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St. Mary's P.S. Draperstown

Addressing Bullying and Bullying Type Behaviour Policy



Statutory Context and Guidance

It is a duty placed on Boards of Governors in Northern Ireland, to ensure the school has an effective Addressing Bullying Policy and practices aligned to the Addressing Bullying in Schools (NI) Act 2016 which commenced in schools September 2021.

This Addressing Bullying Policy takes account of key legislation and is informed by DE Guidance, EA and CCMS publications and the international context (*Appendix 1*).

	Date
Consultation children, staff and parents) key issues identified:	See policy for consultation dates
Ratification	23/06/2025
Next consultation/review date:	June 2028



UNCRC Articles 2, 12, 19, 28, 34 and 37.

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Section 1: Statutory Context & Guidance

Introduction

At St. Mary's P.S. Draperstown we acknowledge that bullying type behaviour exists in schools and wider society and can impact on the lives, mental health, and well-being of those involved. This policy aims to help create, maintain, and embed a culture where everyone agrees that bullying type behaviour is unacceptable.

We believe that safeguarding our pupils is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational school environment where concerns of bullying type behaviour may be shared and addressed, and where pupils are supported within the context of Article 19 Measures to Prevent Bullying, Education (NI) 2003 and the 2016 Addressing Bullying in Schools Act (N.I.) (see appendix 1).

The purpose of this policy is to:

- define bullying type behaviour
- summarise rights, roles and responsibilities
- explain preventative measures
- clarify processes used for reporting, recording, and responding
- outline monitoring and review processes

The policy is applied where concerns of alleged bullying type behaviour between pupils have been reported. For other concerns regarding bullying type behaviours please refer to the school complaints procedures or associated policies which are aligned DE Circular 2016/08 Public services ombudsman (NI Act).

The Addressing Bullying Type Behaviour Policy applies:

- while students are on school premises during the school day
- while the pupil is in the lawful control or charge of a member of the staff of the school e.g. during extra-curricular activities, school excursions, residential trips, etc
- Education provision arranged on behalf of the school and provided away from the school premises e.g. Another school in the Area Learning Community or the Shared Education Partnership, A Further Education College, Alternative Educational Providers/Education Other than at School centres, Home (Exceptional Teaching Arrangements)

Ethos and Values

Bullying is entirely contrary to the values and principles we have agreed, work and live by. We have worked hard to ensure all children and staff understand the values and vision of the school. Kindness, Respect and Inclusion are key elements of our core values.

An open anti-bullying climate has been created through openness and consultation, where the views of all members of the school community are considered and where mistakes are seen as opportunities for learning. Problems are discussed and resolved in a respectful and mature manner by all when they arise. We have a structured restorative conversation template that is used by teaching staff, non-teaching staff and the Anti-Bullying Ambassadors when addressing minor issues in the playground. Our preventative approach, led by the children has proven to be successful. To date when problems arise, they are

acknowledged, recorded and resolved through mediation, discussion and monitoring, under the umbrella of our vision and values.

OUR VISION

To respect, value and appreciate all members of our school community; praying together and working together to be the best we can be.

We recognise that our pupils and staff are unique and endeavour to meet their needs, nurturing gifts and talents, through quality provision with high expectations.

We encourage our children to achieve excellence across the curriculum, enabling them to fulfil their potential.

We encourage all members of our school community to use their skills to contribute and flourish in an ever-changing digital age.

OUR CHILD FRIENDLY VISION

We show love and grow close to Jesus in prayer

We find our talents and use them.

We work hard to be the best we can be.

The school community of St Mary's Primary School Draperstown is committed to providing a safe, positive, inclusive, and respectful learning environment for everyone. We are a UNICEF Rights Respecting School and recognise the rights of every member of the school community regarding safety. We recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community. We believe that every child should be celebrated in their diversity. We agree that all forms of bullying behaviour are unacceptable. All members of the school community have the right to learn and work in a secure and caring environment without fear of being bullied. We have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

Links to Other Policies

This policy should be read in conjunction with SEND, Safeguarding, Inclusion, and the wider suite of Pastoral Care policies available on the school website or from the school office by request. These policies include but are not limited to:

Safeguarding and Child Protection Policy	Staff Code of Conduct/Staff Handbook
Pupil Attendance Policy	(Positive) Behaviour Policy
Health and Safety Policy	Online Safety Policy
Special Educational Needs Policy	Educational Visits Policy
Relationships and Sexuality Education	Pastoral Care Policy
Equality and Inclusion	Visitor Policy

Consultation

We value and respect the views and contributions of our school community. Therefore, as part of this policy development and review, and in compliance with Article 19 of the 2003 Education (NI) Order and the 2016 Addressing Bullying in Schools Act (N.I.), we have consulted with pupils, parents/carers, and staff.

This policy has been developed in consultation with all Stakeholders including the Board of Governors, teaching and non-teaching staff, registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

The process of consultation includes;

- Class-based activities – on-going during PDMU activities.
- On-Going conversations with Anti-Bullying Ambassadors and School Council.
- Anti-Bullying Ambassadors completing online Forms questionnaires with P1, P2 and P3 children
Voice of the Child October 2024 Anti-Bullying October/November 2024
- Children in P4, P5 P6 and P7 completing online Forms questionnaires. **Being Well Doing Well Survey January 2024, PASS Data June 2024, Kirkland Rowell Surveys June 2024, Voice of the Child October 2024 Anti-Bullying FORM – 27/02/25**
- Online questionnaires distributed to all parents/carers in **October 2023, Being Well Doing Well Survey 31/01/24, Kirkland Rowell Survey June 2024**
- Engagement with teaching Staff **30/03/23, Kirkland Rowell Survey June 2024, Being Well Doing Well Questionnaire 31/01/24, Policy Review conversations.**
- Engagement with non-teaching staff **21/02/23, Being Well Doing Well Survey January 2024, Kirkland Rowell Surveys June 2024, Policy Review conversations,**
- Engagement with Board of Governors **02/02/24, 05/12/25**

Section 2: What is Bullying Type Behaviour?

