



# Parkhall Integrated College

## Anti-Bullying Policy

Agreed by Board of Governors: June 2023

To be reviewed June 2025

### Rationale

Parkhall Integrated College's mission statement is "to provide an inclusive, caring learning environment where each person feels valued and respected and are empowered to reach our full potential". The pastoral and behaviour structures of the college seek to serve these ends. It is an integral part of such an ethos that bullying will not be countenanced. All forms of bullying type behaviour are unacceptable. However, the College acknowledges that bullying type behaviour exists in all school communities and the wider society. Therefore, the College seeks to provide an open climate where students, staff and parents/guardians/guardians are free to talk. The college, students, staff and parents/guardians will work to eliminate bullying by an effective combination of support, guidance and interventions; by Prevention strategies (proactive) and Intervention strategies (reactive) drawn from the pastoral and behaviour management structures. This policy takes cognizance of the Addressing Bullying in Schools Act (Northern Ireland) 2016. See Appendix 4 for the Legislative context of this policy

### Purposes

This policy will comply with the Addressing Bullying in Schools Act (Northern Ireland) 2016 by:

- having a clear definition and awareness of what constitutes bullying type behaviour and that it is unacceptable.
- recognising that bullying type behaviour is everyone's concern, not somebody else's business and that roles and responsibilities are defined.
- setting out the processes and systems for reporting, recording, and monitoring bullying type behaviour.
- outlining different levels of intervention strategies to be employed when bullying type behaviour is identified.
- ensuring there is a consistent application of the policy in school, through the existing structures and programmes for pastoral care, personal and social education, and positive behaviour policy.
- outlining the Colleges preventative anti-bullying curriculum.

### Definitions

**Definition of "bullying" in Addressing Bullying in Schools Act (Northern Ireland) 2016.**

(1) In this Act "bullying" includes (but is not limited to) the repeated use of—

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

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

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

The College will use the following criteria, **TRIP**, to determine when socially unacceptable behaviour becomes Bullying Type Behaviour, based on the information gathered about the behaviour. See Appendix 1

- The behaviour is **Targeted** at a specific student or group of students.
- The behaviour IS **Repeated**
- The behaviour is **Intentional**.
- The behaviour is causing **Physical, emotional, or psychological harm**.

Characteristics vary:

- it may be short-term or prolonged
- it may be a 'one off 'incident' concerning the person subjected to bullying but more often is repetitive and intentional.
- it may be physical, verbal, or psychological
- gesturing, extortion, or exclusion may also occur
- generally, a power imbalance between students is evident
- it may be subtle or overt intimidation

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 understand the impact of their behaviour
- developmental age
- additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g., SBEW, ASD, FASD, NLD etc)
- Individual challenges E.g., family circumstances, trauma etc
- Levels of resilience

**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:

<b>Methods</b>	<b>Motivations</b>
<p><b>Methods:</b></p> <p><b>Physical</b> (includes for example; jostling physical intimidation, interfering with personal property, punching/kicking) Any other physical contact (which may include use of weapons)</p> <p><b>Verbal</b> (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours)</p> <p><b>Social</b> (includes group manipulation, individual manipulation, controlling behaviour)</p> <p><b>Indirect</b> includes omission, isolation, refusal to work with/talk to/play with/help others)</p> <p><b>Electronic</b> (through technology such as mobile phones and internet)</p> <p><b>Written</b></p>	<p><b>Motivations:</b></p> <ul style="list-style-type: none"> <li>• Ability</li> <li>• Age</li> <li>• Appearance</li> <li>• Child Looked After (CLA)/Care experienced</li> <li>• Community background</li> <li>• Cultural</li> <li>• Disability</li> <li>• SEN</li> <li>• Family circumstances (pregnancy, marital status, young carer status)</li> <li>• Economic Status/FSM</li> <li>• Gender/Gender identity/Perceived Gender</li> <li>• Newcomer/Migrant Status</li> <li>• Peer relationship breakdown</li> <li>• Political affiliation/sectarianism</li> <li>• Pregnancy</li> <li>• Race</li> <li>• Religion</li> <li>• Sexual orientation</li> <li>• Other _____</li> </ul>

