



# Anti-Bullying Policy



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## **Section 1 : Introduction**

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

### **Our Mission Statement:**

At Glenraig Integrated Primary School we aspire to maximise the skills and talents of our pupils and staff in a happy, caring and respectful environment, enabling them to become fulfilled and responsible citizens.

### **General school aims**

We endeavour to:

- provide and encourage an atmosphere of acceptance and mutual respect for those within the school community, from all religious, non-religious, social and cultural backgrounds as well as for those of differing abilities and needs
- create a happy, secure, stimulating environment in which all pupils can learn effectively and become clear, confident communicators
- present children with a variety of challenging, activity-based learning experiences incorporating all areas of study required by the Northern Ireland Curriculum
- encourage children to recognise the value of developing a healthy mind and body and to foster, within each child, a positive self image
- encourage parents to play a constructive and positive role in the school
- place the school at the heart of the local community

At Glenraig Integrated Primary School (GIPS) we are a Rights Respecting School and uphold the articles contained in the UN Convention on the Rights of the Child. This policy reflects the caring ethos of the school and focuses more closely on the following articles: -

*Article 28 - Every child has the right to an education.*

*Article 19 – Every child has the right to be protected from being hurt or badly treated*

*Article 12 – Every child has the right to have a say in all matters affecting them and to have their views taken seriously*

## **Ethos**

At GIPS :

- We are committed to a society where pupils can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every pupil is safe and feels safe from bullying
- We believe that every pupil 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 pupils; 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.
- To this end we encourage the pupils to display the best possible behaviour in school and have established a clear code of conduct within our Positive Behaviour Policy. We do our best to prevent bullying behaviour and our anti-bullying programme is grounded in personal development and the enhancement of protective factors. However, incidents of bullying behaviour may be reported and it is important that a consistent and clear approach is taken when dealing with these reported incidents. This policy sets out those procedures which can also be found within our Child Protection Policy.

### **GIPS Anti-Bullying aims:**

- To take a whole school pro-active approach to the prevention of bullying behaviour
- To have a consistent approach for dealing with incidents of bullying behaviour
- To set a good example to encourage children to show respect for themselves and others
- To ensure that all members of the school community are aware of this policy and their roles and responsibilities in contributing to its success

## **Section 2: Consultation and Participation**

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

The process of consultation with pupils took place via:

- Pupil questionnaires for P4 – P7 children
- A reference group of anti-bullying ambassadors was consulted

The process of consultation with parents/carers took place via

- Online questionnaires on school website
- Engagement with PTA

In addition, GIPS consulted with

- All staff, teaching and non-teaching via paper questionnaire
- Representative members of staff from all key stages were involved in writing the anti-bullying policy

### **Section 3: Definition of 'bullying'**

In the Addressing Bullying in Schools Act (Northern Ireland) 2016 "bullying" includes (but is not limited to) the repeated use of

- any verbal, written or electronic communication,
- any other act (which may include omission), or
- 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.

Bullying can happen in any situation, but we are particularly alert to the following settings:

- playground
- dinner hall
- toilets
- school trips (residential/day trips)
- swimming pool
- when pupils are coming and going to school
- when pupils are lining up
- when pupils are transitioning between activities

### **Socially Unacceptable Behaviour**

This policy and the school's Positive Behaviour Policy both recognise that within school there is a continuum of socially unacceptable behaviours. These unacceptable anti-social behaviours infringe on everyone's right to be safe. They include but are not limited to the following examples:

1. Physical – jostling, pushing, punching, kicking, and other physical contact
2. Verbal – name calling, insults, jokes, threats, spreading rumours
3. Indirect – isolation, refusal to work with/talk to/ play with/ help others, interfering with personal property of someone and can include misuse of mobile phones and social media platforms.

Socially unacceptable behaviours will be dealt with in line with the school's **Positive Behaviour Policy**.

Everyone can make errors of judgment, behaving in ways that are hurtful to others. In most cases a quiet word and an explanation of how that makes others feel, along with an apology is sufficient to make a difference. Children can, and do learn over time, how to care for

themselves and others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well-adjusted person.

Socially unacceptable behaviour however can become **bullying behaviour** when the information gathered by the Safeguarding Team clearly demonstrates that the unacceptable behaviours meet the criteria listed below i.e. on the basis of the evidence gathered by the Safeguarding Team the behaviour is/was agreed to be: -

- Intentional (repetition is an example of establishing intention to harm)
- Targeted at a specific pupil or group of pupils
- Repeated (but is not limited to this) GIPS defines repetition as 3 or more repetitious incidents
- Causing physical harm (may involve injuries such as bruises or broken bones) or emotional harm ( may involve distress, anxiety, humiliation and impact on self esteem)
- Omission
- Exclusion

Such behaviour will subsequently be dealt with under the school's **Anti-bullying Policy**.

### **Types of Bullying**

These can include but are not limited to: -

Physical bullying:

- Hitting, punching, shoving
- Taking or deliberately damaging people's things
- Kicking

Verbal or written bullying:

- Name calling
- Making insulting or offensive remarks
- Making threats
- Ridiculing another person's appearance, way of speaking or personal mannerisms
- Spreading malicious rumours or nasty stories
- Sending nasty emails/texts (cyber bullying)
- Inappropriate use of social media
- Belittling another pupil's abilities or achievements

Omission/exclusion:

- Leaving people out of social groups
- Refusing to include someone in groupwork

Cyber bullying:

- 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 photos or videos online to embarrass someone.

In cases which involve **children with SEN**, the Learning Support Coordinator will also be involved in the decision-making process. The team will also take the following aspect into consideration:

- the pupil's capacity to understand the impact of their behaviour and how this could have been affected by other significant factors including SEN.

### **Imbalance of power**

Cognisance will be taken in situations when there is evidence to suggest there may be an imbalance of power between the pupils displaying bullying behaviour and those experiencing it e.g physical, psychological and/or intellectual. Consideration will be given to a target's lack of resilience.

GIPS may exercise authority to classify an intentional one off incident as bullying. Factors such as premeditation or whether the incident has caused significant levels of emotional or physical harm to one or more pupils will be considered when coming to a decision.

### **Signs which may indicate that a pupil is experiencing bullying behaviour**

- Child's unwillingness to travel to or from school / attend school / lateness / erratic attendance
- Avoidance, hanging back from playground or staying late at school
- Deterioration of work / under achievement / disengagement
- Mislaid books, money, equipment, or belongings
- Spurious illness / non-specific pains, headaches, tummy upsets, change in eating patterns
- Reluctance to talk about anything troubling them
- Nail biting / flinching / jumpiness / forgetfulness / distractibility
- Unexplained bruising and cuts

- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness
- Stresses manifested at home – bed wetting/ insomnia / nightmares / restlessness and irritability
- Reluctance to sit beside or being near to certain pupils / or when coming to and from school

(N.B. Whilst these behaviours may be symptomatic of other problems – bullying may be one reason)

### **Terms of Reference**

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. GlenCraig Integrated Primary School will therefore use the following language when applying the policy: ‘child (ren) *displaying* bullying behaviour’ and ‘child(ren) *experiencing* bullying behaviour’.

Language including ‘bully’, ‘victim’ and ‘perpetrator’ is not considered appropriate and its use will not be accepted. It is important to avoid labelling and stereotyping individual children and to focus instead on the *behaviours*.

### **Motivating factors**

There are many factors, and combinations of factors, which may motivate a student to display bullying behaviours towards another student(s). Examples of these include, but are not limited to:

- Religious beliefs
- Political opinions
- Racial group
- Age
- Academic ability
- Sexual orientation
- Gender orientation
- Physical appearance
- Disability
- Special Educational Needs
- Social/economic status
- Family circumstances
- Looked After Child status

### **Section 4: Preventative Measures**

Prevention is at all times the better option and so we strive to raise awareness of bullying issues and to develop children's emotional and social skills so that they can cope in situations that could lead to bullying behaviour. It is often the case that potential bullying behaviour can be dealt with by the class teacher.

The school has put in place several measures specifically to prevent bullying behaviour among pupils. These include the following:

Consistent implementation of the Positive Behaviour Policy which:

- Upholds everyone's right to be safe both physically and emotionally and requires everyone to behave in ways which keep everyone else safe – both physically and emotionally at all times towards others in a respectful way
- Includes a statement repudiating bullying behaviour.
- Requires high standards of behaviour at all times from every member of the school community
- Promotes early intervention and provides support for those young people who experience difficulty in meeting acceptable standards of behaviour
- Acknowledges and affirms positive behaviours
- Acknowledges and sanctions socially unacceptable behaviours
- Promotes regular school audits to assess the effectiveness of the policy through, for example, monitoring levels of pupil/staff wellbeing & relationships;
- Requires that all staff will be involved in Child Protection INSET (In School Educational Training) days and receive regular training on dealing with bullying and bullying allegations.
- Requires that the Designated Teacher (DT) and Deputy Designated Teacher (DDT), in consultation with the Principal, will monitor and evaluate the established procedures.

Consistent delivery of pastoral/preventative curriculum which:

- Address issues such as bullying, sectarianism, racism, and good relations through Personal Development & Mutual Understanding (PDMU)/ Relationships & Sexuality Education (RSE) /Shared Education/Integration
- Through the taught pastoral curriculum actively promote positive emotional health and wellbeing Eg. PATHS; Roots of Empathy; Helping Hands; Media Initiative for FS
- Build confidence, self-esteem and resilience

Ongoing monitoring of supervision arrangements re canteen, playground, corridors, toilets through for example:

- Identifying supervision needs
- Transitional such as lunchtime, moving from class etc. Lunchtime supervisors will be made aware of the policy.

- Provision of support for vulnerable pupils e.g. through seating arrangements, providing peer support arrangements including Buddies, Anti-Bullying Ambassadors and Rights respecting Warriors
- Provision for example of: Buddy benches, Listening Boxes, Worry Boxes in the classroom.

Active whole-school participation in Northern Ireland Anti-Bullying Forum's Anti-Bullying Week activities

Active involvement of the Pupil Council in the development of:

- Pupil agreed Codes of Behaviour such as Child Friendly Child Protection (CP) Policy & By-Standers Code
- Pupil audits and questionnaires

Active involvement of the Anti-bullying ambassadors in the development of:

- Development of a culture where pupils take pride in their school and are viewed as ambassadors for GIPS 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. This may include the implementation of peer monitoring systems on trains, and for those walking.
- Regular engagement with transport providers (eg. Translink) 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 (eg. staff duty at school gate, crossing to the train station where appropriate)

Active involvement of staff in teaching 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. Staff will aim to raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. 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.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) 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 5: Responsibility**

All members of the school community have a key role in promoting, implementing and supporting the Anti-bullying policy of GIPS. It is important that there is a collaborative school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment. See flow chart in Appendix 1

Every member of the school community – pupils, parents, carers, staff (Teaching and Non-Teaching), Governors - may be expected to work collaboratively to:

- Adhere to and promote the school's Anti-Bullying policy/Procedures.
- Foster positive self-esteem; respect the right of others to be safe
- Behave towards others in a mutually respectful and supportive way
- Model high standards of personal pro-social behaviour
- Celebrate good behaviour.
- Be alert to signs of distress and other possible indications of bullying behaviour
- Inform the school of any concerns relating to bullying behaviours
- Refrain from becoming involved in any kind of bullying behavior
- 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 telling a trusted person about bullying behaviour when it happens or is observed to dispel any climate of secrecy and help prevent further instances.
- Explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- Listen sensitively to anyone who has been bullied or feels that they have 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

Any concern raised regarding bullying will be recorded and taken seriously by staff.

## Responsibility contd

### 1. The Board of Governors at GIPS must comply with the Addressing Bullying Schools Act ( NI) 2016 in order to:

- a. ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school;
- b. determine the measures to be taken at the school (whether by the Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school: -
  - on the premises of the school during the school day;
  - while travelling to or from the school during the school term;
  - while the pupil is in the lawful control or charge of a member of the staff of the school;
  - while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school;
- c. review those measures
  - at intervals of no more than 4 years and at such times as the Department of Education (DE) may direct.
- d. before determining or revising these measures, consult in a manner as appears to be appropriate with the school community
- e. in determining or reviewing these measures give due regard to any guidance given by DE;
- f. prepare a written policy or statement of such measures and secure that
  - a copy is given or made available, free of charge and in a form that Governors consider appropriate, to the parents of all registered pupils at the school and to the staff of the school;
  - copies of the policy are available for inspection at the school at all reasonable times
- g. secure that such measures are taken

### 1. The Governors of GIPS, can consider reasonable measures to be taken by Governors, the staff of the school or other persons with a view to preventing bullying involving a registered pupil at the school which

- involves the use of electronic communication;
- takes place in circumstances other than those listed in subsection (1b); and
- is likely to have a detrimental effect on that pupil's education at the school

Directions under subsection 1c may be given

- in relation to grant-aided schools generally;
- in relation to a class or description of grant-aided school; or

- in relation to any particular grant-aided school or schools.

### **Duty to keep a record of incidents of bullying**

1. The Board of Governors must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school that occur
  - on the premises of the school during the school day;
  - while travelling to or from the school during the school term;
  - while the pupil is in the lawful control or charge of a member of the staff of the school;
  - while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.
2. A record must
  - a) state what, from all of the circumstances, appears to be the motivation of the incident;
  - b) state the methods of bullying behaviour; and
  - c) include information about how the incident was addressed.
3. For the purposes of motivation may, for example, relate to
  - differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status; this list is not exhaustive;
  - differences between persons with a disability and persons without;
  - differences between persons with dependants and persons without;
  - differences between persons based on gender reassignment.
4. The DE may by order subject to negative resolution amend subsection 3.
5. DE may from time to time publish guidance as to how Governors are to comply with the duty to keep a record under this section; and in complying with the duty under this section Governors must have due regard to any guidance published.

#### **Staff will:**

- follow the procedures set out in this Anti-Bullying Policy
- provide a safe, secure and caring environment for the children fostering self-esteem, self-respect and respect for others;
- demonstrate by example the high standards of personal and social behaviour we expect of pupils;
- celebrate good behaviour

- discuss bullying with all classes, to ensure every pupil learns about the impact it can cause to a child who is being subjected to bullying behaviours, and the importance of telling a member of staff if it happens;
- be alert to signs or indicators of bullying behaviour
- be particularly observant at transitional times e.g. lunch / break time, movement between classes
- listen to all reports of bullying behaviour made by a child or parent, acting promptly and fully on the action that has been taken
- address each situation in line with procedures.
- report a suspected case of bullying behaviour to a member of the Anti-Bullying Support team or other responsible adult in their absence
- follow the agreed procedures, and keeping a record of all occurrences
- work collaboratively with all relevant members of the school community developing positive partnerships with parents.
- complete Child Protection and Safeguarding Training, also receiving regular training on dealing with Anti Bullying

**Pupils must:**

- report all incidents of bullying (if a child is being subjected to bullying behaviours or if another pupil is being bullied);
- avoid inappropriate behaviour which might be considered as bullying, even at the risk of incurring temporary unpopularity;
- be respectful and supportive to others.

**Parents must:**

- follow the procedures set out in this Anti-Bullying Policy
- co-operate and work in partnership with the school, if it has been indicated that their child has experienced alleged bullying behaviours or their child is demonstrating alleged bullying behaviours trying to ascertain the truth and implications of bullying
- advise their child of the importance of reporting any concerns to a member of staff.
- discourage behaviours which might be considered as bullying.
- stress to their children that retaliation is not helpful.
- watch for signs or indicators of their child being subjected to bullying behaviours
- follow the procedures of communication in GIPS. **Begin by contacting their child's class teacher;** (Appendix 2)
- accept their role of responsibility in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

## **Section 6: Reporting a bullying concern**

### **Pupils Reporting a Concern**

When children and young people have a concern about a potential bullying situation, they should have the opportunity to discuss this with a member of staff that they trust. In GIPS, pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. The DT (Mrs Mrs Meadows) and the DDT (Mrs Mrs McChesney) will train and support staff as well as teach pupils how they can raise concerns and how these can be communicated to staff.

In GIPS pupils can report bullying concerns, including:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (eg. in a homework diary)
- By posting a comment in a 'worry box' in the classroom or Listening Box.

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. 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**

GIPS encourages parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. See appendix 2. We would remind parents/carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The process is as follows:

- In the first instance, all bullying concerns should be reported to the Class Teacher
- Where a 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 a member of the Pastoral team.
- Where the parent is not satisfied that appropriate action has been taken by the member of the Pastoral team to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.

- Where a parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors.
- While the majority of reports of bullying concerns will come from pupils and their parents/carers, GIPS is open to receiving such reports from relevant sources.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and 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 7: Responding to a bullying concern**

Staff will respond to all incidents of alleged bullying.

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.

### **Support provisions:**

Support for pupil/s experiencing bullying behaviour may involve for example:

- Discussing and agreeing a tailored action plan which would involve pupil/s in identifying target/s; success criteria and desired outcomes and how these would be assessed
- Keeping a record of the agreed plan.
- 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.
- Copies of the agreed plan being shared with key partners (Eg. Parents and possibly outside support agencies) 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
- Progress being regularly updated and outcomes shared with key partners
- Records kept

Support for pupil/s displaying bullying behaviour would involve:

- Discussing and agreeing a tailored action plan which would involve pupil/s in identifying target/s, success criteria, desired outcomes and how these would be assessed
- Keeping a record of the agreed plan.
- 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.
- 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
- Progress being regularly updated and outcomes shared with key partners
- Records kept

### **Follow-up Procedures:**

- Report back to parents/carers promptly informing them fully of actions taken/to be taken and outcomes achieved
- Provide regular opportunities for post-incident learning (debriefing sessions) for both pupils experiencing bullying behaviours and pupil/s displaying bullying behaviour. Acknowledge progress made.

### **Section 8: Recording**

Once an incident of bullying is alleged or suspected the Designated Teacher must be informed and a record made. The school will centrally record all relevant information to reports of bullying concerns including: -

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

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. Refer to the Bullying Concern Assessment Form (BCAF) see appendix 3, which is also accessed through SIMS.

For GIPS procedure (see table below)

<p><b>1. STEP 1</b> Completion of BCAF</p> <p>PART 1</p>	<ul style="list-style-type: none"> <li>• Page 1 &amp; 2 of Bullying Concern Assessment Form (BCAF) completed by class teacher with a member of the safeguarding team to gather information, clarify facts and perceptions.</li> <li>• Use the school’s system for recording incidents of unacceptable behaviour to check for previous incidents and identify behavioural patterns.</li> </ul> <ul style="list-style-type: none"> <li>• The class teacher will meet with a member of the Safeguarding Team and collectively use the indicators on the form to assess whether or not the behaviour is to be considered ‘bullying’, as defined by the NIABF, or recorded as socially unacceptable behaviour. The Positive Behaviour Policy strategies will be actioned. The remainder of Part 1 is completed in all cases.</li> </ul> <p>In either instance, the class teacher will contact the parent who raised the concern confirming how the matter will be dealt with.</p>
<p><b>2. STEP 2</b> Completion of BCAF</p> <p>PART 2</p>	<p>If the assessment of concern is <u>defined as bullying behaviours</u>, the teacher and a member of the safeguarding team will:</p> <ul style="list-style-type: none"> <li>• Clarify the nature of the bullying behaviour and complete page 3 (PART 2) of BCAF.</li> </ul>
<p><b>3. STEP 3</b> Completion of BCAF</p> <p>PART 3</p>	<p>The teacher/member of the safeguarding team will</p> <ul style="list-style-type: none"> <li>• Develop clear targeted Action Plans for BOTH pupils experiencing bullying behaviours AND pupil/s displaying bullying behaviours. Parents of those involved will be contacted by the Designated Teacher / Principal to agree a plan of appropriate action to support both the child experiencing bullying behaviours and the child displaying bullying behaviour.</li> </ul> <p>The class teacher will</p> <ul style="list-style-type: none"> <li>• begin the <b>2-week support cycle</b> recording on Part 3 of BCAF</li> <li>• send an ‘ALERT’ message to staff via email.</li> </ul> <p><u>Week 1</u> -This form will be updated each day by the teacher involved and signed by a member of the Safeguarding Team at the end of this week. Those involved will be observed, reassured and supported as necessary.</p> <p><u>Week 2</u> – As above – twice during this week</p> <p>The teacher will note positive and/or negative incidents after consulting with the children involved. (page 4 &amp; 5)</p>

<p><b>4. STEP 4</b></p> <p>Completion of BCAF</p> <p>PART 4 (a)</p>	<p>At the end of the two-week intervention, this will be reviewed by the teacher and a member of the Safeguarding Team. The class teacher will inform the parents of the children involved of progress. (page 6)</p> <p>Decision as to whether situation is resolved fully / partially or further intervention / support required will be determined</p>
<p><b>5. STEP 5</b></p> <p>Completion of BCAF</p> <p>PART 4 (b)</p>	<p>If, at this stage, the incident is still unresolved, the teacher will refer the incident directly to the DT/DDT/ Principal who will decide, with the teacher, what further action is required with an appropriate timeframe established.</p> <p>Parents will be kept informed and records kept.</p>
<p><b>6. STEP 6</b></p> <p>Continuation of BCAF</p> <p>PART 4b</p>	<p>If the issue remains unresolved at this stage, it will move to the Safeguarding Team for consideration of next steps to be taken. e.g. accessing support from EWO / EA Behaviour Support Team / PSNI.</p> <p>Parents will be kept informed and records kept.</p>

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. (Normally 21 years or 25 years for SEN pupils). 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.

If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET, the socially unacceptable behaviours will either be:

- Dealt with under the school's Positive Behaviour Policy and details recorded
- Or as appropriate, addressed through the Code of Practice and details recorded

If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET, then:

- Sanctions taken against a pupil who has displayed bullying behaviour will be dependent on the particulars of the situation and in line with the school's Positive Behaviour Policy. However, his/her behaviour will be carefully monitored until staff are satisfied that the behaviours have stopped.

## **Section 9: Professional Development of Staff**

GIPS recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

- A commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of GIPS's ongoing CPD/PRSD provisions
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- Opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- CPD records will be kept and updated regularly

## **Section 10: Context**

GIPS policy is informed and guided by current legislation and Department of Education (DE) guidance listed below:

### **The Legislative Context: -**

- Health & Safety at Work NI Order 1978
- The Children (NI) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order 1998 Article 3 – See DE 1998/25
- Welfare and Protection of Pupils Education & Libraries (NI) Order 2003
- The Education (2006 Order) (Commencement N0.2) Order (NI) 2007
- Addressing Bullying in Schools Act (NI) 2016

### **DE Guidance: -**

- Pastoral Care in Schools: Promoting Positive Behaviour DE 2001
- Safeguarding & Child Protection in Schools. A Guide for Schools 2017 – to be read in conjunction with the following: -
  - Cooperating to Safeguard Children & Young People in NI, Dept. of Health, Social Services and Public Safety 2016
  - Safeguarding Board for NI's (SBNI) Policies & Procedures 2017
- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools & Board of Governors 2019

### **Section 11: Monitoring and review of this policy**

To appropriately monitor the effectiveness of the Anti-Bullying Policy, GIPS Board of Governors shall:

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

The Safeguarding Team will meet annually to review data held on bullying behaviours, identifying trends and evaluate the effectiveness of anti-bullying strategies.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, in an interval of no more than 4 years.

### **Section 12: Links to other policies**

Our Anti-Bullying Policy is linked to the other policies as follows:

Child Protection

Positive behaviour

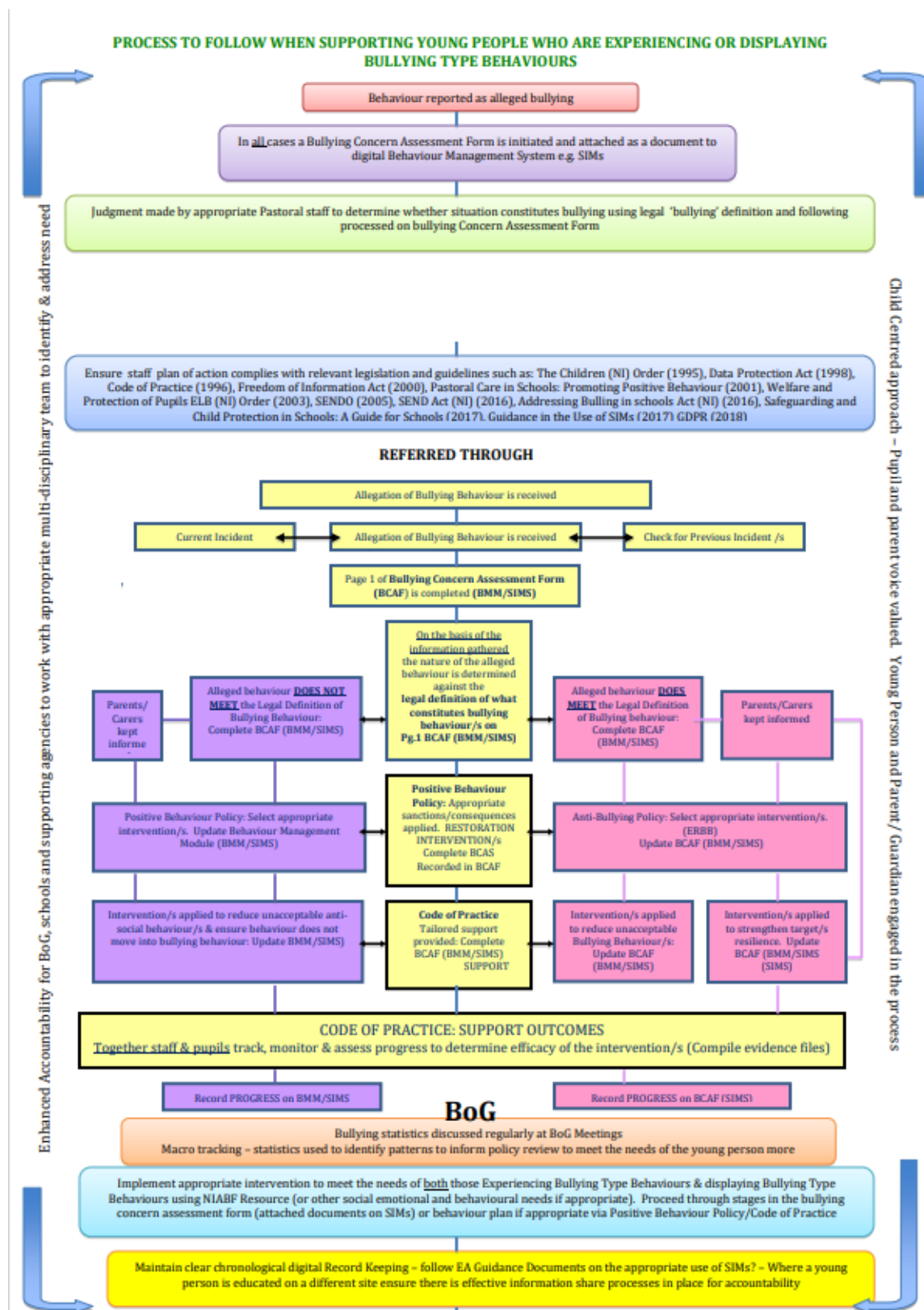
Special Educational Needs

Health & Safety

Curricular policies

E Safety policy

Appendix 1:



**Appendix 2**

**How a parent/carer can raise a concern about child protection.**

I have a concern about my/another child's safety



I can talk/ write to the class teacher



If I am still concerned, I can talk/ write to the DT (Mrs Meadows) or the DDTs (Mrs McChesney or Mr Mawhinney)



If I am still concerned, I can talk/ write to the Chair of the Board of Governors: Dr E Gallagher



If I am still concerned I can contact the NI Public Services Ombudsman  
Tel: 0800 343 424



At any time, I can talk to:  
Children's Services Gateway Team 03001234333    Regional Emergency Social  
Work Service 028 9504 9999

**Appendix 3**

**Bullying Concern Assessment Form**

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

**PART 1 - Assessment of Concern**

Date:

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

- “bullying” includes (but is not limited to) the repeated use of –*
- (a) any verbal, written or electronic communication*
  - (b) any other act, or*
  - (c) any combination of those,*

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

	Name (s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			

Check records for previously recorded incidents:

## Bullying Concern Assessment Form

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

Date:	Information gathered:	Location (stored)

### One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:

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

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

**The school will treat any incident which meets these criteria as bullying behaviours.**

Is the behaviour intentional?	Yes/No
Is the behaviour targeted at a specific pupil or group of pupils?	Yes/No
Is the behaviour repeated?	Yes/No
Is the behaviour causing physical or emotional harm?	Yes/No
Does the behaviour involve omission? (*may not always be present)	Yes/No
Has the behaviour been classified as a one-off incident?	Yes/No

<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 \_\_\_\_\_

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)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other:

**Bullying Concern Assessment Form**

**Part 3a**

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

**Pupil Name:**

**Year Group/Class:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent/ carer informed:**

**Date:**

**By whom:**

**Staff Involved:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>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

**Bullying Concern Assessment Form**

**Part 3b**

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

**Pupil Name:**

**Year Group/Class:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent/ carer informed:**

**Date:**

**By whom:**

**Staff Involved:**

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

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carer:**

**Other Agencies:**

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

**Bullying Concern Assessment Form**

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

Review Meeting:

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

- 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 Governor

Agreed by:	
School:	Signed: Date:
Parent:	Signed: Date:
Pupil:	Signed: Date: