DUNCLUG COLLEGE
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Anti-Bullying Policy

Addressing the Bullying in Schools Act

(Northern Ireland) 2016

Version	Date	Revision Author	Summary of Changes
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Anti-Bullying Policy

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Section 1 – Introduction and Statement

School Ethos

"We provide a high quality, child-centred education in a caring environment, built upon good personal relationships and honest partnership. Through achievement and the development of mutual respect, all pupils are challenged and encouraged to become valued citizens".

1.1 All students attend school to learn, and in the process should feel safe and valued. 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.

1.2 At Dunclug College we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

Section 2 – Context

This policy has been informed and developed to meet legislative requirements and policy/guidance. This includes:

2.1 The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- Public Services Ombudsman Act (Northern Ireland) 2016
- The Children's Services Cooperation Act (Northern Ireland) 2015
- The Special Education Needs and Disability Order (Northern Ireland) 2005
- The Special Educational Needs and Disability Act (Northern Ireland) 2016
- 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

2.2 The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- CCEA Relationships and Education Resource Guidance (2024)
- ETI Safeguarding Proforma (ETI, 2023)
- Miss School = Miss Out Improving Pupil Attendance Strategy (DE, 2016)
- Suspensions and Exclusions for Pupils in Northern Ireland (DE Circular, March 2021)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)

- Every School a Good School DE 2009 https://www.education-ni.gov.uk/articles/every-school-good-school-esags
- 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)

2.3 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 ensure the school has an effective Addressing Bullying Policy and practices aligned to the Addressing Bullying in Schools (NI) Act 2016 which commenced in schools September 2021.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
  - In school, during the school day
  - While travelling to and from school
  - When under control of school staff, but away from school (eg. school trip)
  - When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
- Requires that the policy be updated at least every four years.
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
  - 'Safeguard and promote the welfare of registered pupils' (A.17)
- The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
  - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
  - Be protected from discrimination. (A.2)
  - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
  - Education. (A.28)

Section 3 – Ethos & Aims

School Ethos

"We provide a high quality, child-centred education in a caring environment, built upon good personal relationships and honest partnership. Through achievement and the development of mutual respect, all pupils are challenged and encouraged to become valued citizens".

School Aims: In the pursuit of our ethos we specify the following aims:

3.1.i Personal

- Develop an inclusive environment where every individual, (students, Governors, staff and parents), makes a contribution and feels valued
- Develop in students an awareness of their inherent worth and potential for growth
- Provide challenges for every individual to achieve his/her potential or beyond the potential that has been identified: academically, vocationally and through all forms of enrichment
- Provide support to enable all who are potentially vulnerable or marginalised to progress
- Encourage students to develop increasing independence and confidence
- Encourage development of self-discipline and a sense of personal responsibility
- Facilitate the personal development of each staff member

3.2.ii Social

- Encourage all members of the school to work in partnership together for the growth, development and benefit of all
- Develop respect, tolerance and understanding of others
- Develop a sense of corporate responsibility in the life of the school
- Develop a community spirit

3.2.iii Cultural

- Work towards, and build, an inclusive culture, where every individual is heard and contributes, where difference is understood, valued and respected and where ideas are openly shared

3.2.iv Moral and Spiritual

- Model, promote and encourage high moral values
- Promote opportunities for spiritual growth as individuals

3.2.v Community

- Ensure the school becomes involved in the life and work of the community through effective links and planned involvement
- Prepare students to live, work and serve in their community and beyond.

In addition:

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and fees safes from bullying.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Section 4 – 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.