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

Addressing Bullying in Schools Definition of “bullying”	
(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.	

TRIP

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

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

T	When the behaviour is <u>T</u>ARGETED at a specific pupil or group of pupils.
R	When the behaviour is <u>R</u>EPEATED over time.

I	When the behaviour is deliberately INTENDED to cause harm.
P	When the behaviour causes PSYCHOLOGICAL/EMOTIONAL and/or PHYSICAL harm.

While an ‘imbalance of power’ has not been included in the legal definition, the Board of Governors have agreed to incorporate this criterion to help determine if bullying type behaviour was **targeted**. An ‘imbalance of power’ is present when **someone seen with lesser power**, is identified as an object of negative attention. It will be used to validate and confirm the final TRIP decision.

Although incidents usually involve **repetition**, a **one-off incident** may be classified as bullying type behaviour through consideration of the following criteria.

- severity and significance of the incident (See appendix 4)
- evidence of pre-meditation
- psychological/physical impact of the incident on the individuals and/or wider school community
- previous relationship(s) between those involved.
- any previous incident(s) involving the individuals.

A **one-off electronic communication** can constitute bullying type behaviour through repeated viewing and unwanted sharing of a post.

The 2016 Act requires school to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. In this school, we will consider the following when assessing **TRIP**.

The pupil(s):

- capacity to regulate and understand the impact of their behaviour
- developmental age
- additional, educational, special, physical, or medical needs
- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. Social Behaviour Emotional Wellbeing, Autism, Attention Deficit Hyperactivity Disorder, Moderate Learning Difficulties etc.)
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience

Omission will be considered when addressing bullying type concerns. This is where a pupil(s) is or are wilfully excluded from a game, activity or group work etc causing potential **psychological harm**. Pupils do not have to be friends in this school, but friendly.

Language

We recognise that all behaviour is communication and should be addressed through a learner centred lens for those who display *and* experience socially unacceptable or bullying type behaviour. We will address all behaviour in a relational, solution focused manner aligned to Safeguarding and SEND.

When discussing allegations of bullying type behaviour, we use language that is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance (*see appendix 1*). We refer to the behaviour not the pupil and use the following:

- **pupil displaying bullying type behaviour** rather than the 'bully'.
- **pupil experiencing bullying type behaviour** rather than the 'victim'.
- **socially unacceptable behaviour** rather than 'bad behaviour' or 'serious/gross misconduct etc'

Any incident(s) which do not meet the legal definition and TRIP criteria will be addressed under the Positive Behaviour, Special Educational Needs, Child Protection, Safeguarding, Pastoral and Inclusion and Diversity policies. (Please see the parent and pupil guides in appendix 6).

Journey To and From School

The Act outlines a statutory requirement for schools to implement measures to prevent and address bullying type behaviour for pupils whilst travelling **to and from school**. To this end, in our school we:

- Maintaining a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the expectations of behaviour whilst travelling to and from school. Reinforce positive and upstanding behaviour expectations through the preventative curriculum.
- Empowering pupils to avoid situations where inappropriate and unacceptable behaviour is taking place on the journey to and from school and having the confidence to talk about it in school, so that choices that are not ok can be addressed and resolved. Promote and develop a culture where all pupils respect the rights of others to travel safely.
- Awareness of the dangers of travelling to and from school both for themselves and their peers and maintaining a register of permission to walk home.
- Regular engagement with transport providers 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 (e.g., staff duty at school gate/bus stops, where appropriate)
- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities.
- Engage with student voice about experiences on the journey to and from school.
- Communicate consistently the expectation to include and respect individual rights and diversity.
- Ensure effective communication for early identification and response to reported concerns.

Electronic Communication

The Addressing Bullying in Schools Act enables school to take steps to help prevent and address online bullying type behaviour involving registered pupils during term time. We acknowledge that negative online behaviour occurring either in or out of school hours, can harm a pupil's education and emotional well-being, and we will support affected individuals. At St Mary's P.S we are committed to supporting our pupils to use the internet safely, responsibly, and respectfully.

The '**Addressing Bullying in Schools Act (Northern Ireland) 2016**' gives the school the authority to take steps to prevent bullying using electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. As a result, we will

continue to raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible, and respectful way. This may include:

- Parental engagement with the Safer Schools App highlighting key concerns and providing useful information.
- Parental engagement in the weekly Sway, containing regular online safety messages.
- Addressing key themes of online behaviour and risk through our whole school Online Safety Scheme and PDMU lessons, leading to an understanding of how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Festival activities.
- Engagement with key statutory and voluntary sector agencies (e.g., C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Safer Internet Day and the promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas e.g., E-Safety Policy/Acceptable Use of the Internet Policy.
- Ensuring staff are regularly trained in e-Safety.

This is not an exhaustive list.

The Act gives schools the explicit power to take appropriate action to prevent cyber/online bullying, which is taking place outside school, but which is likely to have an impact on the pupil's education in school. While this gives schools the option to act, it does not place a duty on schools to do so. **Where the school deems it appropriate, parents/carers of pupils reporting instances of cyber bullying may be advised and directed by the school to contact the appropriate authorities such as the PSNI, NSPCC, Childline and/or Gateway Team Northern Trust.**

The Addressing Bullying Policy is one of several school policies that address electronic behaviour and are reviewed in response to technological developments. As such, follow up is aligned to the wider policy suite (see page 4).

Section 3: Methods and Motivations of Socially Unacceptable or Bullying Type Behaviour

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

Physical Acts	Physical - negative physical contact, material harm such as damaging or taking possessions without permission
Verbal or Written acts	Verbal or written - unpleasant comments, written, verbal, gestures.
Social/Relational	Negatively influencing the actions of others to cause psychological or physical harm
Omission	Excluding someone/others from e.g. game, activity, group work etc

(Exclusion)	
Electronic Acts	Misuse of online platforms or other electronic communications to cause psychological upset

(Please note the list is not exhaustive)

Our school acknowledges various motivations for bullying type behaviour which we address through our preventative curriculum and responsive approaches. This includes all identity or prejudice motivated bullying type behaviour related to those characteristics protected through Section 75 of the Northern Ireland Act 1998. Motivations include but are not limited to:

• 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 • Race • Religion • Sexual orientation • Other_____
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Section 4: Rights, Roles and Responsibilities

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Please see [Appendix 5](#) which is a table of identified rights, roles, and responsibilities.

The following staff have been assigned specific responsibility within their role for oversight of the implementation of the Addressing Bullying Policy and associated practices aligned to Safeguarding and SEND legislation. They will support the Principal and Board of Governors with the ongoing review processes.

Corinne Coyle Principal, DT, Chair of Safeguarding Team
Gregory Brunton VP, DDT, Safeguarding Team
Karen Doyle Chair of Board of Governors, Safeguarding Team
Paul Kelly BOG Anti-Bullying Governor, Safeguarding Team
Aileen Kearney ICT Co-Ordinator, Safeguarding Team
Edel Graham SENCo, Safeguarding Team

Section 5: Preventative Measures

The Addressing Bullying in Schools Act (N.I.) 2016, requires schools to focus on preventative measures to help reduce bullying type behaviours. The focus of this section is to set out the approaches taken by our school to help prevent bullying type behaviour effectively.

In St. Mary's we scaffold and promote a positive, relational learning environment where all members of the school community feel safe, included and valued. Our preventative measures help avoid bullying type behaviour and contribute to support plans for pupils. They are evident in all domains of school life.

At St. Mary's our children have a strong voice in the life of the school. We have had an active Anti-Bullying Ambassadors Team. The work of our Anti-Bullying Ambassadors has been recognised with a Creative Media Award from NIABF in 2016, a Case Study carried out by Paul Hanmore from the Diana Award in 2017 and ETI (Education and Training Inspectorate). In 2018, our District Inspector Mary Lowry held the work the children were doing, as an example of good practice and asked them to make a presentation to the Mid-Ulster Principals Group.

Preventative Strategies to Maintain an Anti-Bullying Environment include:

- Continuing to value and build capacity in our Anti-Bullying Ambassadors Team.
- Promoting the school mission statement, Learning, Caring and Sharing and the agreed values and vision.
- Developing a clear understanding and awareness of bullying and implementing rights and responsibilities at all levels.
- Continuing to recognise and reward good behaviour and kindness.
- Promoting school assemblies and presentations with an anti-bullying theme.
- Encouraging vigilant supervision in the playground at break and lunch time and in the general school environment.
- Implementing sound strategies and effective supervision for children with Statements of Educational Needs who have emotional and behavioural issues.
- The development of emotional literacy, interpersonal and intrapersonal skills through the pastoral/preventative curriculum, e.g., participation in circle time, workshops and implementation of the PATHS Programme consistently throughout the school.
- Consulting with the Anti-Bullying Ambassadors, the School Council and other student groups, giving children a clear voice in the life of the school.
- Training and promoting the responsibilities of the 'Bee's Buddies' in playground.
- Consulting with all children through discussion, lessons, and questionnaires – Foundation Stage, Key Stage One and Key Stage Two
- Continuing to encourage clear lines of communication with parents in the form of consultation and questionnaires
- Active whole-school participation in NIABF's Anti-Bullying Week by highlighting our annual Anti-Bullying Festival during Anti-Bullying Week in November each year. Engagement in key national and regional campaigns, e.g., Safer Internet Day, Child Safety Week, Children's Mental Health Week.
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Maintaining effective strategies for playground and canteen management, e.g., training for supervisors, our active playgrounds
- Development of effective strategies for the management of unstructured times (e.g., break time, lunch)

- Liaising with outside agencies and involving them in the life of the school where appropriate e.g., N.S.P.C.C. (National Society for the Prevention of Cruelty to Children), Childline, Behaviour Support Team
- Ensuring anti-bullying has a high profile in the School Development Plan and at meetings of the Board of Governors to ensure effective staff training and continued professional development and effective recording of incidents and communication.
- Using creative, relevant, and active learning methods to enhance social and emotional skills.

This is not an exhaustive list.

The Act gives schools the explicit power to take appropriate action to prevent cyber/online bullying, which is taking place outside school, but which is likely to have an impact on the pupil's education in school. While this gives schools the option to act, it does not place a duty on schools to do so. **Where the school deems it appropriate, parents/carers of pupils reporting instances of cyber bullying may be advised and directed by the school to contact the appropriate authorities such as the PSNI, NSPCC, Childline and/or Gateway Team Northern Trust.**

We will continue to raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible, and respectful way. This may include:

- Parental engagement with the Safer Schools App highlighting key concerns and providing useful information.
- Parental engagement in the weekly Sway, containing regular online safety messages.
- Addressing key themes of online behaviour and risk through our whole school Online Safety Scheme and PDMU lessons, leading to an understanding of how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Festival activities.
- Engagement with key statutory and voluntary sector agencies (e.g., C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Safer Internet Day and the promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas e.g., E-Safety Policy/Acceptable Use of the Internet Policy.

See our Preventative Curriculum listed in [Appendix 6](#)

Professional Development of Staff

In St. Mary's, we recognise the need for effective, updated, and ongoing training for all staff within our preventative measures. As such, we are committed to:

- ensuring that all staff and Governors complete relevant Safeguarding, Child Protection, SEND and Addressing Bullying in Schools training, including those provided by the Education Authority.
- reviewing and amending the content of the Addressing Bullying Policy following training, complex case review or as directed by Department of Education.
- keeping and regularly updating continued professional development records.

- noting the impact of the training given on both the policy and its procedures - e.g., any amendments made, inclusions added etc.
- All our teaching and support staff have completed the EA Addressing Bullying in Schools Level 1 training on 06/03/25 as part of this policy review.
- Ms Coyle has completed EA Addressing Bullying in Schools leadership training Level 3.
- All our teaching staff have completed additional in school workshops on e.g. systems and processes, prevention and/or effective responses, anti-bias
- All members of the Board of Governors completed Anti-Bullying training on 05/12/25. Paul Kelly the Anti-Bullying Governor and Corinne Coyle, Principal, with overall responsibility for the development and review of the Addressing Bullying Policy has completed EA Addressing Bullying in Schools training on 25/02/25
- Paul Kelly Anti-Bullying Governor completed Level 1 Anti-Bullying Training in Term 2 2024.

Section 6: Statutory Systems and Processes for Reporting, Responding and Recording.

As a school we recognise that reporting a concern of bullying type behaviour can be difficult. For this reason, we have systems in place to enable pupils, parents, and any other person to share concerns discreetly and efficiently with a trusted adult. All concerns of bullying type behaviour will be responded to in line with legislative processes as outlined in this policy.

We continually encourage pupils to get help and raise concerns with any member of staff. We stress that any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message focuses on 'getting help' rather than 'telling'. As such, all pupils are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc) to report any bullying type of behaviour concerns. All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart See [Appendix 2](#) recorded digitally on a Bullying Concern Assessment Form (BCAF) See [Appendix 3](#) stored on the school data management system (EDIS). Records will be maintained in line with our Data Protection Policy in a private folder within central records, password protected and open only to key personnel e.g. SLT / DT/VP/P.

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

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

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

- Identify methods and potential motivating factors (Record on BCAF Part 2).
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions (see appendix 4) for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).

- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and diversity, and positive behaviour policies.
- Implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3).
- Review outcome of interventions (Record on BCAF Part 4).
- Select and implement further interventions as necessary.
- Based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

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

Pupils Reporting a Concern:

Pupils may report bullying type concerns in the following ways:

- Verbally - talking to a member of staff or trusted adult. Children are regularly reminded of the members of the school community they can talk to including the Anti-bullying Ambassadors, other trusted adults in the school including the Principal, Building Supervisor, other teachers, classroom assistants, lunchtime supervisors, canteen staff or the School Council.
- By writing a note to a member of staff or sending an email to the principal
- By posting a comment in a 'Worry Box'

All pupils are encouraged to share concerns regarding socially unacceptable or bullying type behaviour that they experience, display or witness. They should not view this as 'telling' but rather 'talking about concerns' with the emphasis on 'getting help'.

Parents/Carers or Others Reporting a Concern:

When a concern or instance of suspected bullying behaviour is officially reported to the school, the person reporting the concern must understand that the school is obliged to contact the parents/guardians of the pupil displaying bullying behaviour, informing them of the situation and the source of the information. Incidents cannot be formally investigated or acted upon until all relevant parent/guardians have been informed of the details and origins of the case. It is the responsibility of those reporting bullying to ensure that their reports are factual.

It is the responsibility of parents/carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity to allow the school the best chance to adequately investigate the incident/allegation.

We stress the need for parents/carers to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back.'

The process for reporting a bullying concern is:

- In the first instance, all bullying concerns should be reported to the class teacher.
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Ms Coyle, Principal/DT, or Mr Brunton VP/DDT.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to by the principal, then school's complaints procedure should be followed. This involves making a formal,

written complaint, to the Chair of the Board of Governors, Mrs Karen Doyle. Her address is: 7 Drumard Road, Draperstown, Co. Derry BT45 7JU

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy. However, no information about action taken in relation to a pupil can or will be disclosed to anyone other than the pupil and his/her parents/carers. The decision of which intervention/sanction to be applied in any instance is entirely the responsibility of the school.

Responding to and Recording a Bullying Type Concern

The processes outlined below provide a framework for how we will respond to any bullying concerns identified. At St. Mary's P.S. Draperstown, we respond to bullying concerns promptly. When a bullying concern has been reported, everyone involved in the management of the incident will know what the procedures are and will implement them immediately.

The member of staff responsible will follow the steps outlined below, in consultation with Ms Coyle, Principal/DT or Mr Brunton, VO/DDT,

- Gather information, clarify facts and perceptions – this will include notification to parents of all children involved. This process may include identifying to the parents of all children involved the names of the child/ren displaying the bullying behaviours and/or experiencing the bullying behaviours.
- Identify any themes or motivating factors.
- Check existing school records for previous incidents and identify behavioural patterns.
- Assess the incident against the criteria for bullying behaviour and on this basis determine whether bullying behaviour has taken place.
- Use the information gathered to complete part 1 of the 'Bullying Concern Assessment Form' (BCAF)

If the teacher/staff member investigating the incident determines, based on the information gathered, that the criteria for bullying behaviour has **not** been met, the inappropriate behaviour will be dealt with under the schools Positive Behaviour Policy. Part 4 of the BCAF Form will also remain live to record ongoing support or interventions that may be required for all parties.

- Track, monitor and record effectiveness of interventions
- Review outcome of interventions

A restorative approach is used in resolving concerns and restoring the wellbeing of all involved. If appropriate, school staff may implement sanctions for those displaying bullying behaviour in line with our school vision, values and Positive Behaviour Policy. It will be at the discretion of the staff member investigating the incident, in liaison with Ms Coyle or Mr Brunton, to determine how the incident will be dealt with in relation to the Positive Behaviour Policy.

If the teacher/staff member investigating the incident determines, based on the information gathered, that the criteria for bullying behaviour **has been** met, the following processes will be followed:

- Complete the rest of the BCAF form and implement
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed

- Continue to update and liaise with parents of all children involved

When all investigations have been completed the school will decide what interventions and/or sanctions may need to be applied. There will be a paralleled approach to interventions and sanctions.

Where the investigating staff member has determined that sanctions are merited, the parents of the pupil(s) involved will be informed of these and the reason they are being applied. The parent/carer will be afforded an opportunity to discuss these with their son/daughter and provide any further information back to the school that they feel is relevant to the situation. However, it is entirely at the discretion of the school to determine whether a proposed sanction should remain in place or be altered based on the information gathered.

