



# **Anti-bullying & Cyberbullying Policy**

## RATIONALE

This policy has been produced:

- To inform staff, pupils, parents/guardians and the wider community of what bullying is;
- To set out the procedures used by Botanic Primary School when bullying is suspected and the responsibilities of staff, pupils, parents/guardians and the wider community; and
- To inform staff, pupils, parents/guardians and the wider community of what preventative measures Botanic Primary School takes to reduce the likelihood of bullying.

## CONSULTATION

On-going self-evaluation is a key aspect of Botanic Primary School. When developing and drafting this policy, staff and the Board of Governors were consulted. Parents/guardians and pupils were given the opportunity to complete a survey of opinions and experiences. Furthermore, data from the Pupil Attitudes to School and Self (PASS) survey is analysed by staff. EA's Pupil and Parent Guides are available in school and are referenced in this policy.

## INTRODUCTION

We believe our school should be a safe and caring environment for pupils and staff. Pupil welfare, mental health, wellbeing and safety are of the utmost importance. As part of this, good behaviour is encouraged and rewarded while negative behaviours are discouraged and disciplined. We believe this plays an important part in preventing bullying. Bullying-type behaviours will not be tolerated at any level.

## WHAT IS BULLYING?

According to the Addressing Bullying in Schools Act, 2016 (NI), bullying-type behaviour exists in all communities, including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland, providing schools with one legal definition to assess all reported allegations or incidents of bullying-type behaviours in schools:

This law says that bullying-type behaviour is usually **repeated** behaviour (verbal, written or electronic communication) by a pupil(s) against another pupil(s) that is **intended** to hurt, cause physical or emotional **harm** or adversely affect their rights and needs. This can also include leaving someone out on purpose. The Addressing Bullying in Schools Act, 2016 (NI) notes that exclusionary bullying behaviours are as serious as other verbal and physical acts due to the potential psychological harm.

To help repair the relationships and to support all children involved, we no longer use the words 'bully' or 'victim'. Instead, we talk about:

- a 'pupil displaying bullying-type behaviour'
- a 'pupil experiencing bullying-type behaviour'.

Other unkind behaviours can be called 'socially unacceptable behaviour'.

According to legal definitions, bullying-type behaviour occurs only when **all four** of the actions (TRIP) below are confirmed:

**Targeted:** Behaviour is aimed at the same person or people

**Repeated:** Behaviour happens more than once

**Intentional:** Behaviour has been planned to cause harm

**Psychological/Physical:** Behaviour has caused emotional and/or physical harm

When determining harm, we define emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or adversely affecting a pupil's self-esteem. Physical harm is intentionally hurting a pupil by causing injuries.

If only three of these actions are confirmed then it will be treated as socially unacceptable behaviour and dealt with using the procedures documented in the Positive Behaviour Policy, Special Educational Needs & Inclusion Policy and/or Pastoral Care Policy.

Pupils will be taught that bullying-type behaviour is usually when someone is repeatedly and deliberately causing hurt. It will be important to distinguish bullying-type behaviours from unwanted social behaviours.

Bullying-type behaviour can present as social/relational, verbal, non-verbal, indirect, written, emotional, material, and/or physical harm and can take place online and offline. However, this is a non-exhaustive list.

When assessing a concern, we can consider if some pupils involved appear more powerful than others as this can help determine if the bullying-type behaviours were targeted. Furthermore, as per the Addressing Bullying in Schools Act, 2016, in certain circumstances, we may include one-off acts (such as sharing harmful content online (as this can be shared or viewed repeatedly)) as bullying behaviour and so they will be treated as such. In classifying a one-off incident as bullying-type behaviour, we will consider the severity and significance of the incident, evidence of pre-meditation, the impact on the individuals and/or wider school community, previous relationships between those involved and previous incidents involving the individuals.

This policy comes into effect when a registered pupil is involved:

- On school premises during the school day, including trips and travelling to and from trips;
- Whilst travelling to or from school during the school term;
- During any education provision arranged by the school; and/or
- Whilst under the lawful supervision of a member of staff, including events or **extra-curricular** activities such as a residential trip.

This policy is applicable for pupil-pupil bullying-type behaviours. Other concerns should refer to our school's Complaints Procedures.

Bullying-type behaviour in school usually involves a breakdown in peer relationships. It can be related to, or be motivated by, but not limited to, vulnerable, or minority groups based on race, religion, gender identity, sexual orientation, (dis)ability, special educational needs, age, appearance, child looked after (CLA)/Care Experienced, community background, cultural, newcomer/migrant/refugee status, family circumstances, economic status, and/or political affiliation (defined within Section 75 of Northern Ireland Act, 1998).

If unchecked, bullying can have profound long-term and short-term damage including low attendance, health issues, self-harm, loss of appetite and/or sleep, falling behind in school work, bed-wetting, displaying bullying behaviours towards others and a change in behaviours and communication style.

## **Cyberbullying**

The Addressing Bullying in Schools Act 2016 gives schools the explicit power to take action to prevent and address cyberbullying which is taking place outside school but which is likely to have

an impact on the pupil's education in school. While this gives schools the option to take action, it does not place a duty on schools to do so.

Any incidents of online bullying which take place during term time with registered pupils, in school during the school day, while travelling to or from school during the school term, while the pupil is in the lawful control or charge of a member of the staff of the school, or while in education provision on behalf of the school and/or away from the school premises must be addressed through the Anti-Bullying & Cyberbullying Policy. As a school, if an incident is seen to impact education or pupil wellbeing, we have the power to respond based on our legal duty of care towards our pupils.

### **Journey to and from school**

The Addressing Bullying in Schools Act (2016) outlines a statutory requirement for schools to implement measures to prevent and address bullying-type behaviour whilst travelling to and from school. To this end, in our school we:

- Address safeguarding concerns reported in relation to travel to and from school;
- Provide timely support and intervention;
- Agree a support plan to address individual needs, regulation and vulnerabilities;
- Reinforce positive and upstanding behaviour expectations through the preventative curriculum;
- Engage with student voice about experiences on the journey to and from school;
- Promote and develop a culture where all pupils respect the rights of others to travel safely;
- Communicate consistently the expectation to include and respect individual rights and diversity;
- Ensure effective communication with transport providers (e.g. Translink, EA Transport, etc.) for early identification and response to reported concerns; and
- Provide reporting mechanisms for the local community to report concerns confidentially through the school email address.

### **STATUTORY REQUIREMENTS**

It is a duty placed on Boards of Governors in Northern Ireland, to ensure the school has an effective Addressing Bullying Policy and practices aligned to the Addressing Bullying in Schools (NI) Act, 2016 which commenced in schools in September 2021.

### **Legal Requirements**

This policy is informed and guided by the current legislation, international conventions and contexts, EA publications and DE Guidance. Key documents include:

- The Children's (Northern Ireland) Order, 1995;
- The United Nations Convention on the Rights of the Child;
- The Education And Libraries (Northern Ireland) Order, 2003;
- Pastoral Care in Schools: Promoting Positive Behaviour, 2001;
- Emotional Health and Wellbeing in Education Framework, 2021;
- Special Educational Needs and Disability Act NI, 2016;
- Safeguarding and Child Protection in Schools: A guide for schools, 2017;
- Addressing Bullying In Schools Act (Northern Ireland), 2016; and
- Effective Responses to Bullying Behaviour, 2022.

Additional references can be found in Appendix 8.

## **NI Curriculum**

In primary schools, pupils have opportunities to learn about keeping themselves healthy and safe through the Personal Development and Mutual Understanding (PDMU) area of learning.

Information Communication Technology (ICT) is used as an additional learning tool across all of the areas of learning: as part of this CCEA (2024) state that it is the school's role to aim to equip pupils to make informed and responsible decisions throughout their lives. They highlight e-safety as an important aspect of this as a way of developing core concepts such as personal safety, showing respect and critical discrimination (reference E-Safety & Acceptable Use Policy).

## **Rights of the Child**

Northern Ireland follows the United Nations Convention on the Rights of the Child (UNCRC), thus agreeing to uphold the rights of children and young people as set out in the Convention. Through anti-bullying education and management, Botanic Primary School will take into account the following articles of the UNCRC:

Article 2: Children must be protected from discrimination;

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children;

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously;

Article 19: Children must be protected from all forms of violence, abuse, neglect and bad treatment; and

Article 28: Every child has the right to an education.

## **BOTANIC PRIMARY SCHOOL AIMS:**

In line with our school mission statement that our children delight in achievement, effort and respect, we aim:

- To foster positive relationships and behaviours to prevent the likelihood of bullying;
- To create an awareness and understanding of bullying to prevent the likelihood of bullying;
- To create a system where bullying is dealt with effectively, promptly and fairly for all involved; and
- To ensure all members of the school community are aware of the consequences of bullying behaviours and understand that it will not be tolerated.

## **BOTANIC PRIMARY SCHOOL HOPES THIS WILL:**

- Promote pupils' sense of belonging and responsibility in school and within the wider community;
- Ensure every child feels respected and valued, and encouraged to value and respect others; and
- Create an environment where every child is developing to his/her potential within a safe, secure and caring place.

This will complement our school ethos that our children are encouraged, seen and valued.

## **CHILD CENTRED PROVISION**

Ensuring Botanic Primary Schools is free from bullying-type behaviours requires a collaborative approach so that pupils will be encouraged to seek help for anyone who they feel needs it.

### **Pupils' Rights, Roles & Responsibilities**

Pupils will be encouraged to:

- Refrain from becoming involved in any form of bullying-type behaviour;
- Intervene/report a concern to protect a fellow pupil from bullying-type behaviours, unless it is unsafe to do so; and
- Not suffer in silence but have the confidence and courage to report any bullying-type behaviours they experience or witness (whether it is a verbal or written report).

Pupils' rights, roles and responsibilities are outlined in Appendix 9.

EA's leaflets on Addressing Bullying-Type Behaviour in School (for primary school pupils) are accessible in school and upon request. These leaflets can be viewed online: <https://www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016/bullying>

### **Parents/Guardians' Rights, Roles & Responsibilities**

Parents/guardians have a significant role to play in supporting the school to prevent and stop bullying-type behaviours. Therefore, they should:

- Discourage bullying-type behaviours;
- Be alert for signs of distress in their children, which *may* be evidence of bullying-type behaviours;
- Encourage their child to report any bullying to an adult within school;
- Reassure their child that the matter will be dealt with sensitively and fairly;
- Advise their child against any retaliatory actions;
- Be sympathetic and supportive toward their child;
- Keep a record of any reported incidents of bullying; and
- Co-operate with the school throughout the resolution process, with the understanding that the school has many factors to consider, which may not always be shared with those involved.

Parents/guardians may refer to <https://www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016/bullying> for further information. Appendix 1 provides advice for parents/guardians.

In line with General Data Protection Regulations, parents/guardians will not receive information from the school regarding other children and so they may not know how an incident has been dealt with.

Parents'/guardians' rights, roles and responsibilities are available in Appendix 9.

### **Reporting Procedures**

As a school, we wish to make the reporting process simple and non-threatening. Systems are in place to raise concerns in person, anonymously and throughout the day. Pupils have access to

Worry and Suggestion Boxes in their classrooms and in the school corridor. They are also encouraged to share concerns verbally or through written notes.

Parents/guardians can arrange meetings with their class teacher. They can telephone school or contact the class teacher through written notes or our online communication systems: Seesaw, school email (info@botanic.belfast.ni.sch.uk) and School Gateway app. Please note, we do not advise sending confidential information regarding concerns of bullying-type behaviour to the school email address or Gateway app. Advice can be found on the Safer Schools app.

In most cases, the class teacher will be the first person a pupil, parent/guardian or staff member should contact with a concern. Where a parent/guardian is not satisfied that appropriate action has been taken to prevent further incidents, or further incidents have taken place, the concern should be reported to the Head of Key Stage or Vice Principal. Where the parent/guardian is not satisfied that appropriate action has been taken by the Head of Key Stage/Vice Principal, the concern should be reported to the Principal. Where the parent/guardian remains unsatisfied, our school's Complaints Procedure should be followed.

## **Inclusion**

Through our teaching of and approaches to anti-bullying, we aim to provide learning opportunities that help pupils progress according to individual abilities, skills and experiences. We do this by setting suitable learning challenges and responding to each child's needs.

Inclusion is for all pupils, whether they are displaying positive, or unwanted, negative behaviours. As well as ensuring that pupils who are displaying bullying-type behaviours are dealt with in accordance with our policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour (Pastoral Care in Schools; Promoting Positive Behaviour guidance (DE, 2001)).

The teachers are aware of the requirements of Special Educational Needs and Disability Order (NI), and their pupils' abilities and so should plan pupil experiences accordingly. This may include following medical advice and advice from other relevant experts. Similarly, if a child is not progressing emotionally or socially as expected, there may be special educational needs, and so action must be taken to meet their needs. Where appropriate, children with special educational needs may have specific targets relating to their behaviours.

Teachers will use a variety of teaching strategies, including whole-class teaching, co-operative small groups, teamwork and individual skill progression. This may involve differentiation by outcome, grouping, activity, resources and/or support. This will happen most naturally by using open-ended PDMU activities. Activities can be adapted for challenge or support.

Pupils will be assisted to access our anti-bullying programme using a range of learning styles: visual, auditory and kinaesthetic. They may record and demonstrate their learning in a variety of ways according to their learning needs and preferences, including through the use of technology.

The teaching of lessons relating to bullying can involve drawing on a broad range of real-life situations. Teachers should make every effort to consider the past experiences of the pupils they are teaching and possible sensitivities. Of course, at times, these experiences may not be known to the teacher or adults involved.

## HIGH QUALITY TEACHING AND LEARNING

### Bullying-Type Behaviours within the Curriculum

As per the NI Curriculum (2007), pupils will be taught explicitly about bullying through PDMU. This is part of the 'Keeping Safe' and 'Relationships in the Community' themes within PDMU which states that pupils should:

- Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour (Key Stage 1);
- Recognise, discuss and understand the nature of bullying and the harm that can result (Key Stage 2); and
- Examine the effects of anti-social behaviour, for example, bullying and racism.

Cyber-bullying will also be taught explicitly through ICT and our e-safety programme.

### Preventative Bullying Programme

Botanic Primary School participates annually in a nationwide Anti-bullying Week and Safer Internet Day. During Anti-bullying week, there are special activities and lessons to recognise what bullying is, the consequences of bullying and how to promote diversity and inclusion. Teachers are required to document this within their PDMU planners.

Pupils will be taught about bullying discreetly and explicitly, and perhaps in response to situations which arise. As a school, we appreciate that appropriate teaching approaches will be a balance of formal and informal as we help pupils navigate through peer situations and as they develop their own morals and values.

Some of the strategies that **are evident in all domains of school life** to promote an anti-bullying school include:

Whole School	Classroom
<ul style="list-style-type: none"><li>• SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion &amp; Diversity policies</li><li>• Visible school ethos: class agreements/contracts, visual cues, celebrations and positive expectations</li><li>• Use of the 'Stop' sign to discourage unwanted behaviours</li><li>• Positively framed, agreed and communicated Rights, Roles &amp; Responsibilities for all school community members</li><li>• School Council &amp; Wellbeing Champions</li><li>• Adults modelling self-regulation, inclusive language and positive relationships</li><li>• Support for newcomer pupils: buddies, multi-lingual signs, interpreters and online translation services</li><li>• Restorative practice approaches</li><li>• Steps to Wellbeing (Take 5 Steps)</li></ul>	<ul style="list-style-type: none"><li>• Curriculum: PDMU, ICT and RSE</li><li>• Structured time to promote belonging, connection and positive relationships</li><li>• Cross-curricular activities</li><li>• E-safety and digital citizenship including Safer Internet Day and use of Childnet scheme</li><li>• Engaging with statutory and voluntary agencies and resources: Safeguarding Board NI, PSNI and Public Health Agency</li><li>• Social Emotional Learning</li><li>• Circle-time, dramas, debates, stories, books, puppets, games and videos</li><li>• Physical/sensory environment regulation</li><li>• Relevant literature and resourcing exploring related concepts and themes (empathy, inclusion, diversity, problem-solving, relationships, resilience etc.)</li><li>• Lessons on friendship, self-esteem and being aware of others' emotions</li></ul>

<ul style="list-style-type: none"> <li>• Celebration of diversity and inclusion</li> <li>• Parent education and connections (workshops, newsletters, leaflets etc)</li> <li>• Shared education projects, events, assemblies, key campaigns (Kindness Day, Anti-bullying Week, Children’s Mental Health Week and Odd Sock Day)</li> <li>• Wellbeing assessment data (GL PASS)</li> <li>• ‘Open Door’ policy</li> <li>• Discussions and activities advocating recognition of trusted adults</li> <li>• Displays and posters</li> <li>• Ensuring staff have online safety training</li> <li>• No mobile phones in school, unless walking to/front school without an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative learning/problem solving and conflict resolution</li> <li>• Bystander/upstander education</li> <li>• Agile groupings and seating arrangements</li> <li>• Online apps and resources: Safer Schools</li> <li>• CCEA’s Living. Learning. Together programme</li> <li>• Small group support classes with SENCo, Language Support, Harberton, Literacy Service etc.</li> <li>• Filtering and blocking system through C2k</li> <li>• Focus on ‘getting help’, not ‘telling’</li> </ul>
<p><b>Non-Classroom</b></p> <ul style="list-style-type: none"> <li>• Supervision and transition arrangements including buses</li> <li>• Buddies/Reading Partners</li> <li>• Social and extra-curricular opportunities</li> <li>• Professional Development/Training (including for non-teaching and supervision staff)</li> <li>• Structured Play and toys at breaktime</li> <li>• Football and climbing frame rota</li> <li>• Play/art and other therapeutic approaches</li> <li>• Designated safe/quiet/reflective/nurture/activity zoned spaces (Board Room &amp; top corridor)</li> <li>• Enhanced structure during unstructured times (breakfast club and afterschool clubs)</li> <li>• Structures to facilitate reporting concerns: Worry &amp; Suggestion Boxes and online communications</li> <li>• Buddy Bench</li> </ul>	<p><b>Peer Support</b></p> <ul style="list-style-type: none"> <li>• Student Leadership: Student Council and Wellbeing Champions</li> <li>• Pupils trained and supported by staff regarding roles and responsibilities</li> <li>• Pupil led/directed activities</li> <li>• Buddies/Reading Partners</li> <li>• Bystander/Upstander Training</li> </ul>

Our preventative and responsive measures are aligned to and in the context of Safeguarding, Special Educational Needs & Inclusion, EAL & Newcomer, PDMU, ICT, Positive Behaviour and Relationship and Sexuality Education policies.

### Teachers’ Rights, Roles and Responsibilities

Teachers should:

- Foster an environment of self-respect, acceptance and respect for others;
- Promote positive and wanted behaviours through appropriate strategies;
- Teach lessons on what bullying is, the damaging effects it can have and the consequences of bullying-type behaviours;
- Foster an environment where everyone has a role to play in preventing and stopping bullying-type behaviours;
- Be aware of and alert to the signs of bullying;
- Be calm, inclusive and impartial;
- Be vigilant of bullying-type behaviours and situations;

- Listen, record and reassure when needed;
- Consider the safety of all pupils;
- Share plans, communicate within the realms of confidentiality; and
- Be aware of inappropriate language or actions by pupils both inside and outside the classroom, and try to prevent such behaviour.

If a parent/guardian reports a bullying concern, teachers should:

- Maintain effective communication between school and home to ensure that any bullying concerns are resolved as quickly and effectively as possible;
- Try to get clear facts from the parent/guardian;
- Ensure that they have already gathered as much reliable information as possible and apply the full criteria to be clear whether the behaviour does or does not meet the legal definition and the school's policy statement;
- Ensure that the parent/guardian understands how their child's behaviour does or does not conform to the legal definition of bullying;
- Share their concern about what has been happening to the child experiencing the bullying;
- Avoid suggesting the character of their child is at fault. Emphasise that it is aspects of their child's behaviour that must change. Refer to their child's positive qualities;
- Make it clear that they care and will do what they can and will act in accordance with this policy;
- Tell the parent/guardian that they will need time (be specific) to gather information and that they will keep them informed; and
- Remind parents/guardians that the only information that can be shared with them is information regarding their own child.

### **Staff Rights, Roles & Responsibilities**

In the first instance, teaching and support staff (including teaching assistants, lunchtime supervisors, office staff etc.) should report any concerns directly to the child's class teacher in a timely manner.

It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc) to report any bullying-type behaviour concern/allegation. This should follow the procedures outlined in Appendices 3 and 4.

