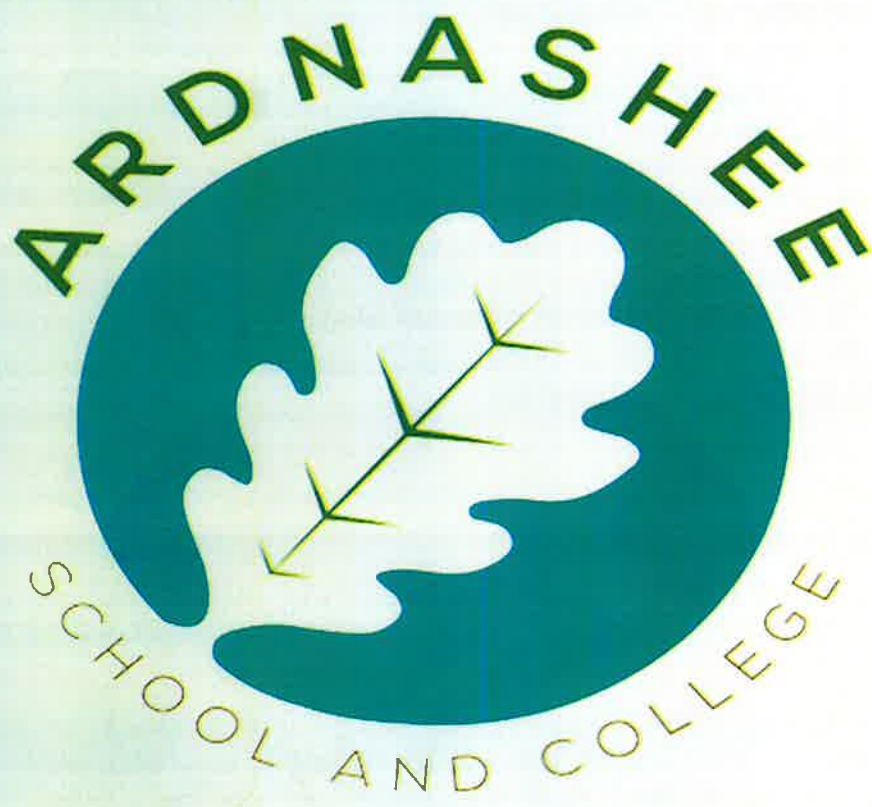




ADDRESSING BULLYING POLICY

ADDRESSING BULLYING POLICY

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Commencing Date:	5/11/24.
Approval Signature:	Deidre Amor
Review Date:	

ADDRESSING BULLYING POLICY

1. Background

UN Convention on the Rights of Children : Article 3 (best interests of the child)

“The best interests of the child must be a top priority in all decisions and actions that affect children.”

The potential for bullying exists in all walks of life but whether it is allowed to flourish largely depends on the willingness of a community to ignore it or tolerate it. Ardnashee School and College is vigilant in its efforts to protect pupils from this form of abuse and is proactive in its approach to minimise opportunities for its occurrence. All members of the school community are encouraged to recognise bullying in its physical, social and verbal forms and follow identified procedures for addressing it. Similarly, levels of supervision are maintained to reduce the potential for bullying and other forms of indiscipline. Moreover, as part of its positive approach to good discipline, Ardnashee School and College actively promotes the primary notions of rights and responsibilities through the PDMU and LLW curriculum, through daily interaction with the pupils and by modelling appropriate desirable forms of behaviour.

