

St. Tierney's Primary School

Roslea



Anti Bullying Policy

Reviewed March 2025

St. Tierney's Primary School

Anti-Bullying Policy

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1. Introduction

Rationale

In St. Tierney's Primary School, we believe that all pupils have the right to learn in a safe and supported environment and that all forms of bullying behaviour are unacceptable. We are completely opposed to bullying and will not tolerate it and see it as entirely contrary to the values and principles we work and live by.

All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

This Anti-Bullying Policy applies only to pupil-to-pupil or a group of pupils against another pupil or group of pupils. Bullying behaviours involving or concerning member(s) of staff are covered within our Staff Code of Conduct.

School Aims

St Tierney's PS aims to provide a working, caring and happy environment in which the potential of every child can be realised. We wish to promote in all our pupils such values as will make them caring, responsible citizens. We believe in the dignity and worth of each individual and in the development of the whole person. We believe that pupils in our school have a right to learn free from intimidation and fear. St. Tierney's PS will not tolerate bullying behaviour. We believe that the needs of the pupils experiencing bullying behaviour are paramount. All pupils who believe they have been bullied will be listened to sympathetically and all reported bullying incidents will be taken seriously and thoroughly investigated.

All members of our school community share these values and work to ensure a pupil-centred approach in which caring is a shared responsibility of all. These values underpin and shape all our school policies.

School Values

1. **Faith:** We embrace our Catholic Values of faith, hope and love which guide us a community of learning.
2. **Respect:** We value all ideas and opinions and show respect to everyone.
3. **High Achievement:** We do our best to reach our highest potential in our learning and extracurricular activities and we celebrate our successes together.
4. **Inclusion:** We minimise barriers to learning to ensure everyone feels included and valued and that no one is left behind.
5. **Friendship:** We work and play together to strengthen our friendships and support each other.
6. **Teamwork:** We work better as a team and collaborate to achieve our goals.
7. **Empathy:** We show kindness, empathy and understanding towards others in our daily lives.
8. **Responsibility:** We take on to responsibility to make a positive impact in our school and community. We are honest and practice fairness in our decisions and interactions.
9. **Happiness:** We are a happy and welcoming school that promotes joy and a love for learning in a safe and nurturing environment.

2. The Context – Legislation and Guidance – Duties placed on Board of Governors and Principal

This policy is informed and guided by the following current legislation and DE Guidance listed below:

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Children (Northern Ireland) Order 1995
- The Welfare and Protection of Pupils Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Human Rights Act 1998
- The Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007
- The Health and Safety at Work Order (Northern Ireland) 1978
- The Education (School Development Plans) Regulations (Northern Ireland) 2010

The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE Final Guidance, 9th March 2021)
- Measures to Prevent Bullying in 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)

The International Context

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

The guidance will be used in conjunction with the **NIABF 'Effective Response to Bullying Behaviour'** resource file which supports schools to respond to, resolve and restore relationships when bullying behaviours occur.

In considering the aforementioned legislation and guidance,

The Governors will:

- Secure a preventative, responsive and anti-bullying ethos, in association with other relevant policies, to ensure a safe, inclusive, happy, organised and engaging school environment.
- Have overall responsibility for ensuring the Anti-Bullying Policy is in place and updated every four years or if necessary, updated as required.
- Support the principal in following guidelines and practices agreed in the policy.
- Monitor and evaluate the effectiveness and impact of strategies promoted in the policy.
- Consult with the school community on the general principles and practices reflected in the policy and consider the views/feedback in relation to anti bullying, to inform and guide whole school development planning with regards to targets, success criteria and outcomes.
- Ensure there is a record of how pupils, parents/carers, teachers and governors are consulted and if and when changes are made to the Anti-Bullying Policy.
- Ensure anti-bullying will be a standing item of each meeting of the Board of Governors.
- Keep a 'Record of Incidents' of all incidents of bullying or alleged bullying involving a registered pupil/s at the school including method, motivation, how long the bullying went on, how the incident was addressed and how effective the interventions were. Keep a record of the proportion of bullying situations which were successfully resolved.

