<table>
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<tr>
<th>FRAMEWORK</th>
<th>HEADINGS</th>
<th>GUIDELINES</th>
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<tbody>
<tr>
<td><strong>CONTEXT</strong></td>
<td>Introductory Statement</td>
<td><strong>This school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community</strong></td>
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<td></td>
<td>1. Legislation</td>
<td><strong>This policy is informed and guided by current legislation and DE Guidance listed below:</strong></td>
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<td><strong>The Legislative Context:</strong></td>
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<td>• Health and Safety at Work NI Order 1978  The Children (Northern Ireland) Order 1995</td>
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<td>• The Human Rights Act 1998</td>
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<td>• The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25</td>
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<td>• WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003</td>
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<td>• THE EDUCATION (2006 ORDER) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007</td>
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<td>• The Education (School Development Plans) Regulations (Northern Ireland) 2010</td>
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<td>• Addressing Bullying in Schools Act (Northern Ireland) 2016</td>
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<td>2. Guidance:</td>
<td><strong>DE Guidance:</strong></td>
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<td>• DE</td>
<td>• Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DE, 2001</td>
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<td>• Health</td>
<td>• Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following:</td>
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<td></td>
<td>• SBNI</td>
<td>Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Safety 2016</td>
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<td></td>
<td>Safeguarding Board for Northern Ireland’s (SBNI) Policies and Procedures 2017</td>
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<td>• Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019</td>
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<td><strong>CONTEXT: KEY LEGISLATION:</strong></td>
<td><strong>DUTIES PLACED ON BOARDS OF GOVERNORS</strong></td>
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<td><strong>DUTIES PLACED ON BOARDS OF GOVERNORS</strong></td>
<td>1. Addressing Bullying In Schools Act (Northern Ireland) 2016</td>
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<td>• Duty of Board of Governors to secure measures to prevent bullying</td>
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<td>• Duty to keep a record of incidents of bullying or alleged bullying involving a registered pupil at the school</td>
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<td>2. WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003 - DE Circular Number 2003/13 - which amends Article 3 of 1998 N.I. Order as follows:</td>
<td>Article 17 DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS</td>
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<td></td>
<td></td>
<td>The Board of Governors is required to:</td>
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<td>• “Safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school” (Article 17: 2)</td>
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<td>• Consult with registered pupils on the general principles which will be reflected in the school’s discipline policy (Article 19: 13 &amp; 14)</td>
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<td><strong>The Principal</strong></td>
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<td>• When deciding on measures which will be used to encourage good behaviour in the school <strong>must specifically include measures to prevent bullying among pupils</strong> (Article 19:14)</td>
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<td>• Before deciding on measures to encourage good behaviour <strong>must consult with pupils registered at the school and their parents</strong>” (Article 19:14)</td>
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<td><strong>Implications Arising</strong> - “All schools will need to be satisfied that their current discipline policy deals with the PREVENTION OF BULLYING among pupils in a sufficiently clear and robust way to satisfy the new legal requirement ” (Article 19:15)</td>
</tr>
</tbody>
</table>
### Duties relating to pupils attending under Area Learning Community (ALC) arrangements

#### CONSULTATION & PARTICIPATION

"Senior leaders (organisation) consult regularly with the school community on key policies and procedures that affect the life and work of the school;"

- **REF:** ISF Primary/Post-Primary Pg. 8 EOTAS/Governors/Preschool/Special Schools Pg. 13 ETI, 2017

"School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures & the School Development Plan itself."

- **REF:** Every School a Good School – a policy for schools improvement: Annex B Indicators of effective performance 2009

"...the inspection team will evaluate the extent to which leadership encourage pupil involvement in discussions and decisions on aspects of school life ...... to ensure the student voice is represented."

- **REF:** DE circular on Pupil Participation 2014/14

"The Department is committed to encouraging all schools to find meaningful ways of giving their pupils a voice and of listening and responding to the views of young people, ......"