We may implement the following interventions as outlined in the Northern Ireland Anti Bullying Forum Document, *Effective Responses to Bullying Behaviour*.

Low level bullying behaviour will never be ignored.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 will be led by the Anti-Bullying Ambassadors, supported by Ms Coyle.

Help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying.

Explain the inappropriateness of the behaviour in line with the school’s values.

Identify consequences if the bullying behaviour continues.

Point out the level of distress experienced by the bullied pupil.

Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.

Help the pupil experiencing the bullying behaviour to identify ways in which he/she may be strengthened and supported, e.g., the Anti-Bullying Ambassadors/peer support.

Encourage reparation to be made, if appropriate.

Monitor the situation carefully.

Intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 will be led by Ms Coyle and will involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

The consent and involvement of the pupil experiencing bullying behaviours.

To be planned and timetabled, session length dependent on age and ability.

Parental / carer consent and agreement from participating pupils.

Carefully selected group membership.

To take place in a suitable and comfortable environment.

To be uninterrupted.

To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.

Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.

Decision and outcomes to be agreed and recorded, e.g., on a flipchart.

To facilitate the development of empathy amongst pupils.

A solution focused approach to the situation.

To provide opportunities for pupils to take responsibility.

Regular meetings of the group.

Regular meetings with the pupil experiencing bullying behaviours to assess ongoing effectiveness of agreed actions.

To ensure regular feedback is given on agreed actions.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will be led by Ms Coyle, in collaboration with pupil(s) and parents to determine the way forward in affecting change. We may use individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The way teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where several roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level will be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

As well as putting in place an intervention programme it may also be necessary to apply sanctions to the child/ren who are displaying bullying type behaviours.

These are necessary for three main reasons:

- to make the child aware of the school/teacher disapproval of unacceptable behaviour
- to protect other children
- to protect the authority of teachers should that be threatened

Sanctions will

- be constructive, be applied with sensitivity, flexibility, and discrimination
- where possible be related to the misdemeanour and be specific to the child displaying bullying behaviours

Sanctions will be applied on a 'staged basis'. **However, in some instances, pending the nature of the behaviours displayed it may be necessary to move to a more advanced stage. This will be determined by Ms Coyle in conjunction with the class teacher.**

Stage 1:

- immediate verbal checking of misbehaviour
- a minor penalty relevant to the offence, e.g., an apology and/or temporary loss of merit, or temporary loss of smiley face, or loss of break, or removal from class for brief period
- If the child continues to display bullying behaviours the teacher will inform the child that their name may be recorded in class Behaviour Log. The child's behaviour will be monitored closely for an appropriate period, determined by the school, and if the behaviours continue the child will be moved to stage 2.
- The class teacher may contact the parents of pupils involved to inform them of the situation.

Stage 2:

- parent consultation (may include phone call/meeting with class teacher/principal)
- loss of a break/play/park/golden time/play rota for a limited period
- temporary removal of a pupil from his/her peers into the Sensory Room
- removal from an after-school activity/outing/sports event etc. as decided by the Pastoral Care Co-ordinator and/or Principal
- Short term placement on an Individual Positive Behaviour Plan

Stage 3: Repetition of behaviours as at stage 2

- Extended placement on an Individual Positive Behaviour Plan
- Loss of privileges including participation at school events/activities and/or attendance at school trips etc as decided by the principal.
- Prior to the issuance of a formal Suspension/Expulsion, the school reserves the right to contact a parent/carer to request that they temporarily remove the pupil from school to provide for a 'cool-off' period. This will only occur where the parents'/carers' consent is received.
- The school may seek advice and support from the EA or other external support agency at this stage.

Stage 4: After Formal Consultation, consideration will be given to

- Referral to EA Behaviour Support Team for advice/guidance
- The commencement of a formal Suspension or Expulsion process. The school will liaise with the CCMS/DENI and/or EA at this stage.

Please note that at any of the stages above, a Risk Assessment may be carried out in relation to any individual pupil or group of pupils' participation in a school activity/event/outing/trip etc. It is entirely at the discretion of Ms Coyle to revoke permission for the pupil/pupils in question to attend the activity/outing/event/trip etc. and the decision of the school will be final. The sanctions suggested above do not constitute an exhaustive list and Ms Coyle may apply other sanctions that they deem appropriate to the situation.

Section 7: Monitoring and Review of Policy

The Act places responsibility on the Board of Governors, in consultation with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

- maintain a standing item on the agenda, under Safeguarding, where a report on bullying type behaviour is presented by the principal see [Appendix 7](#).

- appoint a lead Governor to liaise with the principal. The Safeguarding Governor is Karen Doyle. The Anti-Bullying Governor is Paul Kelly.
- minute the number of incidents including methods, motivations and how they were addressed
- identify trends and patterns to inform future policy and practice development and review.
- record written responses to relevant pupils, parents/carers when appropriate.

The Addressing Bullying Policy will be reviewed in consultation with all school community stakeholders:

- at intervals of no less than four or
- following any complex incident which highlights the need for such a review,
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy
- in response to a recommendation by the Education and Training Inspectorate
- following new guidance as directed by the Department of Education.

