OMAGH INTEGRATED PRIMARY SCHOOL AND NURSERY

Addressing Bullying

Policy

MAY 2023

INTRODUCTION

At Omagh Integrated Primary School and Nursery, we believe that the safeguarding of all our children and young people is paramount, and that this policy supports our work in creating a secure and caring environment. We believe that everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment for all. We acknowledge that bullying type behaviour exists in all school communities and the wider society. Therefore, we seek to provide an open climate where children, young people, staff and parents are free to talk, to address and support these behaviours. Our aim is to embed and develop a culture were bullying type behaviour is not tolerated .

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

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

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

Section 2

CONTEXT

The section sets out the context in which this policy has been developed, including the legislative and policy/guidance framework applicable. This includes:

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

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)

Links to other policies:

This policy should be read in conjunction with the wider Pastoral Care and Safeguarding suite of policies. In the development and implementation of this Addressing Bullying Policy, and to ensure consistency, the Board of Governors have been mindful of all the related policies, including:

- Promoting Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Pupil Attendance Policy
- Health and Safety Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits Policy
- Staff Code of Conduct/Staff Handbook

(These policies are available to view on the school website or by request from the front office.)

ETHOS & PRINCIPLES

* We are committed to a society where children and young people can live free and safe from bullying type behaviour.
* We believe in a society where bullying type behaviour is unacceptable and where every child and young person is safe and feels safe from bullying type behaviour.
* We believe that every child and young person should be celebrated in their diversity.
* We are committed to a preventative, responsive and restorative addressing bullying ethos across the whole school.
* We value the views and contributions of children and young people; we will actively seek these views and we will respect and take them into account.
* We understand that everyone in our school community has a role to play in taking a stand against bullying type behaviour and creating a safe and welcoming environment for all.

Section 4

CONSULTATION AND PARTICIPATION

Consultation with the whole school community took place in the following ways:

* Class based surveys with all Year 3 to Year 7 pupils
* Whole school questionnaires completed with parents
* Whole school questionnaires completed by staff – teachers, assistants, and non-teaching staff.

When developing and reviewing the policy:

* The Safeguarding Team was involved in writing the Addressing Bullying Policy
* Staff and parents were consulted on the policy and procedures.
* Governors were consulted.
* EA ABSIT were consulted.

The Addressing Bullying in Schools Act (NI) 2016

Provides schools with a legal definition which must be used to assess all allegations and incidents reported.

Addressing Bullying in Schools Definition of "bullying":
(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.**

Criteria for assessing allegations of bullying type behaviour are outlined below:

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met:	
Is the behaviour Targeted at a specific pupil or group of pupils?	Yes / No
Is the behaviour Repeated?	Yes / No
Is the behaviour Intentional?	Yes / No
Is the behaviour causing Physical or emotional harm?	Yes / No
Does the behaviour involve omission? (*may not always be present)	Yes / No
Does this incident meet the legal definition of bullying	Yes / No

The Legislation acknowledges that occasionally a **One-off Incident** will be considered as bullying type behaviour, pending the severity and significance of the incident, evidence of pre-meditation, significant level of physical/emotional impact on individual/s and the wider community. A one-off electronic communications, can constitute bullying type behaviour through repeated viewing and sharing of a post.

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

Imbalance of power is not included within the legal definition (Act 2016) However, when **someone seen with lesser power**, is identified as an object of attention or attack , this factor must be considered to determine whether bullying type behaviour has occurred.