4.1 Consultation with pupils

- Children are encouraged to develop sound relationships with others and taught to manage changing relationships. *(They will have their say about bullying through the School Council, LLW lessons and Tutorial).*
- They will be consulted regularly by questionnaire. *(Pupils discuss bullying issues through personal, social and health education and have the opportunity to respond through questionnaires and surveys, or through the student council).*
- Consultative workshops with pupils
- Class-based activities

4.2 Consultation with parents/carers

- Information events with parents/carers
- Consultative workshops with parents/carers
- Questionnaires distributed to all parents/carers (online/paper?)
- Engagement with parent groups, *(eg. Parents and pupils will be provided annually with documentation on school policy and procedure in relation to bullying behaviours and have opportunity to feed-back concerns, requests or ideas through a reply slip, at consultation meetings or at individual appointments).*

4.3 Consultation with staff, teaching and non-teaching

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

4.4 Review

- The Policy is monitored throughout the year, evaluated at the end of each school year and refreshed for the following September.
- Full Review, following consultation with all involved (pupils, parents and staff) takes place every four years.

4.5 Links to Other Policies

This policy should be read in conjunction with SEND, Safeguarding, Inclusion, and the wider suite of Pastoral Care policies available on the school website or from the school office by request. These policies include but are not limited to:

Safeguarding and Child Protection Policy	Staff Code of Conduct/Staff Handbook
Pupil Attendance Policy	Positive Behaviour Policy
Health and Safety Policy	Online Safety Policy
Special Educational Needs Policy	Educational Visits Policy
Relationships and Sexuality Education	Visitor Policy
Well-Being and Pathways Hub	Mobile Phone Policy

Section 5 – What is Bullying?

5.1 The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which can be defined as:

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.

5.2 TRIP

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.

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.

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

T	When the behaviour is **TARGETED** at a specific pupil or group of pupils.
R	When the behaviour is **REPEATED** over time.
I	When the behaviour is deliberately **INTENDED** to cause harm.
P	When the behaviour causes **PSYCHOLOGICAL/EMOTIONAL** and/or **PHYSICAL** harm.

5.3 Incidents (one-off/repetitive)

5.3.i 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
- 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

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

5.3.ii 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.

5.3.iii 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.

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.

5.3.iv 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:

- 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 scaffolded support individual needs, regulation and vulnerabilities.
- Reinforce positive and upstanding behaviour expectations through the preventative curriculum.
- Promote and ethos and culture where all pupils respect the rights of others to travel safely.
- Communicate regularly with transport providers.
- Provide mechanisms to report concerns.

5.3.v 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 Dunclug College 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.

- Addressing key themes of 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 – college website – email.
- Creating, agreeing and implementing an Acceptable Use Policy.

5.4.i Motivations behind Bullying

At Dunclug College bullying is always unacceptable but difficulties are often complex to solve. Some people hide their worries out of fear that nothing can be done or that things will get worse. It is always better to tell someone you trust to support resolve.

The following are methods of socially unacceptable behaviours which, when ***targeted***, ***repeated***, ***intentional*** and causing ***psychological/physical*** harm, may be considered as bullying type behaviour:

Physical Acts	Physical - negative physical contact, material harm such as damaging or taking possessions without permission
Verbal or Written acts	Verbal or written - unpleasant comments, written, verbal, gestures.
Social/Relational	Negatively influencing the actions of others to cause psychological or physical harm
Omission (Exclusion)	Excluding someone/others from e.g. game, activity, group work etc
Electronic Acts	Misuse of online platforms or other electronic communications to cause psychological upset

(Please note the list is not exhaustive)

Our school acknowledges various motivations for bullying type behaviour which we address through our preventative curriculum and responsive approaches. This includes all identity or prejudice motivated bullying type behaviour related to those characteristics protected through Section 75 of the Northern Ireland Act 1998. Motivations include but are not limited to:

• Ability • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status)	• Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Race • Religion • Sexual orientation • Other_____

5.4.ii When discussing bullying behaviour

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

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

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

Section 6 – Preventative Measures

6.1 Firstly, we believe we aim to be pro-active in terms of preventing the occurrence of bullying behaviour. Dunclug College promotes mutual respect between all individuals. We encourage co-operative behaviour, teach children that bullying behaviours are wrong and deliver the message that it can be dealt with effectively in the following ways:

