

BROWNLOW INTEGRATED COLLEGE



ANTI BULLYING POLICY

SEPTEMBER 2021 DRAFT 1

Version	Author	Ratified by	Date
1	Mark Callender		

Anti-Bullying Policy

1. Scope

- 1.1. At Brownlow Integrated College we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a caring, safe, supported and secure environment in an atmosphere of respect and trust.

Brownlow Integrated college is open to pupils of all abilities regardless of race, class or creed. We seek to bring together our diverse communities in an atmosphere of respect and trust. The college strives to be a centre of academic excellence, whilst providing opportunities for personal, social, moral and spiritual development in preparation for a meaningful adult and working life.

- 1.2. We aim to promote a caring and positive environment in the college, where pupils are cared for as individuals and where they can be happy and fulfilled. We utterly condemn bullying in any form and will listen to the concerns of pupils and act accordingly. We wish our pupils to learn in an atmosphere free from intimidation and fear.

2. This policy has been developed according to the legislative and policy/guidance below

2.2.1. 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
- Data Protection Act (1998)
- Code of Practice (1996)
- Freedom of Information Act (2000)

2.2.2. 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)
- Welfare and Protection of Pupils ELB 9NI Order (2003)
- SENDO (2005) SEND Act (NI) 2016
- 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) .
- Guidance in the Use of SIMS (2017) GDPR (2018)

2.2.3. The International Context

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

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (e.g. school trip)
 - When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
- Requires that the policy be updated at least every four years.
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to: 'Safeguard and promote the welfare of registered pupils' (A.17).
- The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
 - Be protected from discrimination. (A.2)
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
 - Education. (A.28)

3. **At Brownlow Integrated College:**

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe bullying is unacceptable and every child and young person should be safe and feel safe from bullying.
- We believe that every child and young person should be celebrated in their diversity in the spirit of Integration and we value the views and contributions of children and young people and we will actively seek these views, respecting and taking them into account.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We believe that everyone in our school community has a role to play in taking a stand against bullying and creating a culture of kindness and understanding of each other.
- We believe pupils have a right to learn in a safe and supportive environment, free from intimidation and fear. The welfare and well-being of all children are paramount and pupils' needs, whether pupils displaying bullying behaviour or

the pupil experiencing bullying behaviour are our priority. Pupils' needs must be separated from their behaviour.

- In our school, we do not want to label pupils unfairly, so we use the term 'child who is experiencing bullying behaviour' instead of 'victim'. Also, instead of describing a child as 'a bully', we will use the term 'pupil who is displaying bullying behaviour'. In this way, we are separating the pupil from his/her unacceptable behaviour, emphasising that this pupil's behaviour can change. We encourage all members of the school community to use this language when discussing bullying incidents.

When bullying concerns are identified, our school will work in a 'Restorative' and 'Solution Focused' way, to achieve the necessary changes in behaviour and to restore relationships between the pupils involved, consistent with the NI Anti-Bullying Forum (NIABF) Guidance Effective Responses to Bullying Behaviour. Pupils who are experiencing bullying behaviour will be listened to, supported, and strengthened. Pupils who display bullying behaviour will be listened to and supported to accept responsibility and change their behaviour. Interventions will be implemented to meet the needs of all pupils involved.

Staff will receive awareness-raising training regarding bullying prevention, including implementing effective and appropriate strategies for intervention.

Posters displayed in the school remind pupils that they can tell any member of staff if they have any worries or fears. During parent evenings, through consultation processes online, through the school website and in written policy documents, both pupils and parents are made aware of our school's aim and practice to prevent bullying behaviour occurring and of our policy and our practice when responding restoratively to any bullying concerns which may arise.

4. Consultation and Participation

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016. We recognise the fundamental important of home/school partnerships and involving all stakeholders in the [?] and effective response to unacceptable behaviours and bullying.

A range of methods consultation **may be** used when planning, including:

- Opportunities for those invested in the College (e.g. local clergy, external agencies that regularly provide input, e.g. REACH, LINKS/Barnardos counselling, PSNI)
- Awareness raising posters around the school promoting annual focus/theme with information leaflets re. Anti-Bullying Week.
- Awareness-raising training of all staff in understanding what is bullying, developing the school's definition and levels of intervention in responding to bullying behaviour and exploration of the Anti-bullying policy.
- Obtaining the views of Governors and Parents before formal adoption of the policy, through the school's website.

4.1 Pupils

- Consultative workshops with pupils both internal and through external agencies
- Class-based activities
- Whole school questionnaires distributed to all pupils (online/paper?)
- Creation of a consultative group of pupils-the Student Council or a focus group

- A culture where pupil voice is encouraged at any time as a key value of the college.
- Views of pupils are taken into account and included in the Pastoral Care action plan
- Awareness raising through form time, curriculum and assemblies
- Involvement in NIABF Anti-Bullying Week
- **Class activities in PD**
- **Case study activities for all staff**

4.2 **Consultation with parents/carers**

- Discussion with parents/carers at mentoring meetings
- Questionnaires distributed to all parents/carers (online/paper?)
- Engagement with Brownlow Family and Friends (School PTA)
- Parents/carers are given an opportunity to comment on the draft policy online

4.3. **Consultation with staff**

- Representative members of staff involved in writing anti-bullying policy
- All staff have the opportunity to comment on the draft policy
- Engagement with those connected to the school, such as external agencies that regularly provide input.

5. **What is Bullying?**

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

6. **Addressing Bullying in Schools Definition of “bullying”:**

6.1. In this Act “bullying” includes (but is not limited to) the repeated use of:

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

6.2. For the purposes of subsection (1), “act” includes omission.

6.3. In other words, 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.

Bullying is usually repeated behaviour. These will normally be dealt with through the college’s Positive Behaviour Policy, however, there are instances of one-off incidents that the college may, using discretion, consider as bullying.

6.4. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident;

- evidence of pre-meditation;
- impact of the incident on individuals (physical/emotional);
- impact of the incidents on wider school community;
- previous relationships between those involved; and
- any previous incidents involving the individuals.

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

6.5.1. 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*

6.5.2. 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*

This list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

7. Motivation

There are various motivations behind bullying. These include, but are not limited to:

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

7. Terminology

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

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

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

8. Determining Harm

In determining 'harm' **within the College** 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.*

9. Preventative Measures

- 9.1. Within Brownlow Integrated College, we take forward a number of key actions with the aim of preventing bullying and creating a safe learning environment. As a college community we are consistent in raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy. **We seek to develop a range of skills and competencies in our pupils through PD and the wider curriculum. We aim to build confidence, empathy and resilience in our young people.**

In addition to this we carry out a number of other actions **which may include**

- 9.1.1. Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- 9.1.2. Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PD/LLW including for example sectarian, racist, homophobic, transphobic, disablist
- 9.1.3. Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- 9.1.4. Through the preventative curriculum actively promote positive emotional health and wellbeing
- 9.1.5. Participation in the NIABF annual Anti-Bullying Week activities
- 9.1.6. Engagement in key national and regional campaigns which connect to bullying.
- 9.1.7. Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- 9.1.8. We are seeking to further develop playground management, zoning of playground space where appropriate, inclusion of specific resources for pupils and provision mental health ambassadors to help pupils who may be experiencing difficulties
- 9.1.9. Focused assemblies to raise awareness and promote understanding of key issues related to bullying.

9.1.10. Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, afterschool tuition and other activities. We welcome suggestions from pupils in this area and try to meet needs where circumstances allow.

9.1.11. A programme focused on pupils who struggle with relationships which will seek to build meaningful connections and relationships.

9.1.12. A wide and varied extra-curricular provision including The Arts, sport, games, and excursions/workshops.

9.2. There is school wide supervision and effective, consistent behaviour management by all staff. Supervisory staff have been trained in how to respond to incidents of unkind/unacceptable behaviour and are aware of the arrangements for responding to bullying incidents. When any inappropriate behaviour is observed or reported, staff may use strategies such as “Rule Reminder Scripts” and “Rights Respecting Scripts” to help the pupil reflect on his/her “behavioural mistake” and “to help restore” this pupil back into acceptable, positive behaviour. Should concerns regarding bullying behaviour arise, we aim to implement effective, appropriate interventions and a primary aim is to ensure the safety of the targeted pupil. To this end we can create Safe Spaces through changing seating arrangement and implementing Peer Support arrangements, including establishing a Circle of Friends to “befriend and support” vulnerable pupils when moving around school and in the school playground. As appropriate we address issues and concerns restoratively with individuals who engage in displaying bullying behaviour and within the wider group using a range of strategies as detailed in the Positive Behaviour Policy, consistent with the NI Anti-Bullying Forum “Effective Responses to Bullying Behaviour” document.

9.3. As bullying behaviours may occur on the way to and from school. We endeavour to promote the development of 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. We also implement:

9.3.1. Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses and for those walking.

9.3.2. Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.

9.3.3. Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community, including information on how to raise any concerns with the school.

9.3.4. Appropriate deployment of staff to support the transition from school day to journey home through staff duty at school points/bus stops where appropriate.

9.4. Online bullying through the use of electronic communication amongst pupils can take place at any time during term. Brownlow Integrated College raises awareness of the nature and impact of online bullying and supports pupils to make use of the internet in a safe, responsible and respectful way by:

9.4.1. Addressing key themes of online behaviour and risk through PDMU/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.

9.4.2. Participation in Anti-Bullying Week activities.

9.4.3. Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI to support the promotion of key messages.