Parkhall Integrated College will work to prevent bullying to its students

- on the premises of the school during the school day.
- while travelling to or from the school during the school term.
- while the student is in the lawful control or charge of a member of the staff of the school; or
- while the student is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

The 2016 Act gives the school authority to take steps to prevent bullying type behaviour using electronic communication, amongst registered pupils at any time during the school term, if that behaviour is likely to have a detrimental effect on a pupil’s education in school. With this aim at Park Hall Integrated School, we are committed to raising awareness of the potential impact of online bullying and seek to support pupils to make use of the internet in a safe, responsible and respectful way. We aim to do this through a range of preventative measures and approaches.

Potential signs and symptoms of those at risk from bullying are included in Appendix 1.

**Guidelines**

When recording and discussing bullying type concerns the language should focus on the behaviour. Instead of the term 'bully' the term 'pupil displaying bullying type behaviour' will be used and instead of the term 'victim' the term 'pupil experiencing bullying type behaviour will be used'

All instances of bullying type behaviour **must** be recorded using the Bullying Concern Assessment Form Appendix 2. Year Heads should keep copies of the information about bullying type incidents in the folder for each student involved and separately in a folder named "Records of bullying type incidents". Each term the number and nature of bullying type incidents should be sent to the Vice Principal. An annual report of bullying type incidents will be given to the Board of Governors.

As we move towards full usage of digital recording (e.g. SIMS) to record incidents of bullying behaviour, teachers and Year Heads should start to record information regarding bullying in this system. The behaviour module allows the recording of incidents involving the following terms: witness, target, student displaying bullying type behaviour, participant and bystander. This allows the recording of all incidents and all students involved, all methods and any motivations for bullying type behaviour will be included so that a full picture can be gathered, allowing better determination of bullying type incidents.

**Roles and Responsibilities**

Everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

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

Everyone has the responsibility to work together to:

- 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\* and other possible indications of bullying type behaviour
- inform the school of any concerns relating to bullying type 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 type 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 type 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 type behaviour and meet the needs of all parties.

### **The Board of Governors**

Whilst it is a statutory requirement under the Act to review anti-bullying policies at least every 4 years, it is important to note that safeguarding arrangements are reviewed on an annual basis. It is the responsibility of the Board of Governors to set out how the school's anti-bullying policy and practice will be reviewed.

To inform this review, Governors should review the records of alleged bullying incidents, including:

- The number of bullying incidents and the number of alleged bullying incidents not progressed under the Addressing Bullying in School Policy
- 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.

The Board of Governors should also 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 students, parents/guardians and school staff who feel that the school is now a safer environment because of the anti-bullying policy and practice.

Governors may wish to review the anti-bullying policies at intervals shorter than every four years.

### **The Principal**

The Principal, as the Secretary to the Board of Governors, will assist the Board of Governors to fulfil its Addressing Bullying in School responsibilities, keeping them informed of any changes to guidance, procedure or legislation ensuring any circulars and guidance from DE are shared promptly, and termly inclusion of Addressing Bullying in Schools activities on the Board of Governors meeting agenda

The Principal has delegated responsibility for establishing and managing the Addressing Bullying in School systems within the school.

### **Pastoral Care Team**

The Vice Principal, Heads of Pastoral Care and Heads of Year have responsibility for processing all reports for bullying type behaviour. See the Flowchart "Overview Illustrating the procedures involved when supporting students who are experiencing or displaying bullying or alleged bullying behaviours".

### **Heads of Year**

The Heads of Year should record the bullying behaviour type concern on SIMS and generate a Bullying Concern Assessment Form (BCAF), Appendix 2. This form should be completed to record the details of the incident and should be used to determine if the allegation meets the legal definition of Bullying Type Behaviour. If an allegation of bullying meets the criteria for bullying behaviour the Year Head should confirm this with the relevant Head of Pastoral Care and discuss the Level of Intervention which is most appropriate.

