SAINTFIELD HIGH SCHOOL

Anti-Bullying Policy

Reviewed December 2023

School Mission Statement

Saintfield High School, together with the community we serve, celebrates personalised learning in a safe caring and stimulating environment

School Pledge

Individual success for all pupils – learning and achieving together

Saintfield High School
Anti-Bullying Policy

At Saintfield High School we firmly believe that every child has the right to learn in an atmosphere free from fear and intimidation. Any form of a bullying type behaviour is not acceptable and Saintfield High School is committed to working tirelessly to ensure that all pupils feel safe and happy within this school community.

We acknowledge that bullying type behaviours exist in all school communities and the wider society. Therefore, we seek to provide an open climate where pupils, staff, parents and carers are free to talk and address these behaviours.

We believe everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment for all.

School Aims in Addressing Bullying Type Behaviour

Saintfield High School strives for a school community free of bullying type behaviour in any form by making the following commitments:

- Delivery of a Resilience Curriculum to all pupils promoting positive pupil behaviour
- Increase awareness, encourage and empower pupils to report any concerns regarding bullying type behaviour
- Provide a pastoral care structure and support mechanisms to ensure the well-being of all pupils
- Celebrate Anti-Bullying Week annually with a range of pupil activities across a range of departments and subjects
- Appoint Anti-Bullying Ambassadors within our school community
- Promote an anti-bullying ethos as part of our school culture
- Develop pupil self-confidence and self-esteem
- Provide support, protection and reassurance for any pupils impacted by bullying
- Facilitate pupils to deliver workshops to their peers
- To work restoratively towards changing the behaviour of the pupil displaying bullying type behaviour behaviours and provide the necessary support and guidance for reformation
- Provide a safe and secure environment for all pupils, irrelevant of race, colour, sexuality, gender identity, creed or religion to learn in

School Ethos and Principles

All pupils, from the beginning of their educational career at Saintfield High School, will be informed of the following expectations:
- We do not condone physical, emotional, sexual, racist, homophobic, gender, verbal or cyber abuse of pupils, this includes:
  - ➢ Whilst on the school premises
  - ➢ While travelling to and from school during the school term
  - ➢ While pupils are in the lawful control of a member of school staff
  - ➢ While a pupil is receiving educational provision arranged on behalf of the school but provided elsewhere

- We do not accept threats being made against others; this also includes electronic platforms
- We do not accept pupils interfering with other pupils' belongings or school property
- We do not accept name-calling, either verbally or via online forums
- We do not accept exclusion or intentional omission of pupils

<u>Consultation</u>

To make this policy as meaningful and effective as possible key school stakeholders were consulted throughout the process including:

- Pupils
- Engagement with Student Voice
- Consultative workshops with parents/carers
- Pupil Well-being Team
- All staff, teaching and non-teaching

Policy Context

The Anti-Bullying Policy operates in conjunction with, and compliments, the following school policies:

- ☐ Pupil Well-being Policy
- ☐ Child Protection Policy
- ☐ Community Code of Conduct
- ☐ Special Educational Needs and Inclusion Policy
- ☐ Drugs Policy
- ☐ Relationships and Sexuality Policy
- ☐ Social Media Policy
- ☐ Health and Safety Policy

The Legislative Context

This policy has also been developed in accordance with the legislative guidance including:

- 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 (Department of Health, Social Services and Public Safety, 2016)
- Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
  - ➢ 'Safeguard and promote the welfare of registered pupils' (A.17)

<u>The International Context</u>

- United Nations Convention on the Rights of the Child (UNCRC). The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment, or exploitation (A.19)
- Be protected from discrimination (A.2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (A.12)

The Addressing Bullying in Schools Act (Northern Ireland) 2016, notes the following:

- It provides a legal definition of bullying type behaviour
- Places a duty on the Board of Governors to put in place measures to prevent bullying type behaviour, in consultation with pupils and parents
- Requires schools to record all incidents of bullying type behaviour and alleged bullying incidents
- Sets out under which circumstances this policy should be applied, namely:
  - In school, during the school day
  - While travelling to and from school
  - When under control of school staff, but away from school (for example, a school trip)
  - When receiving education organised by school but happening elsewhere
- It requires that the policy be updated at least every four years

What is Bullying type behaviour?

The Addressing Bullying in Schools Act (NI) 2016 legally defines bullying as:

Includes (but is not limited to) the repeated use of:
(a) any verbal, written or electronic communication,
(b) any other act (includes omission), 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.

Bullying type behaviour is when a person or a group of peoples' behaviours, over a period, deliberately makes another person feel uncomfortable, distressed or threatened and can take place when there is an imbalance of power. Bullying type behaviour makes those being bullied feel powerless to defend themselves. In determining 'harm' we define, as set out in DE guidance, emotional and physical 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. Bullying type behaviour is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others. However, it is important to note that although bullying type behaviour is usually repeated behaviour, there may be cases of one-off incidents that Saintfield High School will deem as bullying type behaviour. When making such determinations the school shall consider the following criteria:

- severity and significance of the incident

- evidence of pre-meditation

- impact of the incident on individuals (physical/emotional)

- impact of the incidents on wider school community

- previous relationships between those involved

- any previous incidents involving the individual

Bullying type behaviour can be:

1	Emotional	Being unfriendly, excluding, tormenting (eg, hiding books, threatening gestures)
2	Physical	Pushing, kicking, hitting, punching or any use of violence
3	Racist	Racial taunts, racist language, graffiti, gestures
4	Sexual	Unwanted physical contact or sexually abusive or suggestive comments or language
5	Homophobic/LGBTQ+	Focusing on the issue of sexuality or gender identity
6	Verbal	Name-calling, sarcasm, spreading rumours, telling lies, making fun of others
7	Omission	Intentionally leaving someone out of a game, refusing to include someone in group work
8	Cyber/Electronic Acts	All areas of internet, such as email, Facebook, Snapchat, Tik Tok (this list is certainly not exhaustive) Threats by social messaging and calls Misuse of associated technology ie camera sharing images (eg photographs or videos) online to embarrass someone Impersonating someone online to cause hurt

* The above list is not exhaustive - there are certainly other behaviours which fit within the definition and may be considered as bullying behaviour within the Saintfield High School community

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, all four parts of **TRIP** are confirmed.

TRIP stands for <u>TARGETED</u>, <u>REPEATED</u>, <u>INTENDED</u>, <u>PSYCHOLOGICAL</u> and/or <u>PHYSICAL</u> harm.

- When the behaviour is **Targeted** at a specific pupil or group of pupils.

- When the behaviour is **Repeated** over a period of time.

- When the behaviour is deliberately **Intended** to cause harm.

- When the behaviour causes, **Psychological, Emotional,** or **Physical** harm.

A significant **One-of Incident** can be considered bullying type behaviour in certain circumstances and if for example, where a digital communication has been repeatedly and intentionally shared to cause harm.

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 the behaviour
- ➢ Developmental age
- ➢ Additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g., SBEW, ASD, FASD, MLOD etc)
- ➢ Levels of resilience

Pupil behaviour will be addressed through a student-centred lens for both those displaying and experiencing bullying type behaviour. Saintfield High School will address such challenges in a relational, and solution focused manner, aligned to Safeguarding and SEND.

Saintfield High School acknowledges that there can be various motivations behind bullying. Within the Addressing Bullying in Schools Act (Northern Ireland) 2016 the following are included, but are not limited to:

☐ Age

☐ Appearance

☐ Breakdown in peer relationships

☐ Community background

☐ Political affiliation

☐ Gender identity

☐ Sexual orientation

☐ Pregnancy

☐ Marital status

☐ Race

☐ Religion

☐ Disability / SEN

☐ Ability

☐ Looked After Child status

☐ Young Carer status

Signs and Symptoms

All adults involved in assisting and working alongside our pupils, including parents and carers, teachers and non-teaching staff should be aware of possible signs that need to be investigated. A child may indicate by signs or behaviour that he or she is being bullied by:

☐ being frightened of walking to or from school

☐ not wanting to go on the school/public bus

☐ changing their usual routine

☐ being unwilling to go to school (school phobic)

☐ beginning to truant

☐ becoming withdrawn, anxious, or lacking in confidence

- ☐ starting to stammer

- ☐ crying themselves to sleep at night or having nightmares

- ☐ feeling ill in the morning

- ☐ beginning to do poorly in schoolwork

- ☐ coming home with clothes torn or books damaged

- ☐ having possessions which are damaged or 'go missing'

- ☐ asking for money or starting to steal money (to pay bully)

- ☐ having dinner or other monies continually 'lost'

- ☐ having unexplained cuts or bruises

- ☐ coming home hungry (money/lunch has been stolen)

- ☐ becoming aggressive, disruptive, or unreasonable

- ☐ bullying other children or siblings

- ☐ stopping eating

- ☐ being frightened to say what's wrong

- ☐ being afraid to use the internet or mobile phone

- ☐ being nervous and jumpy when a message online is received

- ☐ having intimidated or unkind messages sent via Facebook or other social media outlet

- ☐ overly protective of their phone

- ☐ not wanting to go out

This is certainly not an exhaustive list, but rather are some of the signs and behaviours that could indicate other problems. At all times, suggestions or suspicions of bullying <u>should</u> be considered a possibility and should be fully investigated.

It is crucial to note that bullying is an emotive issue, therefore it is essential that we use supportive and understanding language when discussing these matters. For that reason, within Saintfield High School, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will use the following terms:

- ☐ A child displaying bullying type behaviours
- ☐ A child experiencing bullying type behaviours

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

Prevention

Thomas Adams once stated, 'Prevention is so much better than healing because it saves the labour of being sick'. At Saintfield High School we seek through the Resilience Curriculum to educate, equip, and empower pupils with the ability to make wise, kind and well thought-out decisions. Preventative work in relation to addressing bullying type behaviours is coupled alongside the Diversity and Inclusion Policy and associated activities. "True prevention is not waiting for bad things to happen; it's preventing things from happening in the first place" – preventative measures at Saintfield High School include:

☐ All pupils follow a Resilience Curriculum

☐ All staff receive regular training and are vigilant to the possibility of bullying occurring and will take immediate steps to stop it happening

☐ The school has a Designated and Deputy Designated Teacher for Child Protection.

☐ The school has advice leaflets on bullying type behaviour for pupils, parents and carers, teachers as well as an Anti-Bullying Policy

☐ The school annually appoints Anti-Bullying Champions from the Year 12 Prefect Team

☐ The school takes part in the national Anti-Bullying Week, and this is followed up in the Personal/Development Module of Learning for Life and Work

☐ Anti-Bullying assemblies take place regularly

☐ There is a dedicated noticeboard to Anti-Bullying in one of the main school corridors

☐ Pupils in Year 9 and Year 11 complete a 'PASS Survey' which questions their feelings of well-being within the school community. Based upon pupil results, pastoral support mentoring is implemented

☐ Bullying type behaviour, along with coping strategies and procedures, is explored through our Resilience Curriculum – Year 8 Personal Development (PD) Novels and poetry in English, Year 8 Booklet on Good Manners Matter and Year 9 six-week Mental Health Awareness in Religious Education. Year 10 'Resilience Programme' in Learning for Life and Work. Year 11 three-week Mental Health Programme

☐ Questionnaires are used to obtain feedback from our school community – pupils, parents/carers and staff in order to evaluate attitudes to bullying, knowledge of procedures and to register any shortfalls in our system

☐ Our Anti-Bullying Policy is regularly reviewed

- ☐ Year 12 mentors are appointed to support, encourage and guide Year 8 pupils

- ☐ Support strategies for pupils experiencing bullying behaviours, as well as for those who present bullying type behaviour – this can include the school counselling service

- ☐ Effective supervision at breaktime, lunchtime, during class change-overtime and in the school cafeteria, toilet areas and changing rooms

- ☐ The culture of care and consideration for others in our school is continually promoted within our community

- ☐ 'Bus Monitors' – pupils are empowered to challenge any inappropriate and unacceptable behaviour of their peers during the journey to and from school and are tasked to report such incidents to a member of staff

- ☐ Regular engagement with transport providers (eg Translink, EA Transport, etc) to ensure effective communication and the early identification of any concerns

- ☐ Staff on duty at school gate at the beginning and end of the school day.

- ☐ Addressing key themes of online behaviour and risk through PD/LLW/IT and other curricular subjects, including understanding how to respond to harm and the consequences of inappropriate interactions

- ☐ Engagement with key statutory and voluntary sector agencies (eg C2K, PSNI, Public Health Agency, Safeguarding Board for NI and e-Safety Forum) to support the promotion of key messages

- ☐ Participation in annual Safer Internet Day/E-Safety Week and promotion of key messages throughout the year

- ☐ Central to our ethos is the integration of all pupils including children with learning or physical disabilities. The school will make all reasonable adjustments to facilitate pupils with learning or physical disabilities

- ☐ Pupil Mentoring system

- ☐ All pupils participate in Mental Health Awareness Week – the School adopts an inter-departmental approach. The Resilience Curriculum also provides Mental Health training

☐ All adults in school are expected to be positive role models, as stated in the Staff Code of Conduct. Exemplary behaviour is shown in our attitude and conduct towards colleagues, as well as to all pupils. Staff seek to:

~ show respect for every child as an individual
~ are aware of vulnerable children
~ criticise the behaviour rather than the child
~ avoid having favourites
~ are seen to be always fair and consistent
~ avoid labelling or making judgements of pupils
~ have high expectations of all pupils
~ avoid reference to other members of the family ('just like your brother')
~ never give pupils ammunition to use against each other

Responsibility

Every member of Saintfield High School community has responsibility for creating a safe and supportive learning environment. Everyone in the school community, including pupils, parents/carers and staff 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 manner
☐ Model high standards of personal behaviour
☐ Be alert to signs of distress and other possible indications of bullying type behaviour
☐ Inform the school of any concerns relating to bullying type behaviour
☐ Refrain from becoming involved in any kind of bullying type behaviour, even at the risk of incurring temporary unpopularity
☐ Refrain from retaliating to any form of bullying type behaviour
☐ Intervene to support any person who is being bullied unless it is unsafe to do so
☐ Report any concerns or instances of bullying type behaviour witnessed or suspected to a member of staff
☐ Emphasise the importance of seeking help from a trusted adult about bullying type behaviour when it happens or is observed
☐ Explain the implications of allowing the bullying type 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 type behaviour and meet the needs of all parties

Reporting a Bullying Concern

It is vitally important that we respond to any allegation of bullying type behaviour in a proactive manner. At Saintfield High School:

- We want every pupil to feel safe, happy and content while at school and so ensure that they have a positive school experience
- We want to make it clear to everyone that bullying in any form is unacceptable in our school community
- We have a responsibility to respond promptly and effectively to bullying type behaviour
- We want to ensure all members of the school community follow the School Community Code of Conduct

Reporting Concerns About Bullying:

All members of the school community need to be aware that staff want to be informed of any alleged bullying incident and be reassured that appropriate action will be taken when bullying type behaviour is reported. Any pupil can raise a concern about bullying type behaviour, not just the pupil who is experiencing this behaviour.

Pupils – every pupil is encouraged to report bullying by:

- ☐ Telling a member of staff – teaching or non-teaching
- ☐ Informing a friend, peer, Prefect Mentor, a parent/guardian, or a trusted adult
- ☐ Reporting the incident to the School Counsellor
- ☐ Writing a note to a member of staff
- ☐ Utilising the North Down Family Works referral box outside the library

Parents/Carers – if a parent/carer has a concern regarding bullying type behaviour in the school community, they should follow the instructions below:

- ☐ Parents/Carers should raise their concern with their child's Form Tutor as a first point of contact but may inform any member of staff
- ☐ In most cases the Form Tutor will be able to deal with the matter
- ☐ More serious problems may require the intervention of a Head of School or Vice Principal
- ☐ Where a parent/carer feels their concerns have not been resolved, they are encouraged to contact the Principal
- ☐ Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to the school's complaints procedure should be followed. There is further advice in the school's leaflet "How to Raise Concerns or Make a Complaint" (see Appendix).
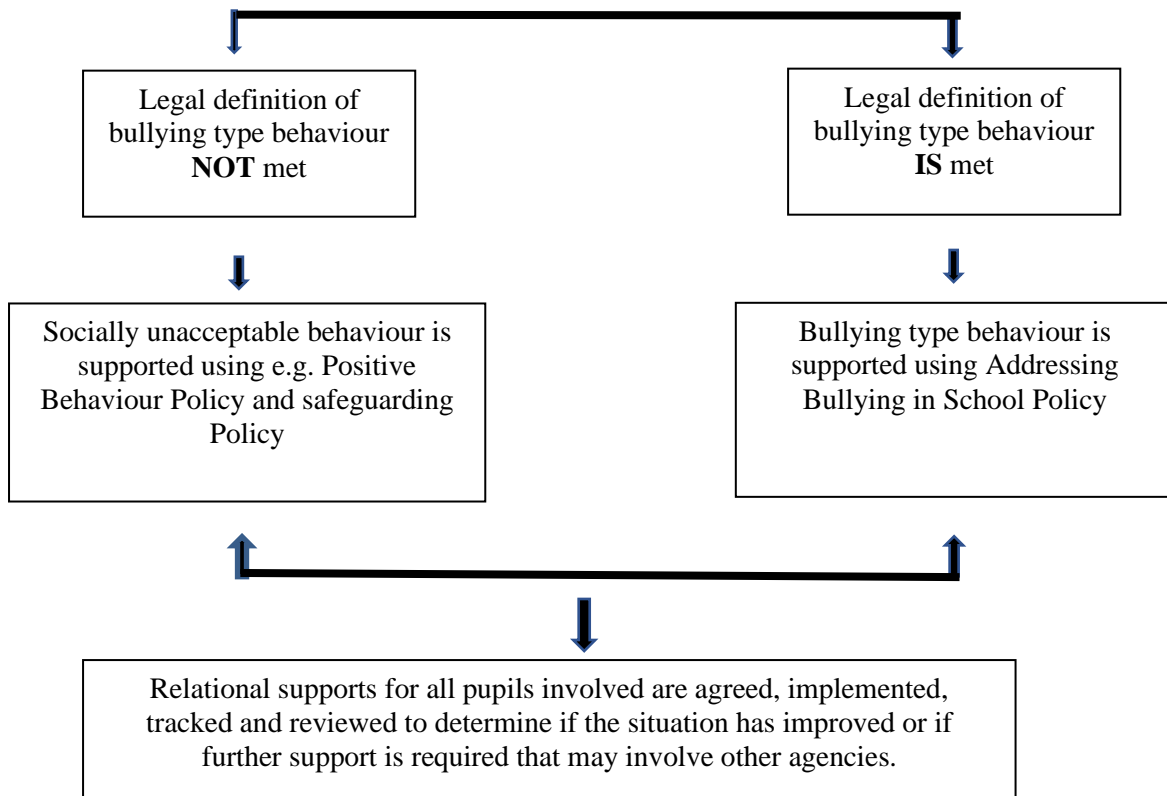
Procedure for Reporting Bullying Type Concern

Bullying Type Concern

⬇

Relevant person, namely Heads of School, will investigate the concern fully taking time to listen to all parties involved. If appropriate, the Designated Teacher for Child Protection will be kept informed and included in the process

⬇

Staff record the concern electronically e.g. may complete a Bullying Concern Assessment Form (BCAF)

⬇

Behaviour assessed against the legal definition and TRIP criteria activated. Parents/Carers informed

⬇

Legal definition of bullying type behaviour **NOT** met	Legal definition of bullying type behaviour **IS** met
⬇	⬇
Socially unacceptable behaviour is supported using e.g. Positive Behaviour Policy and safeguarding Policy	Bullying type behaviour is supported using Addressing Bullying in School Policy

⬇

Relational supports for all pupils involved are agreed, implemented, tracked and reviewed to determine if the situation has improved or if further support is required that may involve other agencies.

If a matter is not resolved with the procedures above, it may be referred on to the Vice Principal/Principal

⬇

If still unsatisfied the parent/carer should refer to the 'How to Raise Concerns or Make a Complaint' procedure

Responding to a Bullying Type Concern

It must be remembered that the focus of any intervention will always be to respond to the bullying type behaviour concern and restore well-being to all involved. All stakeholders within the school community have rights and responsibilities in addressing bullying type behaviours (see Appendix 5). As such, any strategy will concentrate on the prevention of any further incidents. The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

- ☐ All reports will be treated seriously and fully investigated
- ☐ The incident may be dealt with by a subject teacher, a Form Tutor or if it is deemed necessary, it may be passed on to a Head of School, Vice Principal or Principal
- ☐ Immediate steps will be taken to stop the bullying type behaviour
- ☐ All cases of bullying type behaviour will be recorded by staff – as required, facts and perceptions will be clarified. The Designated Teacher for bullying type behaviour will be informed and a copy of the written report given to the Designated Teacher, Vice Principal and Principal
- ☐ Parents/Carers will be fully informed throughout the process
- ☐ Check records for previous/ongoing incidents (SIMS)
- ☐ Assess the incident against the criteria for bullying type behaviour
- ☐ Identify any themes or motivating factors
- ☐ Identify the type of bullying behaviour being displayed
- ☐ Identify intervention level
- ☐ Support will be available for the person being bullied
- ☐ The pupil displaying bullying type behaviour will also be supported and we will work with them to modify behaviour creatively and supportively – this may include counselling or other agencies where appropriate
- ☐ The situation will continue to be monitored and tracked to ensure that further bullying type behaviour does not take place, as well as the effectiveness of the interventions

When responding to a bullying type behaviour concern, members of staff shall implement interventions aimed at responding to the behaviour and resolving the concern. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Recording

When a bullying type behaviour concern is reported, a relevant member of staff will record the information provided in a factual manner. The school will centrally record all relevant information related to reports of bullying type behaviour concerns, including:

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

All incidents will be recorded ethically and in accordance with the school policies and procedures. Records, including Bullying Concern Assessment Forms (see Appendix 2), will be kept on Private Folder 4 on the Staff Drive. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to access.

Relevant data protection legislation and guidance will be adhered to and all records will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of the Anti-Bullying Policy and practice within the school.

Professional Development of Staff

At Saintfield High School we value the importance and centrality of continued professional development. In order for staff to be most effective they must be provided with high quality training, this includes:

- providing staff, both teaching and non-teaching, 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 – for example, any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – and that CPD records kept and updated regularly

Section 12 – Monitoring and Review of Policy

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

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 type behaviour
- Assess the effectiveness of strategies aimed at responding to bullying type behaviour

The school acknowledges there it is a legal requirement for the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, in addition to this, the policy will also be reviewed:

- Following any incident which highlights the need for such a review
- When directed to by the Department of Education and considering new guidance
- As required

Additional Information
- This policy relates to incidents involving bullying type behaviours between pupils only. Concerns pertaining to staff, visitors or any other stakeholders within the school community should be managed via the Staff Code of Conduct Policy or the official complaints procedures (copies of these policies, and the Anti-bullying Policy, are available on the School Website or a hard copy can be obtained from the General Office).

Advisory Centre for Education (ACE)	enquiries@ace-ed.org.uk	0300 0115 142
Aware	info@aware-ni.org	02890 357 820
Barnardos	www.barnardos.org.uk	02890 672 366
Bullying UK	askus@familylives.org.uk	0808 800 2222
Cara-Friend/LGBT Switchboard NI	www.cara-friend.org.uk	0808 8000 390
Childline	www.childline.org.uk	0800 1111
Children's Law Centre	info@childrenslawcentre.org	02890 245 704
Family Lives	askus@familylives.org.uk	0808 800 2222
KIDSCAPE Parents Helpline	info@kidscape.org.uk	0845 1 205 204
Lifeline	www.lifelinehelpline.info	0808 808 8000
Minding your head	www.mindingyourhead.info	
NSPCC	help@nspcc.org.uk	0808 800 5000
Samaritans Helpline	www.samaritans.org	116 123
The Mix	www.themix.org.uk	0808 808 4994
Young Minds	www.youngminds.org.uk	0808 802 5544
Youth Access	admin@youthaccess.org.uk	020 8772 9900

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			

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

Date	Information gathered	Location (stored)

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

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   ___/___/___

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

☐ Individual to individual 1:1   ☐ Individual to group   ☐ Group to individual
☐ Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

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 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 TYPE BEHAVIOUR:

Pupil Name: **Year Group/Class:**

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

Parent/ carer informed: **Date:**   **By whom:**

Staff Involved:

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

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

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

SAINTFIELD HIGH SCHOOL
INFORMATION FOR PUPILS AND PARENTS / CARERS
HOW TO RAISE CONCERNS OR MAKE A COMPLAINT
PLEASE READ CAREFULLY

<u>For the Pupil</u> ...

What happens if you want to talk about a worry or a problem?

- You can talk to any member of staff

- You will be taken seriously

- You can bring a friend, member of staff with you if you wish

- He/she will advise you on how to get help

- To get that help for you, he or she may have to tell someone else. He or she cannot keep it a secret

- You will always be told what is happening

- The teacher in charge of Child Protection is Mrs R Bradley

- Any member of staff will listen to you. If you find it difficult to confide in someone, you can phone: Childline 0800 1111 or NSPCC 0800 800 500

<u>For the Parent/Carer</u>...

What happens when **you** raise a concern?

- The school will receive either a concern/complaint in written or verbal form

- Depending on the nature of the concern/complaint it will be passed on to the Form Tutor/Head of School/Vice Principal/Principal

- You will be told that the concern/complaint has been received and who is dealing with it

- Time will be needed to examine the issues. You will then be given a time and date when we will be ready to talk to you about it again

- If necessary, you will be invited into school to discuss your concerns or complaint

- If you are not happy about how the complaint has been dealt with you may speak to the Chairperson of the Board of Governors

- Additionally, parents/carers of pupils may refer their complaint to the NI Public Service Ombudsman (NIPSO) if they remain dissatisfied

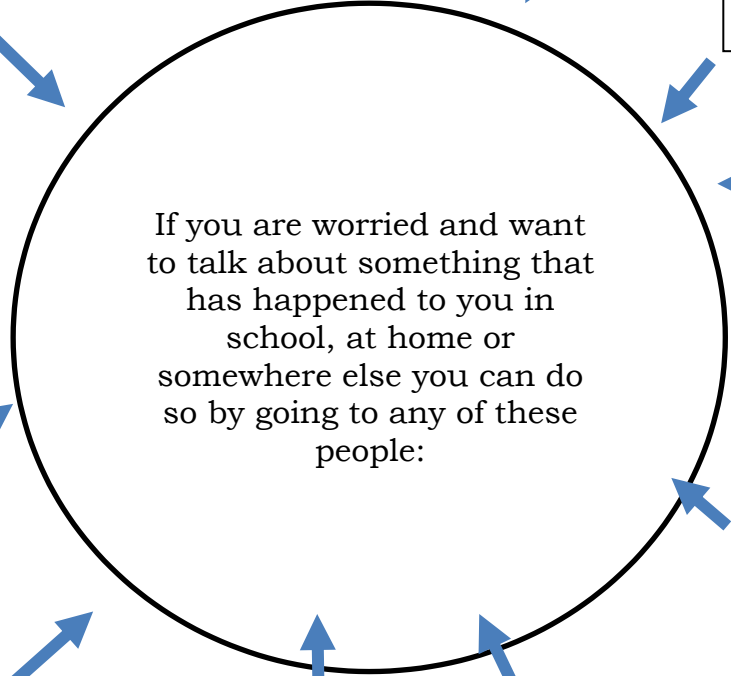- Advice and help are also available from PSNI or Social Services.

Mrs Bradley
Designated
Teacher for Child
Protection

Your parents/carers

Form Tutor

Heads of School
Mrs Artt/Mrs Hume
Mrs Bradley

Mrs Convill
Deputy
Designated
Teacher
For Child
Protection

If you are worried and want to talk about something that has happened to you in school, at home or somewhere else you can do so by going to any of these people:

Classroom Assistants

Mrs Derby
Vice Principal

Social Services

Any member of staff (Teaching or non-teaching)

Childline 0800 1111

NSPCC 0800 800 500

Calls are free and won't show on your phone bill

North Down Familyworks Counsellor

Miss Hynds Principal

Are you worried about something or someone?

Are you under stress orunhappy?

Is something making you anxious?

Get help
Staff are here to:
- Listen
- Help
- Do all they can

- You can talk or put your thoughts in writing

- Ask someone to speak on your behalf

- We are here to help you – we want you to be happy, safe and content

September 2023

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, roles & Responsibilities
Rights: • 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.	**Rights:** • 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.	**Rights:** • 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 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.	• 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.
Roles & Responsibilities • Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment.	**Roles & Responsibilities** • Report any allegations and/or bullying type concerns via the designated channels and platforms e.g email, QR code, Whisper button etc.	**Roles & Responsibilities** • 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.

• 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.	• 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. Pupils don't have to be friends with everyone, but they must be friendly. • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports.	• 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.

• Behave in a professional manner. Use restorative, SEN, nurture 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.		