2. Purpose and Scope

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 \(DE, 2017\)](#)

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- [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)

The key points to note are:

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (eg. school trip)
 - When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
- Requires that the policy be updated at least every four years.
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
 - 'Safeguard and promote the welfare of registered pupils' (A.17)
- The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
 - Be protected from discrimination. (A.2)
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
 - Education. (A.28)

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3. Objectives

Ardnashee School and College recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity
- The school community is to be treated with courtesy and respect
- The school community are able to work in and enjoy a safe, secure and clean environment
- The school community are to be proud of their achievements
- The school community have their property respected
- Pupils are encouraged to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- Promotes respectful relationships across the school community
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Effective leadership;

- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

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- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of pupils displaying and experiencing bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Consultation and Participation

The maintenance of an anti-bullying culture requires constant monitoring and support to raise awareness and encourage vigilance. During the school year, in addition to the daily activities embedded in the school routine, a number of curriculum-based activities take place through PDMU & LLW and as Departmental initiatives. It is also significant that Individual Education Plans include a social target that may focus on those experiencing or those displaying bullying behaviour which can be addressed through activities that permeate the curriculum, such as, co-operation, teamwork and peer tutoring. Parents are invited to termly meeting with the class teacher to discuss IEPs and are kept abreast of their assessment. Similarly, to raise self-esteem pupils receive reinforcement for appropriate behaviour through public recognition and reward. These are explored more fully in the Promoting Positive Behaviour Policy and Pastoral Care Policy. Moreover, a School Council has been established which draws on representatives from each Secondary year group and a representative from the Primary department to raise any concerns or ideas they might have about school life. The Vice-Principal in charge of Pastoral Care receives minutes of these regular meetings and can address any issues appropriately. Surveys are carried out with pupils and parents prior to annual reviews and any issues raised are address appropriately. The Vice Principal liaises closely with the School Counselling Services who deliver to both departments and addresses any issues that have been made to counsellors.

This policy is reviewed by all members of the school community as they are emailed to all staff and put on the school website and parents are alerted to their existence online and invited to share any ideas for improvement with the school.

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4. Procedure/Guidelines

1. What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition

“bullying”:

- In this Act “bullying” includes (but is not limited to) the repeated use of:
- any verbal, written or electronic communication,
- any other act, or
- 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.
- For the purposes of subsection (1), “act” includes omission.

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others. However, in the context of this policy, placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Isolated or one-off incidents of intentional negative behaviour, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s Promoting Positive Behaviour Policy.

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

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

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The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying 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
 - 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

This list is not exhaustive and other behaviours which fit with the definition may be considered bullying behaviour.

There are many motivations for a person to display bullying behaviour in the list below and whilst it is extensive, it is not exhaustive:

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- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

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.

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2. Preventative Measures

Ardnashee School and College will carry out the following actions with the aim of preventing bullying and creating a safe learning environment. Examples of these include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PD/LLW (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
- Continue with peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play option to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.

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3. Travel to and From School

The majority of Ardnashee School and College pupils travel on buses or taxis into school or their parents bring them in. Each bus and taxi has an escort whose duty it is to ensure the safe passage of each pupil daily. If any incidents occur on these vehicles escorts report them immediately to the staff they are handing the pupil over to each day. To further ensure pupils are aware of the expectations of their behaviour Ardnashee School and College will:

- Develop a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses and taxis.
- Regular engagement with transport providers (eg. Taxi Services, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.
- Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops, where appropriate)

Ardnashee School and College is aware of the detrimental effect electronic communication amongst pupils outside of school can have on their education at school. We raise awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way. This includes:

- Addressing key themes of online behaviour and risk through PDMU/PD/LLW, 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 (eg. 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.

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- Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy, Mobile Phone Policy, e-Safety Policy and Acceptable Use of the Internet Policy.)

4. **Responsibility**

As already noted, all staff have a remit to ensure that bullying does not find fertile ground on which to flourish. How this is achieved takes a united effort by the entire school community and imposes responsibilities on all concerned and are encompassed by the following:

- foster positive self-esteem
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress (See Appendix 1) and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

5. **Reporting a Bullying Concern**

Pupils Reporting a Concern

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A poster is placed in all corridors informing children of who they can speak to if they have a concern. They are free to choose who to speak with and are encouraged to do so. This is also discussed at assemblies regularly. Post Primary Pupils have a smaller version of the poster at the back of their school diaries. There are many ways pupils are encouraged to voice their concerns which include:

- Verbally- talking to a member of staff
- Through a survey carried out by the School Council
- By writing a note to a member of staff (eg. in a homework diary)
- By sending an email to a member of staff or to a dedicated email address
- By posting their photograph into the Counsellor's box.(Post Primary)

It is always emphasised in assemblies and during PDMU/LLW lessons on bullying that any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, the message focusses on 'getting help' rather than 'telling'. As such, all pupils are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

It is the responsibility of parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers should encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The format for reporting a Concern is as follows:

- In the first instance, all bullying concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head of Year who will inform the Vice-Principal, as applicable.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Year to prevent further incidents, or where further incidents have taken place, the concern should be reported to Vice Principal/Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors.

Appendix 3 (Please see Ardnashee School and College Complaints Procedure)

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While the majority of reports of bullying concerns will come from pupils and their parents/carers, the school are open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

6. Responding to a Bullying Concern

See Appendix 2. All reports of alleged bullying behaviour, or any concerns identified, will be responded to by the school. It must be remembered that the focus of any intervention will be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns will concentrate on the prevention of any further incidents.

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall:

- Clarify facts and perceptions
- Check records (SIMS/BMM)
- Assess the incident against the criteria for bullying behaviour
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level (See Appendix 4)
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary

Ardnashee School and College will use resources from NIABF which advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the

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behaviour, resolving the concern and restoring the wellbeing of those involved. (See Appendix 4)

When responding to a bullying concern, school staff shall 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.

Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

7. Recording

On being informed of a bullying concern Heads of Department will initiate a Bullying Concern Assessment Form (BCAF) with the details of any bullying incident and email to the Vice Principal who will upload the document onto SIMS online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. HODs will update the Vice Principal on the outcome of investigations and together they will determine if the incident is to be dealt with through the Positive Behaviour Policy or through the Anti-Bullying Policy. The school will centrally record all relevant information related to reports of bullying concerns, including:

- how the bullying behaviour was displayed (the method)
- the motivation for the behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed.

Records will be held on SIMS for the duration of the child's career at Ardnashee School and College. Paper records of BCAF will be maintained in each child's school file in the Secretary's office. 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.

8. Professional Development of Staff

Ardnashee School and College recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

- The VP will ensure this policy and procedures will be amended if outcomes of staff training impact on these.

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- All staff receive annual Child Protection training from the VP and the Designated and Deputy Designated Teachers training is updated every three years by EA CPSS. Governors Child Protection is updated every three years by EA CPSS.
- The VP ensures staff are aware of any updates and useful resources for safeguarding and regularly monitors Safeguarding NI website.

9. Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct

5. Monitoring/Evaluation

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying behaviour
- assess the effectiveness of strategies aimed at responding to bullying behaviour

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance. This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before 26th Sept 2023.

