BLESSED TRINITY COLLEGE

ADDRESSING BULLYING POLICY

September 2023

INTRODUCTION, RATIONALE & CONTEXT

Blessed Trinity College (BTC) believes that safeguarding students is paramount in a secure and caring environment. Everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment. We acknowledge that bullying type behaviour exists in all school communities and wider society. Therefore, we seek to provide an open climate where students, staff and parents are free to talk, address and support. Our aim is to embed and develop a culture where bullying type behaviour is not tolerated.

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

This policy takes account of specific Legislation and Education Authority/Department of Education guidance (Appendix 1).

ETHOS & VALUES

In BTC, we recognise the uniqueness of every student and celebrate the diversity of all the young people within our community.

- We acknowledge the fundamental dignity of each person and aim to promote respect for self, for others, the school, the wider community, and the environment.
- We aim to create a safe, stable, and harmonious atmosphere within which the values of truth, trust, freedom, and responsibility are honoured.
- Within the context of a purposeful learning community, and recognising the uniqueness of everyone, we aim to offer a curriculum which enables every student to reach his/her full potential; academically, socially, and aesthetically.
- We endeavour to equip all our students with the self-confidence and skills which will enable them to make informed and responsible choices in life, and to appreciate the value of the contribution they can make to society.
- We encourage parental support in promoting the ethos and aims of BTC, and in building up the life of the school community.

LINKS TO OTHER POLICIES

Within Blessed Trinity College, student care & welfare embraces all aspects of pastoral care, including safeguarding & child protection, student behaviour, emotional health and well-being, safety, and security.

Our responsibility to safeguard and promote the welfare of students is addressed & reinforced through other related policies also e.g. Positive Behaviour for Learning, Safeguarding & Child Protection, SEN, Drugs, Relationships & Sexuality Education, Acceptable ICT usage etc.

WHAT IS BULLYING TYPE BEHAVIOUR?

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

<table>
<tr><td colspan="1">Addressing Bullying in Schools Definition of "bullying":</td></tr>
<tr><td>

(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 student or a group of students against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students.

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

</td></tr>
</table>

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

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met:	
Is the behaviour **T**argeted at a specific student or group of students?	Yes/No
Is the behaviour **R**epeated?	Yes/No
Is the behaviour **I**ntentional?	Yes/No
Is the behaviour causing **P**hysical or emotional harm?	Yes/No
Does the behaviour involve omission? (*may not always be present).	Yes/No
Does this incident meet the legal definition of bullying?	Yes/No

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

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

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

SOCIALLY UNACCEPTABLE BEHAVIOUR

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

VERBAL OR WRITTEN ACTS	• saying mean and hurtful things to, or about, others • making fun of others • calling another student mean and hurtful names • telling lies or spread false rumours about others • try to make other students dislike another student/s
PHYSICAL ACTS	• hitting • kicking • pushing • shoving • material harm, such as taking/stealing money or possessions or causing damage to possessions
OMISSION (EXCLUSION)	• leaving someone out of a game or activity • refusing to include someone in group work
ELECTRONIC ACTS	• using online platforms or other electronic communication to carry out many of the written acts noted above • impersonating someone online to cause hurt • sharing images (e.g. photographs or videos) online to embarrass someone

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

In determining 'harm' we define:

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

(Guidance from DE).

DISCRETION:

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

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

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

METHODS & MOTIVATIONS OF BULLYING TYPE BEHAVIOUR

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

Methods	Motivations
Physical (includes for example, jostling physical intimidation, interfering with personal property, punching/kicking) Any other physical contact (which may include use of weapons) **Verbal** (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours) **Social** (includes group manipulation, individual manipulation, controlling behaviour) **Indirect** (includes omission, isolation, refusal to work with/talk to/play with/help others) **Electronic** (through technology such as mobile phones and internet) **Written**	• Ability • Age • Appearance • Child Looked After (CLA)/Care experience • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status) • Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Pregnancy • Race • Religion • Sexual orientation • Other

PREVENTATIVE MEASURES

- Provision within the Pastoral Care of the school; having a coherent and consistent framework to address bullying type behavioural incidents (Incident of Concern Report & BCAF documentation)

- A welcoming ethos and atmosphere, which is built on the foundations of our Core Values:

- The principles of inclusivity, respect for others, and embracing diversity within our school culture are embedded within our core values & school ethos e.g. Our School of Sanctuary award

- Blessed Trinity College expectations, core values & classroom management practices (as per our Positive Behaviour for Learning Policy & Learning & Teaching Policy) encourage a restorative & supportive ethos, rather than a punitive approach

- BTC Emotional Health & Well-Being (EH&WB) strategy
  - Physical spaces to promote positive EH&WB e.g. Nurture Garden, BTC City Farm, Care & Welfare rooms, Prince's Trust facilities, LSC & Sensory Room, Welcome Learning Hub etc

- Age & stage Preventative Curriculum addressing key issues pertaining to bullying type behaviour

- Curriculum content within KS3 LLW has a commitment to addressing bullying

- High level staff supervision during break and lunch, promoting positive group dynamics & inclusion

- Ongoing tracking and monitoring of supervision arrangements e.g. canteen, playground, corridors, toilets etc

- Reward systems which encourage positive behaviour and conduct within the school community, by acknowledging & celebrating achievement and success in all areas of school life

- Active collaboration with external partners & providers e.g. TAMHI, YMCA, Translink

- 2 full-time school counsellors

- Co-ordination with Collaboration Schools to outline expectations, as appropriate, via SLA

- Parent events/hubs e.g. Parent Teacher Consultations, Induction Programmes, Parent Information sessions, Parent Voice Focus Groups, Supporting Our Teens etc

- Assemblies, Student, Parent & Staff Voice Focus Groups, Anti-Bullying Week, Safer Internet Day etc are used to reinforce the key messages of our expectations & core values to students, staff & parents

- Ongoing AVP, HoY & AHoY liaison to address year group specific issues/patterns/trends

- Reduced Care Leadership Team timetables

- Engagement in key national and regional campaigns, e.g. NI Anti-Bullying Week, World Mental Health Day, Safer Internet Day

- SLT AVP DT Referral Reports & Vulnerable Student Update (VSU) model

- Appropriate TPL activities for staff e.g. PBfL, SEN, SG&CP, ACEs, Take 5 etc

- Involvement of outside support agencies for vulnerable students, as appropriate

- Involvement of outside support agencies for groups of students who are experiencing social difficulties

Under the new legislation, all schools must put measures in place, to prevent and address the display and experience of bullying type behaviour on the journey to and from school.

To this end, we in BTC aim to:

- Promote and develop a culture where our students take pride in our school, and are viewed as ambassadors for BTC within the community. This includes regular reminders of the positive behaviour expectations of students whilst travelling to and from school

- Empower our students to challenge/discretely address/report any socially unacceptable/bullying type behaviour among their peers, during the journey to and from school

- Continue to engage with transport providers (e.g. Safety Bus in Year 8, Translink, EA Transport, etc.) to ensure effective communication, and the early identification of any concerns

- Promote key addressing bullying messages and awareness of behaviour expectations of students across the local community, including information on how to raise any concerns with the school

- Deploy staff, as resources allow, to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate/available)

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

- Address key themes of online behaviour and risk through the use of external agencies e.g. Youth Justice Agency

- Engage 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

- Participate in annual Safer Internet Day and the promotion of key messages throughout the year

- Develop and implement robust and appropriate policies in related areas

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 in any form.
- Everyone must work together as outlined in the table below:

STAFF RIGHTS	YOUNG PEOPLE'S RIGHTS	PARENT/CARER'S RIGHTS
• Listened to, valued, and treated with respect • Equality of opportunity within an inclusive environment • Safe and secure working environment • Emotional health and well-being promoted and supported by colleagues • Access to information regarding Addressing Bullying in Schools Act 2016, legislative processes, and systems to report, record and respond to allegations/incidents of bullying type behaviour • Kept informed and updated in relation to children and young people's progress and well-being, as and when appropriate	• Emotional health and well-being promoted and supported through an effective preventative curriculum approach • Respected within a safe, diverse school community, where they are valued, listened to, and acknowledged by all • Have equal opportunities for positive learning and social experiences • Effective partnerships and positive relations with school staff and young people • Freedom from verbal, emotional, psychological and physical socially unacceptable/bullying type behaviours • Easy access to the school's Addressing Bullying Policy and knowledge of reporting incidents • Participate in decision making processes that concern them • Individual needs to be addressed through suite of pastoral/safeguarding policies & related Personal Development Programme content • Access to outside agencies, as appropriate	• Their child/young person receives a quality learning experience • Their child/young person is taught in a relational, nurturing, and safe environment • Their child young person is treated fairly and with respect by all • Effective partnerships and positive relationships with school staff • Easy access to the schools Addressing Bullying Policy and knowledge of reporting incidents • Kept updated and informed about their child/young person's progress, well-being, and relevant concerns • Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy

STAFF ROLES & RESPONSIBILITIES	YOUNG PEOPLE'S ROLES & RESPONSIBILITIES	PARENT/CARER'S 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, and create a positive ethos • Plan and deliver ongoing preventative curriculum • Model, teach and develop young people's interpersonal and emotional skills • Review Addressing Bullying Policy • Record Bullying type behaviour allegations/incidents using the BCAF form • Build effective partnerships and foster positive relationships with staff, young people and parents • Behave in a professional manner • Use restorative practices and work in partnership with outside agencies, for those displaying and experiencing bullying type behaviour • Address individual needs through the suite of pastoral/safeguarding policies • Maintain open lines of communication to share success and also concerns	• Report allegations and/or bullying type behaviour via the designated channels • Seek appropriate support both within and outside school via the designated staff member, as outlined in the Addressing Bullying Policy • Collaboratively and positively engage with the support and interventions offered • Proactively and positively reflect on their behaviour and that of others • Behave in a respectful, kind, empathetic manner to all – **Students don't have to be friends with everyone, but they must be friendly** • Reflect on, access, and review individual progress with school staff, parents/carers and external support agencies	• Raise concerns with staff in a timely and appropriate manner, using the school's system of response, as outlined in their Addressing Bullying Policy • Respond in a timely manner to staff communications and/or concerns • Attend information, support and intervention meetings • Engage and contribute to support the school's expectations • Report complaints appropriately, using the school's complaints procedure, as outlined in the Addressing Bullying Policy

PROCESSES FOR REPORTING, RESPONDING & RECORDING

All concerns raised and/or allegations reported, by any member of the school community, will be acted upon. There are several channels for raising a concern:

Students Reporting a Concern:

Students may report bullying type concerns in the following ways:

- Verbally
- By writing a note
- By sending an email

It should be noted that ***ANY student*** can raise a concern, not just the student who is experiencing the behaviour. Students should not view this as 'telling', the focus should be on 'getting help'. All students are encouraged to 'talk' if they have a concern about socially unacceptable/bullying type behaviour that they experience, display or witness.

Parents/Carers Reporting a Concern:

Parents/carers may report bullying type concerns in the following ways:

- In the first instance, all bullying type concerns should be reported to a member of the relevant Care Team

- If dissatisfied with the response, report to the relevant AVP

- If you remain dissatisfied, report to the Vice Principal

- Where the parent/carer remains unhappy, the school's complaints policy and procedures should be followed. This policy is available on the school website.

While most bullying type concerns will come from students and their parents/carers, the school is open to receiving such reports from anyone within the school and wider community.

All reports of bullying type concerns received from students and/or parents/carers will be responded to in line with legislative processes, as outlined in this policy. It must be noted that **no information about action taken in relation to a student can be disclosed to anyone other than the individual student and their parents/carers.**

RESPONDING TO & RECORDING A BULLYING TYPE CONCERN (APPENDIX 2, 3 & 4)

Concerns raised will be responded to using the *Bullying Concern Assessment Form* (BCAF) part 1 and 2. If the legal definition and criteria are met, the school will proceed to part 3 of the BCAF with supports and interventions. The effectiveness of the supports will be monitored through the completion of the BCAF part 4.

If, however, on investigation, the incident reported does not meet the legal definition having completed the BCAF part 1 and 2. Support will be implemented via the positive behaviour for learning policy, safeguarding and SEN policies.

Records of the BCAF will be stored securely and will be maintained in line with relevant data protection legislation and guidance, and will be disposed of in line with the school's procedures for retention and disposal of documents. Bullying type behavioural incidents throughout the year will be noted in the annual Safeguarding Report to the Board of Governors.

PROFESSIONAL DEVELOPMENT OF STAFF

The school recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. The school is committed to:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's annual Safeguarding & Child Protection training

- noting the impact of the training given, relating to both policy and procedures - e.g. any amendments made, inclusions added etc. through various layers of Voice activities e.g. Student, Staff & Parents, including Newcomer Parents

- ensuring that opportunities for safeguarding training are afforded to Governors and all staff, teaching, and non-teaching

- Staff TPL records are maintained, as appropriate

MONITORING & REVIEW OF POLICY

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

It is a legal requirement that the Addressing Bullying Policy be reviewed at intervals of no less than four years and following any incident, which highlights the need for such a review. It must also be reviewed when directed to by the Department of Education following new guidance. As such, the Addressing Bullying Policy will be reviewed as required, in consultation with the school community, & as per our school review cycle.

Appendix 1:

The Legislative Context:

The Addressing Bullying in Schools Act (Northern Ireland) 2016

The Education and Libraries Order (Northern Ireland) 2003 (A17-19)

The Education (School Development Plans) Regulations (Northern Ireland) 2010

The Children (Northern Ireland) Order 1995

The Human Rights Act 1998

The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

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

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)

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

Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

United Nations Convention on the Rights of the Child (UNCRC)
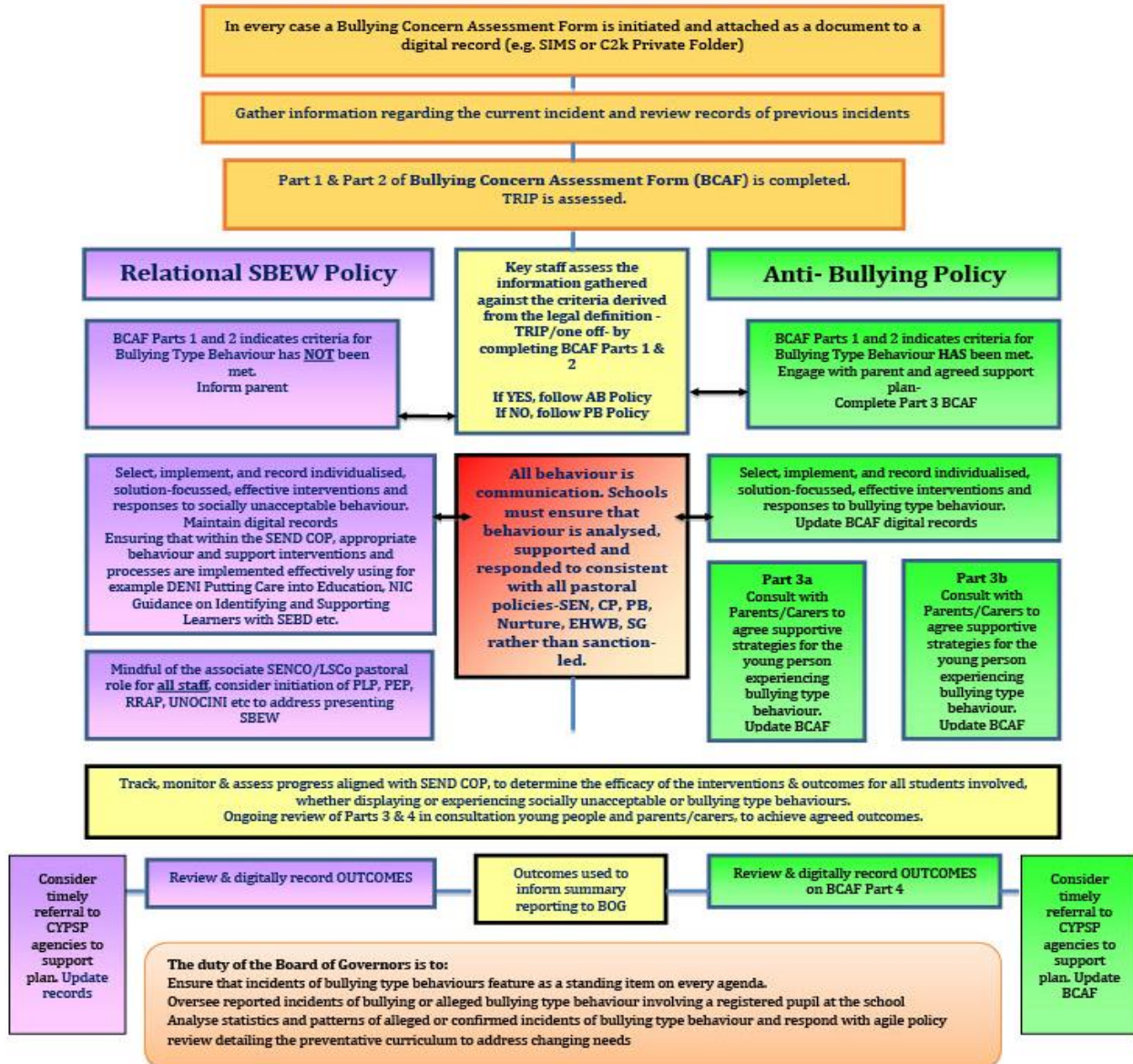
Appendix 2: Legislative processes guidance flow chart

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

Behaviour reported as alleged Bullying

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

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

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

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

Process to be followed

In every case a Bullying Concern Assessment Form is initiated and attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

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

Part 1 & Part 2 of Bullying Concern Assessment Form (BCAF) is completed. TRIP is assessed.

Relational SBEW Policy

Key staff assess the information gathered against the criteria derived from the legal definition - TRIP/one off- by completing BCAF Parts 1 & 2

If YES, follow AB Policy
If NO, follow PB Policy

Anti- Bullying Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour has **NOT** been met.
Inform parent

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour HAS been met. Engage with parent and agreed support plan- Complete Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to socially unacceptable behaviour. Maintain digital records
Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example DENI Putting Care into Education, NIC Guidance on Identifying and Supporting Learners with SEBD etc.

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

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour. Update BCAF digital records

Mindful of the associate SENCO/LSCo pastoral role for all staff, consider initiation of PLP, PEP, RRAP, UNOCINI etc to address presenting SBEW

Part 3a
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour. Update BCAF

Part 3b
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour. Update BCAF

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

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

Review & digitally record OUTCOMES

Outcomes used to inform summary reporting to BOG

Review & digitally record OUTCOMES on BCAF Part 4

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

The duty of the Board of Governors is to:
Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.
Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school
Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs

INCIDENT OF CONCERN REPORT

Brief outline of incident:

Student(s) involved (name & class):

What? Where? When? (time, day, date):

| |
| |

Action taken:

| |
| |

Member of Staff Name: _____

Date: _____

*Please return the completed **Incident of Concern Report** immediately
to the relevant Care Team*

Appendix 3: Bullying Concern Assessment Form (BCAF)

Incident Date:

Students 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:

   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 student or a group of students against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students.

	Name(s)	**Gender/DOB/Year Group**
Person(s) reporting concern		
Name of student(s) *experiencing alleged bullying behaviour*		
Name of student(s) **demonstrating alleged bullying behaviour**		
Check records for previously recorded incidents/Completion of Incident Report Form		

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

Date	Information gathered	Location (stored)

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

Is the behaviour intentional?	**YES / NO**
Is the behaviour targeted at a specific student or group of students?	**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**

PART 2 - Clarifying the nature of the bullying behaviour

2:1 Who was targeted by this behaviour? Select one or more of the following:

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

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2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

Please specify:

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

Select one or more of the following:

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

PART 3a - Record of Support & Interventions for STUDENT EXPERIENCING BULLYING BEHAVIOUR:

Student Name: _____   Year Group/Class: _____

REFER TO BTC'S ANTI BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed: Date: By whom:

Staff Involved:

Date	Stage on code practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Student:

Parent/carer:

Other Agencies:

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

PART 3b - Record of Support & Interventions for STUDENT DISPLAYING BULLYING BEHAVIOUR:

Student Name: _____   Year Group/Class: _____

REFER TO BTC'S ANTI BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

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

Staff Involved:

Date	Stage on code practice	Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

Record of participation in planning for interventions

Student:

Parent/Carer:

Other Agencies:

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

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:

_____

_____

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

☐ Re-assess Level of Interventions and implement other strategies from an

appropriate level

☐ Track, monitor and review the outcomes of further intervention.

☐ Keep under review the Stage of Code of Practice each student is on

☐ Follow Safeguarding Policy

☐ Seek multi-agency input (EA, Health and Social Services etc.)

☐ Engage with Board of Governors

Agreed by:

School	Signed: Date:
Parent	Signed: Date:
Student	Signed: Date:

Appendix 4: **Effective Responses, Support & Interventions Level 1 & 2**

LEVEL 1: LOW LEVEL	LEVEL 2
• Explicitly teach expectations • Visual reminder of key expectations • Weekly emotional literacy lessons • Use of praise and rewards • Explore friendship as a topic of discussion. • Develop a therapeutic environment though e.g. art, play • Create activities, clubs, and events where conversation is the primary goal i.e. no computers, phones or screens • Play group games, Lego therapy to encourage positive interactions. • Circle time • Explore the importance of empathy and kindness • Social skills/stories and emotional literacy work • Solution-focussed meeting with parent • SEND Code of Practice - Consider a PLP • Devise a seeking help plan • 'Circle of friends' activity • Alternative arrangements for unstructured time • Alternative arrangements for travelling to and from school • Worth a rethink activity • Boxall • Other	• Social skills sessions to remind of positively framed expectations/routines • Visual reminder of key expectations • Emotional literacy/Social Thinking programmes e.g. Rethinking My Behaviour • Specific and targeted use of praise and rewards • Partner with a positive role model • Interventions focused on emotional well-being/literacy with elements of resilience work • Reflective time with a key adult • Use role plays and problem-solving scenarios to practise and model appropriate social skills • Integrate with unfamiliar children in a small group setting, to build new friendships • Praise and rewards for working alongside other students • Build in opportunities for help to be requested • Use visuals such as the Blob Tree poster • Referral to community-based organisations e.g. Reach mentoring etc • Refer for EA support – EWS, Ed Psychology, BST, Nurture, Sp Ed, AAIS etc • Quality Circle • SEND Code of Practice - Consider PLP • Access School Counselling Service • Mediation • Team Around the Child • Conflict Resolution • Upstander and by-stander work with groups of students • Other

Effective Responses, Support & Interventions Level 3 & 4

LEVEL 3	LEVEL 4: HIGH LEVEL
• Create opportunities for small group games/activities to be extended to accommodate additional people • Offer the young person opportunities to take responsibility for younger peers, under supervision • Small group work to allow interaction between peers • Interventions focusing on emotional wellbeing/literacy with elements of resilience work • Intervention sessions with a focus on appropriate self-management/self-regulation • Regular check-ins with key adult • Intervention programme on the importance of empathy and kindness towards others • Social skills sessions to remind the young person of socially acceptable behaviour • Provide opportunities to work one-to-one with a supportive adult • Group work facilitated by an adult, to focus on reciprocal conversations • Attend nurture • Review and update PLP • Complete Risk Reduction Action Plan (RRAP) • PIKAS method of Shared Concern • Referral to external agencies/support programmes • Social and emotional mentoring • Multi-disciplinary meeting • Class/timetable changes/modifications	• Assign a mentor • Be aware of and implement strategies to prevent triggers impacting • Practise positive reflection • Reflect on difficulties/challenges of situations with key worker/mentor • Acknowledge and celebrate small steps • Intervention and emotional well-being support with a particular focus on self-regulation • Work in small groups on social strategies • Refer to Child Protection Support Services CPSS • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Progress to the next stage of Code of Practice • Carry out early Annual Review • Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc • Refer to Independent Counselling Service for Schools ICSS • Other