*All* staff need to be vigilant at all times and inform class teachers, the Head of the appropriate Key Stage and/or the Principal of any incidents which could be deemed as bullying-type behaviours. Staff must work together so that incidents are tracked. It may be that only when a 'fuller picture' is constructed that it can be classified as bullying behaviours. Staff rights, roles and responsibilities are available in Appendix 9.

## Responding to Concerns

In our school, we aim to create an atmosphere where children who feel they are being bullied, or those who are aware of it, know that they will be listened to and that action taken will be swift and firm whilst at the same time recognising their concerns. It is essential that we are made aware of any suspected incidents as soon as they arise.

The procedures and actions to be taken are listed below.

Upon receipt of a concern:

- Ask those involved to share the details, listening actively so that facts and various perceptions are clarified;
- Clarify facts;
- Report any complaints or suspicions to the Head of Key Stage, Principal or Vice-Principal;
- Check records e.g. on SIMS for a history of relationships and information on any previous incidents;
- Collaboratively assess the incident using the TRIP criteria (recorded on the Bullying Concern Assessment Form (BCAF) Part 1) (Appendix 2);
- If the behaviours fit the definition of bullying-type behaviour then staff will use Parts 2-4 of the BCAF;
- Identify any themes or motivational factors (recorded on BCAF Part 2);
- Assess the severity of incidents and impact on those involved (Appendices 5 and 6);
- Help and support will be given to the pupil(s) experiencing bullying-type behaviours (recorded on BCAF Part 3a and 3b);
- The child displaying bullying-type behaviour will be cautioned as to future conduct, and appropriate interventions/supports put in place based on the level of bullying (Appendix 6) (recorded on BCAF Part 3a and 3b);
- Positive measures will be put in place to assist the child displaying bullying-type behaviour to cease their actions and to understand the consequences of these (Appendix 6);
- Every effort will be made to resolve the problem through counselling of both parties, and, where and when appropriate, interventions/supports will be applied;
- Parents/guardians of the pupil experiencing bullying-type behaviours and the child displaying bullying-type behaviour will be informed of the school's actions and any future consequences taken regarding their child **only** (as per General Data Protection Regulations);
- Key staff will be briefed on the agreed support and interventions;
- Monitor the situation (using BCAF Part 3-4). If the alleged bullying-type behaviour persists, further action will follow. Interventions/supports will be considered by the Principal in consultation with the relevant teacher(s) and in accordance with the Positive Behaviour policy, taking into account the nature of the incident. Counselling will continue after interventions/supports have been applied;
- Consider the possible need for involvement of others, e.g. parental involvement, Special Educational Needs Coordinator (SENCo) involvement, external agency support e.g. Behaviour Support & Provisions (BS&P), Autism Advisory and Intervention Service (AAIS), the Child Protection Support Service for Schools (CPSS) and/or Education Authority Northern Ireland; and
- Consider the need for a [Risk Assessment and Risk Reduction Action Plan \(RRAP\)](#) (eani.org.uk)

A flowchart outlining these steps can be found in Appendices 3 and 4.

### **Support/Intervention Actions may include:**

- A verbal apology;
- A written apology;
- Completion of a Restorative Practice: Think Time Discussion Sheet (Appendix 10)
- Exclusion from the playground (break and/or lunch);
- Exclusion from after-school activities;
- Exclusion from trips;
- An individual behaviour report (matched to needs of the pupil and signed by parents/guardians and appropriate members of staff on a daily basis);
- Restrictions or close supervision when accessing the internet/devices in school, as per school policy;
- Devices being held in the school office until collected by a parent/guardian;
- Detentions;
- Suspension; and/or
- Expulsion.

It must be noted that interventions/supports will be given on a case-by-case basis, reflective of the situation and pupils involved (Appendix 6). Intervention/supports will aim to be child-centred, promote resilience, learning and restoration. They will be evaluated, reviewed and monitored to ensure it has been effective, relational, supportive and solution-based.

### **Recording Incidents**

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy and recorded in class incident books/teachers' diaries.

Should an incident be deemed to be bullying behaviour, a Bullying Concern Assessment Form (BCAF) will be completed (Parts 1-4) (Appendix 2). This will be kept on the school system until the child displaying bullying-type behaviours leaves the school. Information may be added to the record of the child displaying bullying-type behaviour on SIMS and will remain on their record for the duration of their time at school as well as being transferred to their post-primary records.

If a report of concern or allegation of bullying-type behaviour is made, even without evidence, a BCAF will be started (Part 1) and kept 'open'. However, it will remain as an 'allegation'/socially unacceptable behaviour until TRIP is met. In such cases, staff will monitor the situation and start putting measures in place to safeguard, support and intervene.

One BCAF can be used for multiple pupils displaying bullying-type behaviours.

Motivations recorded in the BCAF are based on teacher/staff judgements.

Records will be maintained in line with our Data Protection Policy in a 'Private' folder within central records.

The designated staff responsible for coordinating the statutory recording system include the Principal, Vice Principal, SENCo and Designated Safeguarding Lead.

### **Evidence Informed Practice**

As a school, we baseline, gather data and assess evidence of the experiences and Social, Behavioural, Emotional and Wellbeing needs of the pupils informally, through BCAF, SIMs Behaviour

Management, PDMU lessons, observations, surveys, attendance data, worry and suggestion boxes, screening assessments, safeguarding records and the Pupil Attitudes to Self and School survey.

## **EFFECTIVE LEADERSHIP**

### **Role of the PDMU & ICT Coordinator**

In Botanic Primary School, all teachers accept shared responsibility for promoting positive behaviours and discouraging bullying-type behaviours throughout the school. The PDMU and ICT coordinators are responsible for leading and directing the teaching of an anti-bullying and e-safety programme, in consultation with the Principal, teachers, parents/guardians and governors and in accordance with the School Development Plan. It is their responsibility to:

- Develop and disseminate knowledge and expertise regarding the teaching of anti-bullying and cyberbullying/acceptable use of ICT including new resources, schemes, and relevant organisations;
- If and when appropriate, organise relevant staff training to build capacity and strengthen practices;
- Advise and guide colleagues with regard to updates on planners;
- Oversee the progression and continuity of the anti-bullying and e-safety programme throughout the school;
- Formulate, review and update this policy in association with pupils, parents/guardians, teachers and Principal;
- Promote and disseminate this policy within school;
- Undertake monitoring including lesson observations, reviewing photographic evidence, and examination of planning and evaluations;
- Help ensure that classes are properly resourced for effective teaching of an anti-bullying and e-safety programme;
- Organise partnerships and communicate with appropriate agencies;
- Commit to their own on-going professional development and subsequently inform the rest of the staff of recent curriculum innovations and research in the area of PDMU and ICT; and
- Maintain contact with all concerned: Principal, senior management team, teachers, other staff, parents/guardians and pupils.

### **Role of the Principal**

When deciding on measures which will be used to encourage good behaviour, the school must specifically include measures to prevent bullying amongst pupils (Article 19:14, Welfare And Protection Of Pupils Education And Libraries (Northern Ireland) Order, 2003).