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APPENDIX 1

Signs that might indicate bullying in an individual

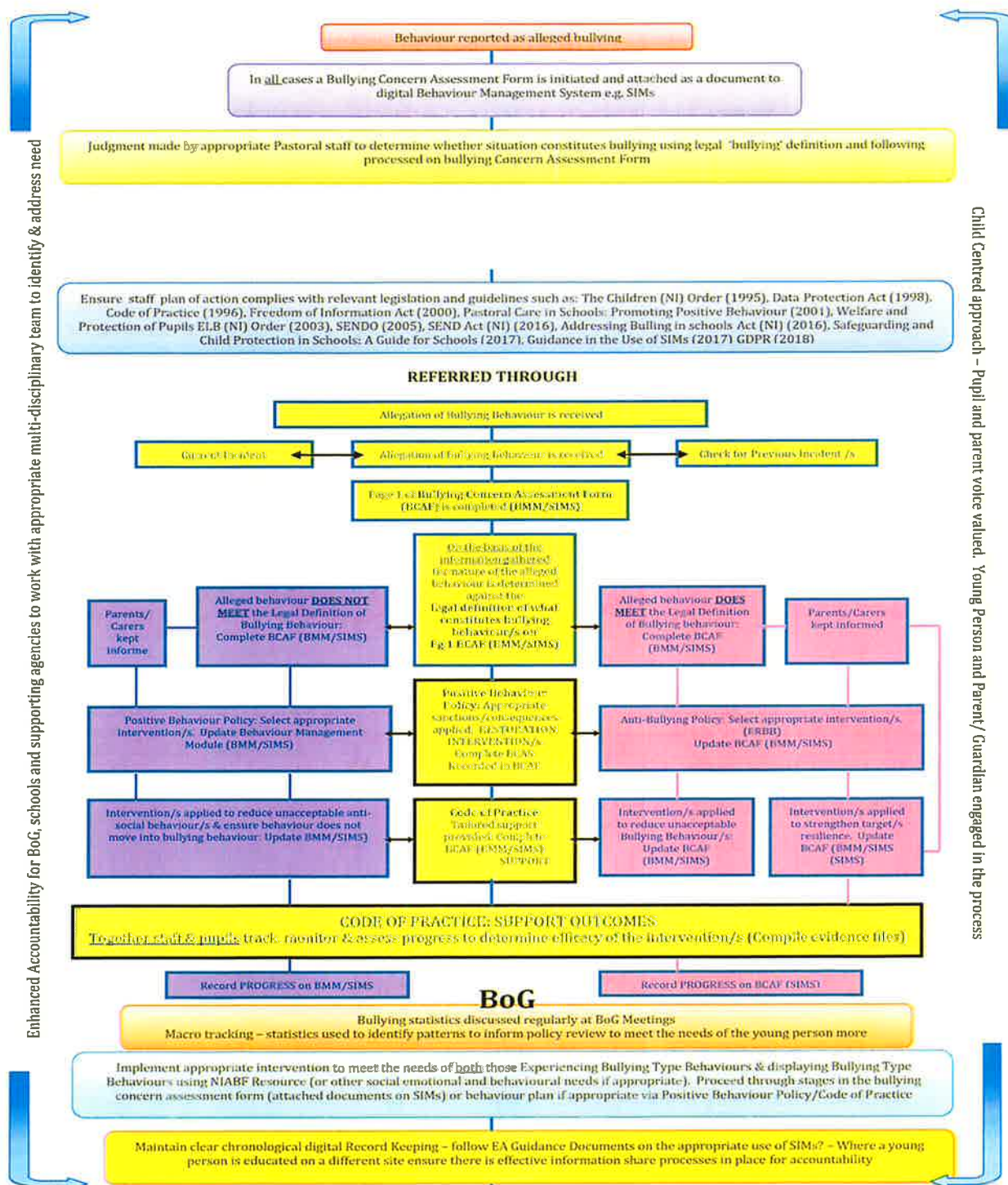
1. sleeplessness
2. inability to concentrate
3. a falling-off in standards of work
4. difficulty in making or sustaining friendships
5. aggression
6. violent or unpredictable outbursts or tantrums
7. attention seeking
8. tearfulness and depression
9. withdrawal and reluctance or refusal to attend school or to attend certain lessons
10. loss of appetite, eating disorders, incontinence and skin irritation
11. self-inflicted injuries
12. obsessive or ritualistic behaviour

NB. These signs are fundamentally markers to emotional distress the cause of which *may be related to other factors*. Where child abuse is suspected Child Protection procedures should be invoked.

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APPENDIX 2

PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING



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APPENDIX 3

Ardnashee School and College Complaints Procedure :

Making a complaint about a Teacher (other than the Principal) (with timescales for responses)

