
ST COLMCILLE'S HIGH SCHOOL

Addressing Bullying Policy



REVIEWED JUNE 2023

Section 1 – Introduction and Statement

At St Colmcille's we believe that the safeguarding of all our pupils is paramount, and that this policy supports our work in creating a secure and caring environment. We believe that everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment for all. We acknowledge that bullying type behaviour exists in all school communities and the wider society. Therefore, we seek to provide an open climate where pupils, staff and parents are free to talk, to address and support these behaviours. Our aim is to embed and develop a culture where bullying type behaviour is not tolerated.

The purpose of this policy is to define bullying type behaviour, outline roles and responsibilities, clarify the preventative curriculum, highlight processes for reporting, explain recording formats and depict effective responses to bullying type behaviour.

Bullying type concerns relating to school staff, other staff or parents is managed through our visitor's policy.

If you are unsatisfied with the school response regarding a bullying type concern, complaints should be managed in line with the school's complaints policy accessible on our website.

Board of Governors

The duty of the Board of Governors to secure measures to prevent both the display and experience of bullying type behaviours.

Governors play an extremely important role in supporting schools to ensure that pupils have every opportunity to develop their full potential within a caring and stimulating learning environment. Our Governors work in close partnership with the principal, staff, parents/carers and pupils to monitor and evaluate the effectiveness of their school in providing the best quality of education for all their pupils.

The Addressing Bullying in Schools Act (2016) clarifies the additional role Governors must play in developing their school's Addressing Bullying Policy. Governors must also ensure that measures are taken to prevent and address bullying type behaviour and they must be informed about the prevalence of bullying type behaviour and alleged bullying type behaviour, as well as the motivation behind these behaviours.

The duty of the Board of Governors is to keep a record of incidents of bullying type behaviour.

Governors must ensure that all incidents, allegations and confirmed cases of bullying type behaviour are recorded and acted upon with the appropriate school policy, legislative process, and interventions of support.

It is important to have a fully transparent system so that reported incidents can be taken forward in line with the school policy and can be traced through the system as having been resolved by the school. The school will be able to record whether the alleged incident of bullying type behaviour is confirmed and responded to through the Addressing Bullying Policy, or if the alleged incident is responded to under another policy, as all the policies are closely interconnected and linked within the suite of pastoral care and safeguarding. Therefore, they will be used collaboratively where appropriate when dealing with each individual case, e.g. Addressing Bullying Policy, SEN Policy, Positive Behaviour Policy, Pastoral Care Policy, Safeguarding/Child Protection Policy, Internet Safety Policy.

Section 2 – Context

Our purpose is to provide a safe and secure learning environment for all our pupils in St Colmcille’s High School; an environment which is conducive to effective learning and teaching, free from both the display and experience of bullying type behaviours. The school’s Addressing Bullying Policy is an integral part of our:

- Pastoral Care Policy,
- Safeguarding Procedures and
- Positive Behaviour *for* Learning Policy.

The Policy is also informed and guided by current legislation,

The Legislative Context:

- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

• The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- [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 \(UNCRC\)](#)

Section 3 – Ethos & Principles

St Colmcille's High School is a Catholic school, where we promote the central ideas of Caring, Learning, Believing and Achieving; we aim to create a community in which all can enjoy a sense of belonging and work together in an atmosphere of mutual respect and co-operation.

We celebrate the uniqueness of each individual and recognise the worth and value of every member of our School.

Section 4 – Consultation and Participation

In compliance with the Addressing Bullying in Schools Act (NI) 2016, the school has consulted several stakeholders:

Pupils:

- Consultative workshops with our Pupil Council and a cross section of pupils

Parents:

- Online Google Form questionnaires distributed to cohort of parents/carers

Staff:

- Training sessions for all Teaching and Non-Teaching staff delivered by External Agencies, including EA Addressing Bullying in Schools Implementation Team.
- Representative members of staff and EA involved in discussion and writing of Addressing Bullying Policy (SLT and Pastoral Leaders and including SENCO and Safeguarding Team and the EA Addressing Bullying in Schools Implementation Team)

Board of Governors:

- Board of Governor consultation at Safeguarding and Child Protection sub-committee

Section 5 – What are Bullying Type behaviours?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used to assess all allegations, concerns and incidents reported.

<p>Addressing Bullying in Schools Definition of “bullying”:</p> <p>(1) In this Act “bullying” includes (but is not limited to) the repeated use of—</p> <p>(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.</p> <p>(2) For the purposes of subsection (1), “act” includes omission.</p>

Criteria for assessing allegations of bullying type behaviour are outlined below:

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

Is the behaviour T argeted at a specific pupil or group of pupils?	Yes / No
Is the behaviour R epeated?	Yes / No
Is the behaviour I ntentional?	Yes / No
Is the behaviour causing P hysical or emotional harm?	Yes / No
Does the behaviour involve omission? (*may not always be present)	Yes / No
Does this incident meet the legal definition of bullying	Yes / No

The Legislation acknowledges that occasionally a **One-off Incident** will be considered as bullying type behaviour, pending the severity and significance of the incident, evidence of pre-meditation, significant level of physical/emotional impact on individual/s and the wider community. A one-off electronic communication, can constitute bullying type behaviour through repeated viewing and sharing of a post.