Heads of Year should ensure that the appropriate intervention strategies are in place and acted upon and that parents/guardians of all students involved are made aware of the of the incident and the intervention strategies. Intervention and the outcomes should be recorded on the BCAF.

### **Other Members of School Staff**

All members of staff should respond to allegations of bullying behaviour promptly and effectively and pass the information given on to the relevant Head of Year.

**Prevention Strategies (proactive)**

Staff Awareness

- the college is committed to ensuring that all staff have safeguarding and child protection training.
- all staff are aware of what constitutes bullying and that it is unacceptable
- urge observation in classrooms and in general throughout the school premises
- foster in our students, self-esteem and a sense of their rights and responsibilities to others
- keep records of incidents observed and informing colleagues through the pastoral and discipline structures
- having a whole school awareness of areas of risk and times
- recognise values we may display through the hidden curriculum and potential of subject content to promote positive behaviour or discourage aggression
- know the potential signs and symptoms of those at risk from bullying. (see appendix 1)

Students' Awareness

- students are expected to behave in a caring and respectful manner to each other and all members of the school community.
- students are encouraged to inform a member of staff if they feel bullied or threatened.
- students should refrain from any form of bullying behaviour, rather they should support anyone who is subjected to bullying behaviour.
- students are made aware of that bullying behaviour may be reported: -
  - by speaking to a member of staff
  - by using the dedicated school email address - [tellus274@parkhallintegratedcollege.antrim.ni.sch.uk](mailto:tellus274@parkhallintegratedcollege.antrim.ni.sch.uk).
  - by putting a note in the dedicated reporting box in the in the pastoral corridor.
- anti-bullying advice is included in the student planner for all students.
- the issue of bullying is addressed through assemblies at regular intervals throughout the school year including during Induction and Anti-Bullying week.
- all year 8 students are engaged in the "Standup, Speak out" anti-bullying training.
- the issue of bullying is addressed through classroom activities and lesson content.
- it is addressed further through Personal Development and positive behaviour is encouraged.

Parental Awareness

Parents/guardians are requested to support their child/children and the school by:

- watching for signs of distress or unusual behaviour in their child/children, which may be evidence of bullying.
- reporting to the school immediately any concerns around potential bullying.
- being supportive towards their child/children in reassuring them that it will be dealt with effectively.
- discouraging any form of revenge by the person subjected to bullying.
- co-operating fully with the school in resolving any difficulties that meets the needs of all child/children.
- Parents/guardians can report bullying type behaviour
  - by speaking to a member of staff
  - by using the dedicated school email address - [tellus274@parkhallintegratedcollege.antrim.ni.sch.uk](mailto:tellus274@parkhallintegratedcollege.antrim.ni.sch.uk)

Pastoral Care

- Focused assembles to raise awareness and promote understanding of key issues related to bullying.
- Provision of extra-curricular activities aimed at supporting the development of effective peer support relationships and networks.
- Year Heads should be approachable and encourage students to share their concerns
- Students should be encouraged to make use of this avenue to redress problems: to know staff care and will act appropriately
- Year Heads may address the issue through Year Assemblies, Class or Group Talks or individual counselling as appropriate
- Senior staff, parents/guardians and relevant outside agencies may be involved, and records kept.

### **Intervention Strategies (reactive)**

All staff should:

- be aware of potential bullying type behaviour in the classroom or whole school context
- take incidents seriously and act promptly
- react calmly so as not to allow a situation to escalate
- express support for the person experiencing bullying type behaviour
- express disapproval of the bullying type behaviour and if possible, ascertain why bullying type behaviour is being displayed and try to persuade them to change their behaviour.
- keep a detailed record of the incident witnessed by the member of staff or reported to them.
- complete this account and forward to appropriate Year Head(s) or the relevant Head of Pastoral Care
- make use of School Referral System:

#### Pastoral Care Team

- relevant Year Head(s) should ensure that any incident is dealt with appropriately using the Bullying Concern Assessment Form and involving parents/guardians. See the flowchart "Process to follow when supporting young people who are experiencing or displaying bullying type behaviours" on the next page.
- in cases where there is more than a single year group involved the relevant Head of Pastoral should co-ordinate the relevant procedures.
- Engage with parents of all students involved.
- Heads of Year should discuss the appropriate level of response to the incident with the relevant Head of Pastoral Care. See next section on Levels of Response.
- The relevant Head of Pastoral Care who should initiate further support, mediation, or counselling as appropriate for both the person displaying bullying type behaviour and the person experiencing bullying type behaviour. They should involve the SENCO when appropriate.

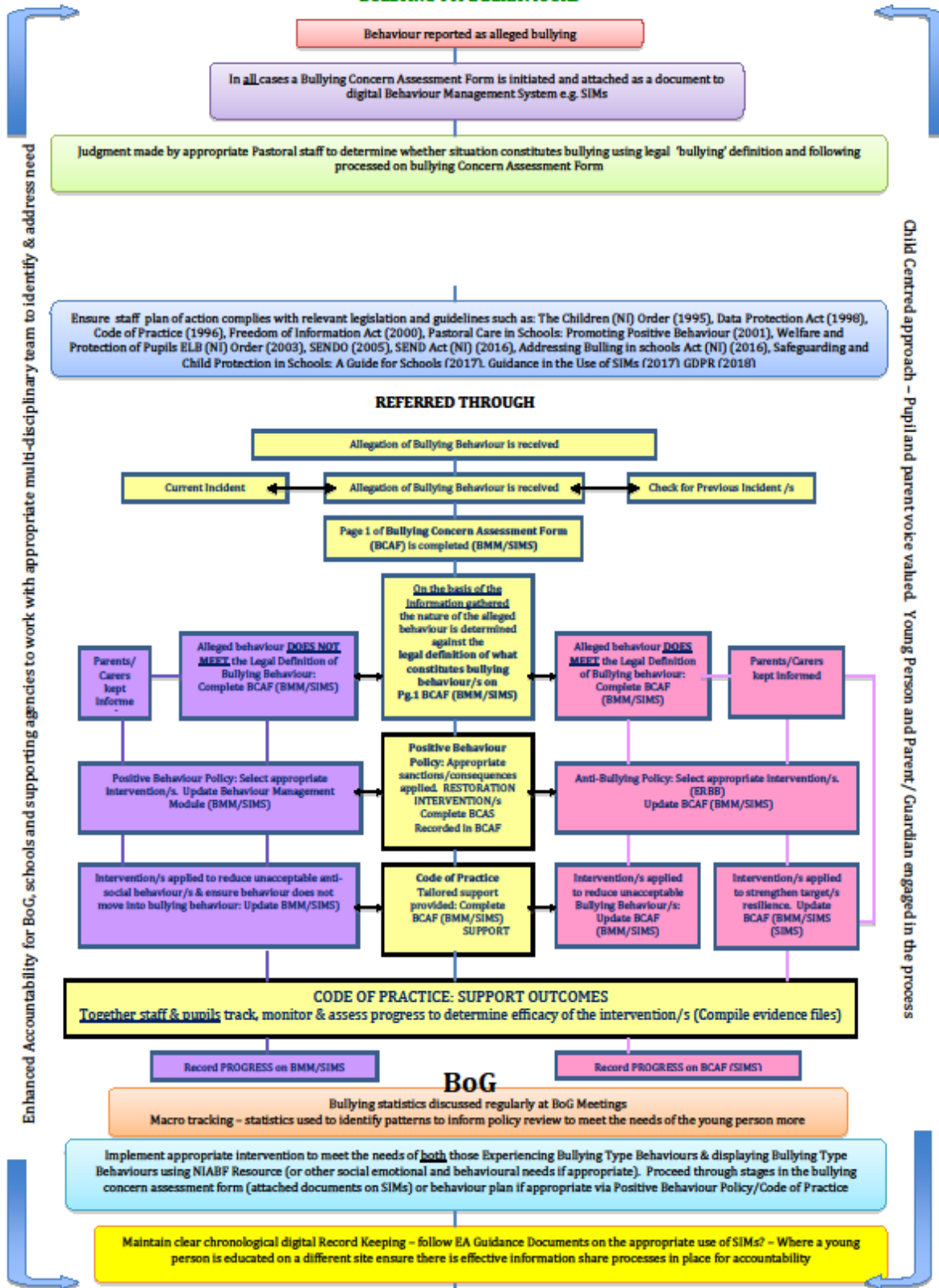
#### Responding to a bullying concern

To respond restoratively to a bullying concern, staff should adopt a positive approach, focused on supporting resolution of the situation.

Staff should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Responding to bullying behaviour requires a high amount of self-control as well as preparation to know what to say and do. The following are important factors when managing a bullying situation.

- Be calm. It is important to be clear thinking and emotionally in control.
- Be positive. Remember the importance of maintaining a positive relationship with all the pupils involved. Pupils are much more likely to modify their behaviour if they perceive that the teacher cares and if their behaviour meets the approval of their peers.
- Be assertive. Staff should clearly and honestly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop displaying the bullying behaviour, but also make amends with the child who has been experiencing bullying.
- Be confident. It is important to trust that you will be successful in implementing interventions that can have an impact on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil.
- Involve both the pupil experiencing and the pupil displaying the bullying behaviour in seeking an agreed way forward
- Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.

**PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS**



Enhanced Accountability for BoG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify & address need

Child Centred approach - Pupil and parent voice valued. Young Person and Parent/Guardian engaged in the process

