



**SAINT EITHNE'S PRIMARY SCHOOL**

# **Addressing Bullying Policy**

**Date of Review – March 2027**

## **Aim of Policy**

In Saint Eithne's Primary School we believe that the safety of all of our children is paramount. We believe that all children have the right to learn in a safe and supported environment. We seek to provide a safe and secure learning environment and foster a sense of security in each child to develop his / her confidence and independence.

While we acknowledge bullying type behaviour exists in all school communities and the wider society, we seek to provide an open climate where children, staff and parents are free to talk about and address these behaviours. All forms of bullying behaviour are unacceptable.

It is our aim to prevent bullying and deal with bullying when it occurs.

One way in which we seek to protect our children is by helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe.

Linked to our pastoral care system is the need for positive behaviour throughout the school. Our behaviour policy has been devised with the rights and feelings of our children in mind. Poor behaviour often stems from personal problems or difficulties. It is not our intention to simply punish bad behaviour and ignore the reasons for it.

Our pastoral support principle is that it is better to prevent poor behaviour, rather than merely to react to it with punishments.

These values are reflected in our 3 main school rules.

- Always behave courteously showing good manners and consideration for others;
- Always show respect for your own property as well as the property of others;
- No bullying, no fighting and no rough play in the school at any time.

## **Policy and Context**

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.

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
  - In school, during the school day
  - While travelling to and from school
  - When under control of school staff, but away from school (eg. school trip)
  - When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
- Requires that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

- 'Safeguard and promote the welfare of registered pupils' (A.17)

The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:

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

## Consultation

- **Children-** Children will have the opportunity to contribute to this policy through the use of the School Council, Digital Leaders and focus groups.
- **Parents –** Parents will be provided with the opportunity to contribute to the review process of the Addressing Bullying Policy through the use of focus groups.
- **Staff-** Staff will be informed of the review process of the Addressing Bullying Policy and will be given the opportunity to contribute through discussion and information sessions.

## Definition of bullying

Bullying behaviour is behaviour by one or more children carried out intentionally to hurt, harm or adversely affect the rights and needs of another or others.

The term bullying refers to a range of harmful behaviour, both physical and psychological. The list of bullying behaviours is non-exhaustive although bullying behaviour usually has the following four features:

- It is repetitive and persistent.
- It is intentionally harmful.
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.

### The Definition of Bullying for Northern Ireland as outlined in the 2016 Act

(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 communication of those by a pupil or group of pupils, with the **intention** of causing physical or emotional **harm** to that pupil or group of pupils.

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

## Criteria for assessing allegations of bullying type behaviour.

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria below have been met:

Is the behaviour Targeted at a specific child or group of children?	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 following socially 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
  - 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

## **Bullying behaviours are not limited to repetition.**

While repetition is internationally recognised as an important element in establishing bullying behaviour, repetition is not required for behaviours to be identified as bullying. When bullying behaviours occur through the medium of electronic communications, “repetition” can take place through repeated viewing and sharing of a post even if there is only one post.

A one off cyber bullying incident will be viewed as bullying behaviour.

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 Positive Behaviour Policy.

At Saint Eithne's Primary School when alleged incidents of bullying behaviour fail to meet the criteria for bullying behaviour, we will use our Positive Behaviour policy to address unacceptable behaviour.

## Intention to Cause Harm

At Saint Eithne's Primary School we will determine the intention of the child allegedly demonstrating bullying behaviours to cause harm.

The intention to cause harm will be determined by the continuation of identified bullying behaviour after we have implemented interventions to respond to the situation, resolve the concern and restore the relationships.

Discretion will be used in assessing an individual child's capacity to understand the impact of their behaviours e.g. due to developmental age, disability or delay, additional needs, SEN, individual challenges eg family circumstances, trauma.

1. **Emotional or psychological harm** is defined as intentionally causing stress or anxiety by scarring, humiliating or affecting adversely a child's self-esteem.
2. **Physical harm** is defined as intentionally hurting a child by causing injuries such as bruises or broken bones.

A child who manifests bullying tendencies has his/her own problems – he /she may feel upset or angry or feel that they don't fit in - perhaps they have problems at home.

Maybe they get bullied themselves, perhaps by someone in their own family or other adults. They may be scared of getting picked on so they do it first. They want to show off and seem tough. Many children who show these bullying traits don't like themselves and so take it out on someone else.

