



Anti-Bullying Policy

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Anti-Bullying Policy

Section 1 – Introduction and Statement

Scoil an Droichid repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

This policy sets out the school's practices and procedures in relation to bullying of any kind, in line with recommendation and guidance from the 'Addressing Bullying in School Act (Northern Ireland) 2016'

Section 2 – Context

This Anti Bullying Policy has been written with the aim to achieve the following;

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/carers.
- To enable pupils to articulate their fears and concerns and be confident that they will receive a supportive response from teachers and other adults within the school community.
- To create a school ethos which encourages pupils to disclose and discuss incidents of bullying behaviour.
- To develop and implement strategies which are preventative in orientation, intended to minimise the likelihood of incidents of bullying behaviour taking place.
- To develop and implement a programme of support and restorative measures for those involved in bullying behaviour.
- To outline clear procedures for recording and reporting incidents of bullying and alleged bullying behaviour.
- To outline procedures for investigating and dealing with incidents of bullying behaviour.
- To develop procedures for working with and through the appropriate external agencies in countering all forms of bullying and anti-social behaviour.
- To ensure comprehensive supervision and monitoring arrangements through which all areas of school activity are kept under observation.
- To seek to influence attitudes of pupils to bullying behaviour in a positive manner through a range of curricular initiatives.
- To respond to the concerns of parents and inform them of follow-up action taken aimed at bringing the bullying to an end.

This policy is informed and guided by current legislation and DE Guidance listed below;

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 \(UNCRC\)](#)

It is important to note that the 'Addressing Bullying in Schools Act (Northern Ireland) 2016' provides all schools with an agreed definition of bullying. It places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents. Through this act all schools are required to record **all** incidents of bullying behaviour and **all alleged** bullying incidents.

This policy will be applied in school during the school day, while travelling to and from school (bus, walking etc., wearing school uniform), when under the care of school staff but away from school site (trips etc.), when receiving education on another premises but which has been organised by the school.

Scoil an Droichid's Anti-Bullying policy will be reviewed and 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)

Section 3 – Ethos & Principles

*“ag síneadh i dtreo an úill is airde’
(Striving for the best)*

Scoil an Droichid promotes a *nurturing* environment, where our children learn to respect other’s values and cultures, through the medium of the Irish Language. We invest time and resources in our families by providing a number of events during school time and after school to develop our pupils academically, socially, physically and mentally.

The school embraces its responsibility to have an anti-bullying policy and fully accepts the understated rationales:

“Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by those looking after them.”

(Article 19 UN Convention on the Rights of the Child)

“All schools have a pastoral responsibility towards the children in their charge and should take all reasonable steps to ensure that their welfare is safeguarded and their safety is preserved”.

(Child Protection: Pastoral Care in Schools DENI 1999)

The Children Order 1995: *“The underpinning principles of the Children Order which inform the practice of teachers as well as those in other caring professions:*

- (i) The child’s welfare must always be paramount*
- (ii) Children have a right to be heard, to be listened to and to be taken seriously*
- (iii) Parents/carers have a right to respect and should be consulted and involved in matters which concern their children.”*

(Reference Materials: Promoting Positive Behaviour 2001)

Entitlement of pupils within a whole school anti-bullying policy

- A communication right; the right to express oneself, share ideas, ask questions and be listened to.
- A treatment right; the right to respect from others, to be treated fairly and equally.
- A safety right; the right to be free from intimidation in school and classroom, to be safe and secure and to have property protected.

- A problem solving right: the right to expect rational settlement of problems and to be able to be able to tell their sides of the story in a dispute.
- A learning right; the right to learn, without interference, to the level of their own ability in a secure working environment.

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 regarding this policy took place by means of;

- Consultative group discussion held with P6/P7 June 2019
- All pupils will be further consulted on through class-based activities during Anti Bullying Week November 2019
- Whole school questionnaires will be distributed to all pupils at the end of School Development Plan cycle (2020-2021)
- School Council to discuss this policy as a focus group 2019

Consultation with parents regarding this policy took place by means of;

- Policy sent home to every family for consultation, with a return reply slip, June 2019.
- Policy included in Induction Pack for all new Nursery and P1 parents.
- Policy added to school website for viewing and available to parents from school Office at any point throughout the year
- Parents will be updated with information during curriculum meetings September 2019 onwards.
- Consultative workshops with parents/carers
- Whole school questionnaires will be distributed to all parents at the end of School Development Plan cycle (2020-2021)
- Engagement with parent groups, e.g. TTP (Tús Tacaíocht Pobal)

Consultation with school governors regarding this policy took place by means of;

- April 2019 – Governors updated on new legislative duties according to The Anti-Bullying in Schools Act (2016) and pre-consultation discussion was held.
- June 2019 Governors reviewed final draft and ratified this policy .
- Governors will be kept up to date with all staff training relating to this policy
- The Anti Bullying act will be a standing matter on the governors' agenda under Child Protection issues.

Section 5 – What is Bullying?

(1) *'Bullying includes (but is not limited to) the repeated use of:*

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.' (Addressing Bullying in School Act (NI) 2016)

(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. A single incident may also be seen in the context of bullying

When assessing a one-off incident, to make a decision on whether to classify it as bullying, Scoil an Droichid 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 our 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
 - Using online platforms or other electronic communication to carry out many of the written acts noted above
 - Impersonating someone online to cause hurt
 - Sharing images (e.g. photographs or videos) online to embarrass someone

It is important to note that this list is *not exhaustive* and that other behaviours which fit with the definition may be considered bullying behaviour.

Scoil an Droichid will also take account of various motivations behind bullying behaviour, including those named in the 'Addressing Bullying in School Act 2016'.

These may include, but are not limited to;

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

Scoil an Droichid aim to use this Policy as a supportive and restorative tool for addressing bullying incidents, or alleged incidents, in our school. 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 use the following language at all stages in dealing with, recording, reviewing incidents of bullying behaviour;

- A child displaying bullying behaviours

- A child experiencing bullying behaviours

We will encourage all members of Scoil an Droichid's school community to use this language when discussing bullying incidents

IN accordance with Department of Education guidance Scoil an Droichid will define 'harm' as:

- 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

The measures set out by Scoil an Droichid aim to promote and strong anti-bullying ethos within the school and the wider school community. Our focus for all anti-bullying work is on prevention, in line with the Anti Bullying Act (2016)

Promoting an Anti-Bullying Culture in Scoil an Droichid

Bullying behaviour is totally unacceptable in school, as in everywhere else in society. The whole school community, pupils, parents staff and governors, should aim to promote an Anti-Bullying Culture.

All pupils in Scoil an Droichid are highly valued and are listened to by caring and supportive staff. School assembly, circle time and school council give the children opportunities to speak out about anything that is troubling them. Care has been taken to ensure that all areas of the school are *safe* and that children are always adequately supervised.

If a parent / carer has any concerns about your child's safety of well-being at school, please speak to the Principal or any member of the safeguarding team as soon as possible.

Key actions that will be taken forward, with the aim of preventing bullying and creating a safe learning environment, include:

- Raising awareness and understanding with our pupils of the positive behaviour expectations, as set out in the Positive Behaviour Policy. Class behaviour contracts drawn up and agreed to in each class at the start of the school year
- Promotion of anti-bullying messages through the curriculum when opportunities arise
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU, NSPCC and related circle time activities
- Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.
- Online Safety Workshop for Key Stage Two pupils
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- The school aims to further develop additional effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds,

inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play option to meet the needs of all pupils. *restricted by current school site

- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, football, hurling, computer club, STEM club etc.
- Encouraging the development of friendships and sense of belonging through the 'Buddy System'
- Trusted Adult link through The Attachment Programme (TAP)
- Lego Therapy for small groups through our Nurture Unit staff
- Designated Teacher / Deputy Designate Teacher talks with each class at the beginning of the year and their photographs and names displayed clearly throughout the school
- Nurture Unit
- Nurture Unit Social Groups
- Regular engagement and support from Clarawood and Harberton Behaviour Support services
- House System to promote positive behaviours
- Pupils' Voice Questionnaires as part of School Development Planning and as part of coordinators annual reviews
- Literacy – stories, role plays, dramas and other opportunities which may present themselves
- Mindfulness in Schools through a trained member of staff

Promoting an Anti-Bullying Culture when Travelling to and from School

Scoil an Droichid aims to prevent an anti-bullying culture at school but is conscious to promote the same culture for our pupils as they travel to and from school:

- Through our nurturing and inclusive ethos, we try to develop a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school and whilst wearing the school uniform.
- Scoil an Droichid encourages the 'get help' or 'speak out' approach, we make the pupils aware of who they can talk to in school to get help so that they feel empowered to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. P7 pupils act as mentors on the Translink bus.

- Regular engagement with transport providers (e.g. Translink) to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, residents, etc.), including information on how to raise any concerns with the school.
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate). Staff will be present in the school yard before and after school and two members of school will walk the pupils getting the Translink bus to the Ormeau Road bus stop and stay with them until they are all safely seated on the bus. The school bus driver and a supervisor will accompany the children on the 2pm minibus runs

Promoting an Anti-Bullying Culture Online

The Anti Bullying in School Act (2016) also gives school the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school.

Scoil an Droichid aims to raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. Actions will include:

- Addressing key themes of online behaviour and risk through PDMU and the NSPCC Keeping Safe programme, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies if deemed necessary (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Internet Safety Week and promotion of key messages throughout the year.
- Appointment of pupils as Digital Leaders in school
- Development and implementation of our eSafety Policy and related sections on use of social media and use of mobile phones
- Encourage responsible internet usage with our parents also and reinforcing this through our Code of Conduct for Parents Policy.

Speaking Out / Getting Help

Incidents of bullying behaviour love secrecy, the best way to stop bullying behaviour is by speaking out. The phrase “getting help” is encouraged and promoted instead of “telling on someone”. If a child is being bullied, he/she should speak to someone they trust as soon as possible. That could be a parent, a friend, teacher or some other adult, the sooner the child speaks out the sooner the bullying will be stopped. Any parent who is concerned about bullying behaviour should contact the school as soon as possible. They may speak to the Principal/Vice Principal, Designated Teacher for Child Protection or class teacher, as they feel appropriate. Parents/carers will be kept fully informed of developments and they must also continue to keep in contact with the school.

The success of our anti-bullying policy depends on school staff, pupils and parents working together. Everyone in the school community must work together to combat bullying in our school.

In line with our positive behaviour policy we ensure that our children have the language to speak out to ensure that they have positive relationships and experiences at school.

* It is important to remember that the Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies. Please see section 12 for a full list of related policies.

Section 7 – Responsibility

Everyone in the school community has responsibility for creating a safe and supportive learning environment for all our pupils

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 behaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Responsibilities of teachers within the whole school anti-bullying policy;

- Teachers should act as role models for pupils. They have the potential to influence pupils' behaviour in a positive direction by promoting relationships which are characterised by respect, tolerance and a spirit of friendship and co-operation – among and between pupils and staff.
- Teachers should be aware of signs of distress or suspected incidents of bullying – both within the classroom/teaching area and while on supervision

duty around the school.

- In dealing with a particular incident of bullying, teachers should take steps to help the child who is being bullied and to remove sources of distress without placing them at further risk.
- Teachers should, at the earliest opportunity, report suspected or actual incidents of bullying to the appropriate member of staff who will initiate necessary follow-up action.
- Teachers should implement preventative strategies with their pupils to combat bullying

Responsibilities of classroom assistants, ancillary staff and all other adults working within the school;

- All classroom assistants should be vigilant looking for signs of bullying both in the class, in school hallways, in the dinner hall, in the playground etc.
- Adults concerned about / made aware of a bullying incident should report it immediately to teacher / safeguarding team / principal / DT/ DDT.
- All classroom assistants should act as positive role models for our pupils
- All classroom assistants should strive to reinforce positive messages / preventative strategies put in place by class teachers.

Responsibilities of pupils within a whole school anti-bullying policy;

- Pupils should be aware of the serious effect which bullying can have on a victim and should refuse to become involved in any bullying situation.
- If a pupil is present when bullying of another pupil occurs, s/he should report the incident to any member of the teaching staff.
- A pupil who is being bullied should either (a) report the matter to any member of the teaching staff; (b) report the matter to his/her Parent/Carer, who should then contact a member of the teaching staff.

Responsibilities of parents/carers within a whole school anti-bullying policy;

- Parents/Carers should watch for common signs of bullying in their child, losing interest in school and becoming unwilling to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothing, bruising, changing usual route to school, unexplained secretiveness,

sullenness or unusual outbursts of temper.

- Parents/Carers should take an interest in their child's social life and should know his/her company.
- Parents/Carers should strongly advise their child **not to retaliate** but to report any incident of bullying to either a member of the teaching staff or to their Parents/Carers **as a matter of urgency**.
- Parents/Carers should inform the school of any cases of suspected bullying of which they become aware, **even if their own child is not directly involved**.
- Parents/Carers should be willing to co-operate with the school authorities if their child is involved in any incident of bullying – either as a pupil who is displaying bullying behaviour or experiencing the bullying behaviour.
- Parents should not approach another child about a behaviour / bullying matter. All concerns must be brought directly to the school in line with this policy.

Section 8 – Reporting a Bullying Concern

Pupils: Pupils can/should report any bullying incident to their classroom teacher/DT/DDT. It is important to emphasize with our pupils, however, that they can raise concerns with ANY staff member that they trust or feel comfortable talking to. Pupils can raise concerns verbally, by writing a note, sending an email or any other method they feel comfortable with. It should be noted that ANY pupil can report a bullying concern and not just those who are experiencing the bullying behaviour. Scoil an Droichid will encourage a culture of 'getting help' rather than 'telling'.

Supervisory Assistants: if they are made aware of bullying behaviour they should report the matter immediately to the senior supervisory assistant and the teacher on duty, who will make a note of it and in turn inform the principal or DT/DDT.

Classroom Assistants: if they become aware of bullying behaviour will inform the class teacher, who will deal with it according to the procedures set out below, inform the principal and make a note of it.

Other Adult Staff: if they become aware of bullying behaviour should inform the class teacher or principal, as they feel appropriate.

Classroom Teachers: where a classroom teacher becomes aware of bullying behaviour he/she will deal with it according to the procedures set out below, inform the principal and make a note of it.

Parents / Carers: where a parent is concerned about a bullying incident they should report the incident at the earliest opportunity. Parents should not encourage their child to retaliate. Parents should relay their concern to the class teacher, DT/DDT or Principal. This can be done either verbally, in note form or by email. Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors.

The school recognises that most reports of bullying concerns will come from pupils and their parents/carers, however, the school is open to receiving such reports from anyone.

All 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 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.

Section 9 – Responding to a Bullying Concern

Effective Responses to Bullying Behaviour (NIABF)

When a bullying concern is reported the Designated Teacher / Deputy Designated Teacher / Principal or appropriate member of the Safeguarding Team will follow the processes outlined below using the Northern Ireland Anti Bullying Forum (NIABF) Effective Responses to Bullying Behaviour resource (see appendix 2 and 3).

*See full resource at:

http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective_Responses_to_Bullying_Behaviour.pdf

Once an alleged bullying incident has occurred the Designated Teacher / Deputy Designated Teacher / Principal or appropriate member of the Safeguarding Team will:

1. *Gather and clarify the facts.*
2. *Check that the behaviour constitutes bullying behaviour as defined in this policy and in line with the Anti-Bullying in Schools Act and check records for any previous incidents.*
3. **Complete the *Bullying Concern Assessment Form (BCAF) on SIMS.***
4. *On the basis of this initial assessment:*
 - Choose an appropriate intervention(s) from the Intervention Levels (see appendix)*
 - Ensure effective communication amongst all parties.*
 - Consider the possible need for:*
 - Parental involvement*
 - Special Educational Needs Coordinator (SENCO) involvement*
 - Risk assessment*
 - External agency involvement e.g. the Child Protection Support Service for Schools (CPSS).*
 - And any other action deemed necessary*
5. *Refer to the support materials provided on the intervention/strategy selected, for example, Think Time Discussion and Review Sheets and Method of Shared Concern.*
6. *Monitor and evaluate the on-going effectiveness of chosen intervention/strategy.*

7. Record actions taken and outcomes achieved on BCAF on SIMS.

8. Review the outcomes to determine whether further action is required and progress accordingly and reference made to Part 2 of the Bullying Concern Assessment Form

Implementing the above process will provide opportunities for self-reflection, development and learning for all parties concerned, resulting in the effective management of bullying incidents. This reflection will inform and guide the on-going review and development of the school's anti-bullying policy, procedures and practice.

Procedures are also laid out clearly in the flow chart found in Appendix 2 which can also be found in the school office.

Scoil an Droichid embraces a restorative approach to responding to bullying behaviour by implementing interventions, resolving the concern for all parties and restoring the wellbeing of those involved.

In some cases, if it is deemed appropriate, school staff may implement sanctions for those displaying bullying behaviour. Such sanctions are outlined in our Positive Behaviour Policy. Any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

Section 10 – Recording

Scoil an Droichid has a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour.

Any records relating to bullying concerns will be kept on SIMS, handwritten notes related to incidents will be scanned onto SIMS and the original note kept in the child's permanent folder. The Designated Teacher, Deputy Designated Teacher or Principal will be responsible to maintaining records – or other member of the Safeguarding Team is appropriate.

The school will centrally record, on a BCAF through SIMS, all relevant information related to reports of bullying concerns, including:

- how the bullying behaviour was displayed (the method)?
- the motivation for the behaviour
- how each incident was addressed by the school?
- the outcome of the interventions employed.

Handwritten notes which are sometimes made during initial reporting of a bullying concern will be stored in the central files of those pupils connected to the incident.

Digital records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. All steps in the response to a bullying concern will be logged on a BCAF. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

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.

Section 11 – Professional Development of Staff

Professional development is provided for governors, teaching staff and non-teaching staff on an on-going basis each year through our CPD/PRSD arrangements.

Scoil an Droichid recognises the importance of appropriate and adequate training for staff, including teaching and non-teaching school staff. Continued professional development in relation to this Anti –Bullying policy is carried out by;

- Reviewing this policy as a staff, and at governor level, at least every four years – also reviewing after any incident of recorded bullying.
- Keeping abreast of current safeguarding issues and keeping current levels of training up to date with all staff and governors – Child Protection Training for DT/DDT, Anti-Bullying Act training received by DDT/VP April 2019 and governor training to commence Sept-Dec 2019 ‘Governor Introduction to the Addressing Bullying in Schools Act (Northern Ireland) 2016’
- Delivering Anti-Bullying information sessions during staff in-service days
- Updating CPD records in school Office – files re: training kept in school Office and in personnel files

Section 12 – Monitoring and Review of Policy

The Board of Governors are responsible, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy. Therefore, to appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors of Scoil an Droichid shall:

- *maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted*
- *identify trends and priorities for action*
- *assess the effectiveness of strategies aimed at preventing bullying behaviour*
- *assess the effectiveness of strategies aimed at responding to bullying behaviour*

The policy will be reviewed by the Board of Governors every four years. However, the policy will also be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before September 2023

Section 13 – Links to Other Policies

At Scoil an Droichid our anti-bullying policy is closely linked with all other pastoral care policies. Some of these policies can be accessed on our school website www.scoilandroichid.com and all policies can be requested by parents and carers in paper form / email form through the school office. Our Pastoral Care Policies include:

- *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*
- *Outings Policy*
- *Staff Code of Conduct*
- *Code of Conduct for Parents*
- *Complaints Procedures*
- *Transitions Policy*
- *Safe Handling*

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Understanding the Levels of Intervention (NIABF)

Levels suggested within this document are for guidance only, and schools are advised to consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.**

Staff should;

Explain the inappropriateness of the behaviour in line with the school’s values.

Identify possible consequences if the bullying behaviour continues.

Point out the level of distress experienced by the bullied pupil.

Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.

Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.

Encourage reparation to be made, if appropriate.

Monitor the situation carefully.

Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

The consent and involvement of the pupil being bullied.

To be planned and timetabled, session length dependent on age and ability.

Parental / carer consent and agreement from participating pupils.

Carefully selected group membership.

To take place in a suitable and comfortable environment.

To be uninterrupted.

To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.

Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.

Decision and outcomes to be agreed and recorded, e.g. on a flipchart.

To facilitate the development of empathy amongst pupils.

A solution focused approach to the situation.

To provide opportunities for pupils to take responsibility.

Regular meetings of the group.

Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.

To ensure regular feedback is given on agreed actions.

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Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see Support Group Method, p30) and/or The PIKAS Method of Shared Concern (see p40), along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.