Omission must also be considered when addressing all bullying type concerns. This is where a pupil/s is or are deliberately left out, and where there is a willful failure to include a pupil/s in a game or activity. Pupils don't have to be friends, but friendly.

Imbalance of power is not included within the legal definition (Act 2016) However, when **someone seen with lesser power**, is identified as an object/target of attention, attack, this factor must be considered to determine whether bullying type behaviour has occurred.

Socially Unacceptable Behaviour

The following are examples of socially unacceptable behaviours, which, when repeated, targeted, intentional and harm causing, may be considered as bullying type behaviour:

Verbal or Written acts	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Hitting• kicking• pushing• shoving• material harm, such as taking/stealing money or possessions or causing damage to possessions
Omission (Exclusion)	<ul style="list-style-type: none">• Leaving someone out of a game or activity• Refusing to include someone in group work
Electronic Acts	<ul style="list-style-type: none">• 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 (eg. photographs or videos) online to embarrass someone

(The list is not exhaustive and there are other behaviours which may be considered socially unacceptable/bullying type behaviour)

In determining 'harm' we define:

- **Emotional or psychological harm** is intentionally causing distress or anxiety by scaring, humiliating, or affecting adversely a pupil's self-esteem.
- **Physical harm** is intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

(Guidance from DE).

Methods & Motivations

Individuals who display bullying type behaviour may use various methods and motivations. Some examples are, but not limited to:

Methods	Motivations
<p>Methods: 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, hurtful comments, spreading rumours) Social (includes group manipulation, individual manipulation, controlling behaviour) Indirect includes omission, isolation, refusal to work with/talk to/play with/help others) Electronic (through technology such as mobile phones and internet) Written</p>	<p>Motivations:</p> <ul style="list-style-type: none"> • Ability • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status) • Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Pregnancy • Race • Religion • Sexual orientation • Other _____

Bullying type behaviours are emotive issues, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a pupil as 'a bully', nor will we refer to a pupil as 'a victim'. Instead, we will refer to the behaviour, for example:

- A pupil displaying bullying type behaviour
- A pupil experiencing bullying type behaviour

We encourage all members of our school community to use this language when discussing bullying type behaviour incidents.

In determining 'harm' we define:

- Emotional or psychological harm is intentionally causing distress or anxiety by scaring, humiliating, or affecting adversely a pupil's self-esteem.
- Physical harm is intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

DISCRETION:

The 2016 Act requires schools to consider the following when assessing whether an incident/s meet the legal definition of bullying type behaviour:

- Pupil/s capacity to understand the impact of their behaviour.
- Developmental age
- Additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g. SBEW, ASD, FASD, ADHD, MLD etc.)
- Individual challenges e.g family circumstances, trauma ect
- Levels of resilience

All behaviour is communication to be addressed through a child/young person lens, for both those displaying and experiencing socially unacceptable/bullying type behaviour, no label or blame will be put on any individual. We will address all incidents in a relational, solution focused manner aligned to Safeguarding and SEND.

Section 6 – Preventative Measures

Legislation reinforces the importance of preventative measures. In St Colmcille's High School, we aim to create and maintain a safe learning environment. We will put measures in place to prevent, address and support bullying type behaviour within our school and wider community. There follows some of the key actions that will be taken forward, to creating a safe, relational, nurturing learning environment.

Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in our **Positive Behaviour Policy**, through our Year Assemblies, Weekly timetabled Form periods and Registration sessions, Pupil Planners, Induction Programmes, Restorative conversations / meetings, Parent Teacher Meetings and Parent Information Evenings.
- Promotion of Anti-Bullying messages through the curriculum and Preventative Curriculum delivered:
e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying type behaviour, such as Year 8 Induction Programme; Personal Development; Citizenship; Employability; English and RE; positive behaviour and inclusion.
- Addressing issues such as the various methods of bullying type behaviour, including the how and why it can happen, through the school's Personal Development Programme themes – Health and the Whole Person, Feelings and Emotions, Managing Influences and Making Decisions, Self-Concept, Managing Change, Morals, Values and Beliefs, Safety and Managing Risk (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.), through the various Induction Programmes, Addressing Bullying week and Mental Health Awareness Week
- Involvement in meaningful and supportive school projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the Preventative Curriculum, which actively promotes positive emotional health and well-being e.g. EA Pupil Support projects (e.g. Reach Project), mindfulness training, coping strategies, mental health awareness, resilience training/development, PD Topics, Induction Process, Growth Mindset, PIPS Support, Suicide Down to Zero, YMCA Targeted Life Skills sessions, (whole school and small group information and workshops) YMCA – 'Healthy Happy Teens' e.g. Relationship Roadshow, key focus -building and maintaining healthy relationships with others. PSNI workshops on E-safety, drugs, and alcohol. Addressing Bullying Week activities, Assemblies
- Whole school focus, Personal Development activities etc. Engagement in key national and regional campaigns, e.g. Safer Internet Day, Addressing Bullying Week, Mental Health Awareness campaigns, i.e. Young Minds.
- Development of peer-led systems to support the delivery and promotion of key addressing bullying messaging within the school – Pupil Council, Class Reps across KS3 & KS4, Senior Prefects and Peer Mentors (Yrs 11 & 8)
- Development of effective strategies for playground management, - Supervisory Staff on duty, accessible toilet areas, lunch time activities, promotion of designated safe spaces.
- Focused assemblies delivered by Year Heads and Form Teachers to raise awareness and promote understanding of key issues related to bullying type behaviour.
- Development of effective strategies for the management of unstructured times.
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. E.g. sporting activities, creative arts, leisure and games, etc.