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 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.

## Methods and Motivations of Bullying Type Behaviour

Methods	Motivations
<p><b>Verbal</b> (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours)</p> <p><b>Physical</b> (includes, for example, jostling, physical intimidation, interfering with personal property, punching, kicking)</p> <p><b>Social</b> (includes group manipulation, individual manipulation, controlling behaviour)</p> <p><b>Indirect</b> (includes omission, isolation, refusal to work with/ talk to/ play with/ help others)</p> <p><b>Electronic</b> (through technology such as mobile phones and internet)</p> <p><b>Written</b></p>	<ul style="list-style-type: none"> <li>• Ability</li> <li>• Age</li> <li>• Appearance</li> <li>• Child Looked After(CLA)</li> <li>• Community Background</li> <li>• Cultural</li> <li>• Disability</li> <li>• SEN</li> <li>• Family Circumstance</li> <li>• Economic Status/ FSM</li> <li>• Gender</li> <li>• Newcomer</li> <li>• Peer relationship breakdown</li> <li>• Race/ religion</li> <li>• Sexual orientation</li> </ul>

## Dealing with Bullying at Saint Eithne's

### Preventative Measures - Raising Awareness

As part of our Addressing Bullying Policy we aim to raise awareness through the curriculum and give pupils the opportunities to talk about and deal with bullying in general. Teachers will make their children aware of school rules and routines. As part of the class lessons teachers will also educate their children morally and spiritually through the Religious programme dealing with the issue of bullying from time to time. Children will be informed who the designated teacher for child protection is and given the opportunity to approach this teacher at any time.

Legislation reinforces the importance of preventative measures. In Saint Eithne's Primary School we aim to create and maintain a safe and inclusive learning environment for all our children. We maintain comprehensive measures to prevent and address bullying type behaviour within our school and wider community. These measures include:

- Raising awareness and understanding of the positive behaviour expectations as set out in the Positive Behaviour Policy.
- Promotion of addressing bullying type behaviours through the statutory and enhanced **curriculum** eg. inclusion of age-appropriate material specific to individual subject areas related to socially acceptable, positive behaviour and inclusion. (**e.g. actively promote positive emotional health and wellbeing** (eg. mindfulness training, Theraplay interventions)
- **Addressing** issues such as the **various methods, motivations, signs, and symptoms** of bullying type behaviour including how and why it can happen, through PDMU, religious lessons, circle time activities etc.
- Involvement in activities that support children to explore, understand and respond to difference, diversity, and equality.

- Engagement in **key national and regional campaigns**, eg Safer Internet Day, Schools of Sanctuary, Participation in the NIABF annual Anti-Bullying Week activities
- Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play options to meet the needs of all children.
- Development of **effective strategies for the management of unstructured times** (eg. break time, lunch)
- **Focused assemblies to raise awareness and promote understanding** of key issues related to socially unacceptable and bullying type behaviour.
- Provision and promotion of **extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks**. For example, sporting activity, creative arts, leisure, and games.
- Providing opportunities for student voice and leadership within the school E.g. peer mentor/buddy programmes, School Council

Under the new legislation, all schools must put measures in place, to prevent and address the display and experience of bullying type behaviour on the ***journey to and from school***. To this end, we in Saint Eithne's aim to:

- Promote and develop a culture where our children take pride in our school and are viewed as ambassadors for Saint Eithne's within the community. This includes regular reminders of the positive behaviour expectations of children whilst travelling to and from school.
- Empower all our children to challenge any socially unacceptable/bullying type behaviour among their peers, during the journey to and from school.

The new legislation gives schools the authority to take steps to prevent and address ***bullying type behaviour using electronic communication***, amongst registered pupils at any time during term. Where that behaviour is likely to have a detrimental effect on the pupil's education and social behavioural emotional well-being in school. We, in Saint Eithne's are committed to raising awareness of the impact of online bullying type behaviour and seek to support our children 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 our Internet Safety policy and lessons, participation in Internet Safety Week activities, visits by outside agencies (All State).
- Engage with key statutory and voluntary sector agencies (eg. C2k, PSNI, All State) 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, Mobile Phone Policy.)