STEPS		ACTIONS
INFORMAL Stage- Step 1 Speak with the Teacher concerned. (Teacher/Vice-Principal)		Discuss the complaint with the Teacher . Implement any agreements. Complaint resolved - no further action required.
INFORMAL Stage -Step 2 If complaint is unresolved following Step 1 , contact the Principal (verbally) to arrange a meeting.		Schedule Meeting with Principal to discuss the issue. Discuss the complaint. Implement any agreements. Complaint resolved - no further action required.
FORMAL Stage -Step 3 If complaint is unresolved following Steps 1 and 2 or procedures are to be initiated at Step 3 write to the Principal		Principal to examine complaint. If complaint is from a member of staff or relates to a Child Protection issue it will no longer be dealt with under the Parental Complaints Procedure, but will instead be dealt with under the relevant Employee Relations Policy or Child Protection Policy. Principal to acknowledge receipt of letter of complaint (within 10 working days). Investigate the complaint. Implement any agreements/changes. Principal to confirm outcomes in writing (within 20 working days). No further action required.
FORMAL Stage- Step 4 If complaint remains unresolved following Steps 1, 2 and 3 write to Chairperson of Board of Governors for referral to Complaints		Chairperson to acknowledge receipt of letter (within 10 working days). Investigate the complaint/meet with complainant. Implement any agreements/changes. Confirm outcomes in writing (within 25 working days). No further action required.
APPEALS PROCESS- Step 5 Written request to Chairperson to have case heard by Appeals Sub-Committee of Board of Governors		Chairperson to acknowledge receipt of letter (within ten working days). Meet with complainant (within 30 working days). Consider the complaint. Implement any agreements/changes. Confirm outcomes in writing (by the 40 th working day).
Refer to Ombudsman in Relation to an issue of maladministration.		

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Ardnashee School and College Complaints Procedure :

Making a complaint about a member of the school's support staff (with timescales for responses).

STEPS		ACTIONS
INFORMAL Stage -Step 1 Contact the Principal (verbally) to arrange a meeting.		Schedule Meeting with Principal to discuss issue. Discuss the complaint. Implement any agreements. Complaint resolved - no further action required.
FORMAL Stage -Step 2 If complaint is unresolved following Step 1 or procedures are to be initiated at Step 2 write to the Principal.		Principal to examine complaint. If complaint is from a member of staff or relates to a Child Protection issue it will no longer be dealt with under the Parental Complaints Procedure, but will instead be dealt with under the relevant Employee Relations Policy or Child Protection Policy. Principal to acknowledge receipt of letter of complaint (within 10 working days). Investigate the complaint. Implement any agreements/changes. Principal to confirm outcomes in writing (within 20 working days). No further action required.
FORMAL Stage- Step 3 If complaint remains unresolved following Steps 1 and 2 write to Chairperson of Board of Governors for referral to Complaints Sub-Committee.		Chairperson to acknowledge receipt of letter (within 10 working days). Investigate the complaint/meet with complainant. Implement any agreements/changes. Confirm outcomes in writing (within 25 working days). No further action required.
APPEALS PROCESS- Step 4 Written request to Chairperson to have case heard by Appeals Sub-Committee of Board of Governors.		Chairperson to acknowledge receipt of letter (within ten working days). Meet with complainant (within 30 working days). Consider the complaint. Implement any agreements / changes. Confirm outcomes in writing (by the 40 th working day).
Refer to Ombudsman in Relation to an issue of maladministration.		

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Ardnashee School and College Complaints Procedure :

Making a complaint about the Principal (with timescales for responses).

STEPS		ACTIONS
FORMAL Stage- Step 1 Write to Chairperson of Board of Governors for referral to Complaints Sub-Committee		Chairperson to examine complaint. If complaint is from a member of staff or relates to a Child Protection issue it will no longer be dealt with under the Parental Complaints Procedure, but will instead be dealt with under the relevant Employee Relations Policy or Child Protection Policy. Chairperson to acknowledge receipt of letter (within 10 working days). Investigate the complaint/meet with complainant. Implement any agreements/changes. Confirm outcomes in writing (within 25 working days). No further action required.
APPEALS PROCESS- Step 2 Written request to Chairperson to have case heard by Appeals Sub-Committee of Board of Governors		Chairperson to acknowledge receipt of letter (within 10 working days). Meet with complainant (within 30 working days). Consider the complaint. Implement any agreements/changes. Confirm outcomes in writing (by the 40th working day).
Refer to Ombudsman in relation to an issue of maladministration		