A copy of this policy is available online at www.stmarypsdraperstown.com . The policy can also be scanned from a QR Code in the front foyer. Parents/carers can request a hard copy by contacting the school office phone 02879628588 or email ccoyle764@c2kni.net

Appendix 1:

The Legislative Context:

[Anti-discrimination laws applicable in Northern Ireland \(Equality Commission, 2024\)](#)

[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)

[Public Services Ombudsman Act \(Northern Ireland\) 2016](#)

[The Children's Services Cooperation Act \(Northern Ireland\) 2015](#)

[The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)

[The Special Education Needs and Disability Order \(Northern Ireland\) 2005](#)

[The Special Educational Needs and Disability Act \(Northern Ireland\) 2016](#)

<https://www.legislation.gov.uk/nia/2016/8/contents>

[The Education \(Northern Ireland\) Order 1998](#)

[The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)

[The Northern Ireland Act 1998 Section 75](#)

[The Human Rights Act 1998](#)

[The Children \(Northern Ireland\) Order 1995](#)

[The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

The Policy & Guidance Context

[Implementing Trauma Informed Approaches in Northern Ireland and Executive Summary \(QUB and SBI, 2024\)](#)

[CCEA Relationships and Education Resource Guidance \(2024\)](#)

[ETI Safeguarding Proforma \(ETI, 2023\)](#)

[Nurture Group Provision Guidance for Schools \(DE, 2023\)](#)

Draft Consultation: [Consultation on the Statutory Guidance On The Reduction And Management Of Restrictive Practices In Educational Settings In Northern Ireland \(DE, 2023\)](#) DE, DoH & DoJ

[Children and Young Peoples Emotional Health and Wellbeing in Education Framework \(DE, 2021\)](#) DE/DoH

[A Life Deserved: Caring for Children and Young People in Northern Ireland \(DOH and DE, 2021\)](#)

[Suspensions and Exclusions for Pupils in Northern Ireland \(DE Circular, March 2021\)](#)

[Model Equality and Inclusion Policy and Guidance \(EA, 2020\)](#)

[Resource File for Children with Special Educational Needs \(DE, 2020\)](#)

[Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties \(CCEA, 2020\)](#)

[Mental health care systems \(SBNI, 2019\)](#)

[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016 Statutory Guidance for Schools and Boards of Governors \(DE, 2019\)](#)

[Putting Care into Education \(DE, 2018\)](#)

[Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)

[Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

[Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)

[Miss School = Miss Out Improving Pupil Attendance Strategy \(DE, 2016\)](#)

[Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)

[Every School a Good School DE 2009 https://www.education-ni.gov.uk/articles/every-school-good-school-esags](#)

The International Context

[United Nations Convention on the Rights of the Child](#) (UNCRC)

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);
- Education. (A.28)

Appendix 3 – Statutory Process Flowchart see overleaf

Appendix 3: Bullying Concern Assessment Form (BCAF)

(To be updated Sept 2024 through EDIS)

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 type behaviour			
Name of Pupil(s) demonstrating alleged bullying type behaviour			
Check records for previously recorded incidents			

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

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying type 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 type behaviour, 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 type behaviour has occurred.	NO, the above criteria have not been met and bullying type 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. 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 experienced 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 type 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 ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE 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/carers: _____

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 ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE 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/carers:

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?

- ☐ 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:

Signed by:

Date:

Appendix 4: Effective Responses, Support, and Intervention Levels 1 & 2

This list is not exhaustive and supports implemented are specific to each individual pupil.

Level 1: Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved. • Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources • Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers • Co-create, agree, and implement a Seeking Help Plan (ERtBB) • Complete and/or review additional assessments to build a picture of SBEW needs e.g. GL PASS, Boxall • Use of specific verbal cues, affective statements e.g. High Five Journal • Use visual reminders of positive expectations • Explore friendship as a concept • Develop social skills/stories and additional emotional literacy sessions • Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc. • Explicitly teach positive expectations • Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds • Use play, art, or other therapeutic approaches • Make alternative arrangements for travelling to and from school (ERtBB) • Play group games to encourage positive interactions and inclusion • Create activities, clubs, and events to grow social communication skills • Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart • Review transition planning and pupil support across phases, year groups, schools • Use 'Circle of Friends' activity (ERtBB) • Use circle time/connect and nurture strategies • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERtBB) • Other. Select further supports and interventions other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	Level 2: Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact. • Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection • Consider access to nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Scaffold pupil experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good Practice Advice & Guidance for Schools Receiving Newcomers Including Pupils Seeking Asylum' document • Create, agree, and embed additional positive group expectations and routines • Use restorative practices, group mediation and conflict resolution approaches (ERtBB) • Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills • Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour • Provide access to School Counselling or other therapeutic service • Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self esteem • Consider referral to community-based organisations e.g. mentoring programmes • Build group awareness of bystander and upstander behaviours • Create a visual reminder of group expectations and routines, e.g. First and Then • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB) • Consider referral to Family Support Hub • Consider referral to EA services for advice • Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support • Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App • Introduce enhanced social skills sessions to scaffold positively framed expectations and routines • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Use targeted small group circle time, Circle of Friends (ERtBB) • Other. Select further supports and interventions from Level 1 strategies or other resources (see Level 1 for list)
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Effective Responses, Support, and Intervention Levels 3 and 4

This list is not exhaustive and supports implemented are specific to each individual pupil.

Level 3: Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, and relevant agencies to agree supports under review. • Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals • Avail of nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), • Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Schedule regular check-ins with a trusted adult or supportive adults around the pupil • Use multi-stage strategies and approaches with groups and/or individual pupils e.g. PIKAS method of Shared Concern (ERTBB) • Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning e.g. CSE or Forensic RAMP, PLP, UNOCINI etc • Complete a referral and engage with external agencies to facilitate an agreed intervention programme • Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes • Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs • Facilitate additional one to one session focusing on emotional wellbeing/literacy/resilience • Contact EA services for further advice and guidance • Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others • Facilitate additional one to one session with a focus on self-regulation and social communication • Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App • Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs • Provide opportunities to work one to one with a supportive adult • Provide targeted support to scaffold appropriate friendships/relationships • Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met • Complete a referral and engage with EA services to facilitate an agreed intervention programme • Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3. • Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s) • Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting • Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion • Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP) • Initiate/review of Child Looked After Personal Education Plan (PEP) • Refer to EA services for specialised support e.g. CPSS for advice. • Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc • Refer to Independent Counselling Service for Schools (ICSS) • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Complete a UNOCINI. • Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance • Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention • Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.
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Appendix 5: Rights, Roles & Responsibilities

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.