The Principal will:

- Ensure this policy and associated policies are implemented consistently throughout the school.
- Facilitate any necessary staff development in relation to behaviour management and anti-bullying.

3. 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 processes of how consultation took place included:

- Discussions with the School Council.
- Class-based activities and participation in Anti-Bullying Week.
- Discussion at whole school assemblies.
- Whole school questionnaires distributed to pupils, parents/carers, staff (teaching & non teaching) and governors in April 2023.
- Engagement activity and training session with staff in December 2024.
- Consultation with all stakeholders when drafting and writing the Anti-Bullying Policy in March 2025.
- Annual Audit involving Safeguarding Team using ETI Self Evaluation Performance.
- Analysing results and providing feedback to all participants.
- Seeking expertise, knowledge and advice from external agencies including EA Behaviour Support & provisions team.
- Using results/information to address concerns; improve support provided, inform and guide amendments to policy and procedures, identify continuous professional development; inform School Development Plan; monitor and evaluate policy efficacy.

Pupils are involved in the creation and maintenance of St. Tierney's Primary School's anti-bullying culture through participation in one or more of the following areas:

- The annual NIABF Anti Bullying Week activities;
- Presenting a class assembly;
- Presenting material Anti Bullying displays;
- Class and School Council Meetings;
- Creating class and/or school Anti Bullying agreed charters;
- Creating and agreeing School Code of Conduct;
- Pupil questionnaires/audits;
- Playground Buddies and Peer Mentoring;
- Being taught pastoral programmes through PDMU and RSE including participation in Circle Time;
- Contribution to school policies and practice such as: promoting positive behaviour and rewards system, anti bullying, healthy eating, extracurricular/lunchtime/activities.
- Healthy Me Programme (Action Mental Health)
- Worry/Suggestion box for children to post their concerns
- Roots of Empathy Programme
- BeeSafe Programme

4. Bullying Behaviour Defined

'The Addressing Bullying in Schools Act (N.I.) 2016' provides schools with a legal definition which must be used by all schools to assess reported concerns of bullying type behaviour.

"Addressing Bullying in Schools Act (NI) 2016" - 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,

(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.

In St. Tierney's we recognise that there is a continuum of inappropriate/unacceptable behaviours which can impact on everyone's right to be safe and happy. These inappropriate/unacceptable behaviours (which are not considered as bullying) will be dealt with in line with the school's Positive Behaviour Policy's procedures. However, on occasions we will be challenged to differentiate between inappropriate/unacceptable behaviours and those which do constitute bullying.

TRIP

While the legal definition, as set out in the Act, is the primary definition, we also use the mnemonic TRIP. This helps to build a shared understanding across our school community of the difference between socially unacceptable and bullying type behaviour.

Socially unacceptable behaviour becomes bullying type behaviour when, after clarifying facts and perceptions, **TRIP** is confirmed:

T	When the behaviour is TARGETED at a specific pupil or group of pupils.
R	When the behaviour is REPEATED over time.
I	When the behaviour is deliberately INTENDED to cause harm.
P	When the behaviour causes PSYCHOLOGICAL/EMOTIONAL and/or PHYSICAL harm.

Bullying is usually a repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.

We will consider if the inappropriate/unacceptable behaviours **BECOME BULLYING BEHAVIOURS** when the information gathered from investigation clearly demonstrates that the inappropriate/unacceptable behaviours meet the criteria below:

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

If alleged incidents fail to meet the criteria for bullying behaviour the school will use the Positive Behaviour Policy to address unacceptable behaviour.

Whilst the term 'imbalance of power' is not contained within the statutory definition in Northern Ireland, St. Tierney's does consider the term when defining whether bullying behaviour has occurred. The imbalance of power can manifest itself in several ways:

- Physical
- Psychological
- Intellectual
- Group/more than one individual

While bullying is usually a repeated behaviour, there are instances of one-off incidents that we will consider as bullying. When assessing a one-off incident, to make a decision on whether to classify it as bullying, we shall consider the following criteria:

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

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

Verbal or written acts

- saying mean and hurtful things to, or about, others
- making fun of others
- calling another pupil mean and hurtful names
- telling lies or spread false rumours about others
- try to make other pupils dislike another pupil/s

Physical acts

- Hitting
- Kicking
- Pushing
- Shoving
- material harm, such as taking/stealing money or possessions or causing damage to possession

Omission (Exclusion)

- Leaving someone out of a game
- Refusing to include someone in group work

Electronic Acts/Cyber

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

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

St. Tierney's P.S. will determine the intention of the pupil allegedly demonstrating bullying behaviours to cause harm. This includes:

- 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.

