



Polasaí Frith-bhulaíochta ANTI - BULLYING POLICY

Date of last review	Date of next review	Comments
March 2023	March 2027	Amendments made to wording in policy by teaching staff, flowchart added, other appendices amended (PBRF and BCAF)

Appendices	
1	Playground Behaviour Report Form (PBRF)
2	Bullying Concern Assessment Form (BCAF)
3	Restorative Action resources from <i>Effective Responses to Bullying Behaviour</i>
4	Google Classroom Contract Exemplar
5	Anti-Bullying Policy Flow Chart

RATIONALE

Naíscoil agus Bunscoil Bheanna Boirche is first and foremost a caring school. Respect and consideration for others permeates all aspects of school life and the service it provides for all within and beyond the school community.

We endeavour, through everything we do, to give our children a tangible sense of being loved, belonging and self-worth.

We believe that all members of our school have the right to work and play within a secure and caring environment, regardless of age, gender, appearance, race, religion or social and cultural background. It is our responsibility to create, to contribute to, maintain and enhance such an environment.

AIMS AND OBJECTIVES OF OUR ANTI-BULLYING POLICY

Our school is committed to the promotion of effective teaching and learning for all its children. Accordingly, all within our school community will continue to work to create an environment within which positive relationships will be fostered. The school seeks at all times to promote an Anti-Bullying culture which protects the children. Any form of Bullying behaviour **will therefore not be tolerated and will be addressed promptly with RESOLUTION as the key focus for the way forward.** Should bullying behaviour occur, the needs of all those involved will be paramount. The school will take all reasonable measures to ensure that the situation is resolved and will not reoccur.

As a school committed to Self /Mutual Respect and positive relationships at all levels we aim:

- To promote self-discipline and genuine, mutual respect for one another
- To implement a robust approach to sustained good behaviour
- To promote a shared understanding of an acceptable standard of behaviour
- To protect our children by helping them to recognise unacceptable behaviour in others and develop resilience in acquiring the confidence and skills they need to keep themselves safe
- To strive to prevent any form of bullying behaviour

CONTEXT

This Policy takes account of the appropriate statutory requirements i.e.

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

- <https://www.education-ni.gov.uk/publications/addressing-bullying-schools-act-northern-ireland-2016>
- 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 \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
- [Effective Responses to Bullying Behaviour \(revised January 2022\)](#)

Participation and Consultation Process

This Policy has been drawn up and agreed with all members of staff and governors in liaison with school pupils. In updating the policy, we have engaged in the following consultation process:

- Awareness-raising programmes e.g. Draft policies issued to parents for consultation, posters in the reception area of school, communication,

involvement in NIABF Anti-bullying Week annual events (November), School Council meetings, school website.

- Class based PDMU workshops to negotiate and agree a Code of Conduct for positive behaviours within the class group based on the school golden rules
- Awareness-raising programmes throughout NI Anti-bullying Week
- Annual participation in Safer Internet Day in February
- Survey/questionnaires distributed to pupils and school staff
- Awareness-raising training of all staff in understanding what is bullying, developing the school's definition and Levels of Intervention in responding to bullying behaviour
- Obtaining the views of elected pupil representatives through the school's council.
- Finally by obtaining the views of all Governors and Parents before formal adoption of the policy.

AGREED DEFINITION OF BULLYING BEHAVIOUR

The following definition of bullying has been agreed:

NIABF defines bullying as

“Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.”

Examples of Bullying behaviour include:

Please note that this list of bullying behaviours is non-exhaustive

Physical: pushing, shoving, hitting, pinching, punching, elbowing, jostling, kicking, tripping, scratching and biting.

Emotional: some forms of exclusion, talking behind backs, circulating hurtful notes, covert or subtle intimidations.

Verbal: name calling, teasing, taunting, offensive remarks, sarcastic comments, spreading rumours.

Non-Verbal: rude gestures, spitting, pulling faces, dirty looks, staring.

Cyber Bullying: Unwelcome text messages, picture/video clips, bullying via cameras/computers, phone calls, bullying via mobile phones or computers.

Bullying is not the same as separate, one-off incidents of unacceptable behaviour, e.g. when a pupil loses his or her temper during a playground game and strikes out at another child. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals
- individual pupil's developmental age or capacity to understand the impact of his or her behaviours.

Unacceptable, rough behaviours that are not determined to constitute bullying behaviours, which lead to another pupil being hurt are not tolerated in Naíscoil agus Bunscoil Bheanna Boirche and the children involved will be given support and encouragement to **resolve** their behaviour and **restore** their relationship. When behaviour of this nature occurs, it will be addressed within the terms of the school's Positive Behaviour Policy in accordance with the classroom rules devised in each class's Conradh Ranga (Class Contract). When behaviour of this nature occurs at break or lunch time, a 'Playground Behaviour Report Form' (See Appendix 1) will be completed by the supervising staff. PBRF to be copied and copy placed in the teacher's Leabhar Imeachtaí (Incident Book) [copy also given to Principal if deemed appropriate] - name of child/ren involved, date of incident, basic summary & outcome. This behaviour will be monitored appropriately as it may require further intervention.

Should bullying behaviours persist, despite early interventions by a class teacher, additional support to review their assessment, their actions and to implement further appropriate interventions will be made available from the Principal and Teachers with Child Protection responsibility: Mrs Máire Boden, Mrs Gráinne Lindsay and Miss Sinéad Ní Thuamáin. In the event of patterns developing with individual or groups of children, teachers may decide to complete our Bullying Concern Assessment Form, and records may be created and maintained on our Behaviour Management Module on SIMS. Our Anti-Bullying Policy Flow Chart outlines the steps staff will take in ensuring our policy is followed.

The Anti Bullying Policy should be applied:

- (i) on the premises of the school during the school day i.e. anywhere on the grounds of Naíscóil agus Bunscoil Bheanna Boirche
- (ii) while travelling to or from the school during the school term; while pupils are travelling to and from school they're expected to follow the school's code of conduct
- (iii) while the pupil is in the lawful control or charge of a member of the staff of the school e.g. school trips, external events
- (iv) Education provision arranged on behalf of the school and provided away from the school premises e.g. Another school in the Area Learning Community, A Further Education College, Alternative Educational Providers/Education Other than at School centres, Home (Exceptional Teaching Arrangements).

Responsibilities of all staff

Our staff will:

- Be familiar with the 'Effective Responses to Bullying Behaviour' document (NIABF) and follow guidance therein appropriately
- Address issues firmly, fairly and promptly
- Commit to a solution-based approach
- Foster in our children self-esteem, self-respect and respect for others.
- Demonstrate by personal and professional example, high standards of personal and social behaviour.
- Ensure the delivery of a robust Anti Bullying curriculum at an age-appropriate level e.g., following our PDMU scheme and additional (Living Learning Together and NSPCC Keeping Safe) PDMU activities, Circle Time, etc.

- Emphasise the importance of telling an adult about any situation which could be perceived as bullying when it happens.
- Be constantly vigilant and alert to signs of potential bullying behaviour.
- Encourage children to take responsibility for their actions, reflect on any inappropriate behaviour and move towards resolution.
- Listen carefully to children who have experienced perceived bullying behaviour, take what they say seriously and act promptly to support and protect them.
- Listen to and act appropriately on any concern raised by a parent/carer.
- Report and record (use of Playground Behaviour Report Form) suspected cases of bullying to the designated teachers Mrs Máire Boden, deputy designated teachers Mrs Gráinne Lindsay or Miss Sinéad Ní Thuamáin. The principal is also on the safeguarding team. Use the Bullying Concern Assessment Form (BCAF) appropriately (see Appendix 2).
- Inform other staff on a 'need to know' basis e.g. Teaching/Supervisory Assistant etc.
- Follow up any concern raised by a parent/other about alleged bullying behaviour i.e. agreed action/Risk Assessment if necessary.
- Follow school's agreed procedures in dealing with Bullying behaviours. Implement, monitor and review agreed action.
- Report back promptly to those involved on the action taken and the effectiveness regarding resolution.
- Record adult action and developments in Leabhar Imeachtaí and consult with Principal / designated teacher as necessary.
- When recording details of a bullying incident it is important to ensure the identities of any child or young person involved are protected. Only designated teachers will have access to the relevant records in SIMS.
- Any reports provided to Boards of Governors, to allow them to fulfil their obligations under the Act, should be suitably anonymised.

Responsibilities of Children

We expect our children to:

- Endeavour to treat peers with respect at all times.
- Refrain from becoming involved in any kind of inappropriate/potentially bullying behaviour.

- Intervene to protect a child who is perceived as experiencing bullying behaviour, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying behaviour, to dispel any climate of secrecy and help to prevent any further instances.
- Cooperate with adults in a truthful manner when working towards resolution.
- Build relationships and move forward in a spirit of mutual support.

Anyone who becomes the target of bullying behaviour or is aware of potential bullying behaviour involving their peers is encouraged to speak out in an effort to resolve the situation or prevent it escalating.

Responsibilities of Parents

Parents should support their children and the school by:

- Being mindful of any signs of distress or unusual behaviour which might be an indication of potentially bullying behaviour.
- Encouraging their children to report any potentially bullying behaviour promptly to their class teacher/Safeguarding team in order to have the matter addressed.
- Assuring their child that appropriate action will be taken.
- Informing the school of any suspected bullying behaviour, even if their children are not involved. Attempt to ascertain the facts of the situation.
- Cooperating with the school, if their child is experiencing or displaying perceived bullying behaviour.
- Reinforce anti-bullying messages at home, have conversations regarding acceptable and unacceptable behaviour.
- Understand that the term 'Bullying' can and is often used loosely and can be based solely on a child's perception of events.
- Accepting that the school will seek always to establish an accurate account of events when determining whether or not an incident of Bullying has occurred.

Responsibilities of the Board of Governors

The Board of Governors:

- have oversight of the Anti-Bullying Policy and ensure its effective implementation
- have collective responsibility and should provide leadership to ensure a whole school anti-bullying approach, communicating effectively with the school senior leadership team who create and implement policies

Examples of how Governors could demonstrate this include:

A standing item on the agenda of each meeting of the Board of Governors where a report on bullying is presented

Minutes recording the numbers of recorded incidents of bullying including method, motivation and how the incident was addressed

A record of how pupils, parents/carers, teachers and governors are consulted if and when changes are made to the Anti-Bullying Policy

Identification of trends and patterns to inform further development of policy and practice

Written responses to relevant pupils or parents/carers, when appropriate

- must review the Anti-Bullying Policy at least every 4 years or sooner, if directed by the Department of Education.
- should review the records of alleged bullying incidents, including:
 - The number of bullying incidents and the number of alleged bullying incidents recorded in school
 - The type of bullying (method)
 - The motivation behind the bullying incidents
 - How long the bullying went on
 - The responsive intervention(s) employed
 - The effectiveness of the intervention(s)
 - The proportion of bullying situations which were successfully resolved.
- should review:
 - The number and type of whole school/class preventative measures
 - The impact of the policy and practice within the whole school

- The number of pupils, parents and school staff who feel that the school is now a safer environment as a result of anti-bullying policy and practice.
- ensure that all incidents that are reported as bullying are recorded.

Preventative Measures:

We believe that the robust implementation of preventative measures will greatly assist in reducing the incidence of potentially bullying behaviour. We will take the following proactive steps.

1. Ethos and Pastoral Care:

Through the daily living out of our Positive Behaviour and Pastoral Care Policy, we promote the dignity and wellbeing of everyone in the school community. We seek always to be a 'Listening School'. We encourage the children to express their feelings, fears and concerns in a comfortable atmosphere through our PDMU programmes.

We promote and reward good behaviour and acts of kindness by reinforcing the School's Golden Rules at all times and we reward and incentivise pupils with awards for their positive behaviour in weekly 'Moladh' at assembly. Positive classroom and playground strategies are used meaningfully to encourage the attributes of caring, friendliness and courtesy in all aspects of school life.

2. Break and Lunchtime Play

Our promotion of positive behaviour identifies the need for children to interact with each other at playtime through games and activities. Children learn to share their play space.

We support our Teaching Assistants and Lunchtime Supervisors in the promotion of positive play and strategies for dealing with incidents of inappropriate behaviour/ potential bullying. We encourage the children to be creative and imaginative in devising play experiences i.e. 'make their own fun'. Teaching assistants and lunchtime supervisors engage with the pupils in their play and model how to play nicely, showing a good example to the pupils.

Lunchtime Supervisors have received training in the promotion of positive play.

Lunchtime supervisors are in a position of authority at playtime and take the lead in dealing with incidents of unacceptable behaviour.

When appropriate, lunchtime supervisors fill in Playground Behaviour Report Form and pass on details of incidents to class teachers. Class teachers in turn can liaise with principal / designated teacher if necessary.



3. Curriculum:

The key curriculum area of PDMU (Personal Development and Mutual Understanding) is designated to the promotion of positive behaviour and personal safety. Children learn to recognise and understand a variety of feelings and emotions and the need to manage them in a safe and positive way.

The children are given opportunities to interact with their peers and other class groupings and to use a range of strategies to manage conflict if it arises. Our **PDMU** programme is further supported by other curriculum areas:

- Circle Time
- P7 Transition Programme
- Drama workshops
- Play based Learning/Activity Based Learning
- NSPCC's Keeping Safe programme to encourage children to tell a responsible adult if they are experiencing any issues.
- Literacy activities (Novels, poetry and plays with bullying themes)

Whole School approaches

- Displays of the children's work are used effectively both at class and whole school level as reminders for the need for good behaviour and contain strategies for dealing with perceived bullying behaviour.
- Anti-Bullying messages are placed strategically throughout the school environment as reminders of good practice for the children.
- Assembly is used to present information to the children and aspects of acceptable/unacceptable behaviour are often discussed. The principal meets with the various year groups to discuss matters which affect them and listens carefully to suggestions. These suggestions are considered and actioned appropriately.
- The School Council have a voice in implementing strategies in the playground and in the classrooms to help promote positive behaviour.

- The school App, website and PTA Facebook page are used to reinforce key messages within the area of Anti-Bullying. We've also encouraged parents to download the SaferSchoolsNI App which has material helpful to families regarding safe use of internet.
- The area of Positive Behaviour and Anti Bullying is an agenda item at the annual Parents' Information Curriculum Sessions/Presentations in September/ October. Follow up is provided where deemed appropriate. Anti-Bullying Policy Flow Chart is included in these materials.
- Outside agencies provide workshop support at an age appropriate level e.g. NSPCC, HIP Psychology, etc.

4. Anti-Bullying Week

The school participates in the Anti-Bullying Forum's **Anti-Bullying Week** programme in late November annually. As a school community we focus on the area of Bullying and use specific resources and activities to equip the children with the requisite skills to deal with any potential bullying situation. This is followed up on an ongoing basis appropriately over the school year.

5. Safer Internet Day

The school participates in the annual Safer Internet Day every February, focusing, emphasising and celebrating the internet and the fantastic resource it can be, as well as the dangers it can expose us to, how to deal with those dangers and threats, and how to be a kind and responsible internet user. Home based tasks are also provided, to encourage conversation and reflection on internet usage amongst our school families. These messages too are reiterated throughout the year on an ongoing basis.

Procedures for Dealing with Incidences of Potential Bullying Behaviour

When responding to a potential Bullying concern, staff will primarily adopt a positive mind set and when subsequently managing a Bullying situation, every effort will be made to be *CALM, POSITIVE, ASSERTIVE AND CONFIDENT* in determining the appropriate level of response as they move towards *RESOLUTION*.

1. Reporting of an incident:

When a perceived bullying incident is reported, the information will be passed on to the following personnel:

- The teacher of any child involved
- The Principal
- The Designated Teacher for Safeguarding & Child Protection (as appropriate)
- Where necessary, the parents of the children involved

2. Investigation of an incident:

- This will normally be carried out by the class teacher in conjunction with the Principal when necessary – using a Restorative approach if deemed necessary (see Appendix 3: Restorative Questioning)
- To determine the level of severity, staff will take account of the nature, frequency and duration of the Bullying behaviour and the perceptions of the child allegedly being bullied.
- A record will be made using Playground Behaviour Report/Leabhar Imeachtaí/BCAF/Safeguarding & CP Record as appropriate and retained in school records.

3. Agreement on a plan for resolution:

- As a way forward, a plan will be devised to resolve the conflict. Key personnel will be involved appropriately i.e. Principal, Class Teacher,

Designated Teacher, Safeguarding Team, SENCO - this plan will be shared with parents and the children concerned as deemed appropriate.

- The plan will include targets for acceptable behaviour and will set out support measures which will be provided for the pupils concerned. We will adopt a caring and listening approach for the children concerned i.e. those presenting as the target of Bullying behaviour and those who present as displaying Bullying behaviour. We will be mindful that children displaying Bullying behaviour may be vulnerable i.e. having particular individual needs.

4. **Interventions:**

When responding to a bullying concern, school staff will implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour. Within each class, a class contract is in place with both positive and negative consequences, and these are implemented on an incremental basis. Similar approaches are taken in the playground.

- Restorative action will use the Intervention levels structure, as outlined in the 'Effective Responses to Bullying' document i.e. Low to High Risk categories e.g. Peer/Adult support, Coping Skills, Strength Building Plan, Support Group, etc.
- Regular monitoring and review of situation by the class teacher/key staff member will take place
- Referral to relevant outside agencies i.e. educational/medical support
- Referral to relevant investigative agencies e.g. Gateway Team, PSNI
- **Where/when it is deemed appropriate or in complex situations, parents will be involved immediately.**

5. **Further Action**

- Where necessary, the school will draw on support from a range of outside agencies including Education Welfare Officer, Behaviour Management Team Educational Psychology Service, HSCT, Gateway Team.

- In extreme cases, the bullying behaviour will be brought to the attention of the school's Board of Governors.
- Parents of all children involved will be informed of the school's action and will be involved in any subsequent action.

Links with other school policies

This Anti-Bullying policy forms part of the school's overall Pastoral Care Policies. It links with our **Safeguarding & Child Protection Policy** which strives to protect children from harm and develop their personal safety strategies.

It links with the **Positive Behaviour and Pastoral Care Policy** in which the school promotes high standards of behaviour, details the standards of behaviour which are considered inappropriate and the restorative approach implemented in rebuilding harmonious relationships.

It links with our **Special Educational Needs Policy** which outlines the school's practice in facilitating the particular needs of individual children, including behavioural issues.

It links with our **E-Safety Policy** in which the school outlines the steps taken to ensure children's safety when utilising ICT.

It links with our **PDMU Programme** as a learning area of the school curriculum which promotes the welfare of the children in our care.

Professional Development of Staff

The school recognises the need for appropriate and adequate training for staff, i.e. teaching and non-teaching. This will include:

- a commitment to ensuring that staff are regularly provided with appropriate opportunities for professional development
- noting the impact of the training on both the policy and its procedures - e.g. any amendments made, inclusions added etc. and disseminating to staff
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- ensuring awareness of the importance of a robust system of record keeping

Conclusion

Implementation of this policy will be monitored by the Principal and class teachers where appropriate in consultation with non-teaching staff, parents and children.

A report on recorded incidents of bullying behaviour will be presented to the Board of Governors as appropriate. Trends and priorities for action will be identified. Furthermore, Governors will assess the effectiveness of strategies aimed at preventing and responding to Bullying behaviour.

Feedback from ongoing monitoring will inform amendments and new ideas and strategies will be incorporated accordingly. This policy will be formally evaluated and reviewed, in consultation with children and their parents/carers, on or before January 2026

Signed:

Ciarán Mac an tSionnaigh (Príomhoide)

Aileen Goodwin (Chairperson of Governors)

Jan 2022

Naíscoil agus Bunscoil Bheanna Boirche Playground Behaviour Report

Name of Child: _____ Date: _____ Class: _____

Who was involved in the incident?

Where did it happen?

What did the incident involve?

hitting

pushing

punching

spitting

inappropriate
language

name calling

biting

electronic links

other

Details of incident:

Reported by: _____

Action taken:

Name of person who dealt with incident: _____

Is any further action needed?

Yes

No

Signed: Supervisor/Teaching Assistant

Teacher:

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern

Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

“bullying” includes (but is not limited to) the repeated use of —

- (a) any verbal, written or electronic communication*
- (b) any other act, or*
- (c) any combination of those,*

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			

Check records for previously recorded incidents

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

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

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

PART 2

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

Individual to individual 1:1
Group to group

Individual to group

Group to individual

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

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

Parent/ carer informed:

Date:

By whom:

Staff Involved:

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

Record of participation in planning for interventions

Pupil:

Parent/carers:

Other Agencies:

Part 3b

interventions until an **agreed** satisfactory outcome has been achieved

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

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

Parent/ carer informed:

Date:

By whom:

Staff Involved:

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

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

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

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

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

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

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

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

Agreed by:

School

Signed:

Date:

Parent

Signed:

	Date:
Pupil	Signed: Date:

Appendix 3: Restorative Action

	Adult Questions	Pupil Reflection
1.	Tell me what happened?	
2.	What were you thinking that led you to behave that way?	
3.	Who has been affected by what you have done?	
4.	Can you tell me how that person has been affected by your behaviour?	
5.	What do you think you need to do to make things right?	

Think Time Discussion Sheet

Name _____ Class _____ Date __/__/__

This is what happened:

This is what I was thinking/feeling at the time:

This what I chose to do:

Who was affected by what I did?

How were they affected by my actions?

What action(s) do I need to take now to make things better/right?

1.

2.

3.

Signed: Child _____ **Staff** _____

Date: / /

Parents Informed? Yes/No

Worth a Re-Think

Happenings \rightleftarrows thoughts \rightleftarrows feelings \rightleftarrows behaviors
consequences

What happened?	
What did you think?	
How did you feel?	
What did you do?	
Consequences	

Signed: Child _____ Staff _____

Date: / /

Parents Informed? Yes/No

Appendix 4: Google Classroom Contract Exemplars

Can be edited/adapted as needed for different age-groups.

Individual Class Google Classrooms:

Fáilte mhór romhaibh chuig ár Seomra Ranga Google!

Glac nóiméad chun na rialacha seo dár Seomra Ranga Google a léamh. Cuideoidh na rialacha seo linn cinntiú go mbíonn an seomra seo maith, sultmhar agus tairbheach dúinn, ag cinntiú go mbímid ag baint úsáid as an idirlíon go slán sábháilte.

Rialacha don Seomra Ranga Google

- ☆ Bí cineálta agus bíodh meas agat ar obair daoine eile.
- ☆ Smaoinigh sula roinneann tú rud ar bith.
- ☆ Ná fág trácht nó postáil mura bhfuil sé bainteach leis an obair atá idir lámha againn.
- ☆ Caith le daoine mar a ba mhaith leat iad ag caitheamh leat.

Shared Education Google Classrooms:

Hello boys and girls and welcome to our shared education page. On this page we will share stories, photos and even work together on some exciting projects.

Firstly, I would like everyone to take a moment to read through our page rules and discuss how we can make the most out of this page while using the internet safely and wisely.

Page Rules

- ☆ Be kind and respectful of other people's work.
- ☆ Think before you share
- ☆ Only comment or post if it's relevant to our shared education experience.
- ☆ Respect others' differences
- ☆ Treat others as you would like to be treated yourself

Appendix 5: Naíscoil agus Bunscoil Bheanna Boirche Anti-Bullying Policy Flow Chart

Respond - Resolve - Restore

Respond to bullying, Resolve the issue, Restore well-being.

Bullying concern witnessed by/reported to member of staff. Staff member listens to individuals/groups involved, and takes notes as necessary.



Relevant staff members will endeavour to resolve the issue in accordance with our school's **Positive Behaviour Policy**, and if deemed necessary, staff members will make use of **Restorative Action** resources as outlined in **Anti-Bullying Policy**. Any plan of intervention devised by relevant staff to resolve issue will be shared with parents/guardians as deemed appropriate.



Teachers record notes of incident in **Leabhar Imeachtaí** (Incident Book). Incidents taking place during break or lunch time will be recorded using a **Playground Behaviour Report Form**, which will be given to class teacher. Other relevant staff informed as necessary (Principal / Designated Teacher for Child Protection).



In the event of staff members noticing patterns developing, teaching staff in consultation with Principal and Safeguarding Staff will complete a **Bullying Concern Assessment Form** and will make a **digital record** on the **Behaviour Management Module** on **SIMS**. Any developing patterns or persistent problems will be closely **monitored**, and **interventions, strategies** and **consequences** will be adjusted as required.

*As outlined in our **Anti-Bullying Policy**, all incidents of alleged bullying or unacceptable behaviour will be dealt with on an individual basis, with the specific context considered. **Parents/Guardians may be informed of incidents at any stage depending on the nature of the incidents.** Our Anti-Bullying Policy forms part of our school's overall package of **Pastoral Care Policies** and sits closely especially with our **Positive Behaviour Policy**. Staff will be guided by our Positive Behaviour Policy and the Effective Responses to Bullying Behaviour guidance document from the Northern Ireland Anti-Bullying Forum in devising intervention plans to resolve any incidents of bullying or alleged bullying.*