective Responses to Bullying Behaviour. \(Department of Education. 2022\)](#)

## The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
  - [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
  - [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

## The International Context

- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)
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## Section 3 – Ethos & Principles

- Our child-centred ethos places the student at the centre of everything we do.
  - We are committed to ensuring that our pupils can live free and safe from bullying and be celebrated in their diversity.
  - We value, respect and consider the views and contributions of our young people and wider school community.
  - We are committed to a preventative, relational and restorative ethos.
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## Section 4 – Consultation and Participation

This policy has been developed in consultation with pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Consultation with pupils took place via;

- workshops with pupils
- Class-based activities
- Whole school online questionnaires distributed to all pupils.
- School Council

Consultation with parents/carers took place via;

- Online Questionnaires distributed to all parents/carers.

Staff Consultation

- Sharing of draft policy
- Focus Group

## Section 5 – What is Bullying type behaviour?

The Addressing Bullying in Schools Act (NI) 2016 provides a legal definition of bullying.

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.

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

### **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:

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

While an ‘imbalance of power’ has not been included in the legal definition, the Board of Governors have agreed to incorporate this criterion to help determine if bullying type behaviour was **targeted**. An ‘imbalance of power’ is present when **someone seen with lesser power**, is identified as an object of negative attention. It will be used to validate and confirm the final TRIP decision.

When assessing a one-off incident, to decide 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.

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

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

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Verbal or written acts
  - saying mean and hurtful things to, or about, others
  - making fun of others
  - calling another pupil mean and hurtful names.
  - telling lies or spread false rumours about others.
  - try to make other pupils dislike another pupil/s
- Physical acts
  - Hitting
  - kicking
  - pushing
  - shoving
  - material harm, such as taking/stealing money or possessions or causing damage to possessions.
- Omission (Exclusion)
  - Leaving someone out of a game
  - Refusing to include someone in group work
- Electronic Acts
  - Impersonating someone online to cause hurt.
  - Sharing images (e.g. photographs or videos) online to embarrass someone
  - Text messages
  - Picture/video clip bullying via mobile phone cameras
  - Phone call bullying (abusive calls)
  - Email bullying
  - Chat room bullying
  - Bullying through Instant Messenger
  - Social Media Posts

The school will take action in response to bullying type behaviour which occurs outside of school where that behaviour has a negative impact on a pupil's education, safety or wellbeing within the school environment

The above list is not exhaustive and other behaviours which fit with the definition may be considered bullying type behaviour.

There are various motivations behind bullying, including those named in the Act. These include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation/sectarianism
- Gender identity/Perceived Gender
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status
- Economic Status/FSM
- Newcomer/migrant/refugee status

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

- *A child displaying bullying type behaviours.*
- *A child experiencing bullying type behaviours.*
- ***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.*

### **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 will:*

- *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 confidentially - general school email address*

### **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. In Gaelcholáiste Dhoire we are committed to supporting our pupils to use the internet and Artificial Intelligence (AI) 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*

In Gaelcholáiste Dhoire 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, 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 confidentially e.g. safeguarding email address, School's Google Classroom Electronic Worry Box
- Creating, agreeing and implementing an Acceptable Use Agreements see DE Circular 2016/27
- Ensuring all staff regularly have on-line safety training

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

*In determining 'harm' we 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.*

## Section 6 – Preventative Measures

Gaelcholáiste Dhoire is committed to fostering a safe and inclusive learning environment by implementing a preventative curriculum aimed at stopping bullying type behaviour before it starts. This proactive approach includes teaching empathy, conflict resolution, and digital citizenship from Year 8. By equipping students with the tools to recognise and address bullying type behaviours, promoting open communication, and encouraging respect for diversity, we strive to create a supportive community where every student feels valued and secure.