Socially Unacceptable Behaviour

The following are examples of socially unacceptable behaviours, which, when repeated, targeted, intentional and harm causing, may be considered as bullying type 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 or activity • Refusing to include someone in group work
Electronic Acts	• Using online platforms or other electronic communication to carry out many of the written acts noted above. • Impersonating someone online to cause hurt. • Sharing images (eg. photographs or videos) online to embarrass someone

(The list is not exhaustive and there are other behaviours which may be considered socially unacceptable/bullying type behaviour)

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. *(Guidance from DE).*

DISCRETION:

The 2016 Act requires schools to consider the following when assessing whether an incident/s meet the legal definition of bullying type behaviour:

- pupil/s capacity to understand the impact of their behaviour.
- developmental age
- Additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g. SBEW, ASD, FASD, ADHD, MLD etc.)
- Individual challenges e.g family circumstances, trauma etc
- Levels of resilience

All behaviour is communication to be addressed through a child/young person lens, for both those displaying and experiencing socially unacceptable/bullying type behaviour, no label or blame will be put on any individual. We will address all incidents in a relational, solution focused manner aligned to Safeguarding and SEND.

Methods & Motivations of Bullying Type Behaviour

Individuals who display bullying type behaviour may use various methods and motivations.

Some examples are, but not limited to:

Methods	Motivations
Methods: **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, hurtful comments, spreading rumours) **Social** (includes group manipulation, individual manipulation, controlling behaviour) **Indirect** includes omission, isolation, refusal to work with/talk to/play with/help others) **Electronic** (through technology such as mobile phones and internet) **Written**	**Motivations:** • Ability • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status) • Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Pregnancy • Race • Religion • Sexual orientation • Other_____

<u>**Section 6**</u>

PREVENTATIVE MEASURES

6.1 The focus for all Addressing Bullying work must be on preventing bullying type behaviour and creating a safe

learning environment. In Omagh Integrated Primary School and Nursery we will do this by:

* Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
* Promotion of addressing bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying type behaviour, positive behaviour and inclusion.
* Addressing issues such as the various forms of bullying type behaviour, including the how and why it can happen, through PDMU/PATHS/RE (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
* Involvement in meaningful and supportive integrated and/or shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
* Through the preventative curriculum actively promote positive emotional health and wellbeing
* Participation in annual Addressing Bullying Week activities
* Engagement in key national and regional campaigns, eg Safer Internet Day
* Development of peer-led systems (eg. Pupil Council, PATHS Pals) to support the delivery and promotion of key anti-bullying messaging within the school
* Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, PATHS Pals) and provision of a variety of play options to meet the needs of all pupils.
* Focused assemblies to raise awareness and promote understanding of key issues related to bullying type behaviour.
* Development of effective strategies for the management of unstructured times (eg. break time, lunch)
* Provision and promotion of extra- and cross curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure, and games, etc.

Under the legislation, all schools must put measures in place, to prevent and address the display and experience of bullying type behaviour on the ***journey <u>to and from school</u>***. To this end, we in Omagh Integrated Primary School and Nursery, aim to:

* Promote and develop a culture where our children and young people take pride in our school, and are viewed as ambassadors within the community. This includes regular reminders of the positive behaviour expectations of children and young people whilst travelling to and from school.
* Empower all our children and young people to challenge any socially unacceptable/bullying type behaviour among their peers, during the journey to and from school. This includes the implementation of peer monitoring systems on buses and for those walking.
* Continue to engage with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
* Promote key addressing bullying messages and awareness of behaviour expectations of children and young people amongst the local community, including information on how to raise any concerns with the school.

- Deploy staff to support the transition from school day to journey home (eg. staff duty at school bus stops in school, where appropriate)

The legislation gives schools the authority to take steps to prevent and address **bullying type behaviour using electronic communication,** amongst registered children and young people at any time during term. Where that behaviour is likely to have a detrimental effect on children and young people's education and social, behavioural and emotional well-being in school. We, in Omagh Integrated Primary School and Nursery, are committed to raising awareness of the impact of online bullying type behaviour and seek to support our children and young people to make use of the internet in a safe, responsible, and respectful way. We aim to do this via our preventative approaches:

- Address key themes of online behaviour and risk through the curriculum.
- Engage with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participate in annual Safer Internet Day and the promotion of key messages throughout the year.
- Develop and implement robust and appropriate policies in related areas (E-Safety and Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy.)

