



**TEMPLEPATRICK PRIMARY SCHOOL
AND
NURSERY UNIT**

Addressing Bullying Policy

Date due to be ratified by Board of Governors: Spring 2024

Scheduled Date of Review: Spring 2028

Signed Chair of Governors: _____ Date: _____

Signed Principal: _____ Date: _____

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1.0 Introductory Statement

- 1.1. At Templepatrick Primary School and Nursery Unit, we aim to provide a positive, child centered experience and establish an environment where the worth and value of each child is respected. Our goal is to ensure that all members of the school community work in a safe, secure, and supportive, caring environment. One where every member of the school community is cherished for their uniqueness and difference and where each positive contribution to the school is valued. Each member has a responsibility to work together to protect and maintain this ethos. As a Rights respecting School, we are fully aware of our responsibility to protect children from all forms of exploitation, physical or mental violence, injury or abuse, neglect, or negligent treatment, (Article 19, UN Convention on the Rights of the Child). Templepatrick Primary School and Nursery Unit does not tolerate bullying type behaviour of any kind, to any member of the school community, by any member of the school community. Bullying type behaviour therefore, in all its forms is unacceptable and has no place in our school.

2.0 Context

The Addressing Bullying Policy at Templepatrick Primary School and Nursery Unit supports a range of other policies in school, such as the Positive Behaviour Policy, E-Safety Policy, SEN Policy and other policies designed to safeguard our pupils. These policies work together to promote an inclusive learning environment where all learners feel safe, valued and supported. It is informed and guided by current legislation and DE Guidance listed below:

2.1 The Legislative Context:

- [Health and Safety at Work NI Order 1978](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Education \(Northern Ireland\) Order 1998 Article 3 – see DE 1998/25](#)
- [Welfare And Protection Of Pupils Education And Libraries \(Northern Ireland\) Order 2003](#)
- [The Education \(2006 Order\) \(Commencement No.2\) Order \(Northern Ireland\) 2007](#)

- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003](#)
- [The United Nations Convention on the Rights of the Child](#)

While taking due cognisance of the existing legislation and guidance this policy has been redrawn and updated in light of The Addressing Bullying in Schools Act (Northern Ireland) 2016.

▪ **The Addressing Bullying in Schools Act (Northern Ireland) 2016**

This Act:

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

2.2 DE Guidance:

- [Pastoral Care In Schools: Promoting Positive Behaviour DE, 2001](#)
- [Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following: *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's \(SBNI\) Policies and Procedures 2017*](#)

- [Addressing Bullying in Schools Act \(Northern Ireland\) 2016 Statutory Guidance for Schools and Boards of Governors 2019.](#)

3.0 Ethos and Principles

- We are committed to a school community where children and young people are at the centre of all we do. That their welfare and wellbeing is paramount, and they can live free and safe from bullying type behaviour in all its forms.
- We believe that every child in our school, should be valued and celebrated in their diversity.
- We are committed to a school where positive relationships lead to a preventative, responsive and restorative addressing bullying type behaviour ethos across the whole school.
- We value the views and contributions of our pupils and wider school community and will provide opportunities for members to express their 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.

4.0 The Consultation Process



4.1 This policy is subject to consultation which will be carried out in line with whole school development planning consultation with pupils, parents, staff and governors in the most appropriate methodology / range of methodologies eg an online survey, focus group, questionnaire, whole school audit, on a three-year cycle. ** legally this policy should be reviewed at least every four years*

4.2 The addressing bullying policy may be subject to interim review if required.

4.3 Pupil Voice will feed into consultation and ongoing addressing bullying messaging through the involvement of the pupil focus groups, through our Rights Respecting Schools Council, through focused addressing bullying class based activities and through whole school surveys and pastoral provision such as PATHS.

4.4 A draft copy of the policy will be published on the school website, stakeholders will be sent a link by text / email and invited to comment on the policy ahead of final approval by the school's board of governors.

5.0 What is Bullying Type Behaviour ?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used. Addressing Bullying in Schools Definition of "bullying" is given below:

5.1 Legal definition of Bullying in Northern Ireland: *"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 (Addressing Bullying in Schools Act (NI)2016).*

It is worth noting that this legal definition in Northern Ireland is quite unique and is not reflective of many other countries around the world nor indeed reflective of NIBAF's own definition.

When bullying type behaviour is talked about in school, teachers explain it using **T.R.I.P.** – **T**arget, **R**epeat, **I**ntent, **P**hysical / **P**sychological harm. That bullying type behaviour is when someone **TAREGTS** another person/s, **REPEATS** it usually happens a number of times or over a period of time (sustained), **INTENT** means to do it (intentional) **PHYSICAL / PSYCHOLOGICAL** harm has been caused and it negatively affects your rights/needs (harmful*).

**In determining 'harm' DE guidance defines it 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 to the skin.

While bullying type behaviour is *usually* repeated behaviour, there are, sometimes, one-off instances that the school may consider as bullying type behaviour. When assessing a one-off incident, to decide as to whether to classify it as bullying type behaviour, the following criteria will be considered:

- Severity and significance of the incident.
- Evidence of pre-meditation.
- Impact of the incident on individuals (physical/emotional).
- Impact of the incident on the wider school community.
- Any relevant, previous incidents, which the school is aware of, involving the individuals.

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.

It is important to note and to be careful, that we do not label every incident as the display of bullying type behaviour. We recognise children are young and may say things that are hurtful without meaning it. We also realise that sometimes children can simply display socially unacceptable or unfriendly actions and attitudes. We are mindful of such situations and any incidents which are not considered bullying type behaviour will still be addressed through the school's Positive Behaviour, SEN and Suite of Pastoral Policies.

The following list of socially unacceptable behaviours (whilst not exhaustive), when **repeated, targeted and intentionally hurtful**, may in certain circumstances 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 student mean and hurtful names.
- Telling lies or spreading rumours about others.
- Trying to make other students dislike another student.

Physical acts

- Hitting
- Kicking
- Pushing
- Nipping
- Biting
- Material harm, such as taking / stealing / damaging money or possessions.
- Throwing items at a student

Omission

- Leaving someone out deliberately or refusing to include someone in group work, making them feel socially isolated for example.

Electronic Acts

We recognise there is limited scope for such electronic acts of bullying type behaviour to be carried out in a primary school setting. However, the legislation gives schools the means 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.

Therefore, *under certain circumstances*, set out below and with further consultation with EA where necessary, the school may consider the application of the Addressing Bullying policy:

- Sharing images/messages online to embarrass someone.
- Signing up classmates for junk/ pornographic mail.
- Sexting.
- Spreading rumours about friends/teachers on social networking sites.
- Sharing confidential information/best friend secrets to cause distress.

- Tagging photos with nasty comments.
- Posting video footage of bullying type behaviours (“happy slapping”).
- Internet polling (e.g. who is the ugliest pupil in the class).

5.4 Motive

- Understanding the motive behind bullying type behaviour can be key to resolving it.
- Motivations can be complex and can relate to emotional issues within relationships, the impact of adverse childhood experiences and to personality traits. We realise that sometimes it can be difficult to figure out what the motive for the bullying type behaviour is and at times there may be no apparent reason.

There are various motivations behind the display of bullying type behaviour including those in the Act.

These 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
- Mental Health
- Hobbies and Interests
- Socio Economic Status

Bias and prejudice based on difference occurs very easily amongst children and it is to be expected that we will encounter negative behaviour relating to any or all of these issues from time to time. Staff attempt to address this through our proactive educational approach, explaining and appreciating diversity and difference through PDMU, assemblies, events, displays, R.E, current affairs discussions, the ethos of the school, use of the preventative curriculum and Anti-Bullying Alliance resources and activities.

Language used when describing bullying type behaviour

- Bullying type behaviour is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we are changing our language in how we refer to the child, we will aim not to refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will aim to refer to the child by describing the presenting behaviours that the child is displaying, for example:
 - A child displaying bullying type behaviours.
 - A child experiencing bullying type behaviours.

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

6.0 Preventative Measures

6.1 We are committed to identifying bullying type behaviour pre-emptively when possible and to promoting and maintaining a Listening and Talking Culture.

6.2 In dealing with emotive issues such as bullying type behaviour we are committed to a Child Centred approach to meeting the social and emotional needs of all our pupils whether they are displaying socially unacceptable or bullying type behaviours. Bullying type behaviour is an emotive issue and an emotive word, and its use is not always helpful in resolving what are often, ultimately, complex relationship issues between young children.