- **REF:** ‘Every School a Good School’ The Governors’ Role: A Guide for Governors, DE, 2017 Pg. 25

#### The Consultation Process

Outline how the process of participation and ongoing consultation is managed and the methods used to gather data to inform the development and review of:

- The Anti-bullying Policy
- The School Development Plan

#### The Participation process

**Schools have a range of consultation methodologies to choose from.** They include for example questionnaires, on line surveys, focus groups, whole-school baseline audits.

**State how statutory consultation requirements are met for example by:**

- Carrying out an annual whole-school baseline audit involving pupils, parents, carers, staff (T & NT) and Governors after the October half-term break
- Analysing results and providing feedback to all participants
- Using results to: address concerns; inform and guide amendments to policy and procedures; identify CPD requirements; Inform SDP; monitor and evaluate policy efficacy

**In DE circular 2014/14, schools are advised to ‘create an ethos of participation’. How is your school working towards this goal?**

Provide evidence of how pupils are involved in the creation and maintenance of the school’s anti-bullying culture through for example active participation in one or more of the following areas:

- The annual NIABF Anti-bullying Week activities
- Pupil Questionnaires/Audits
- School/Class Councils; Year/School Assemblies; class role plays; drawing up class/school anti-bullying charters; developing pupil aide memoirs
- The taught pastoral programmes such as Personal Development and LLW
- Buddy, Peer Mentoring and Peer Counselling initiatives
- Facility development i.e. sport, music, art, drama, extra-curricular break/lunch/after school activities, school website pages
- Contribution to school policies such as: promoting positive behaviour and reward systems, learning and teaching, anti-bullying, assessment and marking, curriculum; meals, healthy eating, school uniform, school transport; extra-curricular/lunchtime/enrichment activities;
### RATIONALE/ PHILOSOPHY
A culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability.

**REF:**
- Every School a Good School – a policy for schools improvement: Annex B
- Indicators of effective performance 2009

“The safety of children and young people is paramount, therefore safeguarding/child protection is a core element of the framework as is the care and welfare of learners; these are intrinsic to the holistic view of learning and should be visible in every aspect of the work of an education or training organisation.”

**REF:**
- ISF Governors/Preschool/Primary/Post-primary/EOTAS/Special Schools ETI, 2017

“All young people are helped to overcome barriers to learning and fulfil their potential.”

**REF:**
- ISF Governors/Preschool/Primary/Post-primary/EOTAS/Special Schools ETI, 2017

<table>
<thead>
<tr>
<th>Guiding Principles</th>
<th>Promotion of good behaviour</th>
<th>Maintaining a positive ethos</th>
<th>Safeguarding</th>
<th>Guidance and support</th>
<th>Reduction/ removal of barriers to learning</th>
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<tbody>
<tr>
<td><strong>Promotion of good behaviour</strong></td>
<td>Promotion of “good behaviour”</td>
<td>Creation and maintenance of positive relationships</td>
<td>Creation and maintenance of an ethos which promotes aspiration, achievement, and restoration</td>
<td>Promotion of the welfare and wellbeing of pupils</td>
<td>Reduction/removal of behavioural barriers to learning</td>
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<tr>
<td><strong>Maintaining a positive ethos</strong></td>
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### PROMOTING AND SUSTAINING GOOD BEHAVIOUR IN SCHOOLS: DE Circular 1998/25 - Article 3 requires Boards of Governors and principals to:
“ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school”

### WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003: DE Circular Number 2003/13 - Article 17:2
The Board of Governors is required to:
- “Safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school” (Article 17: 2)

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

The policy needs to illustrate how the school is embedding the key guiding principle of prevention through, for example, the:
- Promotion of “good behaviour”
- Creation and maintenance of positive relationships
- Creation and maintenance of an ethos which promotes aspiration, achievement, and restoration
- Promotion of the welfare and wellbeing of pupils
- Provision of effective guidance and support
- Reduction/removal of behavioural barriers to learning

