



St Mary's College

Addressing Bullying Policy

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St Mary's College: Addressing Bullying Policy

1. Introduction

At St Mary's College, we believe that the safeguarding of all our pupils is paramount, and that this policy supports our work in creating a secure and caring environment. We believe that everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment for all. We acknowledge that bullying type behaviour exists in all school communities and the wider society. Therefore, we seek to provide an open climate where pupils, staff and parents are free to talk, to address and support these behaviours. 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 depict effective responses to bullying type behaviour.

Bullying type concerns relating to school staff, other staff or parents is managed through our visitor's policy. If you are unsatisfied with the school response regarding a bullying type concern, complaints should be managed in line with the school's complaints policy accessible on the school website.

Ethos and Values

We, at St Mary's College, have a primary responsibility for the care, welfare, and safety of our pupils by providing a safe and supportive environment. This school is completely opposed to bullying type behaviour. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. This Addressing Bullying Policy has been created by the Board of Governors at St Mary's College following consultation with pupils, parents, and staff.

Context

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

Links to Other Policies

This policy should be read in conjunction with the wider pastoral care and safeguarding suite of policies. In the development and implementation of this Addressing Bullying Policy, and to ensure consistency, the Board of Governors has been mindful of all the related policies, including:

- Promoting Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Pupil Attendance Policy

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- Health and Safety Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits Policy
- Staff Code of Conduct/Staff Handbook

(These policies are available to view on the school website or by request from the front office.)

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, boarding facilities 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, A Further Education College, Alternative Educational Providers/Education Other than at School centres, Home (Exceptional Teaching Arrangements)

Consultation

We value the views and contributions of our school community, and actively seek these views, respecting and taking them into account. Therefore, this policy was created by the Board of Governors, following consultation with pupils, parents/carers, and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Pupil consultation involved: A pupil survey was carried out with 111 pupils responding in May 2024.

Parents & carers consultation involved: A parental survey was shared with all parents via the SIMS parent app in May 2024 with 28 responses. Feedback was actioned. Policy was shared with PTFA members at the June meeting and feedback was taken and actioned.

Staff consultation involved: policy was distributed to all staff in June 2024. Feedback received was acted upon. All staff have trained up to Level 2 of the Education Authority Addressing Bullying training. SLT staff have been trained up to level 3.

2. 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.

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.

2.1 Language

The language aligned to the Addressing Bullying in Schools Act 2016 is to:

- Refer to the behaviour not the pupil.
- Instead of ‘bully’ refer to **pupil displaying bullying type behaviour**.
- Instead of ‘victim’ refer to **pupil experiencing bullying type behaviour**.
- Instead of ‘inappropriate behaviour’ refer to **socially unacceptable behaviour**.
- ‘Perpetrator’ is not an acceptable term.

2.2 Criteria for assessing allegations of bullying type behaviour (TRIP)

The TRIP 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 pupil or group of pupils?	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

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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 communications, 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 pupil/s is or are deliberately left out, and where there is a wilful failure to include a pupil/s in a game or activity. Pupils 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, attack or is targeted, this factor must be considered to determine whether bullying type behaviour has occurred.

2.3 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 pupil mean and hurtful names. • telling lies or spread false rumours about others. • try to make other pupils dislike another pupil/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 (eg. 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 pupil's self-esteem.
- **Physical harm** as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

(Guidance from DE)

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DISCRETION:

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

- pupil/s capacity to regulate and understand the impact of their behaviour.
- developmental age
- Additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g. SBEW, ASD, FASD, 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.

2.4 Methods & Motivations of Bullying Type Behaviour

Individuals who display bullying type behaviour may have various methods and motives. 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 (LAC) / Care experienced. Community background Cultural Disability SEN Family circumstances (pregnancy, marital status, young carer status) Economic Status/Free School Meals Gender/Gender identity/Perceived Gender Newcomer/Migrant Status Peer relationship breakdown Political affiliation/sectarianism Pregnancy Race Religion Sexual orientation Other

2. Preventative Measures

Legislation reinforces the importance of preventative measures. In St Mary's College, we aim to create and maintain a safe learning environment. We will put measures in place to prevent, address and support bullying type behaviour within our school and wider community. There follows some of the key actions that will be taken forward, to creating a safe, relational, nurturing learning environment.

Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy and reinforced in the daybook and classroom posters.
- A welcoming ethos and atmosphere, which is built on our Code of Conduct focusing on Respect for Others, Respect for Self and Respect for School Identity.
- Development of high-quality relationships between staff and pupils, which foster openness, allowing pupils to speak out if there are any perceived pastoral issues.
- St Mary's College expectations and classroom management practices encourage a restorative & supportive ethos, rather than a punitive approach.
- Development of positive emotional health and wellbeing through Enrichment lessons which provide pupils with the opportunity to learn positive behaviour and strategies to improve their health and wellbeing.
- Addressing issues such as the various methods, motivations, signs, and symptoms of bullying type behaviour including how and why it can happen, through Enrichment and LLW.
- Focused assemblies to raise awareness and promote understanding of key issues related to socially unacceptable and bullying type behaviour.
- Assemblies which acknowledge and celebrate success and achievement through all aspects of school life.
- The Leader for Health and Wellbeing develops opportunities throughout the school year to support emotional health and wellbeing.
- 6th Form pupils' avail of support provided within the Wellbeing Hub
- Wellbeing Ambassadors have been trained to provide peer support to pupils within Key Stage 3 who are experiencing socially unacceptable or bullying type behaviours.
- Big Sisters develop relationships with the form classes they visit during registration up to 3 times per week. They can recognise and address socially unacceptable behaviour and bullying type behaviour.
- Development of peer-led systems to support the delivery and promotion of key anti-bullying messaging within the school.
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference, diversity, and equality.
- Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training)

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- Engagement in key national and regional campaigns, eg Safer Internet Day, and participation in the Northern Ireland Anti Bullying Framework (NIABF) annual Anti-Bullying Week activities
- Development of effective strategies for the management of unstructured times and monitoring of supervision arrangements e.g. canteen, playground, corridors, toilets etc
- Provision and promotion of an extensive programme of extra-curricular activities, including Games Club aimed at supporting the development of effective peer support relationships and networks.
- Physical spaces to promote positive Sensory Room, Bethany Rooms, Wellbeing Hub etc
- Development of reward systems for displaying positive behaviours Eg Merit Stickers and Kindness awards.
- Staff can refer students to SMILE programme to develop their emotional wellbeing.
- Weekly counselling sessions are provided for vulnerable students
- 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 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 St Mary's College aim to:

- Promote and develop a culture where our pupils take pride in our school and are viewed as ambassadors for St Mary's College within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Empower all our pupils to challenge any socially unacceptable/bullying type behaviour among their peers, during the journey to and from school. This includes the implementation of peer monitoring systems on buses and for those walking.
- Continue to engage with transport providers (eg. 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 pupils amongst the local community, including information on how to raise any concerns with the school.
- Deploy staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops, where appropriate)

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

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- Addressing key themes of online behaviour and risk through Enrichment including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (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 promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas (BYOD Policy, E-Safety, Mobile Phones and Other Devices and Acceptable Use of the Internet Policy etc)
- Contracts on Mobile Phones and Other Devices, Acceptable Use of Digital Devices and Acceptable Use of the Internet Policy are in the daybook and must be signed each year.

The Addressing Bullying Policy is one of several policies in the wider pastoral care and safeguarding suite of policies. As such, it is essential that these policies align and provide a consistent message. The measures set out here, to prevent bullying type behaviour using electronic communication, will also be included in the school's, Filtering and Blocking Policy, Mobile Phone Policy, E-Safety and Acceptable Use of the Internet Policy and BYOD Policies. Given the nature of technology, as constantly changing, and developing, we aim to monitor policies and make changes when necessary.