The Addressing Bullying Policy is one of several policies in the wider pastoral care and safeguarding suite of policies. As such, it is essential that these policies align and provide a consistent message. The measures set out here, to prevent bullying type behaviour using electronic communication, will also be included in the school's, Filtering and Blocking Policy, Mobile Phone Policy, E-Safety and Acceptable Use of the Internet Policies. Given the nature of technology, as constantly changing, and developing, we aim to monitor policies and make changes when necessary.

RIGHTS, ROLES, AND RESPONSIBILITIES

We believe that all members of our school community have the right to a safe, supportive, learning environment. We all have a role and responsibility to prevent and address bullying type behaviour in any form. Everyone must work together as outlined in the table below:

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
Rights: • Listened to, valued, and treated with respect. • Equality of opportunity within an inclusive environment. • Safe and secure working environment. • Emotional health and wellbeing promoted and supported by colleagues. • Access to ongoing PD -Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour. • Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. • Kept Informed and updated in relation to children and young people's progress and wellbeing, where and when appropriate.	*Rights:* • Emotional health and wellbeing promoted and supported through a preventative curriculum. • Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. • Have equal opportunities for positive learning and social experiences . • Effective partnerships and positive relations with school staff, children, and young people. • Freedom from verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. • Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. • Participate in decision making processes that concern them – Addressing Bullying Policy review, support/intervention plans (BCAF, IEP,RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection . • Access to and consultation on appropriate and timely support and intervention, which incorporates a restorative, SEN, nurture, and trauma informed approach. Support both those displaying and experiencing socially unacceptable/bullying type behaviour. • Individual needs to be addressed through the suite of pastoral/safeguarding policies. • Access to EA/DE, external organisations (PSNI) , support groups (Family Hub) and agencies to address BTB when and where appropriate. • Opportunities for involvement in peer mentoring throughout the school day, across a variety of age groups.	*Rights:* • Their child/young person receives a quality learning experience. • Their child/young person is taught in a relational, nurturing, and safe environment. • Their child/young person is treated fairly and with respect by all. • Effective partnerships and positive relations with school staff. • Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. • Consulted regarding Addressing Bullying Policy development and review processes. • Kept Informed and updated about their child's/young person's progress, wellbeing, relevant concerns and/or incidents as outlined in the Addressing Bullying Policy. • Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP,RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed . • Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Roles & Responsibilities:	Roles & Responsibilities:	Roles & Responsibilities:
• Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. • Create opportunities to celebrate success, diversity, and equality to create a positive ethos. • Plan and deliver an ongoing Preventative curriculum, which is updated to address need/s. • Model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Create, implement, and publicise your Addressing Bullying Policy to enable easy access for all, clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. • Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. • Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). • Build effective partnerships and foster positive relations with staff, children, young people, and parents. • Take appropriate action to address children, young people, parent, and staff concerns. • Behave in a professional manner. Use restorative, SEN, nurture and trauma informed practice, to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding policies. • Work in partnership with Education Authority/Department of Education, external organisations (PSNI) , support groups (Family Hub) and agencies to address Bullying Type Behaviours. • Maintain open lines of communication with Senior Leadership Team and Board of Governors to share success and concerns.	• Report any allegations and/or bullying type concerns via the designated channels and platforms e.g.email, QR code, Whisper button ect. • Seek appropriate support both within and outside school via the designated staff member as outlined in the Addressing Bullying Policy. • Contribute to learning and personal development targets on the BCAF, PLP, RRAP, Calm Plan with support. • Collaboratively and positively engage with the support and intervention offered. • Proactively and positively reflect on their behaviour and that of others. • Behave in a respectful, kind, empathetic manner to all. *Pupils don't have to be friends with everyone, but they must be friendly.* • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports.	• Raise concerns with staff in a timely and appropriate manner, using the school's system of response as outlined in their Addressing Bullying Policy. • Respond timely to staff communications and/or concerns. • Attend support and intervention meetings. • Engage and contribute to support of their child's/young person's programme of intervention - PLP, BCAF, RRAP, Calm Plan. • Encourage their child/young person to contribute to and support the school's expectations. • Report complaints appropriately using the school's complaints procedure as outlined in the Addressing Bullying Policy.