- through the pastoral system;
- raising awareness and understanding of the positive behaviour expectations, as set out in the School's Discipline Policy and Promotion of Positive Behaviour;
- maintaining good home/school links – working together and maintaining common sense;
- through the wider and preventative curriculum;
- through development and preservation of quality relationships in all classrooms and tutorials;
- through whole school assembly, year assembly and class conference time;
- promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion;
- by encouraging pupils to have a voice through the Student Council;
- through parents' evenings, by making parents aware of the need to report bullying behaviours and of their role of support/guidance toward the child experiencing/displaying bullying behaviours;
- involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity;
- through establishing a calm orderly and respectful enrolment both in and outside the classroom, including corridor, canteen, relaxation areas, recreational areas and playground;
- by encouraging children to report bullying behaviours which they see or suspect, even if it does not directly involve themselves;
- by vigilance in the classroom;
- by vigilance outside the classroom, e.g. before school, at breaks and after school, by providing good and consistent supervision, thus ensuring that there are places within the school where children feel completely safe;
- by making school an attractive and pleasant environment – both inside and outside, equipped with best possible facilities for pupils;
- by placing anti-bullying posters around school;
- participation in the NIABF annual Anti-Bullying Week activities;
- through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training);
- engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week;
- through careful supervision and duty systems each day;
- by listening to children who are experiencing bullying behaviour including those who perceive they are disliked and trying to build up their self-esteem and confidence;
- through PSHE, active engagement can develop the skills and the resilience to deal with prejudice such as sectarian attitudes and behaviours, homophobia, racism or negative attitudes to people with disabilities, whether they experience it directly or indirectly through the perceptions of others by teaching children (a) how to build good relationships (b) some strategies for dealing

with the child experiencing/displaying bullying behaviours and (c) to understand the nature and causes of bullying behaviour;
- by dealing sensitively and effectively with all incidents of bullying behaviour which take place in school or on the way to and from school and making sure that all pupils know how school deals with the issue of bullying;
- by encouraging prefects and peer mentors to befriend and support other pupils;
- by encouraging a wide range of extra-curricular activities to motivate and energise pupils; and
- by training staff to confront matters related to bullying with a balance of sensitivity and efficiency.

6.2 Prevention of bullying behaviour on the way to and from the college

While many of the measures outlined in 6.1 above will support the development of an anti-bullying culture, the school aims further to build upon this, 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;
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This includes the implementation of peer monitoring systems on buses, trains and ferries, and for those walking;
- Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns;
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school; and
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate).

6.3 Prevention of bullying behaviour through the use of electronic communication

To prevent bullying 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. The school will raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. This will include:

- Addressing key themes of online behaviour and risk through Form Class/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; and
- Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

Section 7 – Responsibility

At Dunclug College we believe that everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities. 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 pro-social behaviour;
- be alert to signs of distress and other possible indications of bullying behaviour;
- inform the school of any concerns relating to bullying behaviour;
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity;
- refrain from retaliating to any form of bullying behaviour;
- intervene to support any person who is being bullied, unless it is unsafe to do so;
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff;
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed;
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others;
- listen sensitively to anyone who has experienced bullying behaviour, take what is said seriously, and provide reassurance that appropriate action will be taken;
- know how to seek support – internal and external; and
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

Pupils are encouraged to:

- speak out and say NO to BULLYING. No one should suffer in silence;
- take personal and collective responsibility;
- be active not passive – speak out, tell or share incidents of bullying;
- know and understand the consequences of bullying type behaviour; and
- understand that we all contribute to the school ethos developing an inclusive environment where every individual is valued and respected.

Parents are encouraged to:

- watch for unusual behaviour which might be symptoms of bullying;
- encourage their child to report any instances of bullying to a member of staff;

- advise their child not to retaliate to any form of bullying;
- inform the school of instances of bullying even if their child is not involved;
- work in partnership with the College to ascertain the truth whilst pointing the implications for those displaying or experiencing bullying behaviour; and
- monitoring use of technology for use of internet, emailing or messaging.