Under the legislation, all schools must put measures in place to prevent and address the display and experience of bullying type behaviour on the ***journey to and from school***. To this end, we in St Colmcille's High School, aim to prevent bullying type behaviour on the way to and from school. Through the:

- Development of a culture where pupils take pride in being a pupil of St Colmcille's High 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, delivered through Form class time, assemblies etc.
- Measures to empower pupils to challenge inappropriate and socially unacceptable behaviour of their peers during the journey to and from school and Bus Prefects appointed.
- Appropriate behaviour with others on school journeys promoted through the annual Translink Safety bus visit – attended by all new Year 8 pupils and Bus Prefects.
- Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) 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 through staff on morning and afternoon bus duty.

The legislation gives schools the authority to take steps to prevent and address ***bullying type behaviour using electronic communication***, amongst registered pupils at any time during term. Where that behaviour is likely to have a detrimental effect on the pupil's education and social behavioural emotional well-being in school. We, in St Colmcille's High School, are committed to raising awareness of the impact of online bullying type behaviour and seek to support our pupils to make use of the internet in a safe, responsible, and respectful way. We aim to do this via our preventative approaches:

- Addressing key themes of online behaviour and risk through our Personal Development programme - Managing Influences and Making Decisions, Safety and Managing Risk, ICT curriculum / programme - 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 YMCA, 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 E-safety policies in related areas - Acceptable Use of the Internet Policy; C2K Filtering and Blocking Policy, Mobile Phone Policy and Procedures.

Section 7 – Responsibility

We believe that all members of our school community have the right to a safe, supportive, learning environment. We all have a role and responsibility to prevent and address bullying type behaviour in any form. Everyone must work together as outlined in the table below:

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
<p>Rights:</p> <ul style="list-style-type: none"> • Listened to, valued, and treated with respect. • Equality of opportunity within an inclusive environment. • Safe and secure working environment. • Emotional health and wellbeing promoted and supported by colleagues. • Access to ongoing PD -Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour. • Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. • Kept Informed and updated in relation to children and young people's progress and wellbeing, where and when appropriate. 	<p>Rights:</p> <ul style="list-style-type: none"> • Emotional health and wellbeing promoted and supported through a preventative curriculum. • Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. • Have equal opportunities for positive learning and social experiences . • Effective partnerships and positive relations with school staff, children, and young people. • Freedom from verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. • Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. • Participate in decision making processes that concern them – Addressing Bullying Policy review, support/intervention plans (BCAF, IEP,RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection . • Access to and consultation on appropriate and timely support and intervention, which incorporates a restorative, SEN, nurture, and trauma informed approach. Support both those displaying and experiencing socially unacceptable/bullying type behaviour. • Individual needs to be addressed through the suite of pastoral/safeguarding policies. • Access to EA/DE, external organisations (PSNI) , support groups (Family Hub) and agencies to address BTB when and where appropriate. • Opportunities for involvement in peer mentoring throughout the school day, across a variety of age groups. 	<p>Rights:</p> <ul style="list-style-type: none"> • Their child/young person receives a quality learning experience. • Their child/young person is taught in a relational, nurturing, and safe environment. • Their child/young person is treated fairly and with respect by all. • Effective partnerships and positive relations with school staff. • Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. • Consulted regarding Addressing Bullying Policy development and review processes. • Kept Informed and updated about their child's/young person's progress, wellbeing, relevant concerns and/or incidents as outlined in the Addressing Bullying Policy. • Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP,RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed . • Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. • Create opportunities to celebrate success, diversity, and equality to create a positive ethos. • Plan and deliver an ongoing Preventative curriculum, which is updated to address need/s. • Model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Create, implement, and publicise your Addressing Bullying Policy to enable easy access for all, clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. • Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. • Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). • Build effective partnerships and foster positive relations with staff, children, young people, and parents. • Take appropriate action to address children, young people, parent, and staff concerns. • Behave in a professional manner. Use restorative, SEN, justice and trauma informed practice, to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding policies. • Work in partnership with Education Authority/Department of Education, external organisations (PSNI), support groups (Family Hub) and agencies to address Bullying Type Behaviours. • Maintain open lines of communication with Senior Leadership Team and Board of Governors to share success and concerns. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Report any allegations and/or bullying type concerns via the designated channels and platforms e.g. email, QR code, Whisper button etc. • Seek appropriate support both within and outside school via the designated staff member as outlined in the Addressing Bullying Policy. • Contribute to learning and personal development targets on the BCAF, PLP, RRAP, Calm Plan with support. • Collaboratively and positively engage with the support and intervention offered. • Proactively and positively reflect on their behaviour and that of others. • Behave in a respectful, kind, empathetic manner to all. <i>Pupils don't have to be friends with everyone, but they must be friendly.</i> • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Raise concerns with staff in a timely and appropriate manner, using the school's system of response as outlined in their Addressing Bullying Policy. • Respond timely to staff communications and/or concerns. • Attend support and intervention meetings. • Engage and contribute to support of their child's/young person's programme of intervention - PLP, BCAF, RRAP, Calm Plan. • Encourage their child/young person to contribute to and support the school's expectations. • Report complaints appropriately using the school's complaints procedure as outlined in the Addressing Bullying Policy.
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Section 8 – Reporting a Bullying Type Concern