In determining intent to cause harm, at St. Tierney's P.S. we will apply discretion to assess an individual pupil's capacity to understand the impact of their behaviour(s) on others e.g. due to development age, disability or delay or is there an imbalance of power due to perhaps the target pupil(s) lack of resilience.

While repetition is an important element in establishing bullying behaviour at St. Tierney's P.S., we recognise that when bullying behaviours occur through the medium of electronic communications, 'repetition' can take place through the repeated* viewing and sharing of a post even if there is only one post. A one off cyber bullying incident may be identified as bullying behaviour. In deciding that an intentional one-off incident is bullying, St. Tierney P.S. will consider factors such as evidence of premeditation or whether the incident has caused significant levels of emotional or physical harm to one or more pupils.

The intention of the pupil allegedly demonstrating bullying behaviours to cause harm, will also be determined by the continuation or repetition of identified bullying behaviour after the school has implemented interventions to respond to the situation, resolve the concern and restore the relationships.

Motivations

The various motivations behind bullying include but are not limited to:

- Ability
- Age
- Appearance
- Child Looked After (CLA)/Care experienced
- Community background
- Cultural
- Disability
- SEN
- Family circumstances
- Economic Status/FSM
- Gender/Gender identity/Perceived Gender
- Newcomer/Migrant Status
- Peer relationship breakdown
- Political affiliation/sectarianism
- Race
- Religion
- Sexual orientation
- Other_____

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

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

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

5. Preventative Measures

In St. Tierney's P.S. we are committed to providing a preventative, responsive and restorative ethos within our school community. We will work to implement measures with a view to preventing bullying involving a registered pupil at the school -

- on the premises of the school during the day (e.g. playgrounds, classrooms, toilets, dinner hall, library etc.
- while travelling to or from school during the school term, (while pupils are travelling to and from school they must follow the school's code of conduct)
- while the pupil is in lawful control or charge of a member of staff of the school; (e.g. school trips, external events etc.) or
- while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

These measure include:

1. Consistent implementation of the Positive Behaviour Policy which:

- upholds everyone's right to be safe both physically and emotionally and requires high standards of behaviour at all times from every member of the school community.
- promotes early intervention and provides tailored support for those young people who experience difficulty in meeting acceptable standards of behaviour.
- acknowledges and affirms positive behaviours.
- acknowledges and sanctions inappropriate/unacceptable behaviours.
- carries out regular school evaluations to assess the effectiveness of the policy.

2. 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.

3. Addressing issues such as the various forms of bullying, including how and why it can happen, through PDMU, RSE, Circle Time and pastoral care.
4. Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
5. Active promotion of positive emotional health and wellbeing through the pastoral/preventative curriculum.
6. The development of emotional literacy, interpersonal and intrapersonal skills through the pastoral/preventative curriculum, for e.g. PDMU, RSE and Religious Education activities, Action Mental Health and NSPCC workshops, Roots of Empathy programme etc.
7. Active whole-school participation in NIABF's Anti-Bullying Week activities.
8. Engagement in key national and regional campaigns, e.g. Safer Internet Day, Bee Safe, NSPCC assemblies etc.
9. Development of peer-led systems (e.g. School and Eco Council, Digital Leaders and Mentors) to support the delivery and promotion of key anti-bullying messaging within the school.
10. Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
11. Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources and provision of a variety of play options to meet the needs of all pupils, for e.g. Buddy Systems.
12. Development of effective strategies for the management of unstructured times (e.g. break time, lunch).
13. Ongoing tracking and monitoring of supervision arrangements re dinner hall, playground, corridors.
14. Provision and promotion of extra and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For e.g. sporting activity, creative arts, leisure and games, etc.