Staff will:

- watch for, and be alert to, unusual behaviour which might be symptoms of bullying;
- encourage their pupils to report any instances of bullying to a member of staff;
- advise pupils not to retaliate to any form of bullying; and
- take reports of bullying seriously and deal with them promptly and effectively.

Section 8 – Reporting a Bullying Concern

8.1 Pupils Reporting a bullying Concern

Pupils are encouraged to speak to any member of Staff, Teaching or Non-Teaching:

- Verbally talking to a member of staff, teaching/non-teaching/friend
    - A trusted friend
    - Secretarial, Supervisory, Caretaking or Cleaning Staff
    - Parents
    - Prefects /reading partners/peer mentors
    - School Nurse
    - Subject teachers
    - Class tutors
    - Heads of Year
    - Senior teachers
    - Vice-Principal/Principal

- By writing a note to a member of staff (e.g. in a homework diary)
- By posting a comment in a 'worry box'

Note. The college encourages ANY pupil to raise a concern about socially unacceptable or bullying behaviour, not just the pupil who is experiencing this behaviour. Remember, you are not 'telling' on your friends or the pupils displaying/experiencing bullying behaviours but rather focusing efforts on 'getting help'. As such, all pupils should be encouraged to 'get help' if they have a concern about socially unacceptable or bullying behaviour that they experience or is displayed/experienced by another.

8.2 Parents/Carers Reporting a Concern

Parents/Carers who have become aware of their child being unhappy in school should urgently contact the Head of Year in the first instance or either of the Senior Staff (Pastoral Director for Junior/Senior School), the Vice Principal or the Principal:

- Contact us promptly if you have concerns about bullying behaviour in the school;
- Encourage your child to trust in and use the Pastoral System in school. In particular, talk to someone about what is happening and how they feel;
- Encourage your child NOT to deal with bullying behaviour/s by displaying bullying behaviour/s;
- Expect to be contacted by the school in all individual cases of bullying, whether your child is experiencing/displaying bullying behaviour.

Please be patient. Effective solutions in issues of bullying take time and effort, rather than a quick fix. Encourage your child to tell us if they think someone else is experiencing/displaying bullying behaviour:

- Always respect one another;
- Always let good sense prevail;
- Bullying behaviour is learned behaviour so pupils can learn to stop!
- It **is** possible to counter bullying behaviour/s effectively in schools if we work together; and
- Effective communication is the key, always talk things through.

8.3 The College Response

All reports of bullying 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 will be disclosed to anyone other than the pupil and his/her parents/carers.

Section 9 – Responding to and recording a Bullying Concern

9.1 All Staff, teaching and non-teaching, have a **collective responsibility** to be alert to signs of individuals displaying/experiencing bullying behaviour/s and to listen carefully if a child reports a concern. Dealing with bullying behaviour/s is very different from other disciplinary situations and requires sensitive handling.

The adult who detects bullying or to whom it has been reported is in a position of trust from the pupil's viewpoint. *Staff will*:

(i) **Listen** with understanding and encourage accuracy;
(ii) **Reassure** the pupil that the matter will be dealt with sensitively and give support;
(iii) **Refer** the matter to the Head of Year, Senior teachers (Pastoral Directors for Junior & Senior School), Vice-Principal or Principal;
(iv) **Continue** to support the pupil through your regular contacts or at agreed times, as necessary; and

(v) **Check** that there is a plan of action which has been shared with staff and that careful records have been maintained.

Allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart (Appendix 1), recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart (Appendix 2), and stored on the school data management system in a private folder which is access protected.

Upon receipt of a concern of bullying type behaviour, designated staff will:

- Clarify facts and perceptions.
- Check records and previous assessments.
- Collaboratively assess the incident using the T.R.I.P. criteria (Record on BCAF Part 1).

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Designated staff will ensure that parts 2-4 of the BCAF are completed will:

- Identify methods and potential motivating factors (Record on BCAF Part 2).
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions (see appendix 4) for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).
- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and diversity, and positive behaviour policies.
- Implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3).
- Review outcome of interventions (Record on BCAF Part 4).
- Select and implement further interventions as necessary.
- Based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

Please note details of support and intervention plans cannot be disclosed to anyone other than that pupil and their parents/carers.

