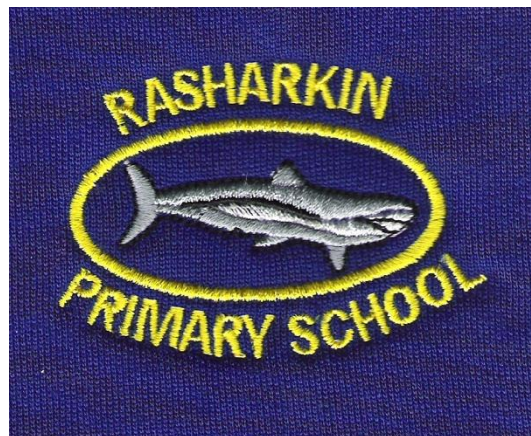


# Rasharkin Primary School



## Addressing Bullying Policy

*(With reference to Addressing Bullying in Schools (NI) Act 2016)*

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## Section 1 – Introduction and Statement

This school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

## Section 2 – Context

This policy has been developed in the context of legislative and policy/guidance framework. This includes:

### *The Legislative Context*

- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003](#) (A17-19)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007 – See De Circular 2007/20
- Welfare And Protection of Pupils Education And Libraries (Northern Ireland) Order 2003: De Circular Number 2003/13

### *The Policy & Guidance Context*

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Measures to Prevent Bullying (DE Circular, 2003/13)
- [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
- [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
- [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)
- Promoting And Sustaining Good Behaviour in Schools: De Circular 1998/25

### *The International Context*

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

The key points to note are:

#### 1) 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, e.g. during Shared Education lessons)

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- Requires that the policy be updated at least every four years.

2) The Education and Libraries Order (NI) 2003, requires

i) the Board of Governors to:

- ‘Safeguard and promote the welfare of registered pupils’
- consult with registered pupils on the general principles which will be reflected in the school’s discipline policy (Article 19: 13 & 14)

ii. The Principal:

- when deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among pupils (Article 19:14)
- before deciding on measures to encourage good behaviour must consult with pupils registered at the school and their parents” (Article 19:14)

3) 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.
- Be protected from discrimination.
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously.
- Education.

4) The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007 – See De Circular 2007/20

Duty to promote good behaviour, discipline and welfare-

- Boards of Governors must safeguard and promote the welfare of all pupils attending their school, whether registered or not, when they are on the premises of the school or in the lawful control or charge of a member of staff of the school
- the responsibilities of Boards of Governors and principals for ensuring that policies are pursued to promote good behaviour and discipline among registered pupils are extended to cover all pupils attending the school whether registered or not.

5) Promoting And Sustaining Good Behaviour in Schools: De Circular 1998/25 –

Article 3 requires Boards of Governors and principals to:

“ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school”

6) Welfare And Protection of Pupils Education And Libraries (Northern Ireland) Order 2003: De Circular Number 2003/13

The Board of Governors is required to:

- “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)

- “Pupil welfare embraces all aspects of pastoral care, child protection, pupil behaviour, health and well-being, safety and security.” (Article 17:4)

### Section 3 – Ethos & Principles

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Rasharkin Primary School is embedding the key guiding principle of prevention through, for example, the:

- Promotion of “good behaviour”
  - Sets high standards of behaviour e.g. the Governors’ written Statement of Principles
  - Carries out regular audits to ensure expectations are being met and identify areas for concern e.g. hotspots
- Creation and maintenance of positive relationships
  - Actively promotes an open, inclusive and mutually respectful working environment
  - Ensures high levels of pupil participation through promotion of an active School Council
  - Works in partnership with parents/carers through the development of an open system of communication.
- Creation and maintenance of an ethos which promotes aspiration, achievement, and restoration
  - Implements a whole-school rewards system which consistently acknowledges, affirms and celebrates positive behaviour and achievement.
- Promotion of the welfare and wellbeing of pupils
  - Through effective delivery of the taught Personal Development and Mutual Understanding programmes to promote confidence, self-reliance, resilience and effective interpersonal skills
- Provision of effective guidance and support
  - Works effectively with appropriate outside agencies to support the care and welfare of the pupils;
- Reduction/removal of behavioural barriers to learning
  - Works in conjunction with the SEN policy to identify and meet individual needs

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- Involves pupils in target setting, self-assessment and evaluation of outcomes re PLPs and Risk Reduction Action Plans, if required
- Implements a post-incident debriefing process to help pupils develop restorative attitudes and learn from experience

## Section 4 – Consultation and Participation

In compliance with the Addressing Bullying in Schools Act (NI) 2016 this policy was developed in consultation with registered pupils and their parents/carers. Examples are given below.

### 1. Consultation with pupils:

- Class-based activities
- Questionnaires distributed to pupils via MS Forms (October 2023)
- Pupils in the School Council (October 2023)
- Pupil focus groups

### 2. Consultation with parents/carers took place through:

- Questionnaires distributed to all parents/carers, via MS Forms (February 2023 and usually at least annually to coincide with Parent Interviews)

### 3. Consultation with all members of the school community:

- Staff survey for all staff, teaching and non-teaching
- Engagement activity for all staff, teaching and non-teaching
- Representative members of staff involved in writing and agreeing anti-bullying policy
- School audits, involving pupils, parents, carers, staff (T & NT) and Governors, of which the results are analysed and feedback provided for all participants (shared on school website)
- Results are used to: address concerns; improve support provided, inform and guide amendments to policy and procedures; identify CPD requirements; Inform SDP; monitor and evaluate policy efficacy

Pupils are involved in the creation and maintenance of the school's anti-bullying culture through for example active participation in one or more of the following areas:

- the annual NIABF Anti-bullying Week activities
- pupil Questionnaires/Audits
- school/Class Councils; School Assemblies; class role plays; drawing up class/school anti-bullying charters; developing pupil aide memoires
- the taught pastoral programmes, e.g. PDMU lessons
- Playground Buddies
- facility development i.e., extra-curricular activities (lunch/after school), school website pages
- contribution to school policies such as: promoting positive behaviour and reward systems, anti-bullying

## Section 5 – What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which Rasharkin Primary School have agreed to adopt.

Addressing Bullying in Schools definition of “bullying”:

*1.—(1) In this Act “bullying” includes (but is not limited to) the repeated use of—*

*(a) any verbal, written or electronic communication,*

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*(b) any other act, or*

*(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.*

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

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.

While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying. 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 (e.g. one electronic post may be viewed/shared ‘repeatedly’)
- previous relationships between those involved
- any previous incidents involving the individuals.

### **Imbalance of Power**

Whilst the term “imbalance of power” is **not** contained within the statutory definition in Northern Ireland, it is a long-standing element of bullying behaviour and internationally recognised by leading academics. Rasharkin Primary School recognizes an ‘imbalance of power’ as a factor which will be considered when responding to alleged bullying behaviour. The imbalance of power can manifest itself in several ways: physical, psychological (knowing what upsets someone), intellectual or group / more than one individual. The target’s resilience, or lack thereof, may also be considered when addressing the imbalance of power.

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

The following socially unacceptable behaviours, infringe on everyone’s rights to be safe.

Socially unacceptable behaviours BECOME BULLYING BEHAVIOURS when the information gathered clearly demonstrates that the unacceptable behaviour DOES MEET THE CRITERIA LISTED BELOW i.e. on the basis of the evidence gathered the behaviour is/was:

- intentional,
- targeted at a specific pupil or group of pupils
- repeated\*
- causing physical or emotional harm
- omission

Examples of behaviours that may be considered a bullying behaviour include:

- 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 spreading false rumours about others
  - extort from, blackmail or exploit another
  - try to make other pupils dislike another pupil/s.
- Physical acts:
  - hitting
  - kicking

- pushing
- shoving
- material harm, such as taking/stealing money or possessions or causing damage to possessions.
- Exclusion (intentionally choosing (acting) to stop someone from joining in:
  - leaving someone out of a game
  - refusing to include someone in group work
- Omission - intentionally choosing not to mention (failure to act) there was football at lunchtime i.e. wilful omission arising from a desire to cause hurt
- Electronic Acts (Cyber Bullying)

*The use of electronic communication as a method of bullying behaviour is most commonly identified as cyber bullying. Cyber bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and online platforms.*

- using online platforms or other electronic communication to carry out many of the written acts noted above
- impersonating someone online to cause hurt
- sharing images (e.g. photographs or videos) online to embarrass someone.

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

Rasharkin Primary School recognise there are various motivations behind bullying, including those named in the Act. The motivation behind an incident (alleged or otherwise) must be recorded by the school and may include, but are not limited to:

- age
- appearance
- breakdown in peer relationships
- community background
- political affiliation
- gender identity
- sexual orientation
- pregnancy
- marital status
- race
- religion
- disability
- ability
- child looked after status
- young carer status

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 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.

'Harm' means ill treatment or the impairment of health or development, and the question of whether harm is significant is determined in accordance with Article 50(3) of the Children Order. In the context of Anti- Bullying, when determining 'harm' we will consider:

- 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.



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Repetition (three or more repetitious incidents involving the same target/s) is one way of establishing intention to harm, particularly if the bullying behaviours have not stopped after an intervention by the school.

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

Rasharkin Primary School will use the class teacher's professional knowledge to clarify and guide in situations where discretion may be applied with regard to a pupil's capacity to understand the impact of their behaviour on others.

## Section 6 – Scope of Policy

This policy will be applied:

- On the premises during the school day, including both inside and outside areas
- While travelling to and from school during the school term i.e. while wearing school uniform for example to travel daily directly to school at the start of the day and directly from school to home at the end of the school day when: on foot; on the school bus; on in private transport to an off-site educational provider
- While a pupil is in the lawful control or charge of a member of the school staff, e.g. school trips, external events,
- During education provision arranged on behalf of the school and provided away from the school premises, e.g. Shared Education lessons.

## Section 7 – Preventative Measures

Under the legislation, the focus for all anti-bullying work should be on prevention.

Rasharkin Primary School recognises this and seeks to implement these measures to be taken by the school to prevent bullying behaviour, as defined in the section above. Beyond this, these measures aim to promote a strong anti-bullying ethos within the school and the wider school community.

These are some of the key actions that will be taken forward, with the aim of preventing bullying and creating a safe learning environment. Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- 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
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promoting positive emotional health and wellbeing (ref. RPS whole school overview Health and Well-Being)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school

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- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of playground buddies and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- 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, etc.

While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways Rasharkin Primary School can further build upon this to prevent bullying behaviour on the way to and from school. The measures below are suggestions and may be prioritised as a results of review, or by a recommendation, e.g. BOG, ETI,. This may include:

- 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.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.
- Regular engagement with transport providers (EA Transport) to ensure effective communication and the early identification of any concerns.
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff escort children to bus)

The new legislation also gives schools the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. Rasharkin Primary School aims to raise awareness of the nature and impact of online bullying and support the pupils to make use of the internet in a safe, responsible and respectful way. This may include:

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use. Each class will have at least six dedicated digital safeguarding lessons per school year, i.e. one per half term (may also be taught in a block).
- Participation in Anti-Bullying Week activities.
- 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.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy)

## Section 8 – Responsibility

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

Everyone has the responsibility to work together to:

- foster positive self-esteem

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- 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.

## Section 9 – Reporting a Bullying Concern

### *Pupils Reporting a Concern*

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. In Rasharkin Primary School, we encourage all pupils to raise concerns with any member of staff, including teaching and non-teaching staff. In addition to this Mrs Henry and Mrs Calderwood are promoted throughout the school as someone a child can talk to ‘if they are worried about something’.

Ways that pupils can report bullying concerns, include:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (e.g. in a homework diary)
- By posting a comment in a ‘worry box’

We also recognise and promote the message that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 7, this message should focus on ‘getting help’ rather than ‘telling’. As such, all pupils should be encouraged to ‘get help’ if they have a concern about bullying that they experience or is experienced by another.

### *Parents/Carers Reporting a Concern*

Rasharkin Primary School believe it is the responsibility of parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers also need to, work along with the school to, encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to ‘hit back’.

The process of parents/carers reporting bullying concern:

- In the first instance, all bullying concerns should be reported to the Class Teacher

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- 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 the Principal.

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. (See RPS Complaints Procedure, available on the school website or from the school office.)

While the majority of reports of bullying concerns will come from pupils and their parents/carers, Rasharkin Primary School is open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

## Section 10 – Responding to a Bullying Concern

The process that will be employed, as well as the approach the school will take in its response to all reports of alleged bullying behaviour, or any concerns identified is detailed below. Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour & Anti-Bullying Policies

Rasharkin Primary School believes that **the focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved**. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.

The processes outlined below provide a framework for how the school 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 (RPS Bullying Behaviour Record File)
- 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

NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on 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. Rasharkin Primary School aim to use this approach.

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If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET socially unacceptable behaviours will be dealt under the school's Positive Behaviour Policy (with reference to SEND as appropriate) and details recorded.

Support for targeted pupil/s may involve:

- discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: identifying SMARTE (Specific, Measurable, Achievable, Relevant, Timely and Evidence Based) target/s; relevant success criteria, outcomes and assessment procedures
- keeping a record of the agreed action plan in Part 3 of the BCAF.
- ongoing dialogue to ensure that the strategies identified and agreed would, when implemented, result for example in: greater resilience; development of new coping skills & the promotion of positive restorative relationships – see interventions contained in NIABF's "Effective responses to bullying behaviour", Pgs. 16-19 and following; for strategies see DE SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties" Pgs. 272-279
- copies of the agreed plan being shared with key partners to ensure clarity of roles and understanding of specific strategies
- staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review
- collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.
- keeping staff and pupil-self-assessment records
- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners – BCAF Part 4

Support for pupil/s displaying bullying behaviour may involve:

- discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: SMARTE target/s, success criteria, outcomes and assessment procedures – (see BCAF Part 3)
- keeping a record of the agreed plan in Part 3 of the BCAF.
- ongoing dialogue to ensure that the interventions/strategies identified and agreed would, when implemented, result for example in: reduction/removal of unacceptable bullying behaviour/s; an enhanced ability to empathise and the restoration of relationships - see interventions contained in NIABF's "Effective responses to bullying behaviour", Pgs. 16-19 and following; for strategies see DE SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties" Pgs. 272-279
- copies of the agreed plan being shared with key partners to ensure for example clarity of roles and understanding of specific strategies,
- staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review
- collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.
- keeping staff and pupil-self-assessment records

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- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners (BCAF Part 4)

Follow-up procedures

- report back promptly to parents/carers informing them fully of actions taken/to be taken and outcomes achieved
- provide regular opportunities for post-incident learning (debriefing sessions) for both target/s and pupil/s displaying bullying behaviour e.g. using Worth a Rethink ; Think Time Discussion Sheet
- acknowledge, affirm and celebrate success

## Section 11 – Recording

The school will use the Bullying Concern Assessment Form (BCAF) to centrally record all relevant information related to reports of bullying concerns, including:

- information gathered e.g. from those involved, key bystanders
- what from the information gathered and all of the circumstances, appears to be the motivation or underlying theme behind the behaviour e.g. gender, disability, race, Looked After Status (LAC) etc.
- the method/s of bullying e.g. exclusion, verbal, electronic, physical etc.
- details about how the incident was addressed i.e. interventions selected, action taken and support provided for both target/s and the pupil/s displaying bullying behaviour/s; any external support provided together with outcomes achieved

Records will be kept in the Bullying Behaviours File. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

## Section 12 – Professional Development of Staff

Rasharkin Primary School recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's on-going CPD/PRSD provisions
- the principal attended training and disseminated this to governors and all staff in the creation of this policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- CPD records are kept annually and included as an appendix to the School Development Plan.

## Section 13 – Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy.

In addressing these duties, the Board of Governors shall:

- Maintain, at least annually, an item on the agenda of a meeting of the Board where a report on recorded incidents of bullying and alleged incidents will be noted, including method, motivation and how incident was addressed
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying behaviour
- assess the effectiveness of strategies aimed at responding to bullying behaviour.

The Board of Governors will also review:

- The number and type of whole school/class preventative measures
- The impact of the policy and practice within the whole school.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, at least every four years. Governors may wish to review the anti-bullying policies at intervals shorter than every four years, for example:

- when there has been a serious incident of bullying behaviour
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy
- in response to a recommendation by the Education and Training Inspectorate
- in response to relevant circulars from the Department of Education.

## Section 14 – 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
- Mobile Phone Policy
- Educational Visits

Signed (Chair, Board of Governors): \_\_\_\_\_

Date: 27/11/23



## Appendix 1

Please refer to:

Effective Response to Bullying Behaviour, NI Anti-Bullying Forum

A copy is saved in school, in the Central Resource Library:

W:\Central Resource Library\policies\Anti-bullying



### Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Class

Incident	Comments

**PART 1**

<b>ASSESSMENT OF CONCERN</b>	Date: <input style="width: 100%;" type="text"/>		
<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> <ul style="list-style-type: none"> <li>(a) any verbal, written or electronic communication</li> <li>(b) any other act, or</li> <li>(c) any combination of those,</li> </ul> <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> M / F	<b>DOB/Year Group</b>
Person(s) reporting concern			
<p><b>Check records for previously recorded incidents</b></p>			

**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:  
**The school will treat any incident which meets these criteria as bullying behaviours.**

<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>

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criteria 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:	
Position:	
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	Gender Identity	Ability
Appearance	Sexual Orientation	Pregnancy
Cultural	Family Circumstance (marital status, young carer status)	Race
Religion	Looked After Status (LAC)	Not Known
Political Affiliation	Peer Relationship Breakdown	Other – Please specify:
Community background	Disability (related to perceived or actual disability)	

**PART 3A**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:**

**Pupil Name:**

**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>Outcomes 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 3B RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**

**Pupil Name:**

**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>Outcomes 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:

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

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

Give details:

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

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Follow Anti-bullying policy
- 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>	Signed: Date:
<b>Parent</b>	Signed: Date:
<b>Pupil</b>	Signed: Date:

*Once completed to be given to principal for filing in Bullying Behaviours File, locked box.*

## Appendix 3 - Bullying Concern Flow Chart