The policy needs to provide examples of how, through consistent implementation of the Positive Behaviour Policy, the school currently:
- Sets high standards of behaviour e.g. the Governors’ written Statement of Principles
- Carries out regular audits to ensure expectations are being met and identify areas for concern e.g. hotspots
- Actively promotes an open, inclusive and mutually respectful working environment
- Ensures high levels of pupil participation through promotion of an active School Council
- Works in partnership with parents/carers through the development of an open system of communication
- Implements a whole-school rewards system which consistently acknowledges, affirms and celebrates positive behaviour and achievement
- Through effective delivery of the taught Personal Development/ LLW programmes to promote confidence, self-reliance, resilience and effective interpersonal skills
- Works effectively with appropriate outside agencies to support the care and welfare of the pupils;
- Works in conjunction with the SEN policy to identify and meet individual needs
- Involves pupils in target setting, self-assessment and evaluation of outcomes re IEPs and Risk Reduction Action Plans
- Implements a post–incident debriefing process to help pupils develop restorative attitudes and learn from experience
PREVENTION

2.- (1) The Board of Governors of a grant–aided school must:
(a) ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school;
(b) determine the measures to be taken to prevent bullying involving a registered pupil at the school:
(i) on the premises during the school day
(ii) while travelling to or from school during the school term
(iii) while in the lawful control or charge of a member of the staff of the school or
(iv) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

REF: ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016

the school has an agreed whole-school programme that addresses issues, such as, bullying, sectarianism, racism, and good relations, and is an integral part of learning and teaching and the school development plan;

REF: ISEF Primary ETI, 2017

the taught personal and social curriculum (including e-safety) is effectively planned to meet the needs of the pupils and supports well their holistic development;

REF: ISEF Post-Primary

the effectiveness of the personal development and preventative education curriculum is regularly reviewed to ensure that it is flexible and responsive to the needs of the pupils;

REF: ISEF Primary, Post-Primary, EOTAS, Special Schools, Preschool, ETI 2017

Whole-school Measures

Since 2003, under Articles 17 and 19 of the WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER schools have been required to ensure that measures have been put in place to “PREVENT BULLYING AMONG PUPILS”. Prevention has been further endorsed under the Addressing Bullying in Schools Act (Northern Ireland) 2016.

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

Consistent implementation of the Positive Behaviour Policy which:
- Upholds everyone’s right to be safe both physically and emotionally and requires everyone to behave in ways which keep everyone else safe – both physically and emotionally at all times towards others in a respectful manner.
- Includes a statement repudiating bullying behaviour e.g., “bullying behaviour of any kind by any member of our school community to any other member of our community is completely unacceptable”
- Requires high standards of behaviour at all times from every member of the school community
- Promotes early intervention and provides tailored support for those young people who experience difficulty in meeting acceptable standards of behaviour
- Acknowledges and affirms positive behaviours
- Acknowledges and sanctions socially unacceptable behaviours
- Carries out regular school audits to assess the effectiveness of the policy through, for example, monitoring levels of pupil/staff wellbeing & relationships;

Consistent delivery of pastoral/preventative curriculum which:
- Address issues such as bullying, sectarianism, racism, and good relations through PDMU/ PD/ LLW
- Through the preventative curriculum (taught pastoral/preventative skills curriculum) actively promote positive emotional health and wellbeing and reduce likelihood of `cyberbullying`
- Develop emotional literacy, interpersonal and intrapersonal skills through for example planned Circle Time sessions
- Build confidence, self-esteem and resilience

Ongoing tracking and monitoring of supervision arrangements re canteen, playground, corridors, toilets through for example:
- Use of emotional mapping to identify ‘hotspots’ and audit supervision needs
- Provision of Safe Havens to support vulnerable pupils e.g. through seating arrangements, movement between classes, providing peer support arrangements including Circle of Friends:
- Provision for example of: Friendship stops/benches Suggestion Boxes Playground Buddy system Peer mentoring

Active whole-school participation in NIABF’s Anti-Bullying Week activities

Active involvement of the School Council in for example the development of:
- Pupil agreed Codes of Behaviour such as AUPs, class/bus /visits charters
- ‘Keeping safe’ messages
- Pupil aide memoirs
- Audits which track and monitor emotional wellbeing