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

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

## 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:

<b>Staff</b>	<b>Rights</b>	<ul style="list-style-type: none"> <li>• Listened to, valued and treated with respect.</li> <li>• Equality of opportunity within an inclusive environment.</li> <li>• Safe and secure working environment.</li> <li>• Emotional health and well being promoted and supported by colleagues.</li> <li>• Access to ongoing Professional development – Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes and systems to report, record and respond to all allegations of bullying type behaviour.</li> <li>• Informed, consulted on and contribute to Addressing Bullying policy review, preventative curriculum content, support/intervention plans and procedures.</li> <li>• Kept informed and updated in relation to children’s progress and wellbeing where and when appropriate.</li> </ul>
	<b>Roles &amp; responsibilities</b>	<ul style="list-style-type: none"> <li>• Safeguard and promote the welfare of all children.</li> <li>• Encourage socially acceptable behaviour within the school environment.</li> <li>• Create opportunities to celebrate success, diversity and equality.</li> <li>• Plan and deliver an ongoing preventative curriculum which is updated to address needs.</li> <li>• Model, teach and develop children’s interpersonal and emotional skills.</li> <li>• Undertake Addressing Bullying in Schools training and support as part of professional development.</li> <li>• Create , implement and publicise our Addressing Bullying Policy to enable easy access for all, clear understanding of processes/systems for all, and an opportunity to seek clarification if needed.</li> <li>• Review our Addressing Bullying Policy with all stakeholders within our school community as required.</li> <li>• Keep digital records of Bullying Type Behaviour allegations and incidents <b>using BCAF</b></li> <li>• Build effective partnerships and foster positive relations with staff, children and parents.</li> <li>• Take appropriate action to address children’s, parents’ or staff concerns.</li> <li>• 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.</li> <li>• Address individual needs through pastoral/safeguarding policies.</li> <li>• Work in partnership with EA/DE, external agencies to address bullying type behaviours.</li> <li>• Maintain communication with SLT/BoG to share success and concerns.</li> </ul>



<b>Children</b>	Rights	<ul style="list-style-type: none"> <li>• Emotional health and wellbeing promoted and supported through a preventative curriculum.</li> <li>• Respected and included within a safe, diverse school community where they are valued, listened to, and acknowledged by all.</li> <li>• Have equal opportunities for positive learning and social experiences.</li> <li>• Effective partnerships and positive relations with school staff and children.</li> <li>• Freedom from verbal, emotional, psychological, and physical socially unacceptable/ bullying type behaviours.</li> <li>• Understanding of the Addressing Bullying Policy and of <u>how</u> they can how they can express concerns and <u>who</u> they can express them to.</li> <li>• Participate in decision making processes that concern them – Addressing Bullying Policy review, support/intervention plans, preventative curriculum.</li> <li>• Individual needs to be addressed through the pastoral/safeguarding policies.</li> <li>• Access to external agencies, support groups and agencies to support BTB when and where appropriate.</li> <li>• Individual needs to be addressed through pastoral care/safeguarding policies.</li> <li>• Access to EA/DE, external agencies to address Bullying Type Behaviour when and where appropriate.</li> </ul>
	Roles & responsibilities	<ul style="list-style-type: none"> <li>• Report any allegations and/or bullying type concerns.</li> <li>• Seek support from staff</li> <li>• Contribute to learning and personal development targets on the <b>BCAF</b></li> <li>• Proactively and positively reflect on their behaviour and that of others.</li> <li>• Behave in a respectful, kind, empathetic way to each other. ‘Children do not have to be friends to everyone but they must be friendly’.</li> <li>• Reflect on, assess and review individual progress with staff, parents and support groups.</li> </ul>
<b>Parents/Guardians</b>	Rights	<ul style="list-style-type: none"> <li>• Their child receives a quality learning experience in a nurturing, safe environment.</li> <li>• Their child is treated fairly and with respect by all.</li> <li>• Effective partnerships and positive relations with school staff.</li> <li>• Easy access to the schools’ Addressing Bullying Policy, clear understanding of legislative processes/systems to report record and respond to allegations/incidents of Bullying Type Behaviour.</li> <li>• Consulted regarding Addressing Bullying Policy development and review process.</li> <li>• Kept informed and updated about their child’s progress, wellbeing, relevant concerns and/or incidents as outlined in the Addressing Bullying Policy.</li> <li>• Participate in decision making processes that concern their child and support intervention plans, strategies and supports.</li> <li>• Listened to, valued, respected and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.</li> </ul>
	Roles & responsibilities	<ul style="list-style-type: none"> <li>• Raise concerns with staff in a timely and appropriate manner using the school’s system of response as outlined in their Addressing Bullying Policy.</li> <li>• Respond timely to staff communications and/or concerns.</li> <li>• Attend support and intervention meetings.</li> <li>• Engage and contribute to their child’s programme of intervention -<b>BCAF, IEP</b></li> <li>• Encourage their child to contribute to and support the school’s expectations.</li> <li>• Report complaints appropriately using the school’s complaint procedure as outlined in the Addressing Bullying Policy.</li> </ul>