The Principal should:

- Ensure good behaviour is consistently encouraged through class and school strategies;
- Ensure discipline is pursued;
- Assist (if and when appropriate) with the assessment of concerns and incidents of bullying;
- Identify trends and patterns across incidents of bullying to inform future policy and practice development and review;
- Ensure this policy has gone through an efficient and effective consultation process;
- Ensure there is a secure system of record-keeping including how incidents have been resolved;
- Present to the Board of Governors, as a standing item under Safeguarding, a report on bullying-type behaviour (Appendix 7);

- Ensure any reports given to the Board of Governors should be suitably anonymised (Appendix 7); and
- Ensure records are kept of incidents of bullying and alleged bullying behaviours including the motivation, method, how the incident was addressed and the outcome (Appendix 2).

### **Role of the Board of Governors**

As per the Addressing Bullying in Schools Act (NI), 2016, the Board of Governors should:

- Secure and review measures to prevent and address bullying-type behaviours;
- Keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school. The record must include the motivation, methods used, information on how each incident was addressed and the outcomes of interventions;
- Maintain a standing item on the agenda, under Safeguarding, where a report on bullying-type behaviour is presented by the Principal (Appendix 7)
- Be informed about, and minute, the prevalence of bullying and alleged bullying incidents, as well as the motivation behind these behaviours (Appendix 7);
- Record written responses to relevant pupils and parents/guardians when appropriate;
- “Safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school” (Article 17: 2, Welfare And Protection Of Pupils Education And Libraries (Northern Ireland) Order, 2003); and
- Review this policy as and when needed and ensure its effective implementation.

## **A SCHOOL CONNECTED TO ITS LOCAL COMMUNITY**

In Botanic Primary School, we believe that the education of our pupils is a collaborative enterprise involving teachers, classroom assistants, parents/guardians, pupils, external agencies and the wider community. In order to maintain a safe, respectful and positive environment, Botanic Primary School requires honesty and support from parents/guardians in relation to the development and implementation of this policy, including the school's procedures for bullying-type behaviours.

## **CONCLUSION**

This policy will be in line with other school policies including:

- PDMU Policy;
- ICT Policy;
- E-safety & Acceptable Use;
- Relationship and Sexuality Education Policy;
- Special Educational Needs & Inclusion Policy;
- Complaints Procedures;
- Safeguarding Policy; and
- Positive Behaviour Policy.

## **MONITORING AND REVIEW OF POLICY**

Botanic Primary School will ensure that procedures are put in place to monitor and evaluate the effectiveness of all aspects of this policy. Information will be regularly collected from pupils, staff and other appropriate stakeholders as part of the monitoring process, and this will then be evaluated against the aims and objectives of the policy at appropriate intervals.

This policy and accompanying procedures will be reviewed every three years and following complex incidents to ensure best practice for all pupils, the staff and the wider community.

The Anti-bullying & Cyberbullying Policy is:

- Agreed with the Board of Governors;
- Shared with parents/guardians via the school office and website; and
- Regularly reviewed and updated in consultation with school stakeholders: staff, children, parents/guardians and governors.

Policy written by: H.Barnes (PDMU Coordinator) & E.Murray (ICT Coordinator)

Date for the policy to be reviewed: June 2028

## **Appendix 1 - Parent Advice Sheet**

### **I think my child is being bullied – what should I do?**

1. Reassure your child that he/she was right to tell you.
2. Listen to your child's concerns; reassure your child that the matter will be dealt with sensitively.
3. Reassure your child that it is not their fault and no one deserves to be bullied.
4. Ascertain the facts.
5. Emphasize that they must tell the truth.
6. Allow time for the child to explain what is happening.
7. Keep a record of what happened, when and any witnesses to the bullying behaviours.
8. Inform the school immediately.

### **How do I approach a meeting at school?**

1. Remember, we are a partnership – we are here to help. We want to resolve the issue as much as you.
2. Relate the incident(s) to us – where, when, who and how often.
3. Tell us how your child has been feeling and how the incidents have affected him/her.
4. Be reassured your worries and concerns will be dealt with and you will be kept informed.
5. Please keep us informed of any other incidents which arise.

Further rights-based information and advice can be found:

<https://www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016/bullying>

**Appendix 2 - Bullying Concern Assessment Form**

**Incident Date:**

<b>Pupils Involved</b>	<b>Role</b>	<b>Incident Date</b>	<b>Gender</b>	<b>DOB</b>	<b>Year and Reg</b>

<b>Incident</b>	<b>Comments</b>
Bullying Concern	

<i>PART 1 - Assessment of Concern</i>		<i>Date:</i>	
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <p style="margin-left: 40px;">(a) <i>any verbal, written or electronic communication</i></p> <p style="margin-left: 40px;">(b) <i>any other act, or</i></p> <p style="margin-left: 40px;">(c) <i>any combination of those,</i></p> <p><i>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.</i></p>			
	<b>Name(s)</b>	<b>Gender</b>	<b>DOB/Year Group</b>
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
<b>Check records for previously recorded incidents</b>			

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

**One-off Incident**

<b>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:</b>	
<b>Criteria:</b>	<b>Information gathered:</b>
<b>severity and significance of the incident</b>	
<b>evidence of pre-meditation</b>	
<b>Significant level of physical/emotional impact on individual/s</b>	
<b>Significant level of impact on wider school community</b>	
<b>Status/nature of previous relationships between those involved</b>	
<b>Records exist of previous incidents involving the individuals</b>	

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criterial have not been met and bullying behaviour has not occurred.</b>
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:

- Individual to individual 1:1       Individual to group       Group to individual  
 Group to group

### 2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)  
 Any other physical contact which may include 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)

<input type="checkbox"/>	Looked After Status (LAC)
<input type="checkbox"/>	Peer Relationship Breakdown
<input type="checkbox"/>	Disability (related to perceived or actual disability)
<input type="checkbox"/>	Ability
<input type="checkbox"/>	Pregnancy
<input type="checkbox"/>	Race
<input type="checkbox"/>	Not known
<input type="checkbox"/>	Other _____

**Part 3a**

<b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:</b>						
<b>Pupil Name:</b>			<b>Year Group/Class:</b>			
<b>REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR</b>						
<b>Parent/ carer informed:</b>			<b>Date:</b>		<b>By whom:</b>	
<b>Staff Involved:</b>						
Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review
<b>Record of participation in planning for interventions</b>						
<b>Pupil:</b>						
<b>Parent/carers:</b>						

**Other Agencies:**

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

**Part 3b**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING 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:** \_\_\_\_\_

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Type of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcome of Intervention</b>	<b>Review</b>

**Record of participation in planning for interventions**

**Pupil:** \_\_\_\_\_

**Parent/carer:** \_\_\_\_\_

**Other Agencies:**

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

**PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**

Date of Review Meeting:

**4a- Following the Review Meeting, to what extent have the success criteria been met?**

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

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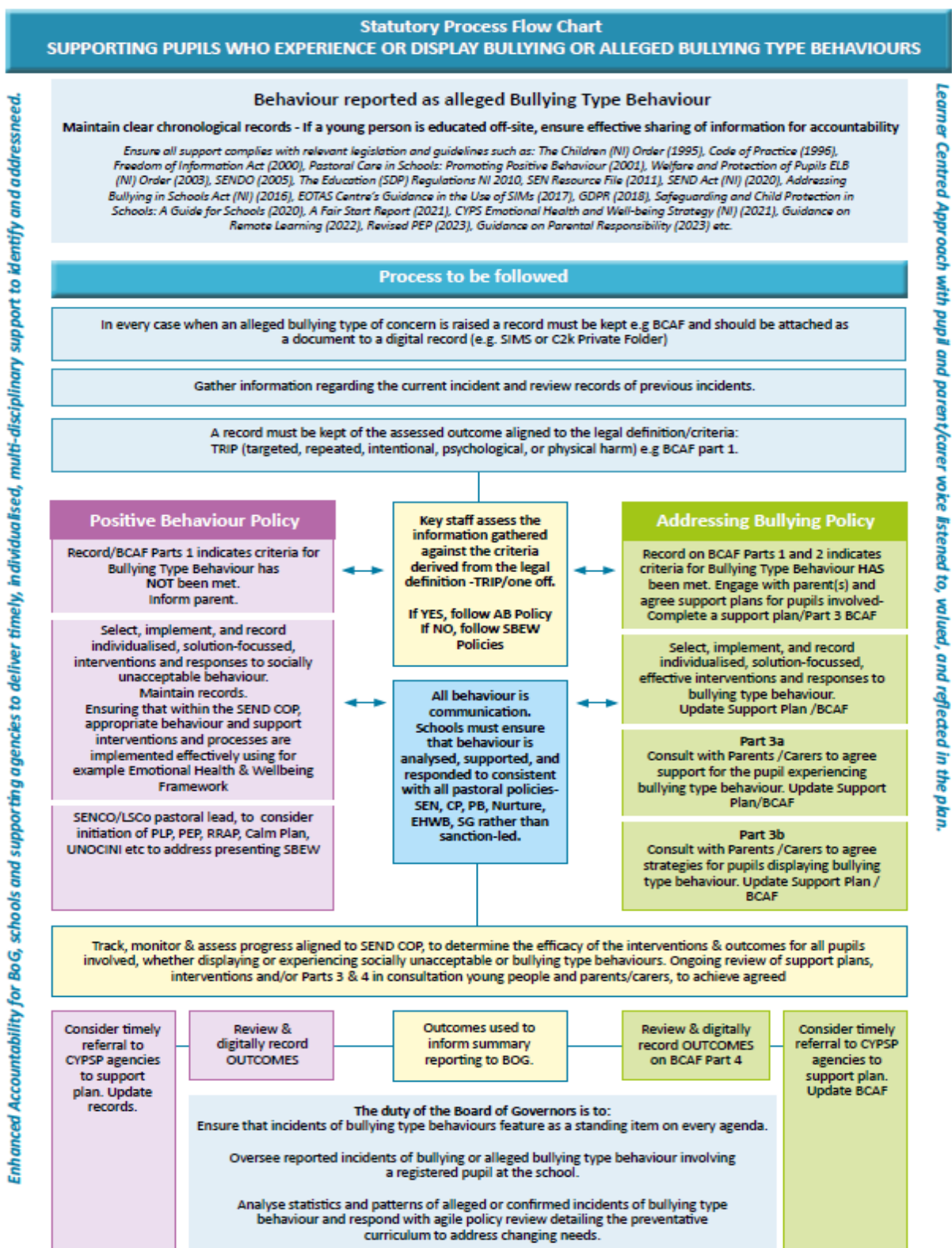
**Part 4b- If the success criteria have not been met, continue to:**

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

**Agreed by:**

<b>School</b>	<b>Signed:</b> <b>Date:</b>
<b>Parent</b>	<b>Signed:</b> <b>Date:</b>
<b>Pupil</b>	<b>Signed:</b> <b>Date:</b>

**Appendix 3-** This diagram illustrates the actions to be taken following receipt of a bullying allegation.



## Appendix 4- School Specific Response Flowchart

These diagrams show school specific systems and processes for responding to and recording any bullying type of behaviour concerns.

The aim of the flowchart is to:

- **Provide clarity** for all community members around individual **roles and responsibilities** in relation to addressing any bullying type of behaviour concerns.
- To help build **shared community understanding** about the **processes** that will be followed if anyone reports an alleged bullying type of behaviour concern.

<p><b>STEP 1: REPORTING &amp; RECORDING</b></p> <p>WHAT? BCAF 1 &amp; 2</p> <p>WHO? CLASS TEACHER</p>	<p>Concern is raised by a pupil, parent/guardian, member of staff or other.</p> <p style="text-align: right;">➔</p>	<p>Member of staff receiving the concern listens and shares the concern with the Class Teacher.</p> <p>Class Teacher will record details on the <b>BCAF part 1</b>.</p>
<p><b>STEP 2: ASSESSING</b></p> <p>WHAT? BCAF 1 &amp; 2</p> <p>WHO? CLASS TEACHER &amp; HEAD OF KS</p>	<p>Class Teacher and Head of KS review information to assess the allegation against the legal definition/criteria – TRIP/One-off incident.</p> <p>Does it meet TRIP criteria and legal definition of bullying?</p> <p style="text-align: center;">No Yes</p> <p style="text-align: right;">↗ ➔</p>	<p>BCAF shared with SLT, and decision is confirmed <b>legal definition/criteria not met</b>. Relevant policy implemented and supports initiated. End of BCAF.</p> <p>Class Teacher in consultation with Head of KS complete <b>BCAF part 1 &amp; 2</b>, and record follow up/evidence.</p>
<p><b>STEP 3: RESPONDING</b></p> <p>WHAT? BCAF 3</p> <p>WHO? HEAD OF KS/SLT/VP</p>	<p>BCAF shared with Head of KS/SLT/VP. <b>Incidents identified as bullying-type behaviour</b> requiring interventions and support. <b>BCAF part 3</b> completed and monitored by Head of KS/SLT/VP.</p> <p style="text-align: right;">➔</p>	<p>Interventions and supports mapped out, recorded and reviewed using <b>BCAF Part 3a and b</b>. Note: this will <b>involve pupils, parents and may also involve multi-agency support</b>.</p>
<p><b>STEP 4: MONITORING</b></p> <p>WHAT? BCAF PART 4</p> <p>WHO? HEAD OF KS/SLT/VP /PRINCIPAL/ BOARD OF GOVERNORS/EXTERNAL</p>	<p>Head of KS/SLT/VP/Principal review actions to date and in collaboration, determine if the success criteria from part 3a and 3b have been met.</p> <p style="text-align: right;">➔</p>	<p>If the success criteria have not been met complete <b>section 4b</b> of the review documentation and involve further multi-agency input and engagement with the board of governors.</p>

## Appendix 5- Levels of Bullying

Level 1	Low level bullying behaviours
Level 2	Intermediate level bullying behaviours
Level 3	Complex bullying behaviours
Level 4	High risk bullying behaviours

In determining the level of severity, it is helpful to take account of the following:

- The **nature** of the bullying behaviour, for example, deliberate teasing, excluding or hitting. There is a tendency among those who have a duty of care to rate some forms of bullying behaviour, particularly violence, as more serious than other subtle forms. This can be a dangerous mistake, leaving us vulnerable to ignoring 'teasing' or 'exclusion'.
- The **frequency** of the bullying behaviour: daily, weekly or less often.
- The **duration** of the bullying behaviour: whether over a short or prolonged period of time.
- The **perceptions** of the target – The seriousness of bullying can only be measured by the degree of distress suffered by the target.

## Appendix 6- Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour

It is important to ensure that ACTION will be taken under the school's Positive Behaviour Policy if socially unacceptable behaviour has occurred or alternatively under the school's Anti-Bullying Policy if the legal criteria has been fully met and bullying behaviour has occurred.

In selecting an intervention, schools should take account of:

- The level of severity
- The age and ability of those involved
- Whether an individual pupil or a group is involved
- The level of staff confidence and competence in adopting a restorative, behaviour-changing approach
- The support of the parents/guardians in adopting a restorative, behaviour-changing approach
- Whether the pupil displaying bullying behaviour acknowledges the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention such as the Support Group Method
- The extent to which the young person experiencing bullying can be supported to develop resilience and coping skills, with or without external support
- The legal status of the act e.g. assault
- The need to ensure all interventions selected are recorded and outcomes tracked and monitored to assess efficacy of the interventions.

Further guidance on interventions can be found: <https://www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016/effective-responses>

These lists are not exhaustive and supports implemented are specific to each individual child.

<b>Effective Responses to Bullying Type Behaviour &amp; Socially Unacceptable Behaviour Level 1 Supports and Interventions</b>	
Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved.	
Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying.	
Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD.	
Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc.	
Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources.	
Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers.	
Co-create, agree, and implement a Seeking Help Plan (ERtBB).	
Complete and/or review additional assessments to build a picture of SBEW needs e.g. GL PASS, Boxall.	
Use of specific verbal cues, affective statements e.g. High Five Journal.	
Use visual reminders of positive expectations.	
Explore friendship as a concept.	
Develop social skills/stories and additional emotional literacy sessions.	
Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc.	
Explicitly teach positive expectations.	
Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds.	
Use play, art, or other therapeutic approaches.	
Make alternative arrangements for travelling to and from school (ERtBB).	
Play group games to encourage positive interactions and inclusion.	
Create activities, clubs, and events to grow social communication skills.	
Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart.	
Review transition planning and pupil support across phases, year groups, schools.	
Use 'Circle of Friends' activity (ERtBB).	
Use circle time/connect and nurture strategies.	

Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERtBB).	
Other. Select further supports and interventions from Level 1 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	

**Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour Level 2 Supports and Interventions**

Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact.

Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection.	
Consider access to nurture support, post primary well-being hub etc to support SBEW needs.	
Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD.	
Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc.	
Scaffold pupil experience to help build new relationships/friendships e.g. flexible groupings, seating plans. See 'Good Practice Advice & Guidance for Schools Receiving Newcomers Including Pupils Seeking Asylum' document.	
Create, agree, and embed additional positive group expectations and routines.	
Use restorative practices, group mediation and conflict resolution approaches (ERTBB).	
Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills.	
Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils.	
Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc.	
Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour.	
Provide access to School Counselling or other therapeutic service.	
Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self-esteem.	
Consider referral to community-based organisations e.g. mentoring programmes.	
Build group awareness of bystander and upstander behaviours.	
Create a visual reminder of group expectations and routines, e.g First and Then.	
Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB).	
Consider referral to Family Support Hub.	
Consider referral to EA services for advice.	
Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support.	
Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App.	
Introduce enhanced social skills sessions to scaffold positively framed expectations and routines.	
Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc.	
Use targeted small group circle time, Circle of Friends (ERtBB).	
Other. Select further supports and interventions from Level 1 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	

**Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour Level 3 Supports and Interventions**

Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, and relevant agencies to agree [supports under review](#).

Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals.	
Avail of nurture support, post primary well-being hub etc to support SBEW needs.	
Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate.	
Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc.	
Schedule regular check-ins with a trusted adult or supportive adults around the pupil.	
Use multi-stage strategies and approaches with groups and/or individual pupils e.g. PIKAS method of Shared Concern (ERtBB).	
Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning e.g. CSE or Forensic RAMP, PLP, UNOCINI etc.	
Complete a referral and engage with external agencies to facilitate an agreed intervention programme.	
Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes.	
Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs.	
Facilitate additional one to one sessions focusing on emotional wellbeing/literacy/resilience.	
Contact EA services for further advice and guidance.	
Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others.	
Facilitate additional one to one sessions with a focus on self-regulation and social communication.	
Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App.	
Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs.	
Provide opportunities to work one to one with a supportive adult.	
Provide targeted support to scaffold appropriate friendships/relationships.	
Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met.	
Complete a referral and engage with EA services to facilitate an agreed intervention programme.	
Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	

**Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour Level 4 Supports and Interventions**

Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3.

Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s).

Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting.

Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate.

Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc.

Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion.

Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP).

Initiate/review of Child Looked After Personal Education Plan (PEP).

Refer to EA services for specialised support e.g. CPSS for advice.

Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc.

Refer to Independent Counselling Service for Schools (ICSS).

Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc.

Complete a UNOCINI.

Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance.

Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention.

Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.

**Appendix 7- Addressing Bullying in Schools Act (NI) 2016: Reporting to Board of Governors Pro-forma**

Reporting timeframe and date e.g. Term 1 2024-25 \_\_\_\_\_

Staff member reporting \_\_\_\_\_ Date of meeting \_\_\_\_\_

Number of allegations of bullying type behaviour	
Number of cases that <b>did not meet TRIP</b> criteria	
Number of cases that <b>met TRIP</b> criteria	
Number of cases ongoing following confirmation of TRIP criteria	
Number of cases resolved following confirmation of TRIP criteria	
Identified <b>methods</b> of <b>confirmed</b> bullying type behaviour and number of each e.g. Physical - 3	
<b>Potential motivation</b> for bullying type behaviour and number of each identified e.g. Racism - 2	
Support and interventions in place for both pupils displaying and experiencing bullying type behaviour. (Yes/No)	
Emerging trends identified and how these are being responded to.	
Areas identified as priority for School Development Planning.	

## Appendix 8- Evidence Informed Practice

### The Legislative Context:

[Anti-discrimination laws applicable in Northern Ireland \(Equality Commission, 2024\)](#)  
[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)  
[Public Services Ombudsman Act \(Northern Ireland\) 2016](#)  
[The Children's Services Cooperation Act \(Northern Ireland\) 2015](#)  
[The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)  
[The Special Education Needs and Disability Order \(Northern Ireland\) 2005](#)  
[The Special Educational Needs and Disability Act \(Northern Ireland\) 2016](#)  
<https://www.legislation.gov.uk/nia/2016/8/contents>  
[The Education \(Northern Ireland\) Order 1998](#)  
[The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)  
[The Northern Ireland Act 1998 Section 75](#)  
[The Human Rights Act 1998](#)  
[The Children \(Northern Ireland\) Order 1995](#)  
[The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

### The Policy & Guidance Context

[Implementing Trauma Informed Approaches in Northern Ireland and Executive Summary \(QUB and SBI, 2024\)](#)  
[CCEA Relationships and Education Resource Guidance \(2024\)](#)  
[ETI Safeguarding Proforma \(ETI, 2023\)](#)  
[Nurture Group Provision Guidance for Schools \(DE, 2023\)](#)  
[Draft Consultation: Consultation on the Statutory Guidance On The Reduction And Management Of Restrictive Practices In Educational Settings In Northern Ireland \(DE, 2023\)](#) DE, DoH & DoJ  
[Children and Young Peoples Emotional Health and Wellbeing in Education Framework \(DE, 2021\)](#) DE/DoH  
[A Life Deserved: Caring for Children and Young People in Northern Ireland \(DOH and DE, 2021\)](#)  
[Suspensions and Exclusions for Pupils in Northern Ireland \(DE Circular, March 2021\)](#)  
[Model Equality and Inclusion Policy and Guidance \(EA, 2020\)](#)  
[Resource File for Children with Special Educational Needs \(DE, 2020\)](#)  
[Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties \(CCEA, 2020\)](#)  
[Mental health care systems \(SBNI, 2019\)](#)  
[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016 Statutory Guidance for Schools and Boards of Governors \(DE, 2019\)](#)  
[Putting Care into Education \(DE, 2018\)](#)  
[Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)  
  
[Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)  
[Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)  
[Miss School = Miss Out Improving Pupil Attendance Strategy \(DE, 2016\)](#)  
[Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)  
[Every School a Good School DE 2009 <https://www.education-ni.gov.uk/articles/every-school-good-school-esags>](#)

### The International Context

[United Nations Convention on the Rights of the Child \(UNCRC\)](#)

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)

**Appendix 9- Right, Roles & Responsibilities to prevent and address bullying-type behaviour**

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Guardian's Rights, Roles & Responsibilities
<p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>• To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion.</li> <li>• Safe and secure working environment with appropriate training to meet the needs of the young people in their care.</li> <li>• Emotional health and wellbeing promoted and supported by colleagues.</li> <li>• Access to ongoing PD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes &amp; systems to report, record and respond to all allegations/incidents of bullying-type behaviour and wider SBEW training.</li> <li>• Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures.</li> <li>• Kept informed and updated in relation to children and young people's progress and wellbeing.</li> <li>• To know the identified individual needs (including SEND and medical needs) of the young people in their care and the support plans to address these needs.</li> <li>• Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection.</li> </ul>	<p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>• Emotional health and wellbeing promoted and supported through a preventative curriculum.</li> <li>• Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all.</li> <li>• Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people.</li> <li>• To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying-type behaviours.</li> <li>• Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying-Type Behaviour.</li> <li>• Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches and Restorative Practices etc.</li> <li>• Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying-type behaviour.</li> <li>• Individual needs to be addressed through the suite of pastoral/safeguarding policies.</li> <li>• Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P.,</li> </ul>	<p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>• Their child/young person receives a quality learning experience.</li> <li>• Their child/young person is taught in a relational, nurturing, and safe environment.</li> <li>• Their child/young person is treated fairly and with respect.</li> <li>• A school environment that promotes effective partnerships and positive relations with school staff.</li> <li>• Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying-Type Behaviour.</li> <li>• Consulted regarding school policies including Addressing Bullying Policy development and review processes.</li> <li>• Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances as outlined in the Addressing Bullying Policy.</li> <li>• 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.</li> <li>• Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.</li> </ul>

	<p>PSNI, HSCT etc) to address BTB when and where appropriate.</p> <ul style="list-style-type: none"> <li>• Opportunities for involvement in peer support and/or mentoring.</li> </ul>	
<p><b>Roles &amp; Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Safeguard and promote the welfare of all children and young people.</li> <li>• Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment.</li> <li>• Create opportunities to celebrate success, diversity, and equality to create a positive ethos.</li> <li>• Plan and deliver an ongoing preventative curriculum, which is updated to address need.</li> <li>• Act in a professional manner to model, teach and develop children/young people's interpersonal and emotional skills.</li> <li>• Undertake Addressing Bullying in Schools training and support as part of PD.</li> <li>• Co-develop, implement, and promote 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.</li> <li>• Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need.</li> <li>• Keep digital records of Bullying-Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF).</li> <li>• Build effective partnerships and positive relations with and between children, young people, parents/carers and staff (including explicit approaches to connect with vulnerable and hard-to-reach families).</li> </ul>	<p><b>Roles &amp; Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Report allegations and/or bullying-type concerns via the designated channels and platforms e.g. talk to a trusted adult or through confidential digital platforms.</li> <li>• Request and engage with appropriate support both within and outside school via e.g. the designated staff member as outlined in the Addressing Bullying Policy.</li> <li>• Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support.</li> <li>• Endeavor to constructively engage with reflection, support and intervention offered.</li> <li>• Act in a respectful, kind, empathetic manner i.e. <i>Pupils don't have to be friends with everyone but have to be friendly.</i></li> <li>• Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, Calm Plan, PLP, RRAP.</li> </ul>	<p><b>Roles &amp; Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy.</li> <li>• Respond timely to staff communications regarding bullying-type concerns.</li> <li>• Attend support and intervention meetings to agree next steps and plans moving forward.</li> <li>• Support the implementation of agreed plans e.g. BCAF, Calm Plan, PLP, RRAP.</li> <li>• Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved.</li> <li>• Encourage their child/young person to model the school's ethos and values.</li> <li>• Engage with wider services and agencies to support you child or young person as required.</li> <li>• Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.</li> </ul>

<ul style="list-style-type: none"> <li>• Take timely and appropriate action to address children, young people, parent/carer, and staff concerns.</li> <li>• Use relational and evidence informed approaches e.g. SEN, Nurture, Trauma Informed and Restorative Practice etc to support all interventions for both those displaying and experiencing socially unacceptable/bullying-type behaviour.</li> <li>• Address individual needs through the suite of pastoral/safeguarding/SEND policies.</li> <li>• Work in partnership with and make timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate.</li> <li>• Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and Board of Governors.</li> </ul>		
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**Think Time Discussion Sheet**

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

This is what happened.

This is what I was thinking/feeling at the time.

This is what I chose to do.

Who was affected by what I did?

How were they affected by my actions?

**What action(s) do I need to take now to make things better/right?**

1

2

3

**Signatures**

Staff \_\_\_\_\_

Pupil \_\_\_\_\_

Date \_\_\_\_\_

Parents/Carers Informed. YES / NO?

**Review Meeting Discussion Sheet**

Date: \_\_\_\_\_

The actions I decided to take to make things better were:	Done	Not Done	Results/consequences of my actions
1.			
2.			
3.			

Comments:

**REVIEW OF OUTCOMES**

Signatures:

Staff \_\_\_\_\_

Pupil \_\_\_\_\_

Date \_\_\_\_\_