REPORTING, RECORDING AND RESPONDING TO A BULLYING TYPE CONCERN

All concerns raised and/or allegations reported, by any member of the school community will be acted upon. There are several channels for raising a concern:

Pupils Reporting a Concern:

Pupils may report bullying type concerns in the following ways:

- Verbally to their teacher or member of staff.
- By writing a note to their teacher or any member of staff.

It should be noted that **ANY child or young person** can raise a concern, not just the individual who is experiencing the behaviour. Children should not view this as 'telling', the focus should be on 'getting help'. Everyone is encouraged to 'talk' if they have a concern about socially unacceptable/bullying type behaviour that they experience, display or witness.

Parents/Carers Reporting a Concern:

Parents/carers may report bullying type concerns in the following ways:

- In the first instance, all bullying type concerns should be reported to the class teacher.
- If dissatisfied with the response, report to the pastoral lead teacher or Vice-Principal.
- If you remain dissatisfied report to the Principal.
- Where the parent/carer remains unhappy the school's complaints policy and procedure should be followed. This policy is available on the school website, or by contacting the office.

While most bullying type concerns will come from children, young people and their parents/carers, the school is open to receiving such reports from anyone within the school and wider community.

All reports of bullying type concerns received from children, young people and/or parents/carers will be responded to in line with legislative processes as outlined in this policy. It must be noted that **no information about action taken in relation to a child or young person can be disclosed to anyone other than the individual's parents/carers.**

Responding to and Recording a Bullying Concern (Appendix 1, 2 & 3)

Concerns raised will be responded to using the **legislative flow chart** and will be assessed against the legal definition using the **Bullying Concern Assessment Form** part 1 and 2. If the legal definition and criteria are met, the school will proceed to part 3 of the Bullying Concern Assessment Form with supports and interventions. The effectiveness of the supports will be monitored through the completion of the Bullying Concern Assessment Form part 4.

If, however, on investigation, the incident reported does not meet the legal definition having completed the Bullying Concern Assessment Form part 1 and 2. Support will be implemented via the Positive Behaviour Policy and the suite of Pastoral, Safeguarding and SEN policies.

Digital records of the Bullying Concern Assessment Form will be stored securely within the schools C2K private folders. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The Principal will have oversight of these records.

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. Collated information regarding incidents of bullying and alleged bullying type behaviour will be used to inform the future development of the Addressing Bullying Policy and practice within the school.

The principal will report all bullying type incidents to the board of governors to support the ongoing review of preventative and responsive approaches. These reports will be anonymised and include general data. Board of Governors will only discuss specific children and young people involved in a case, if a formal complaint has been forwarded in writing to the school by the parent/guardian.

Section 9

PROFESSIONAL DEVELOPMENT OF STAFF

We recognise the need for appropriate and adequate training for staff.

* We are committed to ensuring that staff are provided with appropriate opportunities for professional development.
* Noting the impact of any training given on both the policy and its procedures - e.g., any amendments made, inclusions added etc.
* Ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching.
* CPD records will be kept and updated regularly.

Section 10

MONITORING AND REVIEW OF POLICY

It is the responsibility of the Board of Governors, in liaison with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

* Maintain a standing item on the agenda - incidents of bullying type behaviour will be noted.
* Identify trends and priorities for action.
* Assess the effectiveness of strategies aimed at preventing bullying type behaviour.
* Assess the effectiveness of strategies aimed at responding to bullying type behaviour.

It is a legal requirement that the Addressing Bullying Policy be reviewed at intervals of no less than four years and following any incident, which highlights the need for such a review. It must also be reviewed when directed to by the Department of Education following new guidance. As such, the Addressing Bullying Policy will be reviewed as required, in consultation with the school community, on or before **May 2024.**

MONITORING AND REVIEW

This policy will be monitored and reviewed annually.

Signed_____ (Chair of the Board of Governors)

Signed_____ (Principal)

APPENDICIES

✳ *Legislative Flow Chart of response, record, intervention, and evaluation for Staff*
✳ *Bullying Concern Assessment Form (BCAF)*
✳ *Effective Responses & Strategies Table level 1-4*
✳ *Addressing Bullying Leaflet for Parents and Carers*
✳ *Addressing Bullying Leaflet for Pupils*

OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING OR DISPLAYING BULLYING OR ALLEGED BULLYING BEHAVIOURS

Preventative Approaches, systems and strategies

Concerns reported as alleged bullying type behaviour

Maintain clear chronological digital records - If a young person is educated off-site, ensure effective sharing of information for accountability.

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

Process to be followed

In every case a Bullying Concern Assessment Form is initiated and attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

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

Part 1 & Part 2 of Bullying Concern Assessment Form (BCAF) is completed. TRIP is assessed.

Relational SBEW Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour has **NOT** been met. Inform parent

Key staff assess the information gathered against the criteria derived from the legal definition - TRIP/one off- by completing BCAF Parts 1 & 2

If YES, follow AB Policy
If NO, follow PB Policy

Addressing Bullying Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour **HAS** been met. Engage with parent and agreed support plan-
Complete Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to socially unacceptable behaviour. Maintain digital records
Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example DENI Putting Care into Education, NIC Guidance on Identifying and Supporting Learners with SEBD etc.

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

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour. Update BCAF digital records

Part 3a
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour. Update BCAF

Part 3b
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour. Update BCAF

Mindful of the associate SENCO/LSCo pastoral role for **all staff**, consider initiation of PLP, PEP, RRAP, UNOCINI etc to address presenting SBEW

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

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

Review & digitally record OUTCOMES

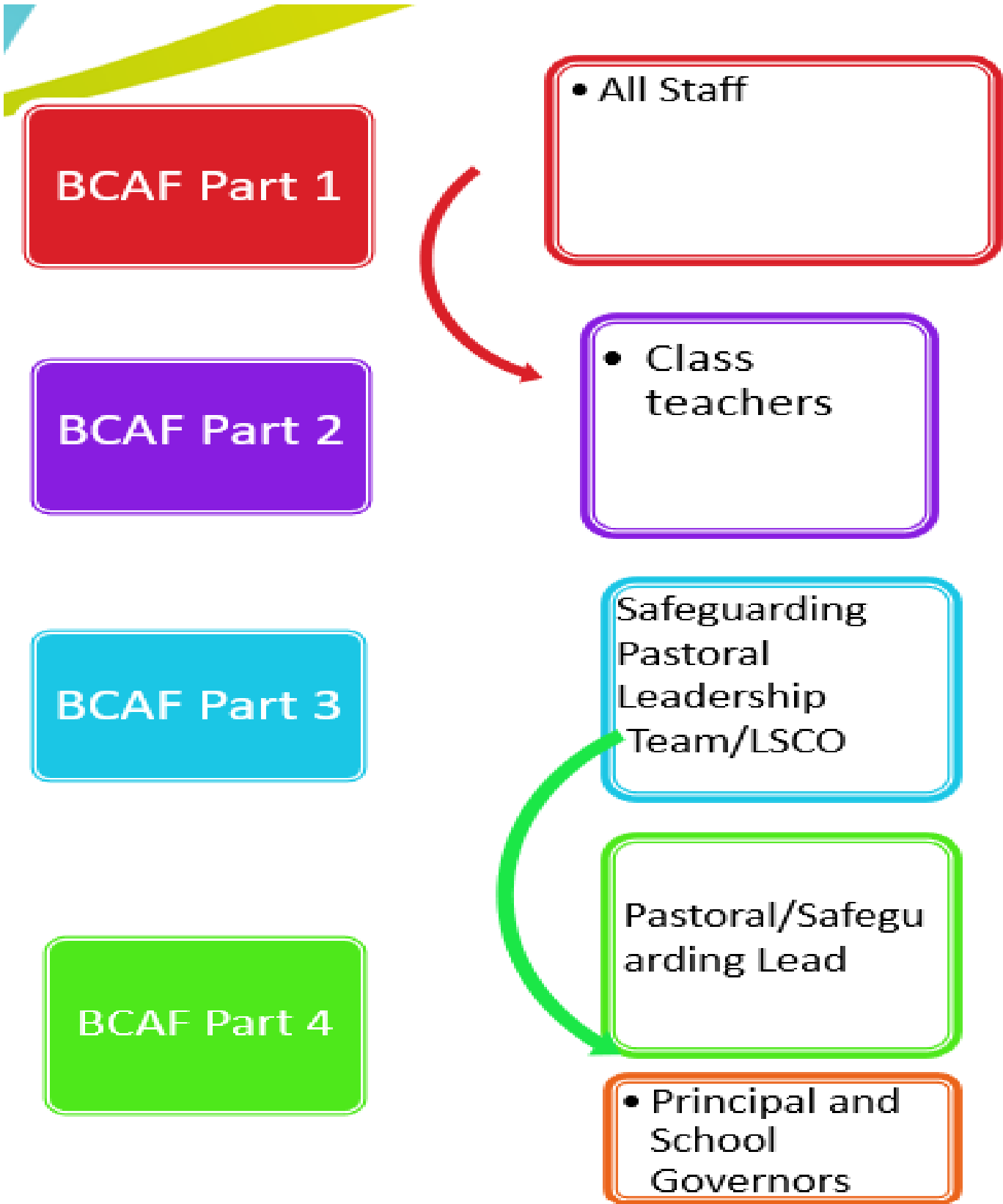Outcomes used to inform summary reporting to BoG

Review & digitally record OUTCOMES on BCAF Part 4

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

The duty of the Board of Governors is to:
Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.
Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school
Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs

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

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

BCAF Part 1	• All Staff
BCAF Part 2	• Class teachers
BCAF Part 3	Safeguarding Pastoral Leadership Team/LSCO
	Pastoral/Safeguarding Lead
BCAF Part 4	• Principal and School Governors

BCAF Part 1 – Assessment of Concern The legal definition of bullying is "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 group of pupils against another pupil or group of pupils, with the **intention** of causing **physical** or **emotiona**l harm to that pupil o

Staff/Pupil	Name(s)	Gender
Person(s) reporting the concern		M/F
Name of pupil(s) experiencing alleged bullying type behaviour		M/F
Name or pupils demonstrating alleged bullying type behaviour		M/F

Summary of incident(s): Attach all written accounts/drawings of incident(s) completed by pupils involved and witnesses if necessa

This form should be returned to the class teacher of the child who is experiencing alleged bullying type behaviour.

Staff Signature: _____ Date: _____

Is the behaviour **Targeted** at a specific pupil or group of pupils?	YES/NO
Is the behaviour **Repeated?**	YES/NO
Is the behaviour **Intentiona**l?	YES/NO
Is the behaviour causing **Physical** or **Emotional** harm?	YES/NO
Does the behaviour involve omission?	YES/NO

Could the incident be seen as a significant one off incident	YES/NO
Status/nature of previous relationships between those involved	
Records of previous incidents involving the individuals	
The criteria has been fully met and bullying type behaviour has occurred	Yes/No
Where the definition has been met continue to follow up in line with the anti-bullying policy	
Where the criteria has not been met proceed and record intervention and support in line with the Positive Behaviour Policy or other appropriate school policies	
Key adult responsible for the follow-up	

PART 2

2:1 Who was targeted by or 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 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 the use of weapons)

☐ Verbal (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours)

☐ Social (includes group manipulation , individual manipulation, controlling behaviour)

☐ 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:

☐ Ability

☐ Age

☐ Appearance

☐ Community background

☐ Cultural

☐ Disability (related to perceived or actual disability)

☐ Family circumstance (pregnancy, marital status, young carer status)

☐ Gender identity

☐ Child Looked After (CLA)

☐ Not known

☐ Other _____

☐ Peer Relationship breakdown

☐ Political affiliation

☐ Pregnancy

☐ Race

☐ Religion

☐ Sex

☐ Sexual orientation

Next Step/Follow-Up (include any initial interventions and support)

Staff Signature: _____   Date_____

(Please forward a copy of the completed BCAF Part 1 and 2 and any other documentation gathered to the safeguarding team for digital storage and completion of part 3a and 3b if required)

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	Types 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 BEHAVIOURS:

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	Types 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 CONCERN AND ACTIONS TO DATE
(TO BE COMPLETED FOR EACH PUPIL INVOLVED)

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

Appendix 3 : Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour

Interventions and Support Levels 1 and 2

Level 1 : Low Level	Level 2
• Explicitly teach expectations. • Visual reminder of key expectations • Weekly emotional literacy lessons • Use of praise and rewards • Explore friendship as a topic of discussion. • Develop a therapeutic environment though e.g., art, play. • Create activities, clubs, and events where conversation is the primary goal-no computers, phones, or screens. • Play group games, lego therapy to encourage positive interactions. • Circle time • Explore the importance of empathy and kindness. • Social skills/stories and emotional literacy work • Solution focussed meeting with parent. • SEND Code of Practice - Consider a PLP • Device a seeking help plan. • Circle of friends' activity • Alternative arrangements for unstructured time • Alternative arrangements for travelling to and from school. • Worth a rethink activity • Boxall • Other	• Social skills sessions to remind of positively framed expectations/routines. • Visual reminder of key expectations • Emotional literacy/Social Thinking programmes • Specific and targeted use of praise and rewards • Partner with a positive role model • Interventions focused on emotional well-being/literacy with elements of resilience work. • Reflective time with a key adult • Use role plays and problem-solving scenarios to practice and model appropriate social skills. • Integrate with unfamiliar children in a small group setting to build new friendships. • Praise and rewards for working alongside other students. • Build in opportunities for help to be requested. • Use visuals such as the Blob Tree poster. • Referral to community-based organisations e.g., Reach mentoring etc • Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc • Quality Circle • SEND Code of Practice - Consider PLP • Access School Counselling Service • Mediation • Team around the child • Conflict Resolution • Upstander and by-stander work with groups of students • Other

Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour

Interventions and Support Levels 3 and 4

Level 3	Level 4 : High Level
- Create opportunities for small group games/activities to be extended to accommodate additional people. - Offer the young person opportunities to take responsibility for younger peers under supervision. - Small group work to allow interaction between peers. - Interventions focusing on emotional wellbeing/literacy with elements of resilience work. - Intervention sessions with a focus on appropriate self-management/self-regulation - Regular check-ins with key adult - Intervention programme on the importance of empathy and kindness towards others - Social skills sessions to remind the young person of socially acceptable behaviour. - Provide opportunities to work one to one with a supportive adult. - Group work facilitated by an adult, to focus on reciprocal conversations. - Attend nurture. - Review and update PLP - Complete Risk Reduction Action Plan (RRAP) - PIKAS method of Shared Concern - Referral to external agencies/support programmes - Social and emotional mentoring - Multi-disciplinary meeting - Class/timetable changes	- Assign a mentor. - Be aware of and implement strategies to prevent triggers impacting. - Practice positive reflection - Reflect on difficulties of situations with key worker/mentor. - Acknowledge and celebrate small steps. - Intervention and emotional well-being support with a particular focus on self-regulation - Work in small groups on social strategies - Refer to Child Protection Support Services CPSS - Refer to relevant investigative agencies e.g., PSNI, HSCT, Gateway etc. - Progress to the next stage of Code of Practice - Carry out early Annual Review - Refer to external agencies e.g., G.P., CAMHS, Family Support Hub etc. - Refer to Independent Counselling Service for Schools ICSS - Other