6.3 We will always do our best to resolve concerns and issues. We will always listen. We ask that as adults concerned with the wellbeing of future generations, we be measured and considered in our responses to these issues and remember that all of our pupils are children. Our children are approaching this from an egocentric point of view and essentially cannot always appreciate another, different viewpoint.

6.4 Our school has established and will maintain a restorative ethos to prevent and reduce bullying type behaviour.

A restorative ethos:

- Is about developing, maintaining, and repairing positive relationships among and between all members of the school community.
- Is about helping young people (and adults) learn and develop the skills to make good choices now and throughout their lives – if we've learned these skills, they can be taught.
- Enables us to acknowledge when we have harmed someone and think about what to do to put it right.
- Encourages us to consider our feelings and those of others (emotional well-being).
- Encourages us all to consider our behaviour and the effect it has on others.

To ensure our restorative ethos is maintained we use a range of proactive strategies which can be found in the appendix of this document.

6.5 Every member of the school community – pupils, parents, carers, staff, Governors - are expected to work collaboratively together to:

- foster positive self-esteem; respect the right of others to be safe.
- behave towards others in a mutually respectful way.
- model high standards of personal pro-social behaviour.
- be alert to signs of distress* and other possible indications of bullying type behaviour.
- inform the school of any concerns relating to bullying type behaviour.
- refrain from becoming involved in any kind of bullying type behaviour, even at the risk of incurring temporary unpopularity.
- intervene to support any person who is experiencing bullying type behaviour unless it is unsafe to do so.
- report any concerns or instances of bullying type behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of telling a trusted person about bullying type behaviour when it happens or is observed.

- explain the implications of allowing the bullying type behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has experienced bullying type behaviour take what is said seriously and provide reassurance that appropriate action will be taken.
- know how to seek support – internal and external and
- resolve difficulties in restorative ways to prevent recurring bullying type behaviour aiming to meet the needs of all parties.

6.6 Addressing Cyber Bullying Type Behaviour

- We acknowledge the potential for children to be exposed to bullying type behaviour through written, verbal, image, and video exchanges online and we aim to tackle this issue through, *in certain circumstances*, responding to reports of online abuse with parents and pupils and, where necessary the PSNI, and also proactively through E-Safety education as an aspect of PDMU and by taking part in Safer Internet Day and Anti Bullying Day.
- We discuss this issue through class and whole school assemblies which raise awareness and give pupils strategies on how to deal with this.
- Engagement with statutory and voluntary sector agencies to support promotion of key messages throughout the year.
- The Addressing Bullying policy is supplemented by the Acceptable Use of the Internet, E-Safety and Positive Behaviour Policies which refers in more detail as to how we deal with socially unacceptable behaviour.

6.7 Addressing Travel to and from school.

The school cannot take responsibility for incidents which happen when pupils are lawfully with their parents or other adult carer on their way to and from school nor in the park next door to the school. The school will not give permission to children to go to the park afterschool even with parental permission. Parents must pick up their children from school grounds unless they have given express permission, in writing, for the child to walk straight home. Parents are always responsible for their children's behaviour in the park. Parents must fulfil their parental responsibility in this respect.

The school feels that it is reasonable, to fulfil its responsibilities to:

- Send regular reminders of the positive behaviour expectations of pupils to and from school.
- Promotion of key addressing bullying messages and awareness of behaviour expectations of pupils amongst the local community.
- Deployment of staff to support transition from the start of the school day to the end of the school day.
- Discuss with children about how to play with each other in the park, what to do if they have a problem outside school and about the need for good behaviour when in school uniform.

Our Positive Behaviour Policy outlines in more detail our preventative approach to socially unacceptable behaviours.

7.0 Responsibility

- 7.1 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 and to apply the preventative measures set out in this policy. Everyone has a responsibility to ensure this policy operates effectively.

Governor Responsibilities

Principals and Governors have a legal duty of care to all personnel within the school community and to create procedures to prevent and respond to bullying type behaviour. All stake holders must be aware of these procedures. It is also the duty of schools to safeguard and promote the welfare of students. This is delivered through staff inset days, policy reviews and staff professional development. Governors are expected to implement, review, and monitor all such procedures and policies.

Pupil Responsibilities

We expect our pupils to:

- Respect and value everyone within the school community.
- Be a responsible member of the school community.
- Report all incidents of alleged / suspected bullying type behaviour to a member of staff within the school community.

Parent Responsibilities

We expect parents to:

- be vigilant and watch for signs of distress or unusual behaviour displayed by their child.
- inform the school of any alleged / suspected bullying type behaviour of their own child or other students.
- support staff within the school community in dealing positively with any suspected bullying type behaviour.
- ensure pupils are safely dropped off and picked up from school at the correct time and inform the school if there are any issues or delays.

Staff Responsibilities

We expect staff to:

- foster in all students', self-esteem, self-respect, and respect for others.
- create a safe and secure learning environment within classrooms.
- be vigilant and alert to the signs of bullying type behaviour and act accordingly.
- listen empathetically and respectfully to all sides of the story when there are reports of alleged / suspected bullying type behaviour and reassure the student/s involved.
- record the details of the alleged / suspected bullying type behaviour and complete relevant forms (see appendix) with Head of Key Stage or another senior teacher; and
- take part in relevant Addressing Bullying initiatives and training and implement addressing bullying strategies when required in class.

Head of Key Stage Responsibilities

We expect our Heads of Key Stage to:

- follow up on every reported incident of suspected / alleged bullying type behaviour;
- offer reassurance and support for all students and staff involved.
- use appropriate strategies to aim to reconcile the relationships between those involved;
- keep all stake holders within the school community informed where necessary; and
- monitor and review the situation regularly and keep relevant personnel informed.

It is important that students who report bullying type behaviour are listened to, supported, and protected. Students who engage in the display of bullying type behaviour should be given the opportunity to make amends and change their behaviour.

8.0 Reporting a Bullying Type Concern

8.1 Pupils Reporting a Concern

Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. **ANY** pupil can raise a concern about bullying type behaviours not just the pupil who is experiencing this behaviour. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying type behaviour that they experience or is experienced by another.

Pupils can make staff aware of bullying type concerns:

- Verbally talking to a member of staff.
- By writing a note to a member of staff.
- By sending an email to the school's email address.
- By posting a comment in a 'worry box'.

8.2 Parents/Carers Reporting a Concern

- In the first instance, bullying type concerns should be reported to the Class Teacher.
- Where the parent feels that appropriate action has not been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Head of Key Stage. The current Heads of Key Stage are : Nursery – Mrs Gregory, Foundation Stage (P1 and P2), Mrs Uprichard, Key Stage 1 (P3 and P4), Mr Allan, Key Stage 2 (P5,6 and 7), Mrs Harbinson.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Key Stage to prevent further incidents, or where further incidents have taken place, the concern should be reported to Vice Principal.
- Where the parent is not satisfied that appropriate action has been taken by the Vice Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to by the Principal, the school’s complaints procedure should be followed. A copy of this is available from the school office and website. Alternatively, at this stage you may wish to write directly to the Chair of the Board of Governors C/O Templepatrick Primary School and Nursery Unit.

8.3 Communications

- All reports of bullying type concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback (where appropriate and necessary), will be given to the person who made the report. However, it must be noted that the school must always adhere to the principles of GDPR and 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.

9.0 Responding to a Bullying Concern



Staff and Governors will adopt the processes and procedures outlined in Department of Education recommended resource, *Effective Responses to Bullying Behaviour* (Northern Ireland Addressing Bullying Forum), which has now been superseded by EA support document “Effective responses to bullying type behaviour and socially unacceptable behaviour” as highlighted in the appendix. However the Board of Governors acknowledges feedback from parents during consultations stages that on rare occasions when responding to incidents that a more consequential approach involving sanctions may be more appropriate.

- 9.1 The focus of any intervention must be on responding to the bullying type concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying type concerns must concentrate on the prevention of any further incidents.

9.2 In the first instance, when responding to a concern raised about an alleged bullying type behaviour, a member of staff addressing it should:

- Clarify facts and perceptions.
- Check records as stored on the SIMS Behaviour Monitoring Module (if appropriate) or information recorded in the Pastoral Care Booklets.
- Use the information gathered to complete part 1 of the BCAF and assess the incident against the legal definition's criteria for bullying type behaviour (T.R.I.P.)

9.3 A decision will need to be made as to whether the alleged behaviour is deemed by the school to constitute bullying type behaviour. Teachers will make this decision in consultation with a member of the school's senior leadership team. If the first respondent to a concern is a member of the leadership team, they will consult with a second member of the team. Staff will respond to any incidents / alleged incidents of bullying type behaviour raised, in the following planned, deliberate, and positive way.

- Being calm. It is important to be clear thinking and emotionally in control.
- Being positive. Remembering the importance of maintaining a positive relationship with all the pupils involved. Pupils are much more likely to modify their behaviour if they perceive that the teacher cares and if their behaviour meets the approval of their peers.
- Being assertive. Staff should clearly express their thoughts, feelings, and expectations in regard to the behaviours displayed and the schools' expectations.
- Being confident. It is important to trust that you will be successful in implementing interventions that can have an impact on the pupil's future behaviour – it is always important to focus on the behaviour, not the pupil.

Always remember to involve both parties, both the pupil experiencing and displaying bullying type behaviour. Explore the option of agreeing a way forward. Assess the situation and the severity level and determine the appropriate level of intervention required to manage the situation effectively.

If on the basis of the information gathered THE	If on the basis of the information gathered THE CRITERIA
<p><u>CRITERIA FOR BULLYING TYPE BEHAVIOUR HAS NOT BEEN MET the policy needs to state that socially unacceptable behaviours will be:</u></p> <ul style="list-style-type: none"> dealt under the school's <u>Positive Behaviour Policy</u> addressed as appropriate, through the SEN Code of Practice & details recorded in SIMS Behaviour Management Module (BMM) 	<p><u>FOR BULLYING TYPE BEHAVIOUR HAS BEEN MET the policy should set out the process/procedures to be followed.</u> State for example that:</p> <ul style="list-style-type: none"> the Code of Practice is used to develop agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours. Support details are recorded on the Bullying Concern Assessment Form (Part 3) see SIMS Behaviour Management Module (BMM)

9.3 If an incident or issue is not deemed to be bullying type behaviour that will be explained to the complainant along with the reasons for that decision. The concern will be dealt with in line with the school's Positive Behaviour, SEN and Suite of Pastoral Policies.

9.4 If an incident is deemed to be bullying type behaviour, staff use the following further measures to work towards resolving the issue:

- Identify any recurring themes, motivating factors, or patterns of behaviour.
- Identify the type of behaviour being displayed.
- Identify intervention levels.
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, supports and consequences-
- Track, monitor and record effectiveness of interventions.
- Review outcome of interventions.
- Select and implement further intentions / interventions as necessary.

9.6 In the first instance we will attempt to use a restorative approach to resolve bullying type incidents and issues. If, through discussion, an agreement and acceptance of responsibility is reached, agreement of a resolution will be sought. Other avenues to be explored will include post incident learning and reflection, promote reparation, promote resilience and keep the situation monitored.

9.7 In the event of a situation where a satisfactory restorative resolution is not achieved, or in cases where the severity of behaviour is such that it is felt necessary to take a more consequential approach, interventions may include sanctions such as time out, temporary removal of privileges such

as play times or participation in events and other sanctions, dependant on severity, in line with the school's Positive Behaviour Policy.

- 9.8 Information regarding any appropriate consequences taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers due to GDPR.

Responding to a Bullying Type Behaviour Concern Step by Step Approach



10.0 Recording

10.1 Schools are legally required, under the Addressing Bullying in Schools Act (NI) 2016 to maintain a record of all incidents of bullying and alleged bullying type behaviour that occur while:

(a) on the premises of the school during the school day

(This policy clarifies our normal school day for all pupils as being from 8.45am until 3pm Mon – Thur and 1.50pm on Friday)

(b) travelling to or from the school during the school term;

*(This policy clarifies that the school interprets travelling to and from school to mean the following: While in school uniform, travelling **directly** to school and **directly** home from school on foot during usual reasonable school hours i.e. 8.15 am until 3.30pm)*

(c) the pupil is in the lawful control or charge of a member of the staff of the school;

(This is clarified as being whilst on a school trip, visit or playing on a school team)

or

(d) the pupil is receiving educational provision arranged **on behalf of the school** and provided elsewhere than on the premises of the school.

10.2 The school will centrally record all relevant information related to reports of bullying type concerns, including:

- how bullying type behaviour was displayed (the method);
- the motivation for the behaviour if known;
- how each incident was addressed by the school; and
- the outcome of the interventions employed.

10.3 At present, records will be kept in the current Pastoral Care Booklets started in Nursery and P1 and on the BCAF forms – held centrally by the Head of Key Stage. When the school comes to review the policy again, it may move to the online SIMS Behaviour Management Module, which is part of the C2k system in schools or any other successor or system which is widely used such as CPOMS. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

10.4 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.

11.0 Professional Development of Staff

- 11.1 Templepatrick Primary School and Nursery Unit recognises the need for appropriate and adequate training for all staff, including governors, teaching, and non-teaching school staff.
- 11.2 The school is committed to providing staff with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provision as resources, opportunities and operational capacity allows.
- 11.3 Records of training will be maintained by the school office as part of the school's in service training log and training will feed into policy review and procedural development.

12.0 Monitoring and Review of Policy

- 12.1 It is the responsibility of the Board of Governors, in liaison with the principal, to monitor the effectiveness of the Addressing Bullying Policy.
- 12.2 To appropriately monitor the effectiveness of the Addressing bullying Policy, the Board of Governors shall:
 - maintain a standing item on the agenda of each meeting of the Board where a report on recorded 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; and
 - assess the effectiveness of strategies aimed at responding to bullying type behaviour.
- 12.3 It is a legal requirement that the Addressing Bullying Policy be reviewed at intervals of no more than four years. It is our intention to review this policy within this timeframe on our standard three-year cycle or sooner, if any incident or external policy change occurs, which highlights the need for such a review or if directed to by the Department of Education and in light of new guidance. The next review should therefore take place in the Spring of 2028 if not before.

13.0 Links to other school policies

13.1 The Addressing Bullying Policy forms part of the school's overall pastoral approach within school. It links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.

13.2 In the development and implementation of this Addressing Bullying Policy, the Board of Governors has been mindful of related links with other policies such as:

Safeguarding and Child Protection

Positive Behaviour

Special Educational Needs

Health & Safety

eSafety and Acceptable Use of the Internet

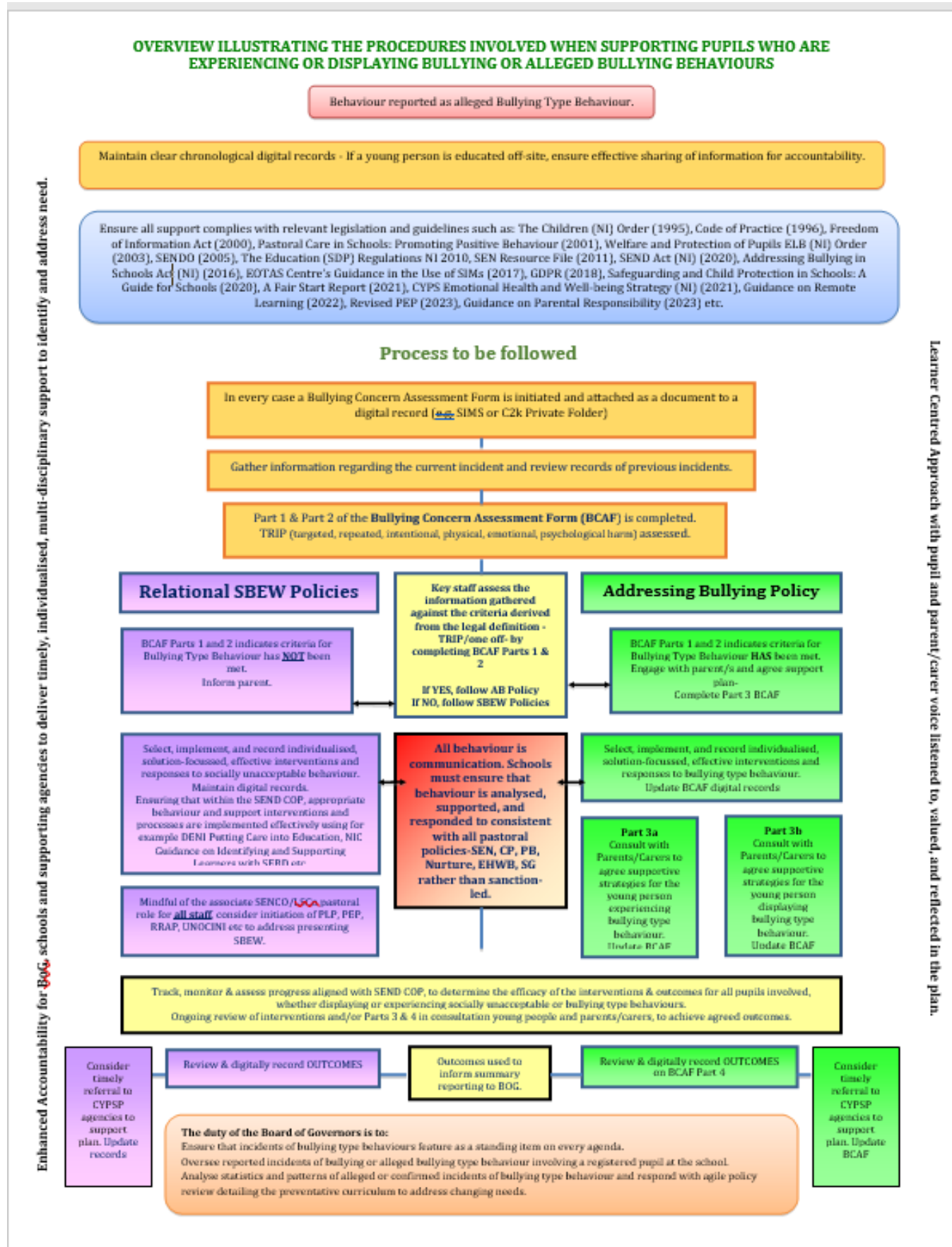
Pastoral Care

Relationships and Sexual Education

Mobile Phone Policy

Educational Visits

Appendix 1 Dealing with Bullying Incidents in School – Flowchart



Appendix 2: Sample BCAF SIMS Record

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern

Date:

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

"bullying" includes (but is not limited to) the repeated use of —

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

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

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

Bullying Concern Assessment Form

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

Date	Information gathered	Location (stored)

Bullying Concern Assessment Form

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	
	YES / NO

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

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

PART 2

2:1 Who was targeted by this behaviour?			
Select one or more of the following:			
<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			

Bullying Concern Assessment Form

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 use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written
- Other Acts
Please specify: _____

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstance (pregnancy, marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other _____

Bullying Concern Assessment Form

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	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.						

Bullying Concern Assessment Form

Part 3b

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

Bullying Concern Assessment Form

+ PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE	
Date of Review Meeting:	
4a- Following the Review Meeting, to what extent have the success criteria been met?	
<input type="checkbox"/> 1 – Fully	
<input type="checkbox"/> 2 – Partially	
<input type="checkbox"/> 3 – Further intervention/support required	
Give details:	
_____ _____ _____	
Part 4b- If the success criteria have not been met, continue to:	
<input type="checkbox"/> Re-assess Level of Interventions and implement other strategies from an appropriate level	
<input type="checkbox"/> Track, monitor and review the outcomes of further intervention	
<input type="checkbox"/> Keep under review the Stage of Code of Practice each pupil is on	
<input type="checkbox"/> Follow Safeguarding Policy	
<input type="checkbox"/> Seek multi-agency input (EA, Health and Social Services etc.)	
<input type="checkbox"/> Engage with Board of Governors	
Agreed by:	
School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

Appendix 3 Range of Preventative Strategies Used in school:

Proactive Strategies

- Ensure an ethos of promoting self-esteem and confidence is developed where children feel safe and secure and enabled to speak out. An ethos where good relationships are promoted at all levels and children feel they will be listened to (promotion of RRS council) and all efforts and achievements are celebrated.
- We will promote the School Ethos at all times (as regards Bullying Type Behaviour we will be a 'TALKING/LISTENING/RESPONDING with ZERO Tolerance for Bullying Type Behaviour in our school).
- Ensure that all staff (teaching and non-teaching), parents/carers and pupils and all members of the school community are aware of behaviour expectations as set out in the Positive Behaviour Policy.
- All school staff (teaching and non-teaching) parents/carers and pupils will be familiar with the Addressing Bullying Policy and procedures for dealing with reports of bullying type behaviour – published on website and in EA ABSIT Parent/Pupil Information Flyers.
- Staff have a set of laminated Restorative Questions / suggestions from Anti Bullying Alliance to promote reparation.
- Awareness raising posters will be displayed in classrooms and corridors. Appropriate leaflets and literature will be provided for the children and displayed on school website.
- Regular reminders to children and parents / carers through school newsletters of anti-bullying events, what bullying is, how to report concerns and who they can talk to. Also signposting to literature available from EA ABSIT Addressing Bullying Flyers and Posters
- Children will be encouraged in PDMU classes / Anti Bullying Week / Safer Internet Week, to understand their roles in preventing bullying type behaviour using, for example, drama, role-play, and novels.
- Children will be guided to understand the feelings of children who have experienced bullying type behaviour and to practise the skills they need to avoid bullying type behaviour.
- Enable pupils to develop personal strategies to resist unwanted behaviour.
- Children will be engaged and learn via posters, discussions, assemblies, class activities, outside agencies eg PSNI, about online safety to raise awareness of the risks and promoting positive online behaviours.

- Use of feelings diaries, comfort toys, worry boxes.
- Use of School assemblies to promote and reward school values, address bullying type behaviour and provide addressing bullying type behaviour strategies.
- Ensure awareness of Rights, Roles and Responsibilities for all members of school community. See Appendix 5.
- Ensure vigilant supervision in the playground and general school environment at all times. Lunchtime supervisors model behaviour and encourage children.
- Ensure children feel safe and have a quiet place they can go to in school and in playgrounds if necessary.
- Recognise and reward good behaviour -effective reward systems in place in class, playgrounds, dining hall.
- Promotion of Buddy Scheme and proactive use of playground bussies to help monitor behaviour.
- Promotion of Buddy Bench (specified area in playground).
- Promotion and Provision of extra and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activities, creative activities / arts, leisure and games etc.
- Participate in ~~NIABF~~ Addressing bullying Week.
- Participate in e-Safety Day.
- Use of whole school questionnaires and pupil playground audits - Questionnaires – Foundation/Key Stage 1/Key Stage 2 (see appendices), teaching and non-teaching staff questionnaires.
- Good Parental Communication – Consultation /Questionnaire (see appendices).
- Awareness raising e.g. P1 Parent Induction meetings, class information meetings, newsletters, website, social media.
- Open door policy where parents can establish positive link with school and class teacher.
- Use of Pastoral Care Class Records to record incidents to establish patterns of behaviour – monitored regularly and tracked.

- Use of outside agencies – NSPCC, Barnardo’s, PATHS training, Child-line, Women’s Aid, PSNI, Primary Behaviour Support Team, EWO, Social Services, Family Support Hub etc, EA Support.
- Appropriate opportunities for pupil participation. These will include pupil consultation in audits and pupil questionnaires, responsibility for conducting and analysing these audits and questionnaires and identifying and agreeing solutions to issues raised.
- Staff development days and use of CPD to sharpen staff toolkit in providing skills to help deal with bullying situations.

Appendix 4: Suggestions from EA ABSIT: Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour

Interventions and Support Levels 1 and 2

<p><u>Level 1 : Low Level</u></p> <ul style="list-style-type: none"> • Explicitly teach expectations • Visual reminder of key expectations • Weekly emotional literacy lessons • Use of praise and rewards • Explore friendship as a topic or 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 	<p><u>Level 2</u></p> <ul style="list-style-type: none"> • 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
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Interventions and Support Levels 3 and 4

<p>Level 3</p> <ul style="list-style-type: none"> • 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 	<p>Level 4 : High Level</p> <ul style="list-style-type: none"> • 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
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***NB The suggestions from EA ABSIT form the basis of the approaches to be used within school. The school may also use other recognised approaches situation and level appropriate from NIBAF / Anti Bullying Alliance materials.*

Appendix 5 The 3 R’s. Suggestions from EA ABSIT

Staff Rights, Roles & Responsibilities	Children & Young People’s Rights, Roles & Responsibilities	Parent/Carer’s Rights, Roles & Responsibilities
<p>Rights:</p> <ul style="list-style-type: none"> 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. 	<p>Rights:</p> <ul style="list-style-type: none"> 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. 	<p>Rights:</p> <ul style="list-style-type: none"> 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.

<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • 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. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • 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. <i>Pupils don’t have to be friends with everyone, but they must be friendly.</i> • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • 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.
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