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
Rights: • To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion. • Safe and secure working environment with appropriate training to meet the needs of the young people in their care. • Emotional health and wellbeing promoted and supported by colleagues. • Access to ongoing PD including 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 and wider SBEW training. • 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. • To know the identified individual needs (including SEND and medical needs) of the young people in their care and the support plans to address these needs. • Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection.	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 and effective partnerships for positive learning and social experiences with school staff, children, and young people. • To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. • Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. • Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches and Restorative Practices etc. • Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour. • Individual needs to be addressed through the suite of pastoral/safeguarding policies. • Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. • Opportunities for involvement in peer support and/or mentoring.	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. • A school environment that promotes effective partnerships and positive relations with school staff. • Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. • Consulted regarding school policies including Addressing Bullying Policy development and review processes. • Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances 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.

Staff Rights, Roles & Responsibilities cont'd	Children & Young People's Rights, Roles & Responsibilities cont'd	Parent/Carer's Rights, Roles & Responsibilities cont'd
Roles & Responsibilities: • 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. • Act in a professional manner to model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Co-develop, implement, and promote 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 positive relations with and between children, young people, parents/carers and staff (including explicit approaches to connect with vulnerable and hard-to-reach families). • Take timely and appropriate action to address children, young people, parent/carers, and staff concerns. • Use relational and evidence informed approaches e.g. SEN, Nurture, Trauma Informed and Restorative Practice etc to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding/SEND policies. • Work in partnership with and make timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. • Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and Board of Governors.	Roles & Responsibilities: • Report allegations and/or bullying type concerns via the designated channels and platforms e.g. talk to a trusted adult or through confidential digital platforms. • Request and engage with appropriate support both within and outside school via e.g. the designated staff member as outlined in the Addressing Bullying Policy. • Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support. • Endeavor to constructively engage with reflection, support and intervention offered. • Act in a respectful, kind, empathetic manner i.e. <i>Pupils don't have to be friends with everyone but have to be friendly.</i> • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, Calm Plan, PLP, RRAP.	Roles & Responsibilities: • Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy. • Respond timely to staff communications regarding bullying type concerns. • Attend support and intervention meetings to agree next steps and plans moving forward. • Support the implementation of agreed plans e.g. BCAF, Calm Plan, PLP, RRAP. • Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved. • Encourage their child/young person to model the school's ethos and values. • Engage with wider services and agencies to support you child or young person as required. • Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.

Appendix 6: St. Mary's P.S. Draperstown Preventative Curriculum

ST. MARY'S P.S. DRAPERSTOWN	
OUR PREVENTATIVE CURRICULUM	
OUR FOUNDATION PRACTICES Nurture – All staff have been trained in the principles of trauma informed and nurture practices including; Connect and Nurture and Nurture in Five. Wellbeing – Wellbeing has been a key feature of school development this past six years. All staff trained in Steps to Wellbeing – Hi Five Resources. We are currently in Year 1 of the Being Well Doing Well Programme. Our action prioritises wellbeing in many aspects of the curriculum. Restorative Practices – We consider that mistakes are opportunities for learning and work to solve problems by talking, modelling healthy relationships based on respect. Our Anti-Bullying Ambassadors play a key role in resolving minor playground issues using the PATHS pro-forma. PATHS – The PATHS programme has been rolled out throughout the school, and we are currently working towards the achievement of PATHS Model School. INCLUSION – We welcome a variety of different cultures and religions to our school and actively celebrate diversity and inclusion. RIGHTS RESPECTING SCHOOL - We have achieved the Level 1 Rights Respecting Schools Award, and we are currently working with the Children's Commissioner's Office on achieving the Rights Defenders Award. SHARED EDUCATION – We have a strong Shared Education Partnership with Moneymore PS. P1, P4 and P7 are currently involved in the programme.	
WHOLE SCHOOL	CLASSROOM
WHOLE SCHOOL POLICIES • SEND • Safeguarding • Intimate Care • Addressing Bullying • Positive Behaviour • Inclusion and Diversity • Internet Safety Policy • Pastoral Care • Healthy Eating • Health and Well-Being • First Aid • Administration of Medicines • RSE • Bereavement ETHOS • Shared Vision and Values understood by all, evidenced in displays, celebrations, expectations, behaviour and relationships. • Rights and responsibilities agreed and understood by all. COMMUNICATION	RESOURCES, PROGRAMMES AND PRACTICES • Class Charters • PATHS Pupil of the day/week • PATHS Programme P1 - P7 • Zones of Regulation P3 • Golden Time • Helping Hands Programme (Domestic Violence) • Circle Time • Calm Corners – P1 - P7 • Lego Therapy KS 1 and KS2 • Connect and Nurture Resources • Nurture in Five Resources • Autism Friendly Classrooms • PAWS B Mindfulness in Schools Resources • Relax Kidz Mindfulness Resources • Roots of Empathy P7 • Sustrans • Feelings Check In – P1 – P7 • NSPCC - Speak Out Stay Safe P3 – P7 • FIRE SAFETY PREVENTION – P5 Terry Scott • PAWS B – P6 • DAIRY COUNCIL - P1 • After-School Activities – P3-P7

***Example of Good Practice**

Weekly Sways including:

- Celebration of good news
- PATHS Prompts
- Thought for the Week
- Internet Safety Advice
- Parenting Courses

MODELLING

Adults modelling self-regulation, inclusive language and positive relationships.

MONITORING AND EVALUATING

- Pupil, Parent and Staff Kirkland Rowell Surveys
- PASS Assessments
- Pupil and Parent Forms

Sociographs

Relationships – Characteristics of adult behaviour
Friendship Data –Pupils

CELEBRATING SUCCESS

- Assemblies
- Principals' Awards
- Star Reader
- Star Maths
- Amazing Author
- Pupil of the Day – Compliments
- Kindness Cups
- End of Year Awards
- Back Yard and Front Yard Points System
- Social Media Posts

MY MARATON – Whole School Community Involvement

ECO-SCHOOLS – Eco-Ambassador School

Garden - ***Example of good practice**

COMMUNITY CELEBRATIONS

Grandparents' Day

- PSNI People Who Help Us - P1 – P3

SHARED EDUCATION - P1, P4 and P7 – Work with Moneymore PS

AUTISM IMPACT AWARD AND PRACTICES – All classes

DYSLEXIA FRIENDLY PRACTICES – P1-P7

FARM / SUN / WATER SAFETY

- RNLI Water and Sun Safety Talk
- FARM Safety Talks
- NI Water – The Water Bus

PUPIL COUNCILS

- B's Buddies
- School Council
- Anti-Bullying Ambassadors
- Eco-Council
- Digital Leaders
- Classroom Monitors
- Football Referee

ANTI-BULLYING

Anti-Bullying Ambassadors

- Lunchtime Peer Mentoring/Conflict Resolution
- Response to AB Pupil Questionnaire
- Anti-Bullying Festival including:
 - Anti-Bullying Sway
 - Odd Sock Day
 - Parents' Information Leaflet
 - Poetry Day
 - Poster Competition
 - Assembly Presentation

E-SAFETY

Digital Leaders

- Digital Leaders Assembly
- Internet Safety Day

Carol Singing in the community Inter-Generational Traditional Music in The Hub Balglen Project Community Charity Fundraising – The Bazaar ENTERING AND LEAVING THE SCHOOL Traffic Management – monitoring of parking at zig zag lines Secure locking School Crossing Patrol PASTORAL CARE PRACTICES Suggestions Box Buddy Benches Movement/Sensory Breaks Individual Jobs Lego Therapy Class Transition procedures Sensory Circuits Nurture Nook Time Transition Time Trusted Adult Programmes		ECO-SCHOOLS Eco-Team • Recycling Duties • Energy Monitoring SCHOOL COUNCIL • Leading Advent Assemblies • Responding to feedback from questionnaires e.g. Healthy Eating Review • Draw up Child Friendly Vision/Values following whole school consultation	
PLAY BASED ACTIVE LEARNING – Outdoor Learning	Religion and Relationships & Sexuality Education	Fire Prevention / Safety Initiatives	GARDENING AND OUTDOOR INITIATIVES
*Example of good practice Water Wall Mud Kitchen Sand Area Loose Play Area Football Pitch Outdoor Classroom Bike Track Woodwork Area Music Wall Writing Walls Soil Area Train	Close links with school Chaplain School Masses Grow in Love Programme (P1-P7) Celebrate P4 Filled With the Spirit P7 Prayer/Masses/Sacramental prep Introduction of Flourish P1 - P7 Love for Life P6 and P7 Period Dignity Do This in Memory of Me P7 Confirmation Retreat Catholic Schools' Week Altar Servers	Fire Drills / Evacuation Procs. Firework Safety / Halloween	Greenhouse Growing and selling plants Making food from produce Forest Schools Litter less Campaign Adopt A Spot Outdoor Play Pilot Project – Play Learn Share Orienteering – School/The Planting Mapping

Creative Play Area Table Tennis Construction Small World			
Physically Active Lifestyles	Mentally Healthy Activities	Healthy Eating Habits	Medical Procedures
My Marathon Mini-Miles Running Club Daily Mile Ulster GAA Local GAA IFA Swimming After-School Clubs PE Irish Dancing Gardening school\community level	Outdoor Learning Environment Whole School Nurture Initiative- Nurture in Five Connect and Nurture Play Therapy - STEPS LEGO Therapy Six Bricks Primary Movements Movement Break Equipment Sensory Circuits	After-School Cookery Club Garden Produce FS Healthy Break Farm to Fork Competition Eat Them to Defeat Them Themed Meal Days Munch Bunch Menu School Council Meals Review Eco-Team Monitor Healthy Breaks Healthy Eating/Lifestyle P3 and P5	First Aid Lead (every 3 years) All staff First Aid trained (every 3 years) First Aid cupboard Anaphylaxis Training (annual all staff) Asthma Register (annual) Epilepsy Training (annual) Allergy Policy – *example of good practice Adjustments for allergies/anaphylaxis
Transition Arrangements P1	Transition Arrangements P7	Internet Safety Initiatives	School Grounds / Physical Facilities
Transition Liaison P1 Induction including: - Invitation to Open Night Card with QR Codes - Website Induction and transition pages - Open Night - Parent Evening - Child and parent afternoon - Festival of Fun - Pre-school visits - Home visits if required - Transition Sways/booklets - August SEN Transition mornings	P7 Induction including: – Autism Friendly Transition Plan – Post Primary school visits – Past pupil and principal visits – Transition Booklet – P7 Transition Day – Open Nights – Youth Club P7 Transition Club	Sperrin Learning Community – e-Safety Initiative Online Safety Parents' Sway Hugh Quinn PSNI Online Safety Parents' Talk Hugh Quinn PSNI P4, P5, P6 P,7 Internet Safety Talk	School Garden and Greenhouse Outdoor Reading Areas Sensory Room Nurture/Special Needs Room Reading Room Music Room Book Nook Susan's Trail 3G Pitch and grass pitches

Appendix 7

Addressing Bullying in Schools Act (NI) 2016: Reporting to Board of Governors Pro-forma

Reporting timeframe and date e.g. Term 1 2024-25 _____

Staff member reporting _____ Date of meeting _____

Number of allegations of bullying type behaviour	
Number of cases that did not meet TRIP criteria	
Number of cases that met TRIP criteria	
Number of cases ongoing following confirmation of TRIP criteria	
Number of cases resolved following confirmation of TRIP criteria	
Identified methods of confirmed bullying type behaviour and number of each e.g. Physical - 3	
Potential motivation for bullying type behaviour and number of each identified e.g. Racism - 2	
Support and interventions in place for both pupils displaying and experiencing bullying type behaviour. (Yes/No)	

Emerging trends identified and how these are being responded to.

Areas identified as priority for School Development Planning.