## **Statutory systems and processes for reporting, responding and recording.**

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:

### **Children Reporting a Concern:**

Children may report bullying type concerns verbally to their teacher, teaching assistant, lunchtime supervisor, or other adult in our school community.

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

### **Parents/Guardians Reporting a Concern:**

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

- In the first instance, all bullying type concerns should be reported to their child's teacher.
- If dissatisfied with the response report to the vice-principal, Mr. Conaghan.
- If you remain dissatisfied report to the Principal, Mr Mc Dowell.
- 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 and their parents/guardians, 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 and/or parents/guardians 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 can be disclosed to anyone other than the individual child and their parents/carers.**

## Responding to and Recording a Bullying Concern

Concerns raised will be responded to using the *legislative flow chart* (see appendix) 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 (see appendix) of the Bullying Concern Assessment Form with supports and interventions. Please see appendix for levels of response and potential supports and interventions (in line with current guidance). The effectiveness of the supports will be monitored through the completion of the Bullying Concern Assessment Form part 4 (see appendix).

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 folders. Access to these records will be restricted. 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 behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

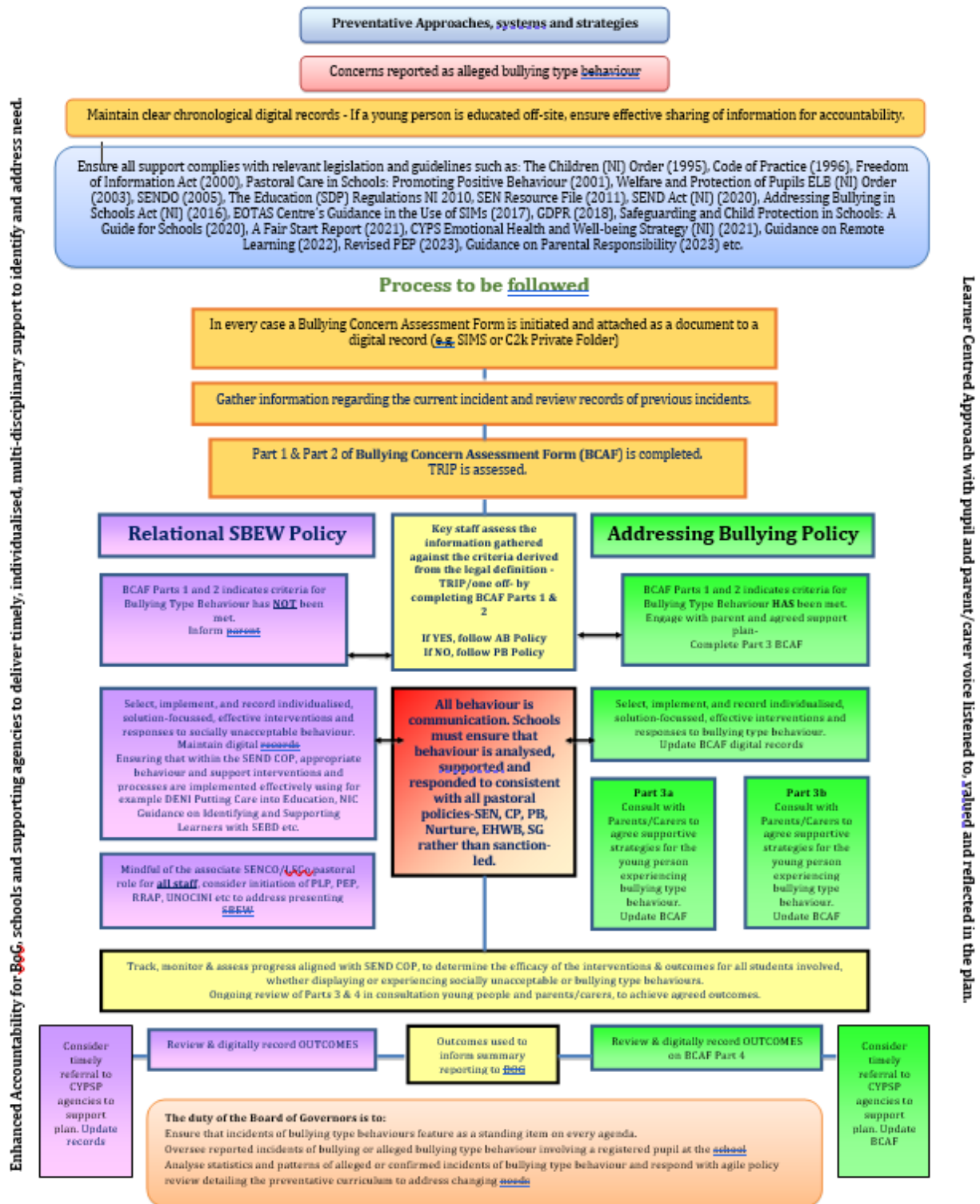
Board of Governors will only discuss specific children involved in a case if a formal complaint has been forwarded in writing to the school by the parent. End of year report to governors regarding BTB

## Review of Policy

The Addressing Bullying Policy will be reviewed at intervals of no less than four years and following any incident, which highlights the need for such a review. It will 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 **November 2026**.

## Appendix 2: Legislative processes guidance flow chart

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





**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 **emotional** harm to that pupil or

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

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

**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 <b>Targeted</b> at a specific pupil or group of pupils?	YES/NO
Is the behaviour <b>Repeated</b> ?	YES/NO
Is the behaviour <b>Intentional</b> ?	YES/NO
Is the behaviour causing <b>Physical</b> or <b>Emotional</b> 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	

## BCAF Part 2

<p><b>2.1 Who is targeted by or has experienced this behaviour?</b> 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>2.3 Motivation (underlying themes): this is not a definitive list:</b> Select one or more of the following:</p> <p><input type="checkbox"/> Ability  <input type="checkbox"/> Age  <input type="checkbox"/> Appearance  <input type="checkbox"/> Community background  <input type="checkbox"/> Cultural  <input type="checkbox"/> Disability (related to perceived or actual disability)  <input type="checkbox"/> Family circumstances (pregnancy, marital status, young carer status)  <input type="checkbox"/> Gender identity  <input type="checkbox"/> Child Looked After (CLA)  <input type="checkbox"/> Peer Relationship Breakdown  <input type="checkbox"/> Political Affiliation  <input type="checkbox"/> Pregnancy  <input type="checkbox"/> Race  <input type="checkbox"/> Religion  <input type="checkbox"/> Gender  <input type="checkbox"/> Sexual Orientation  <input type="checkbox"/> Not Known  <input type="checkbox"/> Other _____</p>
<p><b>2.2 In what way did the bullying behaviour present?</b> 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 the use of weapons)  <input type="checkbox"/> Verbal (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours)  <input type="checkbox"/> Social (includes group manipulation, individual manipulation, controlling behaviour)  <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)  <input type="checkbox"/> Written  <input type="checkbox"/> Other acts</p> <p>Please specify:  _____</p>	

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 together with any other supporting documentation gathered to the safeguarding team for digital storage and completion of part 3a&b if required.)*

**Part 3a RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING 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:** \_\_\_\_\_

Date	Stage on Code of Practice	Types of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

<b>Record of participation in planning for interventions</b>
<b>Pupil:</b> _____
<b>Parent/carer:</b> _____
<b>Other Agencies:</b> _____

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



**Part 3b RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOURS:**

**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	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

---

---

---

---

**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 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:**

**School**

**Signed:**

**Date:**

**Parent**

**Signed:**

**Date:**

**Pupil**

**Signed:**

**Date:**



## Appendix 4: Effective Responses, Support, and Interventions

### Level 1 & 2

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

## Effective Responses, Support, and Interventions Levels 3 and 4

### Level 3

- 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

### Level 4 : High Level

- 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