Every member of the school community – pupils, parents, carers, staff (T/NT), Governors - may be expected for example to work collaboratively to:
- Foster positive self-esteem; respect the right of others to be safe
- Behave towards others in a mutually respectful way
- Model high standards of personal pro-social behaviour
- Be alert to signs of distress* and other possible indications of bullying behaviour
- Inform the school of any concerns relating to bullying behaviours
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Refrain from retaliating to any form of bullying behaviour
- Intervene to support any person who is being bullied, unless it is unsafe to do so.
- Report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- Emphasise the importance of telling a trusted person about bullying behaviour when it happens or is observed
- Explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- Listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- Know how to seek support – internal and external
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

Creation & maintenance of a listening and telling culture
## Bullying Behaviour Defined

**Definition of “bullying”**
1. — (1) In this Act “bullying” includes (but is not limited to) the repeated use of—
   - (a) any verbal, written or electronic communication,
   - (b) any other act, or
   - (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

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

**NOTE**

**Refer:** 
ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016

### Socially unacceptable behaviours

<table>
<thead>
<tr>
<th>CRITERIA: THE KEY ELEMENTS PRESENT IN BULLYING BEHAVIOUR</th>
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<tr>
<td><strong>Schools in their Anti-Bullying Policy Must Use the Definition of Bullying from the 2016 Act</strong></td>
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<tr>
<th>BULLYING BEHAVIOUR DEFINED</th>
<th>Socially unacceptable behaviours</th>
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<tr>
<td><strong>An effective Anti-Bullying Policy will recognise that within schools there is a continuum of socially unacceptable behaviours. These unacceptable anti-social behaviours infringe on everyone’s right to be safe. They include the following examples:</strong></td>
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<tr>
<td>1. <strong>Physical</strong> - includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons</td>
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<td>2. <strong>Verbal</strong> - includes name calling, insults, jokes, threats, spreading rumours</td>
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<td>3. <strong>Indirect</strong> - includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another</td>
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</table>

The policy should state that all socially unacceptable behaviours will be dealt with in line with the school’s Positive Behaviour Policy’s procedures.

**It is important for schools to be able to differentiate between socially unacceptable behaviours and those which do constitute bullying behaviours.** Socially unacceptable behaviours BECOME BULLYING BEHAVIOURS when the information gathered clearly demonstrates that the unacceptable behaviour DOES MEET THE CRITERIA LISTED BELOW i.e. on the basis of the evidence gathered the behaviour is/was:

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

**It is important that the school’s Anti-bullying policy:**

- takes cognisance of the legal definition of bullying as set out in the Addressing Bullying in Schools Act (Northern Ireland) 2016
- is committed to using this criteria to assist pupils, parents/carers, staff and Governors to recognise bullying behaviour
- clearly differentiates between what is unacceptable anti-social behaviour and that which is unacceptable bullying behaviour
- states what the key elements are which enable bullying behaviour to be identified — see criteria listed above
- lists types/methods of bullying behaviour - states that the list is non-exhaustive to allow for ‘new’ types/methods to be added
- defines what is meant by emotional or psychological harm - e.g. intentionally causing distress, anxiety, humiliation, and the impact on self-esteem
- defines what is meant by physical harm - e.g. intentionally causing injuries such as bruises, broken bones, burns
- defines how intention will be determined e.g. specify repetition as one way of establishing intention to harm
- clarifies what discretion may be applied with regard to a pupil’s capacity to understand the impact of their behaviour on others
- defines what is meant by exclusion - intentionally choosing (acting) to stop someone/other from joining in e.g. from playing football at lunch
- defines what is meant by omission - intentionally choosing not to mention (failure to act) there was football at lunchtime i.e. wilful omission arising from a desire to cause hurt
- defines what is meant by repetition - e.g. 3 or more repetitious incidents involving the same target/s (NB for schools to consider how to interpret repetition in view of the fact that 1 electronic post may be viewed/shared ‘repeatedly’)
- when a school chooses to classify a one-off incident as bullying it must state this and under what circumstances this discretion will be applied. In exercising the school’s authority to decide that an intentional one-off incident should be recognised as bullying, schools may wish to consider factors such as evidence of premeditation or whether the incident has caused significant levels of emotional or physical harm to one or more pupils.

*While an ‘imbalance of power’ has not been included in the 2016 definition, consideration of its role in determining if bullying has occurred, should be set out in the policy along with consideration given to a target’s lack of resilience.*

**NOTE**

While an ‘imbalance of power’ has not been included in the 2016 definition, consideration of its role in determining if bullying has occurred, should be set out in the policy along with consideration given to a target’s lack of resilience.
### RECORD KEEPING

3. (i) The Board of Governors must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school.

**REF:**
- Addressing Bullying in Schools Act (Northern Ireland) 2016

**Schools must:**
- Keep a central (e.g. digital) record of ALL bullying or alleged bullying incidents that occur while:
  - (a) on the premises of the school during the school day
  - (b) travelling to or from the school during the school term;
  - (c) the pupil is in the lawful control or charge of a member of the staff of the school; or
  - (d) the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

**The policy should clarify:**
- how travelling to or from the school during term time is interpreted e.g. *while wearing school uniform* for example to travel daily directly to school at the start of the day and directly from school to home at the end of the school day when: on foot; on the school bus; on a ‘school’ taxi to an off-site educational provider
- what being under the lawful control of a member of the school staff entails - e.g. whilst on a school trip, a school visit; playing on a school team, attending another school/FE college under local Area Learning Community arrangements.

**Schools are advised to use the Bullying Concern Assessment Form (BCAF) found on the c2k SIMS Behaviour Management Model to record details which include:**
- information gathered e.g. from those involved, key bystanders
- what, from the information gathered and all of the circumstances, appears to be the **motivation or underlying theme** behind the behaviour e.g. gender, disability, race, Looked After Status (LAC) etc.
- the **method/s of bullying** e.g. exclusion, verbal, electronic, physical etc.
- Details about how the incident was addressed i.e. interventions selected, action taken and support provided for both target/s and the pupil/s displaying bullying behaviour/s; any external support provided together with outcomes achieved

### RESPONDING TO INCIDENTS OF BULLYING BEHAVIOUR

“Bullying behaviour should be treated in the same way as any other form of behavioural difficulty, and addressed through the 5 stages of the Code of Practice”

**REF:**
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001

“Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.”

**REF:**
- *Every School a Good School* DENI, 2009

**RESPONDING TO INCIDENTS OF BULLYING BEHAVIOUR**

**Procedures**

**Responding**

**Has the criteria for bullying behaviour been met?**

**Taking action:**

**The policy needs to set out how the school will deal with an allegation of bullying so that when a bullying concern has been reported everyone involved in the management of the incident does know what the procedures are and implements them immediately.**

**Response procedures should include the following statement**

- **Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour & Anti-Bullying Policies**

**The Process:**

- **Gather information-clarify facts and perceptions**
- **Use the school’s system for recording incidents of unacceptable behaviour e.g. SIMS Behaviour Management Module (BMM) to check for previous incidents and identify behavioural patterns**
- **Use the information gathered to complete part 1 of the ‘Bullying Concern Assessment Form’**
- **To determine whether bullying behaviour has occurred check the information gathered against the legal definition’s criteria**

**If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET the policy needs to state that socially unacceptable behaviours will be:**

- Be dealt under the school’s Positive Behaviour Policy
- As appropriate, addressed through the Code of Practice & details recorded in SIMS Behaviour Management Module (BMM)

**If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET the policy should set out the process/procedures to be followed.**

**State for example that:**

- The Code of Practice is used to develop agreed Action Plans for BOTH target/s AND pupil/s displaying bullying behaviours.
- Details are recorded on the Bullying Concern Assessment Form (BCAF) see SIMS Behaviour Management Module (BMM)
**ANTI-BULLYING POLICY FRAMEWORK**

*As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy (consequences) and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour*

**Supporting targeted pupil/s**

<table>
<thead>
<tr>
<th>Supporting pupil/s displaying bullying behaviours</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: SMARTE (Specific, Measureable, Achievable, Relevant, Timely and Evidence Based) target/s; success criteria, outcomes and assessment procedures - see BCAF grid Part 2</td>
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<tr>
<td>Keeping a record of the agreed plan in Part 2 of the BCAF.</td>
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<tr>
<td>Ongoing dialogue to ensure that the strategies identified and agreed would, when implemented, result for example in: greater resilience; development of new coping skills &amp; the promotion of positive restorative relationships - see SEN Resource File, Understanding and Managing SEBD DENI 2011, pgs. 272-277</td>
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<tr>
<td>Copies of the agreed plan being shared with key partners to ensure for example- clarity of roles and understanding of specific strategies</td>
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<tr>
<td>Staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review</td>
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<tr>
<td>Collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc?</td>
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<tr>
<td>Keeping staff and pupil-self-assessment records</td>
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<tr>
<td>Progress being regularly updated in the BCAF and outcomes shared with key partners</td>
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</table>

**Support for pupil/s displaying bullying behaviour would involve:**

- Discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: SMARTE target/s, success criteria, outcomes and assessment procedures - see BCAF grid Part 2
- Keeping a record of the agreed plan in Part 2 of the BCAF.
- Ongoing dialogue to ensure that the interventions/strategies identified and agreed would, when implemented, result for example in: reduction/removal of unacceptable bullying behaviour/s; an enhanced ability to empathise and the restoration of relationships - see interventions contained in NIABF’s “Effective responses to bullying behaviour”, Pgs. 16-19 and following.
- Copies of the agreed plan being shared with key partners to ensure for example clarity of roles and understanding of specific strategies,
- Staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review
- Collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.?
- Keeping staff and pupil-self-assessment records
- Progress being regularly updated in the BCAF and outcomes shared with key partners

(Schools need to decide what to keep to evidence pupil involvement in the Code of Practice/Action plan process e.g. LSCO/Pupil self-assessment records)

**Follow-up procedures**

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

**In addition the policy should clarify:**

- **What timeframes are appropriate for:** responding to parental/carers concerns, sharing information;
- **When and how** the LSCO/pastoral/safeguarding team will be involved
- **Who is responsible for:** recording information & keeping it updated; collecting, reviewing SIMs data; providing feedback to BOG/SLT; ensuring recording is balanced, non-subjective, dated and tagged; compliant with current legislation including data protection (2018)?
- **When a ’Risk Reduction Management Action Plan is needed:** who takes responsibility for its development, implementation and assessment?
### Effectiveness of the Policy

The policy should make it clear that it is the responsibility of the Board of Governors and the Principal, who, on the basis of evidence gathered, will monitor the effectiveness of the Anti-Bullying policy by using performance and other data to:

- Determine how effective the school’s preventative measures are in reducing: levels of and opportunities for bullying behaviour; severity and frequency of incidences by noting reductions/increases; monitoring response times, etc.
- Identify patterns and trends: evaluate reporting and recording procedures; measure impact on levels of achievement; evaluate efficacy of the interventions and the support provided.
- Determine how effective the policy’s processes are in: identifying underlying motivation; promoting and maintaining restoration.
- Ensure that the policy through consultation and participation is successfully identifying current needs and addressing them appropriately.
- Inform and guide policy development and review through feedback received from baselining surveys with parents/carers, staff, Governors and pupils.
- Ensure that policy concerns are identified quickly and addressed through the ongoing School Development Planning process.

The policy needs to state how the Anti-Bullying Policy will be kept under review:

- The preventative measures will be reviewed by the Board of Governors “at intervals of no more than 4 years”.
- From time to time additional policy amendments will be made as a result of the feedback generated, for example, from the baselining audits/debriefing processes, and when changes to legislation occur.
- Amendments may be made in response to: issues arising from a current situation; from data generated to identify existing behavioural patterns and trends.

The Anti-Bullying Policy from April 2017 forms part of the suite of safeguarding policies which work together to promote the welfare and well-being of pupils. As such the policy must comply with current safeguarding requirements as set out in the current ETI Safeguarding Proforma.

“The ETI and the Department of Education (DE) recommend that you (schools) review/quality assure your compliance (with review requirements under Schedule for Regulation 4) and effectiveness at least annually on a rolling basis. Some schools have found it helpful to evaluate their provision on each question as red (work overdue), amber (work underway) or green (up-to-date), known as the ‘RAG’ process, and you (schools) may wish to consider this approach”.

Schools are reminded in the ETI Safeguarding Proforma 2017-2018 that: “The ETI may ask about an example of an incident relating to bullying behaviours and how the school dealt with it.” See pg. 7

All policy reviews/amendments should:

- Be dated and signed by both the Chair of the Board of Governors and the Principal to confirm ratification of the review process.
- Should state “when and how parents/carers/learners were consulted” see ETI Safeguarding Proforma 2017-2018 see pg. 8
- Should note when “changes (were) made in light of the consultation” see ETI Safeguarding Proforma 2017-2018 see pg. 8

NB. Schools are advised to maintain a copy of their previous anti-bullying policies should the school be required to answer any retrospective charge of negligence arising from failure to follow the policy and procedures current at that time.
**LINKED SAFEGUARDING POLICIES**

“The school has a duty to ensure that safeguarding permeates all activities and functions. The child protection policy should complement and support a range of other policies including:

- Attendance Policy
- Behaviour Management Policy
- Pastoral Care
- Anti-Bullying Policy
- Safe Handling Policy
- Special Educational Needs Policy


**PROFESSIONAL DEVELOPMENT OF STAFF**

“School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.”

REF: Every School A Good School, 2009

“There is clear evidence of a focus on continuous improvement and professional development for colleagues including the sharing of current and research-based practice;

REF: ISEF Post-primary 2017

“Staff and the governance group regularly receive training including safeguarding and child protection.”

REF: ISEF EOTAS 2017

**The Anti-bullying Policy will need to ensure that the linked policies are clearly referenced e.g. State:**

- That all socially unacceptable behaviours are managed under the Positive Behaviour Policy procedures – see current school policy for further details
- Code of Practice action plans are drawn up, tracked, monitored, assessed and reviewed through the implementation of the Special Educational Needs (SEN) policy - see current school SEN policy for further details regarding procedures etc.
- Should physical restraint prove necessary it will be undertaken in compliance with the school’s Safe Handling Policy - see current policy for further details
- Incidents relating to e-safety will be managed with reference to the school’s E-safety Policy requirements – see current policy for further details
- That further details relating to the “preventative curriculum” can be found in the statutory personal development curriculum/pastoral care policy which requires schools to give specific attention to pupils’ emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system

**The policy should:**

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

**CPD records should:**

- Include details (date, provider) of the training which Governors and staff (T/NT) receive
- Identify relevant future training needs based on PRSD outcomes, baseline audit responses and in conjunction with the School Development Planning Process
- Note when and how training outcomes are disseminated to all staff (T/NT)
- Monitor impact of the training on both policy and practice
- Detail when and how appropriate policy amendments have been made as a result of CPD training to current Anti-Bullying Policy and procedures as a result of CPD
The Safeguarding Board (Northern Ireland) Act 2011

This Act established the SBNI and places interagency co-operation on a statutory footing. The objective of the SBNI is to safeguard and promote the welfare of children and young people in Northern Ireland by co-ordinating and ensuring the effectiveness of what is done by each person or body represented on the board. The SBNI are also responsible for development of regional policies and procedures for safeguarding and promoting the welfare of children.

www.safeguardingni.org

The Public Services Ombudsman Act (NI) 2016

The Public Services Ombudsman Act (NI) 2016 gives a power to investigate education authorities in respect of complaints made by a member of the public (came into effect on 1 April 2016). The power to investigate will extend to Boards of Governors of grant-maintained schools from 1 April 2017. This process of complaint must be referred to in the (school's) complaints policy.

www.legislation.gov.uk/nia/2016/4/schedule/1/paragraph/5