- 9.4.4. Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- 9.4.5. Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Filtering and Blocking Policy and Mobile Phone Policy).

9.5. 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. As such, it is essential that these policies align and provide consistent message. For example, the measures set out here, to prevent bullying behaviour through the use of electronic communication, should also be included in the school's e-Safety Policy and/or Acceptable Use of the Internet Policy.

9.6. As technology is constantly changing and developing, Brownlow Integrated College endeavours to monitor this and amend policy and message when necessary.

10. What if bullying occurs outside school hours?

If bullying occurs outside school during term-time e.g. on the way to and from school and/or electronically, and it is likely to have a detrimental effect on the pupil's education in school, Brownlow Integrated College reserves the right to deal with it in line with the school's Anti-Bullying Policy.

11. Responsibility

11.1 The college recognises that **everyone** has responsibility for creating a safe and supportive learning environment for all members of the school community.

11.2. Everyone in our school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

11.3. 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.

12. Reporting a Bullying Concern

- 12.1. At Brownlow Integrated College we value trust and respect in our caring relationships with pupils, we regularly remind pupils that they can report bullying concerns in a range of ways (however they feel most comfortable):
- Verbally-talking to a member of staff
 - By writing a note to a member of staff (e.g. in a homework diary)
 - By sending an email to a member of staff through c2k
 - By posting a comment in the pastoral care concern box.
- 12.2. **ANY** pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour- Pupils should appreciate that this is 'getting help' rather than 'telling'. All pupils are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

13. Parents/Carers Reporting a Concern

- 13.1. Parents and carers have the responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. We remind parents of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.
- 13.1.1. In the first instance, all bullying concerns should be reported to the Class Teacher
- 13.1.2. Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head of Year.
- 13.1.3. Where the parent is not satisfied that appropriate action has been taken by the Head of Year to prevent further incidents, or where further incidents have taken place, the concern should be reported to Pastoral Care Director.
- 13.1.4. Where the parent is not satisfied that appropriate action has been taken by the Pastoral Care Director to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.
- 13.2. 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. It is important that this information is included within the Anti-Bullying Policy and that information on how to make this complaint is accessible to all parents.
- 13.3. While the majority of reports of bullying concerns will come from pupils and their parents/carers, the school must be open to receiving such reports from anyone.
- 13.4. 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. No information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

14. Responding to a Bullying Concern.

The processes outlined below provide a framework for how Brownlow Integrated College will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

- Clarify facts and perceptions
- Check records (SIMS/BMM)
- Assess the incident against the criteria for bullying behaviour
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary.

14.1. When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

14.2. Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents.

14.3. Where Brownlow Integrated College chooses to employ a more punitive approach, including consequences and sanctions, the Positive Behaviour Policy will apply. Any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers. We may also obtain advice, support or make a referral to a relevant Support Services E.g. Behaviour Management Team, EWO, Education Psychology, Child Protection Support Services. We will continue to monitor and support all pupils involved.

15. Recording

15.1. There is 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.

15.2. The school will centrally record 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.*

15.3. Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

15.4. 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.

16. Professional Development of Staff

Brownlow Integrated College is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions

- The impact of the training may result in policy and procedural updates –
- opportunities for safeguarding training will be afforded to Governors and all staff – teaching and non-teaching
- CPD records will be kept and updated regularly
- Training in appropriate interventions in line with NIABFs guidance document "Effective Responses to Bullying Behaviour".
- Identifying relevant future training needs within the school development planning process.

17. Monitoring and Review of Policy

17.1. To appropriately monitor the effectiveness of the Anti-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 will be noted;
- identify trends and priorities for action;
- assess the effectiveness of strategies aimed at preventing bullying behaviour; and
- assess the effectiveness of strategies aimed at responding to bullying behaviour

17.2. It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy will 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 2025.

17.3. This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before June 2024.

From time to time amendments will be made:

- as a result of surveys;
- when changes to legislation occur;
- in response to issues arising from a current situation; and
- when data generated to identify existing behavioural patterns and trends indicate that
- changes are required.

Principal _____

Date _____

Chair of the Board of Governors _____

Date _____

18. Links to Other Policies

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

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

Appendix 1 – Documents referenced in the development of this policy

1. This policy has been developed consistent with Addressing Bullying in Schools Act (NI) 2016, The Education and Libraries (Northern Ireland) Order 2003 and DE Circular 2003/13 Welfare and Protection of Pupils: Educations and Libraries (Northern Ireland) Order 2003.
2. Further information on specific articles of the legislation referring to the welfare and protection of pupils includes the following:
 - a. ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS
 - b. ARTICLE 18 – CHILD PROTECTION MEASURES
 - c. ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING
3. 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)
4. Circular 2017/04 – Safeguarding and Child Protection in Schools – A Guide for Schools
5. The United Nations Convention on the Rights of the Child (1992)
 - a. Article 12 – the right to express views and have these taken seriously
 - b. Article 19 – the right to protection – including bullying
6. Northern Ireland Anti-Bullying Forum – Guidance Documents
 - a. Effective Responses to Bullying Behaviour 2012
7. Rigby, Ken, New Perspectives on Bullying 2002

Appendix 2

Signs and Symptoms

A Guide for Parents and Staff

In spite of a positive and supportive climate within the school, pupils may still be reluctant to report instances of bullying, perhaps because they are fearful of the consequences. It is often left to the observant parent or staff member to detect signs of emotional distress in the pupil and, in time, to identify bullying as its cause. The signs and symptoms of bullying can be grouped according to three main types – physical, behavioural and emotional.

The following list is compiled from 'Promoting Positive Behaviour' DENI 2001 and 'Don't Suffer in Silence' DFES 2002. It is not exhaustive and there may be other causes for such signs and symptoms. Pupils may:

- Have mystery cuts and bruises
- Seek reasons for not attending school or begin to play truant
- Be reluctant to travel home on the school bus or to walk home at the same time as other pupils, may look for excuses to leave school early or stay later in school or may look for different routes to and from school.
- Lose possessions such as pens or books and their workbooks may be destroyed or the work in them defaced. Items of school uniform and games kit may be mislaid and packed lunches spoilt.
- Be continually in need of money. Pupils who are being bullied are telling their parents that they have lost money or used it for unusual purposes. In reality it may have been stolen or used to placate the pupil displaying bullying behaviours.
- Try to avoid going out to play at break or lunchtimes and, if persuaded to, remain close to an adult supervisor.
- Be more anxious or insecure than others, have fewer friends and often feel unhappy and lonely.
- Suffer from low self-esteem and negative self-image, looking upon themselves as failures and feel stupid, ashamed and unattractive.
- In the most serious cases, present a range of clinical symptoms such as headaches, stomach-aches, bed-wetting, sleeping difficulties and sadness. Bullying may also lead to anxiety, depression and lack of trust in adult life.

Appendix 3

Bullying Concern Assessment Form (BCAF) (Recording a Bullying Concern)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying concern	

Part 1 – Assessment of Concern

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 these*

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

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

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria below will have 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/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.
<p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>	

2.1 Who was targeted by this behaviour?

Select one or more of the following:

- ☐ Individuals to individual (1-1)
- ☐ Individual to Group
- ☐ Group to individual
- ☐ Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- ☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- ☐ Any other physical contact which may include the use of weapons
- ☐ Verbal (name-calling, insults, jokes, threats, spreading rumours)
- ☐ Indirect (includes omissions, isolation, refusal to work with/talk to/play with/help others)
- ☐ Electronic (through technology such as mobile phones or the 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 _____

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

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 on Code of Practice	Type of Intervention	Success Criteria	Action taken and by whom	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 met

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?

- **Fully**
- **Partially**
- **Further intervention/support required**

Give details:

4b – If the success criteria have not been met, continue to:

- Re-assess level of interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow safeguarding policy
- Seek multi-agency support (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

School

Signed:

Date:

Parent:

Signed:

Date:

Pupil

Signed:

Date:

Appendix 4

PROCEDURES IN DEALING WITH REPORTED INCIDENTS OF ALLEGED BULLYING

- Treat all reported incidents seriously, with an open mind and investigate incident as soon as possible.
- Take separate written statements from pupil displaying bullying behaviour, pupil experiencing bullying behaviour and witnesses.
- Record all details and report it to the Form Teacher/Head of Year on "Bullying Concern Assessment Form", following procedures on flow chart. Attach BCAAF onto Pupil Behaviour Management System
- Retain all records and place in student folder in the office when the investigation is completed. Update BCAAF on SIMS or Behaviour Management in Pupil SIMS folder if applicable.
- Discuss with Head of Year to ascertain seriousness of situation and if steps have been followed on BCAAF and flow chart.
- Try to resolve situation amicably and encourage pupils to work together.
- Monitor situation

Parents:

Parents should be listened to when they report anything about alleged bullying to the school and their complaint investigated thoroughly. They should be informed of the action which has been taken and encouraged to contact the school again if this should prove necessary.

Non-Teaching staff:

Should be encouraged to report any alleged bullying incident to the Pupil's Form Teacher or Head of Year.

Responding to Alleged Bullying:

Not all acts of alleged bullying require punitive measures. It is necessary to investigate each incident separately and to deal with it on an individual basis. Some may require advice and counselling using both inside and outside school agencies. Other will require sanctions which may vary according to the seriousness of the incident. These will be decided by the Form Teacher/Head of Year/SLT e.g. Additional work – offence related, Detention, Placing on Report (general conduct and behaviour in class and school), Exclusion from School events, suspension, expulsion.

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

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

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