**Suggested Levels of Response**

Our response moves through existing structures and personnel while employing a combination of intervention and support. The needs, interests and rights of the person experiencing the bullying behaviour should also be addressed and their parents/guardians informed/appraised of the issue as appropriate. Information and details regarding other students may not be able to be shared. The main aim of any intervention is to RESPOND to the bullying behaviour that is taking place, RESOLVE the concern and RESTORE the well-being of all those involved.

In selecting an intervention, schools should take account of:

- The level of severity.
- The age and ability of those involved.
- Whether an individual pupil or a group is involved.
- The level of staff confidence and competence in adopting a restorative, behaviour changing approach.
- The support of the parents/carers in adopting a restorative, behaviour-changing approach.
- Whether the pupil displaying bullying behaviour acknowledges the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention..
- The extent to which the young person experiencing bullying can be supported to develop resilience and coping skills, with or without external support.
- The legal status of the act e.g. assault.
- The need to ensure all interventions selected are recorded and outcomes tracked and monitored to assess efficacy of the interventions.

To determine level of severity, staff should take account of the following:

- The nature (method) of the bullying behaviour- for example deliberate: teasing, excluding or hitting.
- The frequency of the bullying behaviour: daily, weekly, or less often.
- The duration of the bullying behaviour: whether over a short or prolonged period.
- The perceptions of the child experiencing bullying. It is important to understand the impact of the bullying behaviour to help identify the interventions required.

The document "Effective responses to bullying behaviour" a selection of intervention strategies aimed at conflict resolution and education. This should be used as a reference in selecting the most appropriate interventions.

**A Summary of Progression for Levels of Response****Level One**

Interventions at level 1 are designed to help students displaying socially unacceptable behaviours or bullying type behaviour to recognise and reflect on their behaviour.

- Use school referral system
- Issue a verbal warning/counsel against repeat
- Parents/guardians of all parties informed by relevant class teacher/Year Head
- Implement a conflict resolution meeting between both parties. This is determined by the pastoral staff involved.

**Level Two**

In addition to Level 1 responses:

- School consequences as detailed in the school's positive behaviour policy invoked
- Reduce opportunity for contact by student displaying bullying behaviour with the student expiring bullying behaviour whilst resolution is sought.
- Parents/guardians of those engaged in bullying behaviour may be called to attend an intervention and support plan meeting.



**Level Three**

Interventions at this level, address situations of more complex bullying behaviour. In addition to Level 1 and 2 responses:

- Consequence as detailed in the school's positive behaviour policy
- Responses to bullying behaviour at this level may involve the Pastoral Coordinator, SENCO, Designated Teacher for Child Protection and other senior managers, working in partnership with the pupils, and their parents/carers, to determine the way forward in affecting change. Support and intervention plans should be agreed and recorded using Part 3a and 3b of the BCAF.
- College may use risk assessment and planning procedures to assess and manage any risks of further bullying concerns. All those involved with the pupil must contribute to both the risk assessment process and the Risk Reduction Action Plan (RRAP) see Appendix 3. Be clear about their individual ongoing role in the implementation, evaluation, and review of the plan. Planning may require multi-agency discussion, with involvement of Education Authority services and other external support agencies, in line with the Code of Practice procedures.
- Outside agencies involved as appropriate

**Level Four**

Bullying behaviours assessed as requiring intervention at Level 4 are complex and severe, involving a significant threat to the safety and welfare of any or all of the pupils involved In addition to Levels 1, 2 and 3 responses:

- a multi-disciplinary approach, involving a range of partner agencies including the Education Authority, Social Services, Child and Adolescent Mental Health Services CAMHS, the Police Service of Northern Ireland (PSNI) and other relevant support agencies contributing to a multi-agency RAMP and/or UNOCINI.
- Pre Exclusion meeting with Board of Governors.
- Meeting with Principal, the Education Authority and Board of Governors.
- Any potential referral to school's suspension or exclusion process in relation to behaviours at this level involving bullying type behaviour will be in accordance with the legislation within DE Circular Number: 2021/04 - Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland.
- If an incident has been high profile the College may need to refer to its Critical Incident Policy and if appropriate contact EA's Critical Incident Response Team.

**Consultation and Participation**

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016 at its earlier adaption in September 2019 and reviewed with stakeholder input in September 2021.

Consultation with students involved:

- Questionnaire to students
- The School Council workshop

Consultation with parents/guardians involved:

- Questionnaire to parent/guardians
- Parent Voice workshop

Consultation with all members of the school community involved:

- Staff survey for all staff, teaching and non-teaching
- Engagement activity for all staff, teaching and non-teaching
- Representative members of staff involved in writing anti-bullying policy

Consultation with Board of Governors

- Draft policy discussed and amended.

***These policy Guidelines are translated into action through other policies and procedures, for example:***

*Addressing Bullying in Schools Act (Northern Ireland) 2016.*

*“Effective responses to bullying behaviour” Revised January 2022*

*Pastoral care in Schools; promoting Positive Behaviour*

*Child Protection Policy*

*Pastoral Care Policy*

*Positive Behaviour Policy*

*Counselling Policy*

*Special Educational Needs Policy*

*Attendance Policy*

*Relationships and Sexuality Policy*

*Acceptable Use of the Internet Policy*

*Critical Incident Policy*

*Staff Harassment and Bullying policy*

**Appendix 1**

**Signs and Symptoms of Bullying**

Indications of those at risk from bullying may include:

- Lack of friends
- Isolation
- Poor communication and/or poor co-ordination
- Unusual physical characteristics
- Volatile, sulky or tearful behaviour
- Inexplicable behaviour
- Chooses to stay with adults
- Illness and absenteeism
- Lateness
- Accents or racial differences

The signs that may signify that a student is being bullied include:

- Being frightened of walking to and from school
- Being unwilling to come to school
- Beginning to do poorly in school work
- Displaying personality changes
- Complaining of feeling unwell (frequently)
- Having unexplained bruises and injuries
- Having possessions destroyed or go missing
- Showing reluctance to go into the playground
- Refusing to say what is wrong, or giving improbable excuses to explain any of these above.
- Isolated and ostracized

This list is not exhaustive

These signs and symptoms are for the whole school community of school staff, parents/guardians and students to act upon. All should be encouraged to respond and report where they have any misgivings about what they see.