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INTERVENTION TABLES: LEVEL 1 – LOW LEVEL BULLYING BEHAVIOUR (page 20-27 NIABF)				
Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern). Parents/carers will need to be informed of this decision	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD/LLW Citizenship lessons www.ccea.org.uk/	SCRIPTS: For use with individual pupils A rights Respecting Script: This reminds the pupil who is bullying of everyone's right to be safe. Rule Reminder Script: This reminds the pupil who is bullying of the appropriate rule which has been broken. Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour. ONE TO ONE INTERVIEW INTERVENTIONS Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour. Restorative Questioning: The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/supervisors a laminated set for consistency in managing bullying incidents. Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences. Shared Control Discussion: This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour. Think Time Discussion Sheet: Completing this encourages the pupils to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.	Pupil whose reaction to the bullying behaviour represents a low level of concern. Few if any additional needs and risk factors are present at this time.	Informal chat to enable pupil to identify possible solutions to current situation. Parental support if felt appropriate at this stage If a trained effective Buddy/Peer mediation support is available the pupil may wish to use this intervention Regular Monitoring and review of situation by class/form teacher.

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INTERVENTION TABLES :

LEVEL 2 – INTERMEDIATE LEVEL BULLYING BEHAVIOUR (page 28-36 NIABF)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2 Parents/carers will need to be informed of this decision and involved in providing support	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetables and implemented within: PDMU PD/LLW Citizenship lessons www.ccea.org.uk/	<u>SMALL GROUP INTERVENTIONS</u> Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly. These interventions work best when staff are trained. <u>Quality Circles:</u> volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Leadership Team who subsequently implement and evaluate solutions(s). <u>THE SUPPORT GROUP METHOD</u> This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time. Solution Focused Support Group (P32) Individual Behaviour Support Plan (COP Stage 2/SENCO)	Pupil whose reaction to the bullying behaviour presents a higher level of concern. Some additional needs and risk factors may be present at this stage.	Meet to: Gain pupil experiencing bullying behaviour consent to enable the situation to be discussed with peers in his/her absence. Receive feedback on intervention outcomes. Agree, teach and practice coping skills (eg. Foggling). Strength – Building Plan for Pupil If a trained effective Buddy/Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

ADDRESSING BULLYING POLICY

INTERVENTION TABLES:

LEVEL 3 – LEVEL 3 – COMPLEX BULLYING BEHAVIOUR (page 37-44 NIABF)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Following assessment if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factor.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PC/LLW Citizenship lessons www.ccea.org.uk/	INDIVIDUAL PUPIL INTERVENTION Monitoring by key member of staff. Behaviour management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences. Social and Emotional Mentoring by an identified member of staff. Individualised strength and emotional well being building programmes eg: Conflict resolution Solution focussed conversations Empathy training, mood management, anger management Peer support befriending/mentoring/mediation The Method of Shared Concern (PIKAS) interview. PARENTAL INVOLVEMENT At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change. ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES Independent Counselling Service for Schools Restorative meetings. Contact relevant EA.	Pupil whose reaction to the bullying behaviour is severe Many additional needs and risk factors present	Individual Pupil work Monitoring by key member of staff. Individual Support Plan for strength and emotional well-being building programmes Peer support/mentoring and befriending/mediation Support Group Method PIKAS interview Parental Involvement At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change. Additional advice/support from EA Services and External Agencies Is there a need for parent to consult with GP about child?

ADDRESSING BULLYING POLICY

INTERVENTION TABLES LEVEL 4 – HIGH RISK BULLYING BEHAVIOUR (page 45-46 NIABF)				
Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD/LLW Citizenship lessons www.ccea.org.uk/	Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams Refer to school's Promoting Positive Behaviour Policy and scheme for the suspension and expulsion of pupils.	Pupil presenting with significant mental health, criminal and/or child protection concerns	Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams