



Lurgan Junior High School

Anti-bullying Policy

Personnel Responsible: BOG.
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Contents

Section 1 – Statutory Context & Guidance	3
Ethos & Values.....	4
Links with other School Policies	5
Consultation	6
Section 2: What is Bullying Type Behaviour?	7
Trip Filter	7
Language.....	9
Journey To and From School	9
Electronic Communication	10
Section 2 – Context	11
Section 3 – Ethos & Principles	13
Section 5 – What is Bullying?.....	14
Section 6 – Preventative Measures	16
Section 7 – Responsibility.....	19
Section 8 – Reporting a Bullying Concern.....	19
Section 9 – Responding to a Bullying Concern.....	21
Section 10 – Recording	21
Section 11 – Professional Development of Staff.....	22
Section 12 – Monitoring and Review of Policy.....	22
Section 12 – Links to Other Policies	23
Appendix 1 - Documents referenced in the development of this policy	24
Appendix 4.....	45

Section 1 – Statutory Context & Guidance

At Lurgan Junior High School we acknowledge that bullying type behaviour exists in schools and wider society and can impact on the lives, mental health, and well-being of those involved. This policy aims to help create, maintain, and embed a culture where everyone agrees that bullying type behaviour is unacceptable.

We believe that safeguarding our pupils is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational school environment where concerns of bullying type behaviour may be shared and addressed, and where pupils are supported within the context of Article 19 Measures to Prevent Bullying, Education (NI) 2003 and the 2016 Addressing Bullying in Schools Act (N.I.) (see *appendix 1*).

The purpose of this policy is to:

- define bullying type behaviour
- summarise rights, roles and responsibilities
- explain preventative measures
- clarify processes used for reporting, recording, and responding
- outline monitoring and review processes

The policy is applied where concerns of alleged bullying type behaviour between pupils have been reported. For other concerns regarding bullying type behaviours please refer to the school complaints procedures or associated policies which are aligned DE Circular 2016/08 Public services ombudsman (NI) Act).

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, 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, alternative Educational Providers/Education Other than at School centres, home (Exceptional Teaching Arrangements)

Ethos & Values

At Lurgan Junior High School, we are committed to a preventative, responsive and restorative anti-bullying type behaviour 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 type behaviour and creating a safe and welcoming environment for all.

With our school mission statement of “every pupil has the right to feel valued, cared for and equal” at the heart of our education, we believe pupils have a right to learn in a safe and supportive environment, free from intimidation and fear. The welfare and well-being of all children are paramount and pupils’ needs, whether pupils displaying bullying type behaviour or the pupil experiencing bullying type behaviour, are our priority. Pupils’ needs must be separated from their behaviour.

At Lurgan Junior High School, we do not want to label pupils unfairly, so we use the term ‘*child who is experiencing bullying type behaviour*’ instead of ‘victim’. Also, instead of describing a pupil as ‘*a bully*’, we will use the term ‘*pupil who is displaying bullying type behaviour*’. In this way, we are separating the pupil from his/her socially unacceptable behaviour, emphasising that this pupil’s behaviour can change. We encourage all members of the school community to use this language when discussing bullying type behaviour incidents.

When bullying type behaviour concerns are identified, our school will work in a restorative and solution focused way, to achieve the necessary changes in behaviour and to restore relationships between the pupils involved. Pupils who are experiencing bullying type behaviour will be listened to, supported, and strengthened. Pupils who display bullying type behaviour will be listened to and supported to accept responsibility and change their behaviour. Interventions will be implemented to meet the needs of all pupils involved.

Staff will receive awareness training regarding bullying type behaviour prevention, including implementing effective and appropriate strategies for intervention.

Parents are made aware of how to report any concern or complaint they may have in relation to their child’s safety or well-being.

Through assemblies, including specific assemblies which take place during Anti-Bullying week, Form Periods and registration time in the mornings, we regularly remind pupils of what they should do if they are worried about bullying type behaviour which is taking place. During parent evenings, through consultation processes online, through the school website and in written policy documents, both pupils and parents are made aware of our school’s aim and practice to prevent bullying type behaviour occurring and of our policy and practice when responding restoratively to any bullying type behaviour concerns which may arise.

Links with other School Policies

Pupil welfare embraces all aspects of pastoral care. Our duty to safeguard and promote the welfare of pupils is addressed through school policies, such as the Positive Behaviour Policy, PD policy, Safeguarding and Child Protection policy, , Relationships & Sexuality Education policy, Mobile Phone policy and Acceptable Use of the Internet Policy.

Within the Positive Behaviour Policy, the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the response and strategies which the school uses to promote positive behaviour and to address and change inappropriate behaviour. In this way, we are actively preventing bullying type behaviour occurring.

This policy also links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies.

Bullying type behaviour and its impact on pupils may cause such 'significant harm' that a referral to Social Services at Gateway is necessary and this will be progressed following the normal Safeguarding/Child Protections procedures. Where reported incidents of bullying type behaviour have been assessed as socially unacceptable behaviour and not bullying type behaviour, we will follow through with our Positive Behaviour policy.

Consultation

This policy has been developed in consultation with registered pupils, their parents/carers and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016. We recognise the importance of working in partnership with all stakeholders in preventing bullying type behaviour occurring and in responding to such socially unacceptable behaviour promptly and effectively. Each academic year we hold a dedicated Anti-Bullying Week with assemblies and lessons taking place in all Form Classes.

At Lurgan Junior High School, we have met the requirement to consult with all our stakeholders in the following ways:

- Addressing Bullying Type Behaviour policy online, LJHS Facebook and accessed on LJHS website with hard copy also available through the school office for all stakeholders;
- Obtaining the views of elected representatives through The Pupils' Voice (our student council) and Prefects;
- Class-based activities across various subjects (PD, RE, English);
- Whole school online questionnaires distributed to all pupils;
- Online questionnaires distributed to parents via SIMS Parent App;
- Whole school/Individual class sessions with PSNI to promote staying safe online;
- Information to parents/carers by SIMS Parent App/Facebook/website;
- Policy Leaflet to all parents/carers as part of Pupil Induction;
- A dedicated NIABF Anti-bullying Week with assemblies and lessons taking place each academic year for all pupils and staff;
- Case Study/Engagement Activities Staff for all staff, teaching and non-teaching;
- SLT and PT members of staff involved in writing anti-bullying policy;
- Opportunities for those connected to the school - e.g. local clergy, local supporters, external agencies that regularly provide input (REACH, Aspire, LINKS Counselling, PSNI);
- Awareness-raising programmes e.g., posters around school promoting annual focus/theme; anti-bullying week assemblies led by our student council;
- Awareness-raising training for all staff in understanding what bullying type behaviour is, developing the school's definition and levels of intervention in responding to bullying type behaviour and exploration of the draft Addressing Bullying Type Behaviour policy;
- Obtaining the views of all Governors and parents before formal adoption of the policy.

Section 2: What is Bullying Type Behaviour?

'The Addressing Bullying in Schools Act (N.I.) 2016' provides schools with a legal definition which **must** be used by all schools to assess reported concerns of bullying type behaviour.

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.	

Trip Filter

While the legal definition, as set out in the Act, is the primary definition, we also use the mnemonic **TRIP**. This helps to build a shared understanding across our school community of the difference between socially unacceptable and bullying type behaviour.

Socially unacceptable behaviour becomes bullying type behaviour when, after clarifying facts and perceptions, **TRIP** is confirmed:

T	When the behaviour is <u>T</u>ARGETED at a specific pupil or group of pupils.
R	When the behaviour is <u>R</u>EPEATED over time.
I	When the behaviour is deliberately <u>I</u>NTENDED to cause harm.
P	When the behaviour causes <u>P</u>SYCHOLOGICAL/EMOTIONAL and/or <u>P</u>HYSICAL harm.

While an 'imbalance of power' has not been included in the legal definition, the Board of Governors have agreed to incorporate this criterion to help determine if bullying type behaviour was targeted. An 'imbalance of power' is present when someone **seen with lesser power**, is identified as an object of negative attention. It will be used to validate and confirm the final TRIP decision.

Although incidents usually involve **repetition**, a **one-off incident** may be classified as bullying type behaviour through consideration of the following criteria:

- severity and significance of the incident (See appendix 4)
- evidence of pre-meditation
- psychological/physical impact of the incident on the individuals and/or wider school community
- previous relationship(s) between those involved.
- any previous incident(s) involving the individuals.
- A **one-off electronic communication** can constitute bullying type behaviour through repeated viewing and unwanted sharing of a post.

The 2016 Act requires school to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. In this school, we will consider the following when assessing **TRIP**.

The pupil(s):

- capacity to regulate and understand the impact of their behaviour
- developmental age
- additional, educational, special, physical, or medical needs
- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. Social Behaviour Emotional Wellbeing, Autism, Attention Deficit Hyperactivity Disorder, Moderate Learning Difficulties etc.)
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience

Omission will be considered when addressing bullying type concerns. This is where a pupil(s) is or are wilfully excluded from a game, activity or group work etc causing potential **psychological harm**. Pupils do not have to be friends in this school, but friendly.

Language

We recognise that all behaviour is communication and should be addressed through a learner centred lens for those who display *and* experience socially unacceptable or bullying type behaviour. We will address all behaviour in a relational, solution focused manner aligned to Safeguarding and SEND.

When discussing allegations of bullying type behaviour, we use language that is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance (*see appendix 1*). We refer to the behaviour not the pupil and use the following:

- **pupil displaying bullying type behaviour** rather than the 'bully'.
- **pupil experiencing bullying type behaviour** rather than the 'victim'.
- **socially unacceptable behaviour** rather than 'bad behaviour' or 'serious/gross misconduct etc'

Any incident(s) which do not meet the legal definition and TRIP criteria will be addressed under the Positive Behaviour, Special Educational Needs, Child Protection, Safeguarding, Pastoral and Inclusion and Diversity policies. (Please see the parent and pupil guides in appendix 6).

Journey To and From School

The Act outlines a statutory requirement for schools to implement measures to prevent and address bullying type behaviour for pupils whilst travelling **to and from school**. To this end, in our school we:

Schools include examples of measures to address bullying type behaviour while travelling to/from schools e.g.

- Address safeguarding concerns reported in relation to travel to and from school;
- Provide timely support and intervention;
- Assign staff to support a structured, supervised transition at the beginning and end of the school day;
- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities;
- Reinforce positive and upstanding behaviour expectations through the preventative curriculum;
- Engage with the Pupil Voice about experiences on the journey to and from school;
- Promote and develop a culture where all pupils respect the rights of to travel safely;
- Communicate consistently the expectation to include and respect individual rights and diversity;
- Ensure effective communication with transport providers (e.g. Translink, EA Transport, etc) for early identification and response to reported concerns;
- Provide reporting mechanisms for school and the local community to report concerns confidentially e.g. safeguarding email address, 'whisper button.'

Electronic Communication

The Addressing Bullying in Schools Act enables school to take steps to help prevent and address online bullying type behaviour involving registered pupils during term time. We acknowledge that negative online behaviour occurring either in or out of school hours, can harm a pupil's education and emotional well-being, and we will support affected individuals. At Lurgan Junior High School we are committed to supporting our pupils to use the internet safely, responsibly, and respectfully.

The Addressing Bullying Policy is one of several school policies that address electronic behaviour and are reviewed in response to technological developments. As such, follow up is aligned to the wider policy suite.

In Lurgan Junior High School we aim to prevent electronic bullying type behaviour by:

Schools to specify the preventative and responsive measures to address electronic bullying type behaviour e.g. Addressing key themes of electronic online behaviour and risk through curriculum content.

- Engaging with statutory and voluntary sector agencies and resources (e.g. Safeguarding Board NI, PSNI, Public Health Agency, Safer Schools App) to support the promotion of key messages and online safe digital use.
- Participating in Safer Electronic/Online/Cyber Campaigns to promote key messages.
- Addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention.
- Providing reporting mechanisms for school and wider community to report concerns confidentially e.g. safeguarding email address, 'whisper button'
- Creating, agreeing and implementing an Acceptable Use Agreements see DE Circular 2016/27
- Ensuring all staff regularly have on-line safety training.

Section 2 – Context

This policy has been developed within the legislative and policy/guidance framework applicable. This includes:

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](#)
- [Data Protection Act \(1998\)](#)
- [Code of Practice \(1996\)](#)
- [Freedom of Information Act \(2000\)](#)

The Policy & Guidance Context

- [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 \(DE, 2001\)](#)
- [Welfare and Protection of Pupils ELB 9NI\) Order \(2003\)](#)
- [SENDO \(2005\), SEND Act \(NI\) \(2016\)](#)
- [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, Updated September 2023\)](#)
- [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 \(SBNI, 2017\)](#)
- [Guidance in the Use of SIMS \(2017\) GDPR \(2018\)](#)

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 type behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying type behaviour and alleged bullying type behaviour.

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)

Section 3 – Ethos & Principles

At Lurgan Junior High School, we are committed to a preventative, responsive and restorative anti-bullying type behaviour 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 type behaviour and creating a safe and welcoming environment for all.

With our school mission statement of “every pupil has the right to feel valued, cared for and equal” at the heart of our education, we believe pupils have a right to learn in a safe and supportive environment, free from intimidation and fear. The welfare and well-being of all children are paramount and pupils’ needs, whether pupils displaying bullying type behaviour or the pupil experiencing bullying type behaviour, are our priority. Pupils’ needs must be separated from their behaviour.