Appendix 2

**The Bullying Concern Assessment Form (BCAF)**

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year & 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.**

<b>Is the behaviour intentional?</b>	<b>YES / NO</b>
--------------------------------------	-----------------

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

The criteria used above is fully compliant with the legal definition provided within the Addressing Bullying in Schools Act (NI) 2016.

**Schools concerned that the traditional imbalance of power has not been included within the Act’s definition may choose to add the imbalance of power to the above criteria if they have clearly stated within their Anti-Bullying Policy that it will be used in addition to the legal criteria.** Schools must then ensure it is included in the BCAF and applied with all of the above criteria consistently to every bullying incident or alleged bullying incident when determining whether or not bullying behaviour has occurred.

**One-off Incident**

<b>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:</b>	
<b>Criteria:</b>	<b>Information gathered:</b>
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	

<b>YES the above criteria have been fully met and bullying behaviour has occurred.</b>	<b>NO the above criterial have not been met and bullying behaviour has not occurred.</b>
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 the SIMS 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 or experienced this behaviour?**

Select one or more of the following:

- Individual to individual 1:1
- Individual to group
- Group to individual
- Group to group

**2.2 In what way did the bullying 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 the 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
- Other acts

Please specify: \_\_\_\_\_-

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

Select one or more of the following:

- Ability
- Age
- Appearance
- Community background
- Cultural
- Disability (related to perceived or actual disability)
- Family circumstance (pregnancy, marital status, young carer status)      Gender
- identity
- Child Looked After (CLA)
- Not known
- Other \_\_\_\_\_
- Peer Relationship breakdown
- Political affiliation
- Pregnancy
- Race
- Religion
- Sex
- Sexual orientation



**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:** \_\_\_\_\_

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Types of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcomes of Intervention</b>	<b>Review</b>

***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 3b 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  
(TO BE COMPLETED FOR EACH PUPIL INVOLVED)**

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:**



### Risk Assessment

The concept of risk assessment is now firmly embedded in wider society and is recognized as an effective means of controlling risk and keeping people safe. The Health and Safety Executive for Northern Ireland (HSENI) recommend a five step approach:

- step 1 - identify hazards and those at risk - what has the potential to cause injury or ill-health;
- step 2 - decide who might be harmed and how;
- step 3 - evaluate the risks with existing controls in place and decide if additional precautions are required to reduce the risk further;
- step 4 - record your findings and implement them;
- step 5 - review your risk assessment and update if necessary.

The EA has adopted this approach and to assist our staff in the completion of 'suitable and sufficient' risk assessments we have provided a standard template and a series of generic risk assessments. These are significantly complete and only require review and amendment to enable them to be applied locally and made site or risk specific.

### **GENERIC RISK ASSESSMENTS**

The generic risk assessments referred to have been developed using the formulas below. It is unlikely that generic assessments will be totally appropriate for each individual directorate/service/school, there may be different circumstances. They should therefore be modified by each directorate/service/school by applying the criteria below to the generic assessment, making that assessment specific to the specific area of work. This system of risk assessment is semi-quantitative in approach and mirrors the 5 X 5 Matrix used in the EA Risk Register format.

For example:

The risk rating in the generic assessments is calculated using the formula

#### **Likelihood (Probability) X Severity (Impact)**

e.g. something 'unlikely' to occur in your opinion (2) multiplied by severity rating of 'significant' (3) would result in a risk rating of 6 which is 'Tolerable' and only requires the control measures to be monitored and reviewed.

This calculation must be made with your existing precautions (control measures) in place. If you do have all, or more, of the existing precautions in the generic assessment operating then the risk factor may be lower.

If however, you have identified a particular hazard covered by a generic risk assessment and you do not have all, or any, of the existing precautions listed in place, then your risk factor will be higher and will require further action on your behalf to reduce the risk. This may involve adopting some, or all, of the 'existing precautions' listed and listing them as 'additional precautions' which are in effect further measures you need to implement to control the risk. You may also have other control measures in mind that are not listed and which are equally valid in controlling the risk. It is important

that a person (or organisation e.g. EA) is identified as the person (body) responsible for the remedial measures. A feasible date for implementation should also be recorded and no action by this date should prompt a reminder to the responsible person (body).

When the 'additional precautions' are implemented, and the risk assessment is reviewed then the 'additional precautions' become 'existing precautions' and the risk factor is recalculated.

Likelihood/Probability Rating		
Highly Probable/Almost certain	Will occur immediately or in the short term (chance of occurrence > 85%)	5
Probable/very likely	Could occur immediately or in the short term (Probability 61 to 85%)	4
Possible/likely	Fairly likely to occur in medium term, or in some circumstances (Probability 31 to 60%)	3
Unlikely	Unlikely to occur but could occur at some time (Probability 11 to 30%)	2
Remote/Rare	May only occur in exceptional circumstances (Probability <11%)	1

Severity/Impact Rating		
Catastrophic	Single or multiple fatalities, widespread illness, permanent or life changing injuries.	5
Major/serious	Major/serious injury or illness to an individual or group	4
Significant	Significant injuries or illness requiring absence from work	3
Moderate	Moderate injuries requiring first aid	2
Minor	Minor injury	1

## RISK MATRIX

<b>SEVERITY/IMPACT</b>	<b>Catastrophic</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>25</b>
	<b>Major</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>16</b>	<b>20</b>
	<b>Significant</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>12</b>	<b>15</b>
	<b>Moderate</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>
	<b>Minor</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
			<b>Remote Rare (&lt;11%)</b>	<b>Unlikely (11-30%)</b>	<b>Possible Likely (31-60%)</b>	<b>Probable Very Likely (61-85%)</b>	<b>Almost Certain (&gt;85%)</b>
<b>LIKELIHOOD/PROBABILITY</b>							



# Parkhall Integrated College

## Draft Addressing Bullying In School Policy

### RISK LEVELS

Risk Level Description	Numerical Value
<b>High – Intolerable.</b> Immediate action required. Activity should be stopped until control measures can be implemented to reduce risk before the work can resume	15 - 25
<b>Medium – Substantial.</b> Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be made to control/reduce the risk.	8 - 12
<b>Low – Tolerable.</b> Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.	4 - 6
<b>Insignificant – Trivial.</b> Monitor activity/task for future changes that would increase the risk	1 - 3



Appendix 4

**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 \(SBNI, 2017\)](#)

In addition, the following legislation and policies guide the development and the needs of our anti bullying policy for our school community:

- The Education and Libraries Order (NI) 2003 states “It is the responsibility of all schools to safeguard and promote the welfare of registered pupils.
- A young person’s welfare embraces all aspects of pastoral care, child protection, personal behaviour, health and wellbeing, safety and security (DE Circular 2003/13). **Schools therefore have a duty of care and must ensure that they safeguard pupils and staff**.  
ETI (Report of an Evaluation of Pupil Behaviour in Schools and Other Educational Settings) 2010
- “Every child has the right to be protected from ALL forms of physical, emotional, or mental violence, inhumane or degrading treatment, injury or abuse, neglect or punishment, negligent treatment, BULLYING, maltreatment or exploitation, including sexual exploitation or abuse”  
Article 3 (Human Rights Act 1998)
- To recognise and realise the positive potential of our school to challenge negative attitudes, values and practices, held in our society.  
NICIE (Promoting an Anti-Bias Approach to Education in NI)
- It is necessary to work with pupils presenting bullying behaviours to help them change and with targets to strengthen their resilience.  
It is necessary for all staff (teaching, non-teaching, support and ancillary) to employ agreed strategies for dealing on the spot with instances of clearly identified bullying behaviours.  
*Pastoral Care in Schools (Promoting Positive Behaviour - Para 125)*

**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 (e.g. school trip)
  - When receiving education organised by school but happening elsewhere (e.g. 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)