3. Rights, Roles and Responsibilities

At St Mary's College 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:

4.1 School Staff	
Rights: • Listened to, valued, and treated with respect. • Equality of opportunity within an inclusive environment. • Safe and secure working environment. • Emotional health and wellbeing promoted and supported by colleagues. • Access to ongoing Professional Development -Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour. • Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. • Kept Informed and updated in relation to children and young people's progress and wellbeing, where and when appropriate.	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/s. • Model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Create, implement, and publicise your Addressing Bullying Policy to enable easy access for all, clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. • Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. • Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). • Build effective partnerships and foster positive relations with staff, children, young people, and parents. • Take appropriate action to address children, young people, parent, and staff concerns. • Behave in a professional manner. Use restorative, SEN, nurture and trauma informed practice, to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding policies. • Work in partnership with Education Authority/Department of Education, external organisations, support groups and agencies to address Bullying Type Behaviours. • Maintain open lines of communication with Senior Leadership Team and Board of Governors to share success and concerns.

4.2 Pupils

Rights:

- Emotional health and wellbeing promoted and supported through a preventative curriculum.
- Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all.
- Have equal opportunities for positive learning and social experiences.
- Effective partnerships and positive relations with school staff, children, and young people.
- Freedom from verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours.
- Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary.
- Participate in decision making processes that concern them – Addressing Bullying Policy review, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection.
- Access to and consultation on appropriate and timely support and intervention, which incorporates a restorative, SEN, nurture, and trauma informed approach. Support both those displaying and experiencing socially unacceptable/bullying type behaviour.
- Individual needs to be addressed through the suite of pastoral/safeguarding policies.
- Access to EA/DE, external organisations (PSNI) , support groups (Family Hub) and agencies to address BTB when and where appropriate.
- Opportunities for involvement in peer mentoring throughout the school day, across a variety of age groups.

Roles & Responsibilities:

- Report any allegations and/or bullying type concerns via the designated channels.
- Seek appropriate support both within and outside school via the designated staff member as outlined in the Addressing Bullying Policy.
- Contribute to learning and personal development targets on the BCAF, PLP, RRAP, Calm Plan with support.
- Collaboratively and positively engage with the support and intervention offered.
- Proactively and positively reflect on their behaviour and that of others.
- Behave in a respectful, kind, empathetic manner to all. ***Pupils don't have to be friends with everyone, but they must be friendly.***
- Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports.

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4.3 Parent / Guardians / Carers'

Rights:

- Their child/young person receives a quality learning experience.
- Their child/young person is taught in a relational, nurturing, and safe environment.
- Their child/young person is treated fairly and with respect by all.
- Effective partnerships and positive relations with school staff.
- Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary.
- Consulted regarding Addressing Bullying Policy development and review processes.
- Kept Informed and updated about their child's/young person's progress, wellbeing, relevant concerns and/or incidents as outlined in the Addressing Bullying Policy.
- Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed.
- Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Roles & Responsibilities:

- Report any allegations and/or bullying
Raise concerns with staff in a timely and appropriate manner, using the school's system of response as outlined in their Addressing Bullying Policy.
- Respond timely to staff communications and/or concerns.
- Attend support and intervention meetings.
- Engage and contribute to support of their child's/young person's programme of intervention - PLP, BCAF, RRAP, Calm Plan.
- Encourage their child/young person to contribute to and support the school's expectations.
- Report complaints appropriately using the school's complaints procedure as outlined in the Addressing Bullying Policy.

4. Statutory Systems and Processes for Reporting, Responding and 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:

5.1 Pupils Reporting a Concern

Pupils may report bullying type concerns verbally; by writing a note in their daybook or sending an email. Pupils should report a bullying type concern as soon as possible to any member of staff or trusted person with whom they are familiar. This can include their Form Teacher, Year Head, Class Teacher; Lunchtime Supervisor; Big Sister; Peer Mentor.

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

5.2 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 the Form Teacher.
- If dissatisfied with the response report to the Year Head.
- If you remain dissatisfied report to the Senior Teacher for the Key Stage.
- If you remain dissatisfied report to the Vice Principal.
- Where the parent/carer remains unhappy the school's complaints policy and procedure should be followed. This policy is available on the school website, or by contacting the office.

While most bullying type concerns will come from pupils 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 pupils 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 pupil can be disclosed to anyone other than the individual pupil and their parents/carers.

5.3 Responding to and Recording a Bullying Type Concern (Appendix 2, 3 & 4)

Concerns raised will be responded to using the **Bullying Concern Process** (Appendix 1) which closely aligns to the **Legislative Processes Flow Chart** (Appendix 2). Concerns will be assessed against the legal definition and digitally recorded using the **Bullying Concern Assessment Form BCAF** (Appendix 3). If the legal definition and criteria are met, the school will proceed to record supports and interventions on part 3 of the BCAF. The effectiveness of the supports will be monitored and evaluated on the BCAF part 4.

If, however, on investigation, the incident reported does not meet the legal definition. Support will be implemented via the positive behaviour policy and the suite of pastoral, safeguarding and SEN policies of St Mary's College.

A summary of the St Mary's College Bullying Concern Process (Appendix 1) is:

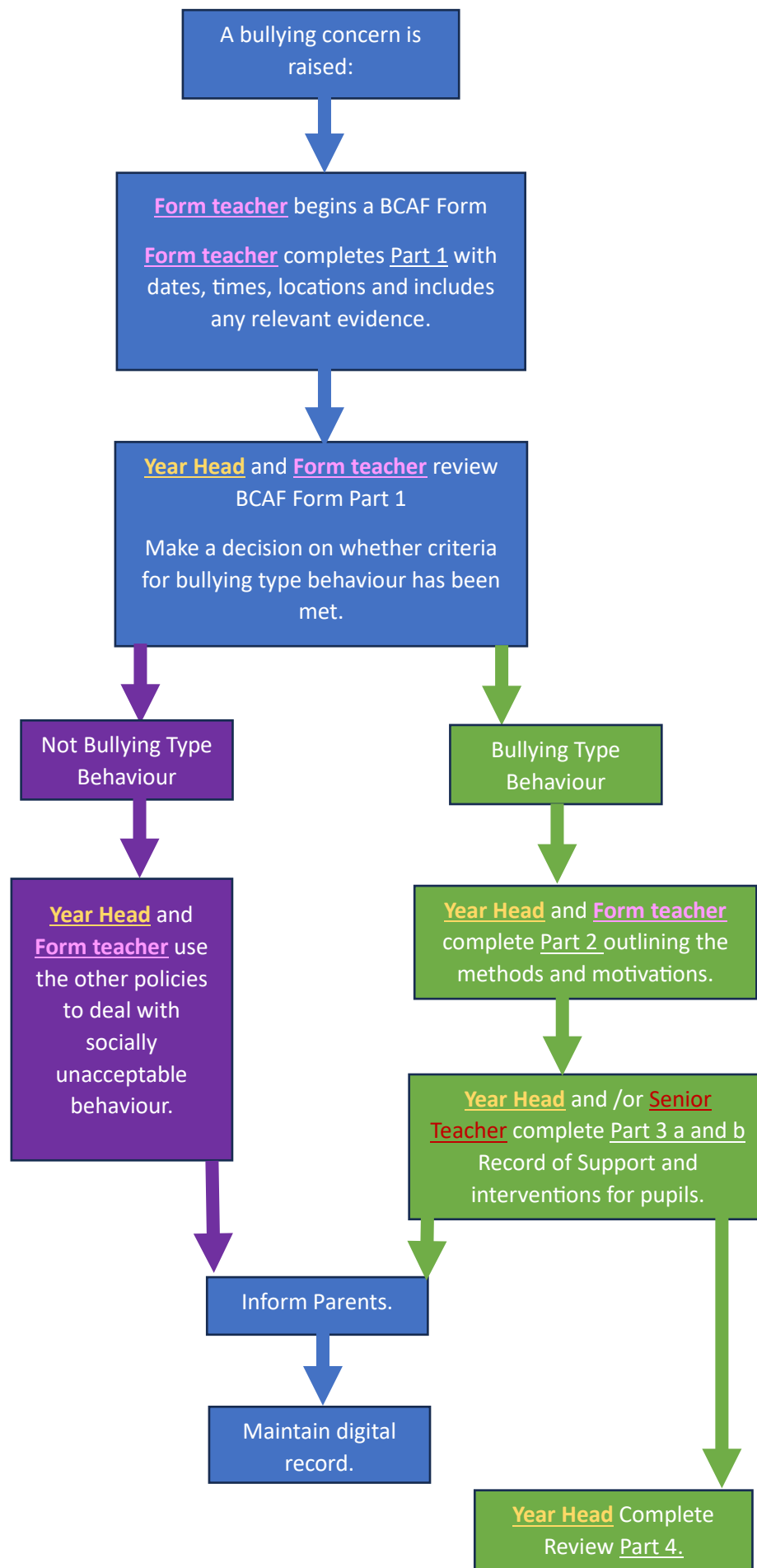
- A bullying concern is raised and the form teacher begins a BCAF form completing part 1 including details such as dates, times, locations and any evidence.
- The form teacher shares and reviews the BCAF part 1 with the year head and they make a decision using 'TRIP' on whether criteria for bullying type behaviour has been met (Appendix 4).
- If it is decided that the behaviour is not bullying type behaviour – the socially unacceptable behaviour should be dealt with through the other school policies by the Year Head and Form Teacher.
- If it is decided that the behaviour is bullying type behaviour – the Year Head and Form should complete Part 2 together to record the methods and motivations.
- The year head and senior teacher should then complete part 3 a and b to record the support and interventions for the pupils.
- In both situations the parents should be kept informed and a digital record maintained throughout.
- The Year head should monitor, evaluate and review using part 4 of the BCAF.

Digital records will be stored securely within the schools private C2K folders. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The principal will have oversight of these records.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

The principal will report all bullying type incidents to the board of governors to support the ongoing review of preventative and responsive approaches. These reports will be anonymised and include general data. Board of Governors will only discuss specific pupils involved in a case if a formal complaint has been forwarded in writing to the school by the parent.

Appendix 1 St Mary's College Bullying Concern Process



Appendix 2 Legislative Processes 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 Type Behaviour.

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.

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 the Bullying Concern Assessment Form (BCAF) is completed.
TRIP (targeted, repeated, intentional, physical, emotional, psychological harm) assessed.

Relational SBEW Policies

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

Select, implement, and record individualised, solution-focused, 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.

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

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 SBEW Policies**

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

Addressing Bullying Policy

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

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

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 displaying bullying type behaviour. Update BCAF

Track, monitor & assess progress aligned with SEND COP, to determine the efficacy of the interventions & outcomes for all pupils involved, whether displaying or experiencing socially unacceptable or bullying type behaviours.
Ongoing review of interventions and/or 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.

Enhanced Accountability for BOG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need.

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

Appendix 3: Bullying Concern Assessment Form (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

<i>PART 1 - Assessment of Concern</i> <i>Date:</i> Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows: <i>“bullying” includes (but is not limited to) the repeated use of —</i> <i>(a) any verbal, written or electronic communication</i> <i>(b) any other act, or</i> <i>(c) any combination of those,</i> <i>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.</i>																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;"></th> <th style="width: 25%;">Name(s)</th> <th style="width: 10%;">Gender</th> <th style="width: 30%;">DOB/Year Group</th> </tr> </thead> <tbody> <tr> <td>Person(s) reporting concern</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Name of pupil(s) experiencing alleged bullying type behaviour</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Name of Pupil(s) demonstrating alleged bullying type behaviour</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		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			
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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)

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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 criteria have not been met and bullying behaviour has not occurred.
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ____/____/____	

PART 2

2:1 Who was targeted by this behaviour? Select one or more of the following: Individual to individual 1:1 Individual to group Group to individual Group to group
2.2 In what way did the bullying behaviour present? Select one or more of the following: Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking) Any other physical contact which may include use of weapons)

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Verbal (includes name calling, insults, jokes, threats, spreading rumours)
Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
Electronic (through technology such as mobile phones and internet)
Written
Other Acts
Please specify: _____ -

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

Select one or more of the following:

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

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING TYPE BEHAVIOUR:						
Pupil Name:			Year Group/Class:			
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:			Date:		By	
whom:						
Staff Involved:						
Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review
Record of participation in planning for interventions						
Pupil:						

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Parent/carer:						
Other Agencies:						
Continue to track interventions until an agreed satisfactory outcome has been achieved						
Part 3b RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING TYPE BEHAVIOUR:						
Pupil Name:			Year Group/Class:			
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed: whom:			Date:		By	
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						

Appendix 4 TRIP Criteria

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 pupil or group of pupils?	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

T is for Targeted

It is when someone seen with lesser power, is identified as an object of attention or attack . For example, a person may be targeted due to their appearance, their interests, their ability (both academically and physically), their gender, their race etc. This list is not exhaustive.

R is for Repetition

This refers to identifying methods of behaviour which, though the criteria of repetition, may be defined as bullying type behaviour e.g. saying mean and hurtful things may be taken as socially unacceptable behaviour until there is evidence of this behaviour being repeated towards the same t

I is for Intention - Was There Intention To Cause Harm?

The 2016 Act requires schools to determine that the act was intentional of the pupil(s) displaying bullying type behaviour. Consider the pupil's capacity to understand the impact of their behaviour and how this could have been affected by developmental age/delay/diagnosis (e.g SBEW, ASD, ADHD, ADD, ODD, MLD etc.) Schools should outline what discretion will be applied e.g accounting for any individual pupil's developmental age or capacity to understand the impact of their behaviour

P is for Physical, Emotional or Psychological Harm - What Is Harm?

In the context of the bullying criteria, schools should define in their policy: Physical harm as intentionally hurting a pupil causing injuries such as bruises, broken bones, burns or cuts. Emotional or psychological harm distress or anxiety intentionally caused by scaring, humiliating or affecting a pupil's self-esteem.

Appendix 5 Legislation

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 6: Restorative Practice

Restorative practice is a strategy that seeks to repair relationships that have been damaged through bullying. In St Mary's we aim to **Respond, Resolve and Restore**. Using approaches such as dialogues, repair circles, and peer-led mediation, are some of the examples of strategies used. Restorative approaches are effective at preventing bullying and changing the school cultures especially regarding attendance and behaviour.

The six principles of restorative practice are:

1. Restoration – The primary aim of restorative practice is to address and repair harm.
2. Voluntary – Participation in restorative processes is voluntary and based on informed choice.
3. Neutrality – Restorative processes are fair and unbiased towards pupils.
4. Safety – Processes and practice aim to ensure the safety of all pupils and create a safe space for the expression of feelings and views about harm that has been caused.
5. Accessibility – Restorative processes are non-discriminatory and available to all those affected by conflict and harm.
6. Respect – Restorative processes are respectful to the dignity of all pupils and those affected by the harm caused.

The Restorative Five

The five questions below will allow the pupil who is displaying bullying behaviour to self-reflect. The purpose of the questions is for the pupil displaying bullying behaviour to take responsibility for their behaviour and to undertake action to readdress. These are recognised as restorative questions.

Key questions for self-reflection	Teacher
1.	Tell me in your own time what happened?
2.	Can you explain your thinking when you behaved this way?
3.	Who has been affected by what you have done?
4.	Can you tell me how the person has been affected by your behaviour?
5.	What do you need to do to put things right?

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Key questions for self-reflection	Teacher
1.	Tell me in your own time what happened?
2.	Can you explain how this made you feel?
3.	What did you think?
4.	Did you respond to the behaviour?
5.	What can be done to put things right? How can the staff help you?

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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.	