At Lurgan Junior High School, we do not want to label pupils unfairly, so we use the term ‘*child who is experiencing bullying type behaviour*’ instead of ‘victim’. Also, instead of describing a pupil as ‘*a bully*’, we will use the term ‘*pupil who is displaying bullying type behaviour*’. In this way, we are separating the pupil from his/her socially unacceptable behaviour, emphasising that this pupil’s behaviour can change. We encourage all members of the school community to use this language when discussing bullying type behaviour incidents.

When bullying type behaviour concerns are identified, our school will work in a restorative and solution focused way, to achieve the necessary changes in behaviour and to restore relationships between the pupils involved. Pupils who are experiencing bullying type behaviour will be listened to, supported, and strengthened. Pupils who display bullying type behaviour will be listened to and supported to accept responsibility and change their behaviour. Interventions will be implemented to meet the needs of all pupils involved.

Staff will receive awareness-raising training regarding bullying type behaviour prevention, including implementing effective and appropriate strategies for intervention.

Parents are made aware of how to report any concern or complaint they may have in relation to their child’s safety or well-being.

Through assemblies, including specific assemblies which take place during Anti-Bullying week, Form Periods and registration time in the mornings, we regularly remind pupils of what they should do if they are worried about bullying type behaviour which is taking place. During parent evenings, through consultation processes online, through the school website and in written policy documents, both pupils and parents are made aware of our school’s aim and practice to prevent bullying type behaviour occurring and of our policy and practice when responding restoratively to any bullying type behaviour concerns which may arise.

Section 5 – What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides all schools with a legal definition which is as follows:

Addressing Bullying in Schools Definition of “bullying”:

1.—(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.

As a school community, we have sought to understand what bullying type behaviour is and the different forms it can take, as the starting point for tackling bullying type behaviour effectively. We understand that not all unacceptable, unkind, hurtful behaviour is bullying type behaviour. To develop an awareness and understanding of how socially unacceptable behaviour becomes bullying type behaviour, we need to confirm that the following criteria have been met:

- the behaviour is **Targeted** at a specific pupil or group of pupils;
- the behaviour is **Repeated** over a period of time;
- the behaviour is **Intentional** to cause harm;
- the behaviour causes **Psychological, Emotional and/or Physical harm**.

While bullying type behaviour is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying type behaviour. When assessing a one-off incident, to make a decision on whether to classify it as bullying type behaviour, 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 type behaviour will be addressed under the Positive Behaviour Policy.

The following socially unacceptable behaviours, when repeated, targeted and intentionally hurtful, 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;
- Refusing to include someone in group work.

Electronic Acts

- Using online platforms or other electronic communication to carry out many of the written acts noted above;
- Impersonating someone online to cause hurt;
- Sharing images (e.g. photographs or videos) online to embarrass someone.

Where such lists are included in the policy, it should be stressed that the list is not exhaustive and that other behaviours which fit with the definition may be considered bullying type behaviour.

Lurgan JHS may have to consider various motivations behind bullying, including those named in the Act. These include, but are not limited to:

- age
- appearance
- breakdown in peer relationships
- community background
- political affiliation
- sexual orientation
- pregnancy
- marital status
- race
- religion
- ability
- Looked After Child status
- Young Carer status

As a school we may also use the definitions of emotional and physical harm which are set out in the DE Guidance.

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.

As a school, we recognise that we need to consider pupils with SEN when dealing with bullying type behaviour and discretions will be applied where we see capacity for understanding is reduced or limited. For pupils experiencing bullying type behaviour, we are mindful that there may be a lack of resilience and we need to work together to develop and build resilience.

Section 6 – Preventative Measures

At LJHS we aim to promote a strong anti-bullying ethos within the school and the wider school community. Under the legislation, the focus for all anti-bullying work will be on prevention, building positive relationships and creating a safe learning environment. Within our curriculum, we provide children with the opportunity to develop a range of skills, including assertiveness and communication skills, in a wide variety of contexts, both inside and outside the classroom. The school curriculum (PD, RE, English) addresses prejudice, discrimination and social/emotional learning. We also provide opportunities for developing positive peer relationships and promoting key messages during a wide variety of extra-curricular activities, through induction days with Form Teachers, registration time in the mornings, extended assemblies at the commencement of each term and our Positive Mental Health & Well-being Days at the end of each half term and full term.

Within our school community, we have agreed and communicated our school expectations for positive behavior through teaching our behaviour routines during our separate year group Induction Days at the beginning of the school year, and ongoing reminders during form time and School Assemblies. These behaviour routines are also in video form on our website. We promote positive behaviour, always reinforcing the school procedures, and we reward and incentivise pupils through our achievement points (which are also House points) rewards system, where pupils can gain achievement points for a wide variety of positive behaviours – for example, high levels of engagement in class, good answering, full attendance, punctuality to school and class, excellent uniform, being kind and helpful, etc.

We hold rewards assemblies to congratulate pupils on their achievement points and award certificates, etc. For behaviours outside the classroom, we have Conduct Cards, where staff can give positive signings for excellent manners, helpfulness and kindness for example. These translate into achievement points on SIMS. When pupils achieve a certain number of achievement points, they receive a reward depending on the number of achievement points reached (postcard to their home, canteen queue jump, special break, Bronze/Silver/Gold/Diamond/Platinum certificate, etc.) and at each milestone, they are entered into their year group rewards draw which takes place at the end of each term.

There is school wide supervision and effective, consistent behaviour management by all staff. Supervisory staff have been trained in how to respond to incidents of unkind/ socially unacceptable behaviour and are aware of the arrangements for responding to bullying type behaviour incidents. When any socially unacceptable behaviour is observed or reported, staff may use strategies to help the pupil reflect on his/her behaviour to help restore this pupil back into acceptable, positive behaviour. Should concerns regarding bullying type behaviour arise, we aim to implement effective, appropriate interventions and a primary aim is to ensure the safety of the pupil experiencing bullying type behaviour.

To this end, we can create safe spaces through changing seating arrangements and implementing peer support arrangements, including establishing a buddy/buddies to

befriend and support vulnerable pupils when moving around school and in the school playground. As appropriate, we address issues and concerns restoratively with individuals who engage in displaying bullying type behaviour and within the wider group using a range of strategies as detailed in our Positive Behaviour Policy, consistent with The NI Anti-Bullying Forum 'Effective responses to Bullying Behaviour' document.

Should bullying type behaviour persist, despite early interventions by a Class teacher, Form Teacher, Head of Department and/or Year Head, Supported Learning teacher, LSC staff, additional support and further appropriate interventions will be made available from the Principal, School Leadership Team (SLT) and referrals may be made, where necessary, to external agencies such as the Behaviour Support Team(BST), CPSS, Gateway, Education Welfare Services (EWS).

Positive relationships are at the core of everything we do in Lurgan Junior High School, and through the promotion of our three 'R's, –**R**espect for self and others; **R**esponsibility for all of their actions and **R**esilience, our aim is that 'each pupil feels valued, care for and equal', able to express their fears and concerns and to develop a sense of their responsibility and empathy for others. This process is facilitated through key actions with the aim of preventing bullying type behaviour such as:

- 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 e.g., inclusion of age-appropriate material specific to individual subject areas related to bullying type behaviour, positive behaviour and inclusion;
- addressing issues such as the various forms of bullying type behaviour, including the how and why it can happen, through PD/LLW/Citizenship (e.g. sectarian, racist, homophobic, disablist, etc.) and scenarios/activities such as PD lessons in which children explore their needs, rights and feelings and how to deal with situations they may experience;
- 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;
- participation in the NIABF annual Anti-Bullying Week activities;
- engagement in key national and regional campaigns, e.g. Safer Internet Day, etc.;
- peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school;
- development of effective strategies for playground management, e.g. training for supervisors, year group playgrounds, inclusion of specific resources (buddy benches);
- focused assemblies to raise awareness and promote understanding of key issues related to bullying;
- development of effective strategies for the management of unstructured times (e.g. break time, lunch);
- provision and promotion of extra-curricular activities aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.;

- activities in lessons, i.e. PD, in which children explore their needs, rights and feelings and how to deal with situations they may experience;
- promotion and use of the Safer Schools NI App;
- use of the whisper button on our website;
- reporting any bullying type behaviour concerns to a trusted adult (Form Teacher) in school.

Under this legislation, Lurgan JHS will also promote the following preventative measures to counter bullying type behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways LJHS can further build upon this related specifically on the journey to and from school. This includes:

- development of 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;
- reminders about reporting any concerns to a trusted adult in school or through use of the whisper button on our website or Safer Schools NI App;
- measures to empower pupils to challenge inappropriate and socially unacceptable behaviour of their peers during the journey to and from school. This may include the use of the 'whisper button' should pupils feel unable to challenge pupils displaying bullying type behaviour openly, and the implementation of peer monitoring systems on buses, taxis, cars, bikes and for those walking;
- regular engagement with transport providers (e.g. Translink, etc.) to ensure effective communication and the early identification of any concerns;
- promotion of key anti-bullying type behaviour messages and awareness of behaviour expectations of pupils amongst the local community (e.g. 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).

This legislation also gives Lurgan JHS the authority to take steps to prevent bullying type behaviour through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. We aim to raise awareness of the nature and impact of online bullying type behaviour 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 RE/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 (e.g. 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 (e.g. Acceptable Use of the Internet Policy, Mobile Phone Policy, Safeguarding and Child Protection Policy, etc.);
- promoting use of the Safer Schools NI App by pupils, parents and staff.

Section 7 – Responsibility

At Lurgan JHS everyone has a responsibility for creating a safe and supportive learning environment for all members of the school community. Everyone in the school community, including pupils, their parents/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 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 type 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 experiencing bullying type behaviour, unless it is unsafe to do so;
- report any concerns or instances of bullying type behaviour witnessed or suspected, to a member of staff;
- emphasise the importance of seeking help from a trusted adult about bullying type 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.

Section 8 – Reporting a Bullying Concern

Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. Taking this into account, pupils at LJHS are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. Pupils can raise concerns and report bullying concerns to staff in the following ways: -

- verbally- talking to a member of staff;
- by writing a note to a member of staff (e.g. in a homework diary);
- by sending an email to a member of staff or to a dedicated email address;

- by using the whisper button on our website;
- by speaking to a member of the Prefect team or student council, The Pupils' Voice, who can pass on these concerns to the relevant member of staff.

Any pupil can raise a concern about bullying type behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying type behaviour that they experience or is experienced by another.

Parents/Carers Reporting a Concern

Parents and carers have a responsibility to raise concerns about alleged bullying type behaviour with the school at the earliest opportunity. Parents/carers need to encourage their children to react appropriately to bullying type behaviour and to not do anything to retaliate or to 'hit back'.

The process of parents/carers reporting bullying type behaviour concerns is as follows.

- In the first instance, all bullying type behaviour concerns should be reported to the Form 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 Year Head.
- Where the parent is not satisfied that appropriate action has been taken by the Year Head to prevent further incidents, or where further incidents have taken place, the concern should be reported to a Senior Teacher/Vice-Principal.

All reports of bullying type behaviour concerns received from pupils and/or parents/carers will be responded to in line with this policy and that 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.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's Complaints Procedure should be followed which involves making a formal, written complaint to the Principal. Where the parent/carer is still not satisfied that the concern has not been appropriately responded to, the concern can be progressed to the Chair of the Board of Governors and if the outcome remains the same and the parent/carer wishes to take it further, it can be progressed to the Ombudsman, as detailed in our Complaints Procedure.

This is the link to our Complaints Procedure:

<https://tinyurl.com/ljhscomplaintsprocedure23>.

In addition, parents can contact the Addressing Bullying in Schools Implementation Team at the EA for advice and guidance. The email address for this is:

ABSITeam@eani.org.uk

Section 9 – Responding to a Bullying Concern

The processes outlined below provide a framework for how Lurgan JHS will respond to any bullying type behaviour concerns identified. The focus of any intervention will be on how to respond to and resolve the bullying type behaviour concern and restoring the wellbeing of those involved as well as concentrating on the prevention of any further incidents. NIABF also advocates a restorative approach to responding to bullying type behaviour. We will assess and plan appropriate interventions with reference to the school's Positive Behaviour Policy and the completed Bullying Concern Assessment Form (BCAF). Through this assessment, roles and responsibilities will be defined for all staff in responding to an incident, ensuring that communication between all involved is maintained: pupils, parents and staff. Actions agreed and a key named person will be noted. Time frames involved in responding will be noted and adhered to.

The member of staff responsible shall:

- clarify facts and perceptions and record the information;
- check records (SIMS Behaviour Management Module, IEPs);
- assess the incident against the criteria for bullying type behaviour;
- identify any themes or motivating factors;
- identify the type of bullying behaviour being displayed;
- select and implement appropriate interventions for all pupils involved,;
- track, monitor and record effectiveness of interventions;
- review outcome of interventions;
- select and implement further interventions as necessary.

Any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers. We may also obtain advice, support or make a referral to a relevant Support Services e.g. Behaviour SupportTeam, EWO, Education Psychology, Child Protection Support Services. We will continue to monitor and support all pupils involved.

Section 10 – Recording

It is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour. Lurgan JHS will complete a BCAF and centrally record all relevant information related to reports of bullying type behaviour concerns on the SIMS Behaviour Management Module which is part of the C2k system in schools. Records will include:

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

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 type behaviour and alleged bullying type behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section 11 – Professional Development of Staff

Lurgan JHS recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This will include:

- a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions;
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.;
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching;
- stating that CPD records will be kept and updated regularly;
- training in appropriate interventions in line with NIABF's Guidance document "Effective responses to Bullying Behaviour";
- identifying relevant future training needs within the School Development Planning Process.

Section 12 – Monitoring and Review of Policy

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 type behaviour will be noted;
- identify trends and priorities for action;
- assess the effectiveness of strategies aimed at preventing bullying type behaviour;
- assess the effectiveness of strategies aimed at responding to bullying type 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 March 2026.

Principal: _____ Date: _____

Chair of the Board of Governors: _____ Date: _____

Section 12 – 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
- Safeguarding and Child Protection Policy
- Special Educational Needs 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

Appendix 1 - Documents referenced in the development of this policy

1. This policy has been developed consistent with **Addressing Bullying in Schools Act (NI) 2016, The Education and Libraries (Northern Ireland) Order 2003** and **DE Circular 2003/13 Welfare and Protection of Pupils: Education and Libraries (Northern Ireland) Order 2003.**

2. Further information on specific articles of the legislation referring to the welfare and

protection of pupils includes the following:

a. ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS

b. ARTICLE 18 – CHILD PROTECTION MEASURES

c. ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING

3. 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

4. Circular 2017/04 - Safeguarding and Child Protection in Schools - A Guide for Schools

5. The United Nations Convention on the Rights of the Child (1992)

a. Article 12 - the right to express views and have these taken seriously

b. Article 19 - the right to protection- including bullying

6. Northern Ireland Anti-Bullying Forum - Guidance Documents

Effective responses to Bullying Behaviour 2012

7. Rigby, Ken, New Perspectives on Bullying 2002

Appendix 2

Signs and Symptoms

A Guide for Parents and Staff

In spite of a positive and supportive climate within the school, pupils may still be reluctant to report instances of bullying type behaviour, perhaps because they are fearful of the consequences. It is often left to the observant parent or staff member to detect signs of emotional distress in the pupil and, in time, to identify bullying type

behaviour as its cause. The signs and symptoms of bullying type behaviour can be confirmed if it meets the T.R.I.P. criteria:

- the behaviour is **Targeted** at a specific pupil or group of pupils;
- the behaviour is **Repeated** over a period of time;
- the behaviour is **Intentional** to cause harm;
- the behaviour causes **Psychological, Emotional and/or Physical harm**.

The following list is compiled from 'Promoting Positive Behaviour' DENI 2001 and 'Don't Suffer in Silence' DFES 2002. It is not exhaustive and there may be other causes for such signs and symptoms. Pupils may:

- have mystery cuts or bruises, damaged clothing or belongings;
- seek reasons for not attending school or begin to play truant;
- be reluctant to travel home on the school bus or to walk home at the same time as other pupils, may look for excuses to leave school early or stay later in school or may look for different routes to and from school;
- lose possessions such as pens or books and their workbooks may be destroyed or the work in them defaced. Items of school uniform and games kit may be mislaid and packed lunches spoilt;
- be continually in need of money. Pupils who are experiencing bullying type behaviour are telling their parents that they have lost money or used it for unusual purposes. In reality, it may have been stolen or used to placate the pupil displaying bullying type behaviours;
- try to avoid going out to play at break or lunch times and, if persuaded to, remain close to an adult supervisor;
- be more anxious or insecure than others, have fewer friends and often feel unhappy and lonely;
- suffer from low self-esteem and negative self-image, looking upon themselves as failures and feel stupid, ashamed and unattractive;
- in the most serious cases, present a range of clinical symptoms such as headaches, stomach aches, bed-wetting, sleeping difficulties and sadness. Experiencing bullying type behaviour may also lead to anxiety, depression and lack of trust in adult life.

Appendix 3

Bullying Concern Assessment Form (BCAF) (Recording a Bullying Concern). The following BCAF is due for update by ABSiT at the EA, but is included here in its present format until such times as the updated form becomes available.

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

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PART 1 - Assessment of Concern

Date:

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

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

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

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

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

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

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
Is the behaviour targeted at a specific pupil or group of pupils? Is the behaviour intentional?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour intentional?	YES / NO
Is the behaviour causing psychological, 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)
☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)
☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
☐ Electronic (through technology such as mobile phones and internet)
☐ Written
☐ Other Acts

Please specify: _____ -

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

Select one or more of the following:

- ☐ Age
☐ Appearance
☐ Cultural

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

Part 3a
RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:
Pupil Name:
Year Group/Class:
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR
Parent/ carer informed:
Date:
By whom:
Staff Involved:

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

Principal: Mr. J. McCoy BA(Hons), MSc, PGCE, PQH(NI), AIOSH, MCCT.

Gilford Road, Lurgan, Co. Armagh. BT66 8SU.

Tel: 028 3832 3243

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

Part 3b c interventions until an **agreed** satisfactory outcome has been achieved

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

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

Parent/ carer informed:

Date:

By whom:

Staff Involved:

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

Record of participation in planning for interventions

Pupil:

Parent/carers:

Other Agencies:

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

APPENDIX 4

PROCEDURES IN DEALING WITH REPORTED INCIDENTS OF ALLEGED BULLYING TYPE BEHAVIOUR

Teaching Staff:

- ☐ Treat all reported incidents seriously, with an open mind and investigate incident as soon as possible.
- ☐ Take separate written Incident Report forms from pupil displaying bullying type behaviour, pupil experiencing bullying type behaviour and witnesses.
- ☐ Record all details and report it to the Form Teacher/Year Head. Attach Incident Report forms onto Pupil Behaviour Management System. Complete BCAF.
- ☐ Retain all records and place in student folder in the office when the investigation is completed. Update Behaviour Management in Pupil SIMS folder if/when applicable.
- ☐ Discuss with Year Head to ascertain seriousness of situation and if steps have been followed. Ensure all interventions are recorded and monitored through the BCAF.
- ☐ Try to resolve situation amicably/restoratively and encourage pupils to work together.
- ☐ Monitor situation and the effectiveness of interventions.

Parents

Parents should be listened to when they report anything about alleged bullying type behaviour to the school and their complaint investigated thoroughly. Contact with parents may be through face-to-face meetings and phone calls. Parents will be informed of the action which has been taken in relation to their child and encouraged to contact the school again if there are any further concerns. Parents will be notified that school is not permitted to discuss or disclose any interventions or supports in place for any other pupil who is not their child.

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Non-Teaching Staff

Should be encouraged to report any alleged bullying type behaviour to the pupil's Form Teacher or, in their absence, the pupil's Year Head.

Responding to Alleged Bullying Type Behaviour

It is necessary to investigate each incident separately and to deal with it on an individual basis. Some may require advice and counselling using both inside and outside school agencies. Others will require interventions and support which may vary according to the seriousness of the incident. These will be decided by the Form Teacher/Year Head/SLT.

Part 3a
RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:
Pupil Name:
Year Group/Class:
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR
Parent/ carer informed:
Date:
By whom:
Staff Involved:

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

Principal: Mr. J. McCoy BA(Hons), MSc, PGCE, PQH(NI), AIOSH, MCCT.

Gilford Road, Lurgan, Co. Armagh. BT66 8SU.

Tel: 028 3832 3243

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

Part 3b c interventions until an **agreed** satisfactory outcome has been achieved

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

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

Parent/ carer informed:

Date:

By whom:

Staff Involved:

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

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

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

Appendix 4

PROCEDURES IN DEALING WITH REPORTED INCIDENTS OF ALEDGED BULLYING

Teaching Staff:

- ☐ Treat all reported incidents seriously, with an open mind and investigate incident as soon as possible.
- ☐ Take separate written Incident Report forms from pupil displaying bullying behaviour, pupil experiencing bullying behaviour and witnesses.
- ☐ Record all details and report it to the Form Teacher/Year Head. Attach Incident Report forms onto Pupil Behaviour Management System.
- ☐ Retain all records and place in student folder in the office when the investigation is completed. Update Behaviour Management in Pupil SIMS folder if/when applicable.
- ☐ Discuss with Year Head to ascertain seriousness of situation and if steps have been followed.
- ☐ Try to resolve situation amicably/restoratively and encourage pupils to work together.
- ☐ Monitor situation.

Parents

Parents should be listened to when they report anything about alleged bullying to the school and their complaint investigated thoroughly. They should be informed of the action which has been taken and encouraged to contact the school again if this should prove necessary.

Non-Teaching Staff

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Should be encouraged to report any alleged bullying incident to the pupil's Form Teacher or, in their absence, the pupil's Year Head.

Responding to Alleged Bullying

Not all acts of alleged bullying require punitive measures. It is necessary to investigate each incident separately and to deal with it on an individual basis. Some may require advice and counselling using both inside and outside school agencies. Others will require sanctions which may vary according to the seriousness of the incident. These will be decided by the Form Teacher/Year Head/SLT, e.g. additional work – offence related, after school detention, Year Head Report, exclusion from school events, suspension, expulsion.