Whole School	Classroom
<ul style="list-style-type: none"> <li>● SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion &amp; Diversity policies</li> <li>● Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations</li> <li>● Positively framed, agreed and communicated Rights, Roles &amp; Responsibilities for all school community member</li> <li>● Peer/Student Leadership Teams</li> <li>● Adults modelling self-regulation, inclusive language and positive relationships</li> <li>● Restorative Practice approaches embedded through staff training and complimentary resources</li> <li>● Steps to Wellbeing (Take 5 Steps)</li> <li>● Celebration of diversity, equity and inclusion</li> <li>● Parent education e.g. newsletters, leaflets etc</li> <li>● Assemblies, key campaigns Kindness day, anti- bullying week</li> <li>● Wellbeing assessment data e.g. GL PASS, student surveys, focus groups</li> <li>● Referrals to external agencies i.e NSPCC</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum: PDMU/LLW/RSE</li> <li>● Structured form/class-meeting time to promote belonging, connection and positive relationships</li> <li>● Cross-curricular activities</li> <li>● E-safety and digital citizenship</li> <li>● Social Emotional Learning</li> <li>● Circle-time/connect and nurture strategies</li> <li>● Physical/sensory environment regulation checklists</li> <li>● Relevant literature and resourcing exploring related concepts and themes e.g. empathy, inclusion, diversity, problem-solving, relationships, resilience</li> <li>● Social thinking/skills training programmes</li> <li>● Friendship Education</li> <li>● Collaborative Learning/Problem and Solving and Conflict Resolution</li> <li>● Bystander/Upstander Education</li> <li>● Agile groupings and seating arrangements</li> <li>● Online apps and resources</li> </ul>

Non-Classroom	Peer Support
<ul style="list-style-type: none"> <li>● Supervision and transition arrangements e.g. including buses</li> <li>● Buddy strategies</li> <li>● Social and extra-curricular opportunities</li> <li>● Professional Development/Training (including for non-teaching and supervision staff)</li> <li>● Play/art and other therapeutic approaches Designated safe/quiet/reflective/nurture spaces (ICT Room/An Tearmann)</li> <li>● Regular engagement with Transport Providers</li> </ul>	<ul style="list-style-type: none"> <li>● Student Leadership e.g. student council, pupil wellbeing teams, prefects etc</li> <li>● Pupils trained and supported by staff regarding roles, responsibilities</li> <li>● Peer mentoring programme</li> <li>● Pupil led/directed extra-curricular activities</li> <li>● Buddy Schemes</li> <li>● Bystander/Upstander Training Peer Mediation/Problem Solving</li> </ul>

## Section 7 – Responsibility

Everyone in the school community, including pupils, their parents/carers 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 type behaviour
- inform the school of any concerns relating to bullying type behaviour
- refrain from becoming involved in any kind of bullying type behaviour even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying type behaviour
- intervene to support any person who is being bullied unless it is unsafe to do so.
- report any concerns or instances of bullying type behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying type behaviour when it happens or is observed.
- explain the implications of allowing the bullying type 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 type behaviour and meet the needs of all parties

## Section 8 – Reporting a Bullying Concern

### Pupils Reporting a Concern

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

- Verbally- talking to a member of staff
- By writing a note to a member of staff
- By sending an email to a member of staff or to a dedicated email address
- Sending a private message via the school's Google classroom *Bosca Buairimh*

All pupils are encouraged to share concerns regarding socially unacceptable or bullying type behaviour that they experience, display or witness. They should not view this as 'telling/touting' but rather 'talking about concerns' with the emphasis on 'getting help'.

### Parents/Carers Reporting a Concern

In *Gaelcholáiste Dhoire* we ask parents/carers to encourage their children to react appropriately to bullying type behaviour and to not do anything to retaliate or to 'hit back'.

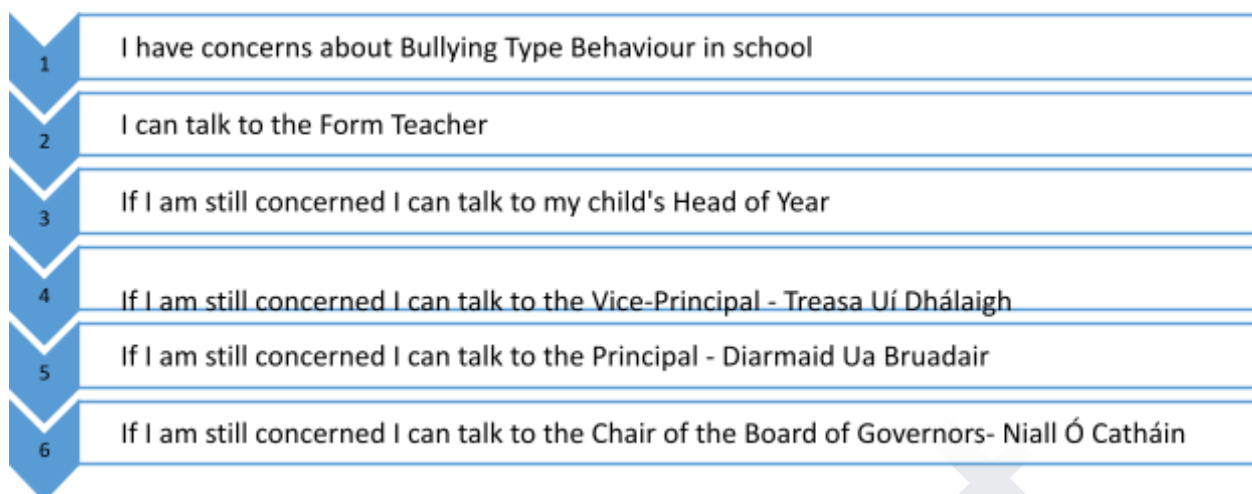
The process for parents/carers to report bullying concerns is outlined below:

- In the first instance, all bullying concerns should be reported to the Form Teacher by requesting a telephone call back or via the school email **info@gcd.doire.ni.sch.uk**
- 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 Head of Year or Vice-Principal, as applicable.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Year/Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

***Please note, we do not advise parents to send confidential information regarding concerns of bullying type behaviour to the general school email address.***

All staff, teaching and non-teaching, have a duty to report all concerns relating to bullying behaviour in line with this policy

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



It should be noted that reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be further noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers. Any of the persons listed above can be contacted via the school office on 028 7774 1015

#### Section 9 – Responding to a Bullying Concern

The welfare of all children and young people is paramount, and it is crucial to separate pupils' needs from their behaviour, whether they are experiencing or displaying bullying type behaviour. A variety of responses may be employed to address instances of bullying. The response used will depend on the severity and persistence of the behaviour

*Using the NIABF Effective Responses to Bullying Behaviour resource, the The Head of Pastoral Care/VP (Pastoral) will coordinate all investigations and ensure consistency in the application of this policy.*

Staff responsible shall...

- Clarify facts and perceptions.
- Complete the relevant section of the BCAF (Bullying Concern Assessment Form)
- Check records (SIMS/CPOMS)
- Collaboratively assess the incident against the T.R.I.P criteria for bullying type behaviour.

Parents/carers of all pupils involved will be informed when bullying behaviour has been confirmed and will be involved in planning support

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carer, designated staff - Head of Pastoral Care, Form Teacher and Year Heads, will ensure that parts 2-4 of the BCAF are completed and 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 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.

*When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour as outlined in the Positive Behaviour Policy.*

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

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

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## **Section 10 – Recording**

All alleged incidents of bullying type behaviour will be carefully recorded by pastoral staff using CPOMS with the BCAF completed in line with statutory requirements.

The report should include:

- The nature of the incident(s), alleged incident(s), including witness statements
- Assessment of the concern i.e. is it bullying type behaviour or socially unacceptable behaviour?
- Where/when the incident(s) occurred.
- Who and in what way did the behaviour present?
- The motivating factors/underlying themes.
- The methods i.e. verbal, written or electronic or any combination of these.
- Information about how the incident was addressed i.e. the support and interventions for both the pupil(s) experiencing bullying type behaviour, and the pupil(s) displaying bullying type behaviour, including parental consultations.
- How the incident was addressed

A review of bullying type behavioural concerns and actions. All alleged incidents of bullying type behaviour are forwarded to the Vice-Principal (Pastoral) who will keep an overview, track incidents of

bullying type behaviour, and look for patterns of bullying type behaviour. VP is responsible for uploading BCAF onto CPOMS

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Records will be kept on the online CPOMS system (Child Protection Online Management System) Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. Collated information regarding incidents of bullying and alleged bullying type behaviours will be used to inform the future development of anti-bullying policy and practice within the school.

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#### Section 11 – Professional Development of Staff

Gaelcholáiste Dhoire recognise the need for appropriate and adequate training for staff. This includes teaching and non-/teaching staff.

- Staff will be provided with provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.
- Where appropriate, the impact of the training may result in amendments and inclusions on both the policy and its procedures.
- Opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching.
- Continued Professional Development /Performance Review and Staff Development records will be kept and updated regularly.

To this end:

- All our teaching and support staff have completed the EA Addressing Bullying in Schools foundation training as part of this policy review.
  - Key leadership staff have completed EA Addressing Bullying in Schools leadership training.
  - 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
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#### Section 12 – 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

- maintain a standing item on the agenda, under Safeguarding, where a report on bullying type behaviour is presented by the principal.
- appoint a lead Governor to liaise with the principal - Sarah Jane Goldring
- 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, or
  - 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.
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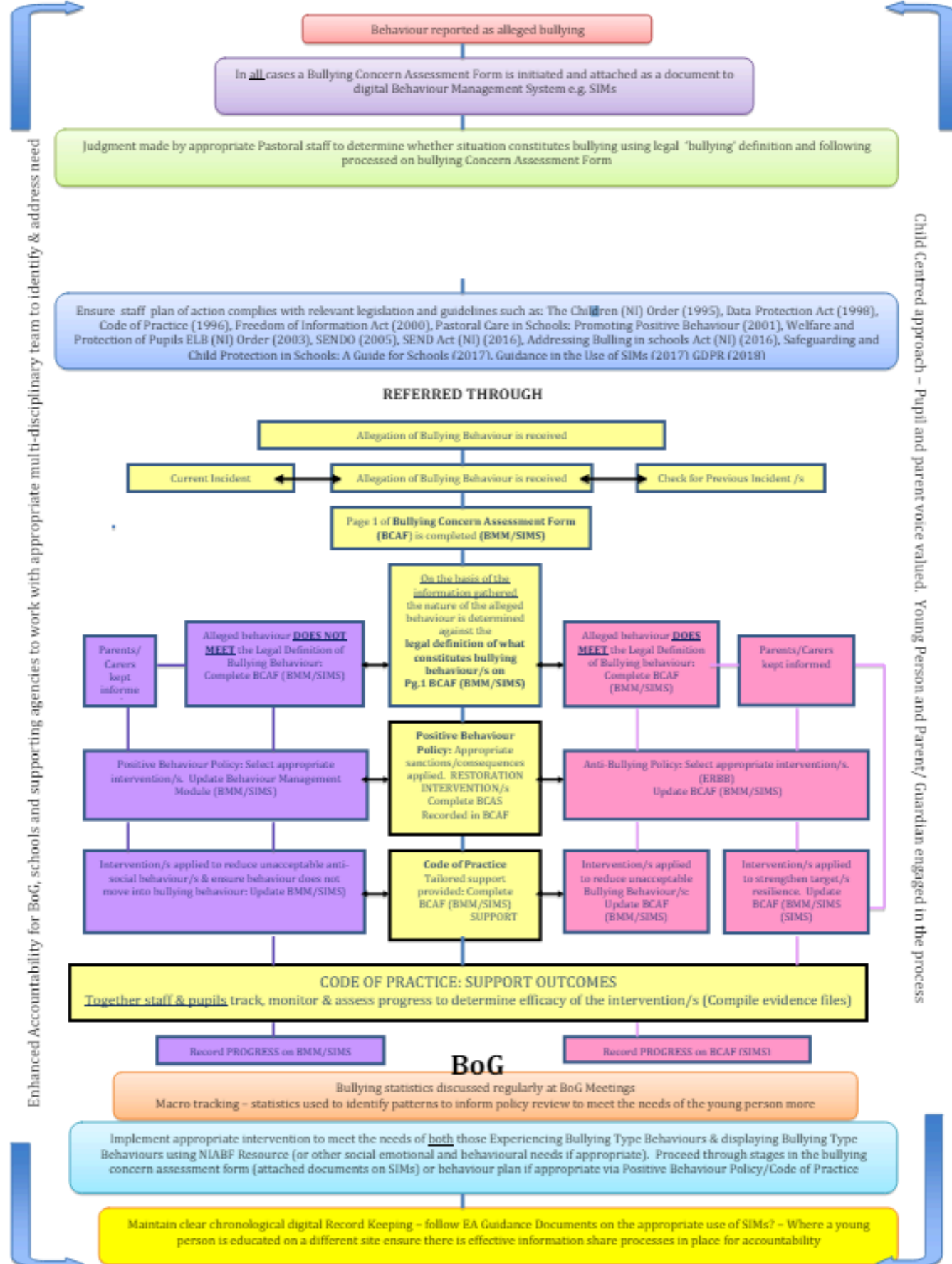
#### Section 12 – Links to Other Policies

*In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:*

- *Positive Behaviour Policy*
- *Pastoral Care Policy*
- *Safeguarding and Child Protection Policy*
- *Special Educational Needs Policy*
- *Health and Safety Policy*
- *Relationships and Sexuality Education*
- *E-Safety Policy & Acceptable Use of Internet Policy*
- *Mobile Phone Policy*
- *Educational Visits*
- *Staff Code of Conduct*

A copy of this policy is available online at [www.gaelcholaistedhoire.com](http://www.gaelcholaistedhoire.com). Parents/carers can also request a hard copy by contacting the school office on 028 7774 1015 or by emailing [info@gcd.doire.ni.sch.uk](mailto:info@gcd.doire.ni.sch.uk)

**PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS**



Enhanced Accountability for BoG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify & address need

Child Centred approach - Pupil and parent voice valued. Young Person and Parent/ Guardian engaged in the process

Appendix 1 Bullying Flowchart

**Appendix 2** Bullying Concern Assessment Form

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - ASSESSMENT OF CONCERN DATE:

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

*“bullying” includes (but is not limited to) the repeated use of —*

- (a) *any verbal, written or electronic communication*
- (b) *any other act, or*
- (c) *any combination of those,*

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

	Name(s)	Gender	DOB/Year Group

Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
<b>Check records for previously recorded incidents</b>			

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**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

**The school will treat any incident which meets these criteria as bullying behaviours.**

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

#### One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:

Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

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

## PART 2

<p><b>2:1 Who was targeted by this behaviour?</b></p> <p>Select one or more of the following:</p> <p> <input type="checkbox"/> Individual to individual 1:1              <input type="checkbox"/> Individual to group              <input type="checkbox"/> Group to individual              <input type="checkbox"/> Group to group       </p>
<p><b>2.2 In what way did the bullying behaviour present?</b></p> <p>Select one or more of the following:</p> <p> <input type="checkbox"/> Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)  <input type="checkbox"/> Any other physical contact which may include use of weapons)  <input type="checkbox"/> Verbal (includes name calling, insults, jokes, threats, spreading rumours)  <input type="checkbox"/> Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)  <input type="checkbox"/> Electronic (through technology such as mobile phones and internet)       </p>

- 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**

<p><b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:</b></p>						
Pupil Name:			Year Group/Class:			
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review


**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

**Part 3b**

interventions until an **agreed** satisfactory outcome has been achieved

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

**Pupil Name:**

**Year Group/Class:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent/ carer informed:**

**Date:**

**By whom:**

**Staff Involved:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Type of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcome of Intervention</b>	<b>Review</b>

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

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

Dréacht

#### **PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**

Date of Review Meeting:

**4a- Following the Review Meeting, to what extent have the success criteria been met?**

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

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**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

<b>Agreed by:</b>	
<b>School</b>	<b>Signed:</b> <b>Date:</b>
<b>Parent</b>	<b>Signed:</b> <b>Date:</b>
<b>Pupil</b>	<b>Signed:</b> <b>Date:</b>

Dréacht

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