9.2 Disciplinary Action

Disciplinary action, for pupils displaying bullying behaviour will usually be applied in conjunction with counselling and other support strategies such as the Head of Year/Form Teacher/external agency. Any sanctions applied are a private matter between the pupil being disciplined, his/her parents and the college. It may be appropriate apply sanctions at different stages of the process according to circumstances for example when:

- a pupil throws his/her weight around in a general way, such as kicking or punching indiscriminately;
- a pupil's behaviour is a threat to staff or other pupils;
- a pupil repeatedly displays bullying behaviour, however subtly, despite being offered a range of other support, including counselling, advice and use of behaviour support strategies;
- a pupil deliberately and repeatedly targets a child with a disability or vulnerability; and

- understanding has been reached but consequences still need to be applied as part of the process of moving forward.

Disciplinary action which may be taken include:

- verbal reprimand from Form Teacher/Head Year, Pastoral Director (junior/senior)/VP/Principal;
- creating space between the parties concerned by agreeing with parents that it is best to remain at home for a day, while a plan of action is in preparation;
- reflective work to complete at break-time, lunch time or at home;
- formal reprimand and requirement to sign a Contract/Agreement to indicate willingness to change/improve;
- withdrawal from enrichments which provide opportunity for displaying bullying behaviours;
- detention;
- temporary withdrawal from class;
- suspension for 1, 3 or 5 days (this could be extended); and
- pre-expulsion and expulsion.

At all stages taken there will always be emphasis on repairing and re-building and moving forward – getting on with the real business of school life – the learning!

The school will involve the parent fully in the disciplinary process as well as the follow-through work.

NOTE: Children who have experienced bullying behaviour will be supported to re-build lost self-esteem, to feel safe and to move forward. They will learn coping strategies to help them face future challenges. This support will be provided by the pastoral system, key staff, through the College Pathways Programme or External Agencies.

- Children who display bullying behaviour will be given opportunity to identify the underlying cause of their behaviour and access to the appropriate help. They will learn that:

    (a) there are ways to deal with their problems or concerns other than through aggression or by using power over other people;
    (b) they **can** change;
    (c) they will get support while change is taking place; and
    (d) there are consequences for all behaviours. In particular, ***those which are repeated, which are carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.*** (Refer to Discipline and Positive Behaviour Policy)

Where the college determines that an allegation of bullying does not meet the criteria of bullying behaviour, the incident will be viewed as socially unacceptable and will be addressed by the College Discipline and Positive Behaviour Policy.

The greatest consequence can be loss of trust from peers, it will be essential to be willing to repair trust and to engage in support programmes provided.

9.3 The College Response
All reports of bullying 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 will be disclosed to anyone other than the pupil and his/her parents/carers.

Section 10 – Level of Intervention

10.1 Choosing an Appropriate Intervention (refer to appendix 3 for additional strategies)
When children and young people are involved in incidents of bullying, adults need to intervene. In practice there is a wide range of possible interventions available and there are significant differences in these in terms of the purpose of the intervention and the needs being addressed.

This Anti-Bullying policy contains a description of the different interventions which will be used to respond to a bullying situation. There is no best method in the sense that one is always preferable. Remember, the main aim of any intervention is to RESPOND to the bullying that is taking place, RESOLVE the concern and RESTORE the well-being of all those involved.

In selecting an intervention, the school will take account of:

- The level of severity, using this as a guide to select appropriate intervention(s);
- The legal status of the act;
- The age and ability of those involved;
- Whether an individual pupil or a group is involved;
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach;
- The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach;
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) 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 such as the Support Group Method;
- Whether it is realistic to expect that the bullied pupil can be strengthened adequately to deal with the situation; and
- Whether or not the pupil experiencing bullying has acted provocatively.

10.2 Level 1 Intervention (refer to appendix 3 for additional strategies)
Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved.

Staff will:

- Explain the inappropriateness of the behaviour in line with college values;

- Identify possible consequences if the bullying behaviour continues;
- Point out the level of distress experienced by the bullied pupil;
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour;
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support;
- Encourage reparation to be made, if appropriate;
- Monitor the situation carefully; and
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

10.3 Level 2 Interventions (refer to appendix 3 for additional strategies)
Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact.

To be effective small group work needs:

- The consent and involvement of the pupil experiencing bullying behaviour;
- To be planned and timetabled, session length dependent on age and ability;
- Parental / carer consent and agreement from participating pupils;
- Carefully selected group membership;
- To take place in a suitable and comfortable environment;
- To be uninterrupted;
- To be facilitated in a positive manner;
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity;
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart;
- To facilitate the development of empathy amongst pupils;
- A solution focused approach to the situation;
- To provide opportunities for pupils to take responsibility;
- Regular meetings of the group;
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions; and
- To ensure regular feedback is given on agreed actions.

10.4 Level 3 Interventions (refer to appendix 3 for additional strategies)
Interventions at Level 3 will often involve the Head of Year, the Pastoral Director and The Teacher Leader for the Bullying Response Team in collaboration with pupil(s) and parents to determine the way forward in affecting change. The school will use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where several roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2, along with individual support and strength building programmes.

10.5 Level 4 Interventions (refer to appendix 3 for additional strategies)
Bullying behaviours assessed as Level 4 are:

- Severe and involve a significant threat to the safety and welfare of any or all of the pupils involved;
- Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk;
- Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved; and
- The Child Protection Policy and Safeguarding Procedures will need to be invoked – this may invoke the College Discipline and Positive Behaviour Policy.

In addition to Safeguarding Procedures and Practices including referral to External Support Services, the college interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Section 11 – Professional Development of Staff

11.1 Dunclug College recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. The college will ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions *(Staff Training Days/School Development Days with dedicated sessions)*

- the college will monitor the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc. *(Monitoring and Evaluating)*
- the college will ensure that opportunities for Safeguarding Training are afforded to Governors and all staff – teaching and non-teaching *(Staff Training Days/School Development Days with dedicated sessions)*
- the college will ensure CPD records will be kept and updated regularly *(All records will be maintained in line with relevant data protection legislation)*

Section 12 – Monitoring and Review of Policy

12.1 To monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors will:

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

In addition:

- Parents and pupils will be provided annually with documentation on school policy and procedure in relation to bullying and have opportunity to feed-back concerns, requests or ideas through survey, a reply slip, at consultation meetings or at individual appointments.
- In response to recommendation by External Agencies/updated DE Guidance.
- The Policy is monitored throughout the year, evaluated at the end of each school year and refreshed for the following September.
- Full Review, following consultation with all involved (pupils, parents and staff) takes place every four years.

Note. The policy will be reviewed following any incident which highlight the need for such a review. It must also be reviewed when directed to by the Department of Education and in light of new guidance.

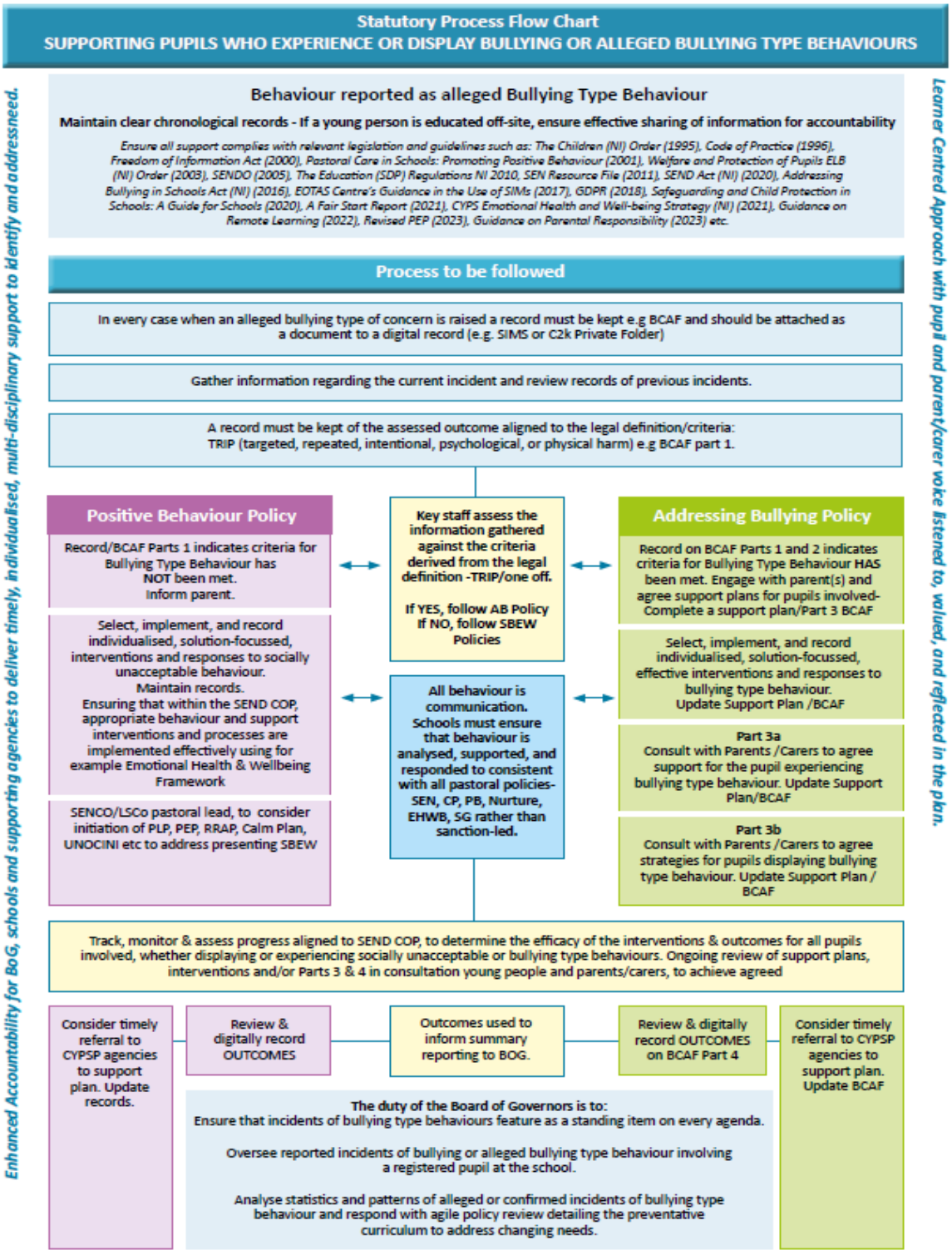
This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before June 2029.

Section 12 - Support Services - Where to find help?

National Child Protection	**Tel:** 0800 800 500
Childline	**Tel:** 0800 1111 (under 18)
Samaritans	**Tel:** 028 256 50000
Contact 'Family Works' Counselling	**Tel:** 028 9182 1721
National Society for the Prevention of Cruelty to Children (NSPCC)	**Tel:** 0808 800 5000 www.nspcc.org.uk
Contact NI	**Tel:** 0808 808 8000

Lifeline	www.contact.org
NIABF	http://www.endbullying.org.uk
Think You Know (practical advice internet)	www.thinkyouknow.co.uk
Chat Danger (dangers - interactive online)	www.chatdanger.com
Centre for Exploitation & Online Protection	www.ceop.gov.uk
Urzone website (Sponsored by the PSNI)	www.urzone.com

Appendix 1 - Statutory Process Flowchart



Appendix 2 – Bullying Concern Assessment Form (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern Date:

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

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

(a) any verbal, written or electronic communication

(b) any other act, or

(c) any combination of those,

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

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

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

Date	Information gathered	Location (stored)

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

One-off Incident

When determining whether a one-off incident may be classified as bullying type behaviour, 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 type behaviour has occurred.	**NO, the above criterial have not been met and bullying type 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. 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 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 type 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 TYPE BEHAVIOUR:

Pupil Name: **Year Group/Class:**

REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE 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

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

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

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING TYPE BEHAVIOUR:

Pupil Name: **Year Group/Class:**

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

Parent/ carer informed: **Date:** **By whom:**

Staff Involved:

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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

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PART 4 - REVIEW OF BULLYING TYPE CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:

_____

_____

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

☐ Re-assess Level of Interventions and implement other strategies from an appropriate level

☐ Track, monitor and review the outcomes of further intervention

☐ Keep under review the Stage of Code of Practice each pupil is on

☐ Follow Safeguarding Policy

☐ Seek multi-agency input (EA, Health and Social Services etc.)

☐ Engage with Board of Governors

Agreed by:	**Signed by:**	**Date:**

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Appendix 3 – Effective Responses, Support and Levels of intervention 1, 2, 3 & 4.

This list is not exhaustive and supports implemented are specific to each individual pupil.

Level 1: Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved. • Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources • Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers • Co-create, agree, and implement a Seeking Help Plan (ERtBB) • Complete and/or review additional assessments to build a picture of SBEW needs e.g GL PASS, Boxall • Use of specific verbal cues, affective statements e.g. High Five Journal • Use visual reminders of positive expectations • Explore friendship as a concept • Develop social skills/stories and additional emotional literacy sessions • Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc. • Explicitly teach positive expectations • Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds • Use play, art, or other therapeutic approaches • Make alternative arrangements for travelling to and from school (ERtBB) • Play group games to encourage positive interactions and inclusion • Create activities, clubs, and events to grow social communication skills • Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart • Review transition planning and pupil support across phases, year groups, schools • Use 'Circle of Friends' activity (ERtBB) • Use circle time/connect and nurture strategies • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERtBB) • Other. Select further supports and interventions other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	**Level 2:** Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact. • Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection • Consider access to nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk • Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Scaffold pupil experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good Practice Advice & Guidance for Schools Receiving Newcomers Including Pupils Seeking Asylum' document • Create, agree, and embed additional positive group expectations and routines • Use restorative practices, group mediation and conflict resolution approaches (ERtBB) • Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills • Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour • Provide access to School Counselling or other therapeutic service • Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self esteem • Consider referral to community-based organisations e.g. mentoring programmes • Build group awareness of bystander and upstander behaviours • Create a visual reminder of group expectations and routines, e.g First and Then • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB) • Consider referral to Family Support Hub • Consider referral to EA services for advice • Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support • Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App • Introduce enhanced social skills sessions to scaffold positively framed expectations and routines • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Use targeted small group circle time, Circle of Friends (ERtBB) • Other. Select further supports and interventions from Level 1 strategies or other resources (see Leve1 for list)

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Level 3: Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, and relevant agencies to agree supports under review. • Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals • Avail of nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), • Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Schedule regular check-ins with a trusted adult or supportive adults around the pupil • Use multi-stage strategies and approaches with groups and/or individual pupils e.g. PIKAS method of Shared Concern (ERtBB) • Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning e.g. CSE or Forensic RAMP, PLP, UNOCINI etc • Complete a referral and engage with external agencies to facilitate an agreed intervention programme • Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes • Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs • Facilitate additional one to one session focusing on emotional wellbeing/literacy/resilience • Contact EA services for further advice and guidance • Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others • Facilitate additional one to one session with a focus on self-regulation and social communication • Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App • Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs • Provide opportunities to work one to one with a supportive adult • Provide targeted support to scaffold appropriate friendships/relationships • Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met • Complete a referral and engage with EA services to facilitate an agreed intervention programme • Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	**Level 4:** Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3. • Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s) • Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting • Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion • Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP) • Initiate/review of Child Looked After Personal Education Plan (PEP) • Refer to EA services for specialised support e.g. CPSS for advice. • Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc • Refer to Independent Counselling Service for Schools (ICSS) • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Complete a UNOCINI. • Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance • Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention • Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.

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