Pupils Reporting a Concern

St. Colmcille's High School encourages pupils and parents to speak to any member of staff (Teaching or Non-Teaching) if they have a concern about a potential bullying type behaviour situation. The school has a Safeguarding team. Pupils and Parents are encouraged to speak with a pupil's Form Teacher or Year Head, but all staff can be approached to discuss a potential bullying type incident. Our message to our pupils focuses on 'getting help' rather than 'telling' as we are a talking and listening school. As such, all pupils are encouraged to 'get help' and 'speak out' if they have a concern about bullying type behaviour that they experience or is experienced by another. ANY pupil can raise a concern about bullying type behaviour, not just the pupil who is experiencing this behaviour.

Pupils can report bullying type concerns in several ways:

- Verbally – by talking to any member of the Teaching or Non-Teaching staff
- Addressing Bullying Support Alert – C2k MySchool
- By writing a note to a member of staff
- By sending an email to a member of staff
- By speaking to a member of the School Council / Senior Council / School Prefects (Listening Ear)

Parents/Carers Reporting a Concern

St Colmcille's High School encourages parents and carers to raise concerns about alleged bullying type behaviour with the school at the earliest opportunity. Parents/carers are reminded to encourage their children to react appropriately to bullying type behaviour and to not do anything to retaliate or to 'hit back'.

The process by which parents/carers should report bullying type concerns has been aligned to the legislative guidance on processes and procedures:

- In the first instance, all bullying type behaviour concerns should be reported to the Form Teacher or Head of Year who will complete part 1 and 2 of the BCAF Proforma (Bullying Concern Assessment Form) and pass on to the panel (SLT/SENCO/Head of Year) who will discuss and confirm whether the incident/incidents meet the legal definition and criteria that bullying type behaviour has/has not occurred. If the bullying type behaviour has occurred, the panel will complete BCAF part 3 and 4 with appropriate interventions and supports addressed through the Addressing Bullying Policy. If bullying type behaviour has not occurred, appropriate supports and interventions will be addressed through the Positive Behaviour *for* Learning Policy, SEN Policy, Safer Internet Policy, etc. (suite of safeguarding policies will be accessed where appropriate)
- Where the parent is not satisfied that appropriate action has been taken by the Head of Year to prevent further incidents, or where further incidents have taken place, the concern should be reported to 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. This involves making a formal, written complaint, to the Chair of the Board of Governors in line with our School's Complaints Procedure (available on our school website)

All reports of bullying type concerns received from pupils and/or parents/carers will be responded to in line with our Addressing Bullying policy and feedback will be made in a timely manner 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 their parents/carers.

Section 9 – Responding to a Bullying Type Concern (Appendix A)

The processes outlined below provides a framework for how St. Colmcille's High School will respond to any reported bullying type concern in line with legislation.

On receipt of an alleged incident of bullying type behaviour, the Form Teacher/Head of Year will:

- Complete the Part 1 and 2 of the BCAF (Bullying Concern Assessment Form) This form will be kept on file and digitally stored, in line with the school's Retention and Disposal of Documents Policy.
- Clarify details of all involved parties – including any SEN (Special Educational Needs)
- Clarify facts and perceptions of the reported incident.
- Check for the existence of any previous bullying type behaviour records.
- In consultation with the panel, assess the incident against the legal definition and criteria for bullying type behaviour, to ascertain if it meets the agreed definition of bullying type behaviour.

If it does not meet the agreed definition of bullying type behaviour, socially unacceptable behaviour will be responded to with the school's Positive Behaviour *for* Learning Policy and/or a combination of policies from the pastoral, safeguarding suite, as all behaviour is communication.