Measures promoting prevention of bullying behaviour on the way to and from school include:

1. 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.
2. Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses and for those walking.
3. Regular engagement with transport providers (e.g. EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
4. Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, residents, etc.), including information on how to raise any concerns with the school.
5. Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate).

The '**Addressing Bullying in Schools Act (Northern Ireland) 2016**' gives the school 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. The Act gives the school explicit power to take action to prevent cyber bullying which is taking place outside of school, but which is likely to have an impact on the pupils' education in school. **While this gives the school option to take action, it does not place a duty on schools to do so.**

As a result, we will continue to raise awareness of the nature and impact of online bullying and support 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 (e.g. 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.

Please note that the measures above are not an exhaustive list.

6. 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,
- 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.

The responsibilities of staff, our staff will:

- ensure that all pupils know the school definition of Bullying
- ensure that the pupils know the school Golden Rules and Code of Conduct and use a rules reminding script when pupils do not follow them.
- foster in our pupils self-confidence, self-esteem, self-respect and respect for others;
- demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- through PDMU lessons, discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling an adult about bullying when it happens;

- promote and participate fully in the activities for Anti Bullying week in November annually;
- be alert to signs of distress and other possible indications of bullying;
- listen to children who have been bullied, take what they say seriously, record, and act to support and protect them;
- talk with the child accused of bullying behaviour to determine nature of bullying;
- investigate and record any complaint of bullying using the NIABF materials;
- follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken;
- report to the parent of the pupil displaying bullying behaviours or unacceptable behaviours which could lead to bullying.
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Continue to follow-up and monitor the situation until satisfied that the situation has been resolved.

The responsibilities of pupils, we expect our pupils to:

- refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- follow school Golden Rules, Code of Conduct and classroom rules;
- intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;
- help create a climate where bullying is not accepted;
- help others achieve;
- keep others safe.

The responsibilities of parents, we ask parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- advising their children to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- advising their children not to retaliate violently to any form of bullying;
- being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;

- informing the school of any suspected bullying, even if their children are not involved;
- co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are bullied and for the bullies themselves;
- treat school staff with the respect they would expect to receive themselves.

The responsibilities of the Board of Governors

The Addressing Bullying in Schools Act (NI) 2016 makes the Board of Governors in our school collectively responsible for the development and implementation of

this Anti-Bullying Policy and school practices. The BOG of St. Tierney's PS will ensure that:

- an Anti-Bullying Policy is in place.
- the policy is freely available to parents and pupils.
- the policy is followed correctly when incidents are reported.
- the policy is working effectively to support pupils and reduce bullying.
- the Policy is reviewed, at least every four years.

7. Reporting a Bullying Concern

Pupils Reporting a Concern

In St Tierney's through our pastoral/preventative work, we continually encourage pupils to raise concerns with any member of staff, including teaching and non-teaching staff. We also reinforce that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing the behaviour. Through our preventative work the key message focuses on 'getting help' rather than 'telling'.

Ways of reporting a bullying concern may involve:

- Verbally- talking to a member of staff
- By writing a note to a member of staff
- By posting a comment in a 'worry box'

Parents/Carers Reporting a Concern

Parents/Carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Also, in St. Tierney's we stress the need for parents/carers to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back.'

The processes for reporting a bullying concern are:

- In the first instance, all bullying concerns should be reported to the Class Teacher.
- Where the parent/carer 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 Vice-Principal or Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. (refer to the school's Complaints Procedure)

In St. Tierney's, while the majority of reports of bullying concerns will come from pupils and their parents/carers, the school will be open to receiving such reports from anyone.

We emphasise that 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.

Clarification of an incident

- Information will be gathered by class teacher which may be in consultation with Mrs Murray, Mr McMahon and/or Mrs McElroy and always in co-operation with any member staff concerned. Facts and perceptions will be clarified.
- Key personnel may be spoken to eg. previous teacher(s), classroom assistant/lunch time supervisors, to check for previous incidents and identify behavioural patterns.
- Information gathered will be used to complete part 1 of the 'Bullying Concern Assessment Form' (BCAF)
- Information gathered will be checked against the legal definition's criteria and on this basis determine whether bullying behaviour has taken place.
- If appropriate at this stage, parents of pupils involved will be informed by the Principal in accordance with Child Protection Procedures.

8. Responding to and Recording a Bullying Concern

It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc) to report any bullying type of behaviour concerns.

All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart (appendix 2), recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart (appendix 3) and stored on the school data management system.

Records will be maintained in line with our Data Protection Policy in a private folder within central records and open only to key personnel e.g. SLT / DT/VP/P.

Upon receipt of a concern of bullying type behaviour, designated staff will:

- Clarify facts and perceptions.
- Check records and previous assessments.
- Collaboratively assess the incident using the T.R.I.P. criteria (Record on BCAF Part 1).

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Designated staff, Mrs Murray, Mr McMahon or Mrs McElroy, will ensure that parts 2-4 of the BCAF are completed and will:

- Identify methods and potential motivating factors (Record on BCAF Part 2).
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions (see appendix 4) for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).
- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and diversity, and positive behaviour policies.
- Implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3).
- Review outcome of interventions (Record on BCAF Part 4).
- Select and implement further interventions as necessary.
- Based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

Please note details of support and intervention plans cannot be disclosed to anyone other than that pupil and their parents/carers.

10. Professional Development of Staff

In St. Tierney's we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

- stating a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school'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.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff - teaching and non-teaching
- stating that CPD records will be kept and updated regularly

11. Monitoring and Review of Anti - Bullying Policy

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

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

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the end of March 2025.

12. 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

Suspensions and Expulsion Policy

Relationships and Sexuality Education

E-Safety Policy & Acceptable Use of Internet Policy

Mobile Phone Policy

Educational Visits

Staff Code of Conduct

Safe Handling

Care must be taken to ensure that all policies are consistent.

13. Promoting Awareness of the Anti-Bullying Policy

This policy is accessible to parents/carers and pupils via the school's website. Paper copies can be made available, free of charge, to parents/carers of registered pupils via a request through the school's office.

Appendices:

1. Statutory Process Flowchart
2. BCAF – Bullying Concern Assessment Form
3. Parent/Carer Guide
4. Primary Pupil Guide

Appendix 1: Statutory Process Flowchart

Enhanced Accountability for BoG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need.

Learner Centred Approach with pupil and parent/carer voice listened to, valued, and reflected in the plan.

Statutory Process Flow Chart SUPPORTING PUPILS WHO EXPERIENCE OR DISPLAY BULLYING OR ALLEGED BULLYING TYPE BEHAVIOURS

Behaviour reported as alleged Bullying Type Behaviour

Maintain clear chronological records - If a young person is educated off-site, ensure effective sharing of information for accountability

Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), The Education (SDP) Regulations NI 2010, SEN Resource File (2011), SEND Act (NI) (2020), Addressing Bullying in Schools Act (NI) (2016), EOTAS Centre's Guidance in the Use of SIMs (2017), GDPR (2018), Safeguarding and Child Protection in Schools: A Guide for Schools (2020), A Fair Start Report (2021), CYPs Emotional Health and Well-being Strategy (NI) (2021), Guidance on Remote Learning (2022), Revised PEP (2023), Guidance on Parental Responsibility (2023) etc.

Process to be followed

In every case when an alleged bullying type of concern is raised a record must be kept e.g BCAF and should be attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

Gather information regarding the current incident and review records of previous incidents.

A record must be kept of the assessed outcome aligned to the legal definition/criteria:
TRIP (targeted, repeated, intentional, psychological, or physical harm) e.g BCAF part 1.

Positive Behaviour Policy

Record/BCAF Parts 1 indicates criteria for Bullying Type Behaviour has NOT been met. Inform parent.

Select, implement, and record individualised, solution-focussed, interventions and responses to socially unacceptable behaviour. Maintain records. Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example Emotional Health & Wellbeing Framework

SENCO/LSCo pastoral lead, to consider initiation of PLP, PEP, RRAAP, Calm Plan, UNOCINI etc to address presenting SBEW

Key staff assess the information gathered against the criteria derived from the legal definition -TRIP/one off.

If YES, follow AB Policy
If NO, follow SBEW Policies

All behaviour is communication. Schools must ensure that behaviour is analysed, supported, and responded to consistent with all pastoral policies-SEN, CP, PB, Nurture, EHWP, SG rather than sanction-led.

Addressing Bullying Policy

Record on BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour HAS been met. Engage with parent(s) and agree support plans for pupils involved-Complete a support plan/Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour. Update Support Plan /BCAF

Part 3a
Consult with Parents /Carers to agree support for the pupil experiencing bullying type behaviour. Update Support Plan/BCAF

Part 3b
Consult with Parents /Carers to agree strategies for pupils displaying bullying type behaviour. Update Support Plan / BCAF

Track, monitor & assess progress aligned to SEND COP, to determine the efficacy of the interventions & outcomes for all pupils involved, whether displaying or experiencing socially unacceptable or bullying type behaviours. Ongoing review of support plans, interventions and/or Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed

Consider timely referral to CYPSP agencies to support plan. Update records.

Review & digitally record OUTCOMES

Outcomes used to inform summary reporting to BOG.

Review & digitally record OUTCOMES on BCAF Part 4

Consider timely referral to CYPSP agencies to support plan. Update BCAF

The duty of the Board of Governors is to:
Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.

Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school.

Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs.

Appendix 2: Bullying Concern Assessment Form –

hard copies available from school office

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern

Date:

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

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

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

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

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

Bullying Concern Assessment Form

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

Date	Information gathered	Location (stored)

Bullying Concern Assessment Form

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

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

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

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

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

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

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

Bullying Concern Assessment Form

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

Part 3a

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

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

Part 3b

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

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

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:

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:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

Appendix 3: Parent/Carer Guide

Preventative Measures

Schools aim to create and maintain a safe, nurturing, learning environment. Measures are put in place to protect and support those children and young people experiencing or displaying bullying type behaviour to tackle the problem effectively.

All members of the school community have a responsibility to prevent and address bullying type behaviour, whether in person and/or online, as outlined in the school Addressing Bullying Type Behaviour Policy.

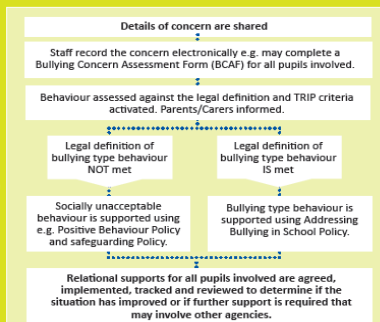
School staff work with pupils, parents and carers to agree a relational, solution focused plan to support those experiencing the behaviour and a separate plan for those displaying the behaviour. The legislation enables schools to address online bullying type behaviours occurring outside school, and/or on the journey to and from school where there is impact on the child's learning.

What should I do if my child is experiencing bullying type behaviour?

- Stay calm, listen and reassure your child.
- Report concerns to school staff directly.
- Agree a support plan with staff and your child.
- Review and amend the plan with your child and school staff in response to outcome at agreed intervals.

How do I report my concern?

- Reporting procedures are outlined in your school policy. Report your concern as soon as possible.
- Arrange an appointment to meet pastoral staff.
- Outline details of your concern and give staff time to gather information and consider supports.



Complaints

Parents and carers can access the school's **Complaints Policy** on the school website or on request from the school office.

Be aware that only the Northern Ireland legal definition applies to our schools. Further information and advice.



Addressing Bullying Type Behaviour in Schools Parent/Carer Guide



A parent/carers friendly guide to preventing and responding to bullying type behaviours



What is bullying type behaviour?

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. It provides schools with **one** legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

Definition

- 1 In the Act "bullying" includes (but is not limited to) the repeated use of...
 - any verbal, written or electronic communication,
 - any other act, 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.

- 2 For the purposes of subsection (1), "act" includes omission.

It is a statutory duty for schools to relationally support all pupils to address bullying type behaviour in a solution orientated manner.

We refer to the **pupil experiencing bullying type behaviour** rather than 'victim'.

We refer to the **pupil displaying bullying type behaviour** instead of 'bully' or 'perpetrator'.

We refer to behaviours as **socially unacceptable behaviour** or **bullying type behaviour**.

When is it bullying type behaviour?



When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all those involved.

Staff will assess the reported incident using the TRIP criteria and select interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, **TRIP** is confirmed:

- 1 When the behaviour is **TARGETED** at a specific pupil or group of pupils.
- 2 When the behaviour is **REPEATED** over a period of time.
- 3 When the behaviour is deliberately **INTENDED** to cause harm.
- 4 When the behaviour causes **PSYCHOLOGICAL, EMOTIONAL** and/or **PHYSICAL** harm.

A significant **One-off Incident** can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been repeatedly and intentionally shared to cause harm.

Imbalance of Power, Motivation and Methods

Imbalance of Power

When TRIP is fully evidenced, schools can consider the non statutory, **imbalance of power**, as a criteria to confirm their decision.

Motivation

Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. *race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.*

Method

Bullying type behaviour can present as relational, verbal or physical and can take place online or offline.

Signs that my child could be experiencing bullying type behaviour

Your child may behave differently or show some of the following signs if experiencing bullying type behaviour.



Appendix 4: Primary Pupil Guide

If you feel you are experiencing bullying type behaviour

Talk to someone you trust

- a friend
- parents/carers
- teachers
- lunchtime supervisors

Or send a private message through your home-school communication app e.g. Seesaw, Google classroom, Dojo etc.

What will happen when you tell a teacher?

Your teacher, with school leaders, will support all children involved in a relational way. They will:

- ask you to share the details of your worry.
- keep a digital record of what you tell them and the support plan.
- confirm if the behaviour you described is socially unacceptable or bullying type behaviour.
- with parents or carers, agree a supportive plan for all children involved, to help put an end to the behaviours causing distress.

If a friend needs help

Thank your classmate for trusting you. It may have taken a lot of courage for them to tell you.

Let them tell you what is wrong and listen. Once they are finished, reassure them that it was ok to share the concern.

Encourage your classmate to ask a member of staff for help.

Accompany them to share their concern with a staff member who will provide support.

Be aware that only the Northern Ireland legal definition applies to our schools. Further information and advice.

Department of Education
www.education-ni.gov.uk

SAFER SCHOOLS NI

ANTI-BULLYING ALLIANCE

Text-a-Nurse | HSC Public Health Agency (hscni.net)

Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP) (hscni.net)

www.education-ni.gov.uk/publications/addressing-bullying-schools-act

<https://saferschoolsni.co.uk/>

Addressing Bullying Type Behaviour in Schools

PRIMARY

What is bullying type behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

- 1 Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with **one** legal definition to assess all reported allegations or incidents of bullying type behaviour in schools.
 - 2 The law says that bullying type behaviour is **mostly repeated verbal, written or electronic communication by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This can also include leaving someone out on purpose.**
 - 3 To help repair the relationships and to support all children involved, we no longer use the words 'bully' or 'victim'.
- Instead we talk about:
- 'pupil displaying bullying type behaviour'
 - AND
 - 'pupil experiencing bullying type behaviour'.
- Other unkind behaviours can be called 'socially unacceptable behaviour'.

When is it bullying type behaviour?



Bullying type behaviour occurs when all four of the actions below are confirmed.



A serious **One-off Incident** can be considered bullying type behaviour (if included in the school policy) e.g. this may involve the **repeated** sharing of an unkind message or picture online to cause harm.

Imbalance of Power, Motivation and Methods

What if you feel others have more power?

When assessing a concern, schools can consider if some pupils involved appear more powerful than others.

Why does bullying type behaviour happen?

Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. *race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.*

How does bullying type behaviour present?

Bullying type behaviour can present as relational, verbal and/or physical harm and can take place online and offline.



Bullying type behaviour is usually when someone is repeatedly and deliberately causing hurt