If it does meet the legal definition of bullying type behaviour, the Form Teacher / Head of Year, in consultation with the Vice Principal / Principal (and panel) will move to the third part of the BCAF where they will:

- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify the appropriate intervention level
- Part 3 of BCAF will be completed outlining the effective, restorative response, support and interventions. Solution based appropriate consequences/actions will be documented and implement for all pupils involved, using the ABSIT effective responses to bullying type behaviour' resource (see Appendix B Interventions)
- Track, monitor and record the effectiveness of the interventions over an agreed time.
- Review the outcome of interventions.
- Select and implement further intentions, as necessary.

EA's effective responses to bullying behaviour table focuses on responding to the behaviour', resolving the concern and restoring the well-being of all pupils involved. (**Appendix C**)

When responding to a bullying type concern, school staff shall use this guidance and implement interventions aimed at responding to the behaviour, resolving the concern and restoring the well-being of all those involved.

Discretion will be exercised when dealing with incidents whereby SEN are prevalent. Consideration may also be made in relation to individual student capabilities and resilience in specific incidents. St Colmcille's will reach out to external supports when necessary, such as EA ABiSIT, EWS, EP, AAIS, CAMHS, CPSS, PPBS, HSCT to support specific cases. A Risk Reduction Action Plan (RRAP) may be initiated depending on the individual student/incidents. St. Colmcille's High School will make use of established restorative practices / questioning, which can be used as a response in addressing bullying type behaviour.

Restorative Questions:

What has happened?

What do you think about what happened and how do you feel about it?

Who do you think has been affected and how?

What do you think needs to happen to put things right?

What do you think needs to happen in the future to make sure the situation does not occur again?

Where appropriate, school staff may implement restorative, solution-based actions, in accordance with the school's Positive Behaviour *for* Learning Framework for those displaying bullying/socially unacceptable type behaviour. However, information regarding any action taken regarding a pupil cannot be disclosed to anyone, other than that pupil and their parents /carers.



As a Pupil - How can I report an allegation of Bullying type behaviour and how will this be dealt with?

Reporting a Concern:

Please speak to your Form Teacher, Head of Year or any member of our Teaching or Non - Teaching Staff

Form Teacher & Head of Year

The Form Teacher and/or Head of Year will investigate the concerns fully, speak to all parties involved, to gain an overall picture.

Record of all allegations and parties involved (recorded in BCAF) will be maintained by the school and stored securely.

Head of Year & SLT (Panel)

Year Head will meet with a member(s) of SLT to review the concern, and decide if it meets the criteria for a **Bullying** type behaviour incident.

If concern does not meet the definition of Bullying type behaviour:

All Pupil(s) will be dealt with in line with the school's Positive Behaviour Policy, SEN Policy, Safer Schools Policy.

All parents will be informed about the role their child played in the situation

If concern does meet the definition of Bullying type behaviour:

Interventions (and possibly corrective actions) will be put in place for all relevant parties.

The parents of all pupils involved will be informed.

Record of all Bullying type behaviour Incidents will be maintained in line with policy.

Interventions:

Interventions will be reviewed within an agreed timeframe and the outcome will be shared with the parents of all pupils involved.

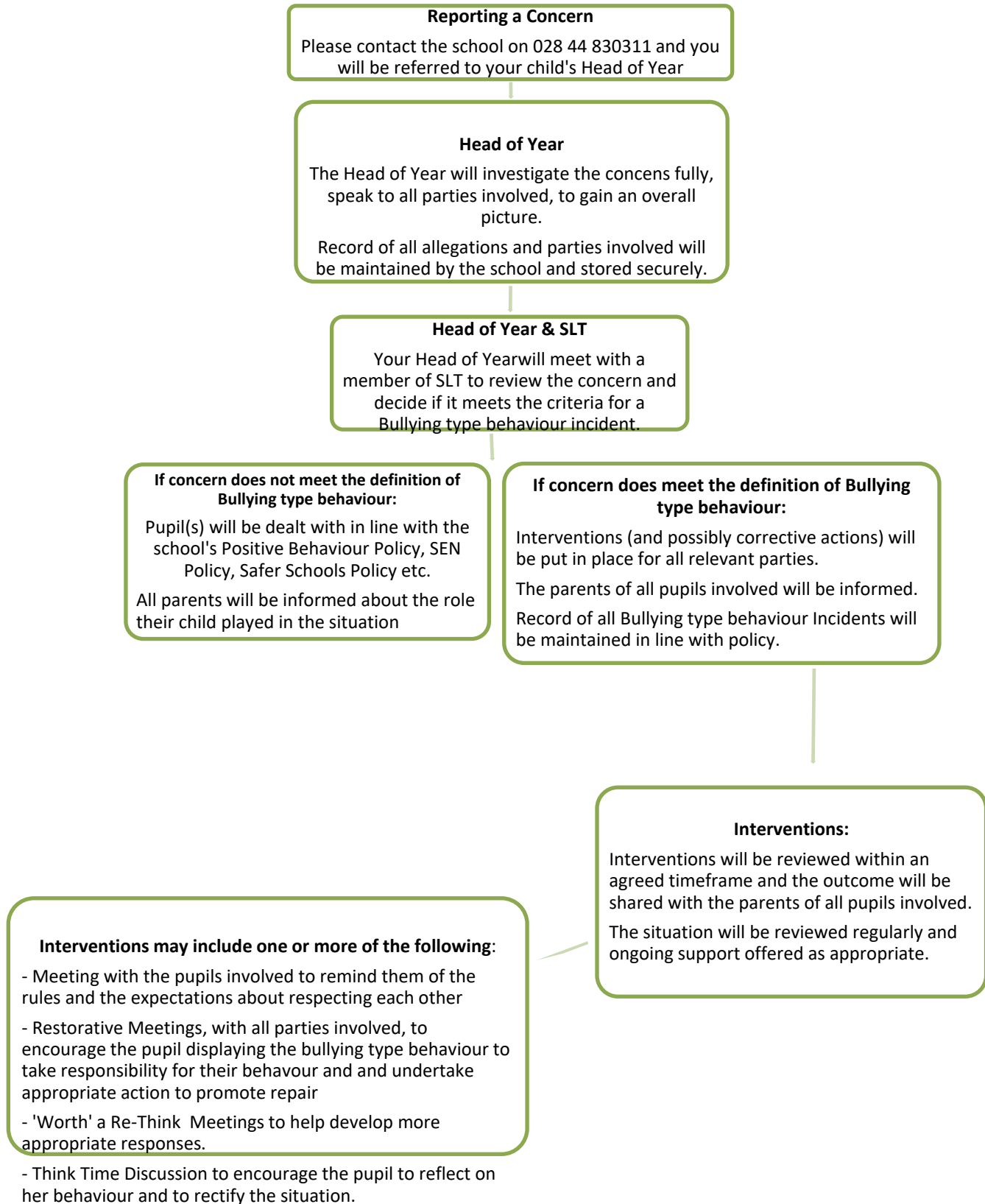
The situation will be reviewed regularly and ongoing support offered as appropriate.

Interventions may include one or more of the following:

- Meeting with the pupils involved to remind them of the rules and the expectations about respecting each other
- Restorative Meetings, with all parties involved, to encourage the pupil displaying the bullying type behaviour to take responsibility for their behaviour and undertake appropriate action to promote repair
- Think Time Discussion to encourage the pupil to reflect on their behaviour and to rectify the situation.



As a Parent – How can I report an allegation of Bullying type behaviour and how will this be dealt with?





As a member of Staff (Teaching and Non-Teaching) - How can I report an allegation of Bullying type behaviour and how will this be dealt with?

Reporting a Concern

Pupils have been encouraged to speak to any member of our Teaching or Non - Teaching Staff if they are experiencing, or are aware of, any Bullying type behaviour concerns. This information should be recorded and brought to the relevant Head of Year.

Head of Year

The Head of Year will investigate the concern fully, speak to all parties involved, to gain an overall picture.

Record of all allegations and parties involved will be maintained by the school and stored securely.

Head of Year & SLT

Your Head of Year will meet with a member of SLT to review the concern and decide if it meets the criteria for a Bullying type behaviour incident.

If concern does not meet the definition of Bullying Type behaviour:

Pupil(s) will be dealt with in line with the school's Positive Behaviour Policy, SEN Policy, Safer Schools Policy etc.

All parents will be informed about the role their son played in the situation

If concern does meet the definition of Bullying:

Interventions (and possibly corrective actions) will be put in place for all relevant parties.

The parents of all pupils involved will be informed.

Record of all Bullying type behaviour Incidents will be maintained in line with policy.

Interventions:

Interventions will be reviewed within an agreed timeframe and the outcome will be shared with the parents of all pupils involved.

The situation will be reviewed regularly and ongoing support offered as appropriate.

Interventions may include one or more of the following:

- Meeting with the pupils involved to remind them of the school rules and the expectations about respecting others
- 1:1 Think Time Discussion to encourage the pupil to reflect on their behaviour and to rectify the situation.
- Restorative Meetings, with all parties involved, to encourage the pupil displaying the bullying type behaviour to take responsibility for their behaviour and undertake appropriate action to promote repair



Section 10 – Recording (Appendix B)

The school will centrally record all relevant information related to reports of bullying type behaviour electronically, using the BCAF Documentation. This documentation will include:

- how the bullying type behaviour was displayed i.e. the method
- the motivation for the behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed

Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access, (Private Folder access). All records will be maintained in line with relevant Data Protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy.

Collated information regarding incidents of bullying and alleged bullying type behaviour will be used to inform the future development through on-going monitoring, evaluation, and review of practice/procedures within the school and Addressing Bullying Policy.

Section 11 – Professional Development of Staff

St Colmcille's High School recognises the need for appropriate and adequate training for staff, including teaching and non-Teaching school staff; these include:

- stating a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD provisions
- Noting the impact of the training delivered on supporting both the policy and its procedures - e.g. amendments made; inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – Teaching and Non-Teaching and promoting Positive Behaviour
- stating that CPD records will be kept and updated regularly

Section 12 – Monitoring and Review of Policy

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

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

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



Section 12 – Links to Other Policies (some pending review)

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

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

Parental Support Links

EA – Addressing Bullying Type Behaviour

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

Parenting NI

<https://www.parentingni.org/>

NSPCC

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Safer Schools App

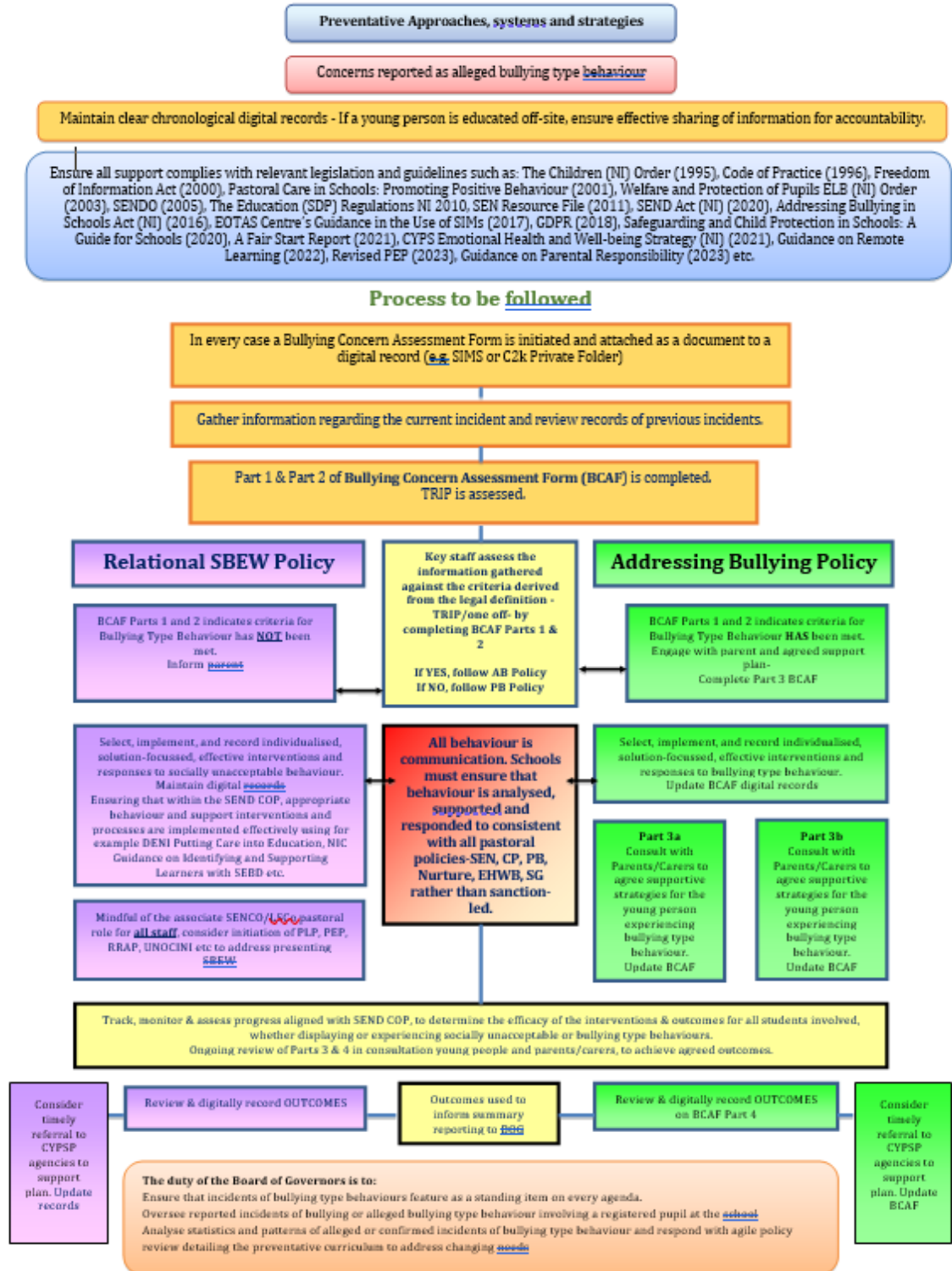
<https://saferschoolsni.co.uk/>

Appendix A: Legislative processes guidance flow chart

OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING OR DISPLAYING BULLYING OR ALLEGED BULLYING BEHAVIOURS

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.



Appendix B: Bullying Concern Assessment Form

Incident Date:

Pupils Involved (add extra rows, if needed)	Role	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern
 Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:
“Bullying” includes (but is not limited to) the repeated use of —

- (a) any verbal, written or electronic communication
- (b) any other act, or
- (c) any combination of 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	Pupil - DOB/Year Group Staff Parent
Person(s) reporting concern			
Check records for previously recorded incidents.			

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

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

Is the behaviour intentional?	
Is the behaviour targeted at a specific pupil or group of pupils?	
Is the behaviour repeated?	
Is the behaviour causing physical or emotional harm?	
Does the behaviour involve omission? (*may not always be present)	

One-off Incident

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

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

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

Agreed by _____

Status _____ On: Click or tap to enter a date.

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
- Breakdown in peer relationships
- 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 TYPE BEHAVIOUR:																																									
Pupil Name:		Year Group/Class:																																							
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR																																									
Parent/ carer informed:		<input style="width: 100px;" type="text"/>	Date: Click or tap to enter a date.		By whom: <input style="width: 100px;" type="text"/>																																				
Staff Involved:																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Date</th> <th style="width: 15%;">Stage on Code of Practice</th> <th style="width: 20%;">Intervention</th> <th style="width: 20%;">Success Criteria</th> <th style="width: 20%;">Action taken by whom and when</th> <th style="width: 15%;">Outcomes of Intervention</th> <th style="width: 10%;">Review</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>							Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review																												
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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 TYPE BEHAVIOUR:
 Pupil Name: _____ Year Group/Class: _____
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR

Parent/ carer informed: Date: Click or tap to enter a date. By whom:

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 achieved

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

Date of Review Meeting:

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

<input type="checkbox"/>	1 – Fully
<input type="checkbox"/>	2 – Partially
<input type="checkbox"/>	3 – Further intervention/support required

Give details:

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

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

Agreed by:

School	Signed:	Date: Click or tap to enter a date.
Parent	Signed:	Date: Click or tap to enter a date.
Pupil	Signed:	Date: Click or tap to enter a date.

Appendix C: Effective Responses, Support, and Interventions

Level 1 & 2

<u>Level 1 : Low Level</u>	<u>Level 2</u>
<ul style="list-style-type: none">• Explicitly teach expectations.• Visual reminder of key expectations• Weekly emotional literacy lessons• Use of praise and rewards• Explore friendship as a topic or discussion.• Develop a therapeutic environment though e.g. art, play• Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens.• Play group games, lego therapy to encourage positive interactions.• Circle time• Explore the importance of empathy and kindness.• Social skills/stories and emotional literacy work• Solution focussed meeting with parent.• SEND Code of Practice - Consider a PLP• Device a seeking help plan.• Circle of friends' activity• Alternative arrangements for unstructured time• Alternative arrangements for travelling to and from school.• Worth a rethink activity• Boxall• Other	<ul style="list-style-type: none">• Social skills sessions to remind of positively framed expectations/routines.• Visual reminder of key expectations• Emotional literacy/Social Thinking programmes• Specific and targeted use of praise and rewards• Partner with a positive role model• Interventions focused on emotional well-being/literacy with elements of resilience work.• Reflective time with a key adult• Use role plays and problem-solving scenarios to practice and model appropriate social skills.• Integrate with unfamiliar children in a small group setting to build new friendships.• Praise and rewards for working alongside other students.• Build in opportunities for help to be requested.• Use visuals such as the Blob Tree poster.• Referral to community-based organisations e.g. Reach mentoring etc• Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc• Quality Circle• SEND Code of Practice - Consider PLP• Access School Counselling Service• Mediation• Team around the child• Conflict Resolution• Upstander and by-stander work with groups of students• Other

Effective Responses, Support, and Interventions Levels 3 and 4

<p>Level 3</p> <ul style="list-style-type: none"> • Create opportunities for small group games/activities to be extended to accommodate additional people. • Offer the young person opportunities to take responsibility for younger peers under supervision. • Small group work to allow interaction between peers. • Interventions focusing on emotional wellbeing/literacy with elements of resilience work. • Intervention sessions with a focus on appropriate self-management/self-regulation • Regular check-ins with key adult • Intervention programme on the importance of empathy and kindness towards others • Social skills sessions to remind the young person of socially acceptable behaviour. • Provide opportunities to work one to one with a supportive adult. • Group work facilitated by an adult, to focus on reciprocal conversations. • Attend nurture. • Review and update PLP • Complete Risk Reduction Action Plan (RRAP) • PIKAS method of Shared Concern • Referral to external agencies/support programmes • Social and emotional mentoring • Multi-disciplinary meeting • Class/timetable changes 	<p>Level 4 : High Level</p> <ul style="list-style-type: none"> • Assign a mentor • Be aware of and implement strategies to prevent triggers impacting. • Practice positive reflection • Reflect on difficulties of situations with key worker/mentor. • Acknowledge and celebrate small steps • Intervention and emotional well-being support with a particular focus on self-regulation • Work in small groups on social strategies • Refer to Child Protection Support Services CPSS • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Progress to the next stage of Code of Practice • Carry out early Annual Review • Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc • Refer to Independent Counselling Service for Schools ICSS • Other
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