St. Patrick's Academy

Anti-Bullying Policy

2022-23

St. Patrick's Academy Anti-Bullying Policy

St Patrick's Academy is committed to promoting the dignity, self-esteem and full development of each person who is made in God's image and is uniquely loved by God. In striving to ensure each child's right to a high quality education within a safe and nurturing learning environment, St Patrick's is very clear about our attitude to bullying type behaviours: **we have a zero tolerance policy**. Bullying type behaviours in any form are unacceptable.

Our Anti-Bullying policy is underpinned by our strong restorative ethos and, in line with our Catholic values, promotes tolerance, understanding, support and forgiveness. We will always work to promote positive, caring and respectful relationships among all members of our school community.

In keeping with the positive nature of our Anti-Bullying policy, as well as our legal duty to our students, we are committed to supporting both those experiencing bullying type behaviour and those displaying bullying type behaviour. This approach is compliant with the Addressing Bullying in Schools Act 2016 on Anti-Bullying and strictly follows EA guidance.

This policy is therefore a vital tool in resolving any issues relating to bullying behaviour and working to repair relationships for the benefit of everyone involved.

Rationale:

Context

This policy is informed and guided by current legislation and DE Guidance listed:

Legislative Context

- Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25
- Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

Policy and Guidance Context

- Pastoral Care in Schools: Promoting Positive Behaviour DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017
- The Addressing Bullying in Schools Act (Northern Ireland) 2016, places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.

Consultation and Participation

This policy has been developed in consultation with registered pupils, School Council, parents, carers, staff and Governors through the following means: Student Council meeting and focus group, staff INSET, staff email consultation, BOG meeting, parent feedback invited through sharing the policy through Parent SIMS App and inviting feedback through the school's info account. This policy will be reviewed at least every 3 years in consultation with pupils, parents, teachers, staff and governors.

Definition - What is Bullying?

The **Addressing Bullying in Schools Act (Northern Ireland) 2016** defines bullying as, but 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. This may also include **the act of omission.**

It should be noted that any behaviours that do not meet the legal definition will be dealt with in line with our **Positive Behaviour Policy**.

Based on DE guidance provided, bullying type behaviours will be intentional, targeted, repeated* and cause physical or emotional harm. The school considers harm to be:

- physical harm – intentionally causing injuries such as bruises, cuts, broken bones, burns
- emotional harm – intentionally causing distress, anxiety, humiliation or impacting
- psychological harm – intentionally embarrassing someone, harassing behaviour, threatening to harm, negatively impacting on someone's mental health

**In some instances, a one-off incident may be considered bullying type behaviour. When determining if this is the case the school will consider the following:*

- the severity and significance of the incident,
- evidence of pre-meditation,
- impact of the incident on individuals and the wider school community,
- previous relationships between those involved,
- and any previous incidents involving those individuals.

Incidents associated with bullying type behaviour

Bullying type behaviours can take a range of forms as noted below.**

Physical:

- includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons.

- indirect contact e.g. spitting, throwing objects at someone, unacceptable gestures, taking or causing damage to personal belongings, defacing personal property.
- taking images of another pupil without their permission and/or sharing these with others.

Verbal (& written):

- includes name calling, insults, jokes, threats, spreading rumours;
- taunting; teasing; name-calling; mocking another due to physical characteristics, race, personal beliefs, sexual orientation, achievements or (perceived) personality traits, using abusive language;
- issuing threats.
- spreading rumours.

Indirect:

- includes isolation, refusal to work with/talk to/play with/ help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another
- omission or excluding someone from a social group.
- blackmail, forcing someone to do something against his/her will.

Electronic:

- through the use of technology such as mobile phones and internet
- by text, by email, through use of chatrooms, via social media sites or by other web-based facilities. This may also include Impersonating someone online to cause upset/hurt.

(list is not exhaustive)**

Recording of bullying type incidents

At St. Patrick's Academy, records of bullying type behaviours will be recorded and stored electronically, with only staff directly responsible for the records through their role or responsibilities in school having access to these records.

As well as recording the type of bullying behaviours and names of those displaying or experiencing bullying type behaviours, we will also record the motivations for the behaviours, which may include: age, appearance, breakdown in peer relationships, cultural, religion, political affiliation, community background, gender identity, Special Educational Need, disability, family circumstances, Looked After Child, pregnancy, race, sexual orientation, migrant status, newcomer, socioeconomic circumstances, free school meals recipients, gender, gender identity/perceived gender identity.

The aim of St Patrick's is that all members of the School community have equal rights and are encouraged to have a genuine concern for one another through the promotion of a strong spiritual, respectful and tolerant community that values diversity and mutual understanding.

It is important to have the co-operation of parents, pupils and staff in this respect.

All reports of alleged bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and timely feedback will be made to the person who made the report. Discretion will be applied to SEN students in regards to their capacity to regulate and process behaviours presented and experienced in specific incidents. **However, no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.**

Strategies for Preventing Bullying Type Behaviour

- Consistent implementation of our Positive Behaviour Policy
- Fostering in our pupils self-esteem, self-respect and respect for others through the delivery of the pastoral development programme, assemblies and Class Tutor time.
- Ensuring that every child knows that they can speak to any member of staff at any time if they are concerned about bullying type behaviour. Staff will listen to children who have experienced bullying type behaviours and take what they say seriously as well as acting to support and protect them. Staff will then report alleged suspected cases of bullying type behaviour to the relevant Class Tutor and Year Head or Vice Principal (who will then report to the Principal).
- Addressing bullying type behaviour through the school council discussions, PSE programme, Year Assemblies, Peer Mentoring Service and participation in whole school Anti-Bullying week, Cyber Bullying training, and Safer Internet Day.
- Provision of a bespoke Peer Mentoring service where pupils can discuss their concerns with a trained 6th Form Peer Mentor who will provide counselling and advice. In cases where the incident requires staff intervention, Peer Mentors will immediately pass the matter to the relevant pastoral team who will follow it up.
- Monitoring and reviewing supervision arrangements in areas such as the canteen, playgrounds, pitches, corridors and toilets.
- Whole staff vigilance for signs of distress and other indications of bullying type behaviour both inside and outside the classroom.
- Train staff in the recognition and reporting of bullying type behaviours through staff development and INSET programmes
- Ensuring pupils and parents have an understanding of how to report incidents of bullying type behaviours
- Allocating prefects to act as mentors for junior school classes, ensuring they know how and when to report any concerns they may have or are passed to them by a pupil.
- Working with external bodies such as Translink to ensure that socially unacceptable behaviour is not tolerated on journeys to and from school.

<u>Guidelines for Staff</u>

The best action to reduce bullying type behaviour is knowledge of the individual.

1 The Class Tutor may notice a pupil's demeanour at Registration which might indicate that they are experiencing bullying type behaviour
2 A high absence rate or deterioration in pupil's progress could be indicators
3 Subject teachers in the classroom could be alerted through overhearing a whispered remark or a veiled threat from the person displaying bullying behaviour
4 Observations made by supervising staff during the school day may also prove useful

5 Staff may also notice issues during class and break-time periods

6 *Pupils may also report issues to prefects or peer mentors who will play a key role in helping to resolve the situation based on the principles of mutual respect, understanding and tolerance * See Appendix 5 for Referral Form*

In order to raise awareness among pupils about what bullying type behaviour is and appropriate courses of action are taken to prevent it. The whole School curriculum plays an invaluable part as bullying type behaviour is explored in all areas.

PROCEDURES TO DEAL WITH PUPILS DISPLAYING OR EXPERIENCING BULLYING TYPE BEHAVIOUR

The main aim of any intervention is to RESPOND to the bullying type behaviour that is taking place, RESOLVE the concern and RESTORE the well-being of all those involved.

Class Tutor

- Information on or indications of bullying type behaviour should be reported initially to the Class Tutor. This information may come from a number of sources such as the pupil, classmates, teachers, supervisory staff, parents, etc.
- The Class Tutor should record the information and interview those concerned. It is important that this is done as soon as possible in order that the pupil will feel protected. Discretion will be used in all cases and is paramount due to the sensitivity and emotive nature of the concern. Dignity and the safety of all is vital.
- The Class Tutor should then follow the procedures outlined in Appendix 3
- A BCAF must be completed to record the incident – one for the child experiencing bullying behaviour and one for the child displaying bullying behaviour. Part 1 only should be completed and discussed with Year Head.

Year Head

- Information and details of the bullying type concern should be passed to the Year Head who should review the incidents and discuss intervention strategies used by the Class Tutor.
- At this stage the Year Head will review the BCAF part 1, completed by the Class Tutor, should consider whether or not the incident meets the legal definition and criteria for bullying type behaviour and if SMT/Safeguarding team, parents, should be informed

The Year Head should agree with the Class Tutor a programme to effectively respond to, and support the students displaying or experiencing bullying type behaviour. This should include some or all of the following:

1 Reassurance for the pupil and helping to restore self-confidence
2 Restorative reflection meeting
3 Helping the pupil to plan self-protective strategies and responses to future incidents
4 Arranging for trained mentors to support the pupil
5 Reviewing situation at a set date
6 Possible referral to other agency, e.g. School Counsellor, psychologist, EWO etc.
7 Interviewing those deemed to be involved to obtain a written record of what has happened
8 Stressing that bullying behaviour is unacceptable

9 Making arrangements for recompense (in line with the restorative ethos of our Positive Behaviour Policy), if necessary
10 Involvement of parents
11 Ongoing monitoring of situation
12 Take appropriate action/intervention depending on circumstances of the event
13 Contacting parents of those involved, where it is deemed necessary
14 Possible referral to another agency
15 If the problem persists, the Year Head should pass the matter to the Vice-Principal and/or Principal

Vice-Principal and Principal

The Vice-Principal and Principal will review the details of persistent incidents of bullying type behaviour and will invoke more formal measures to remediate persistent bullying type behaviour. These measures can include any or all of the following actions:

- Review of strategies used to deal with the situation and implementation of new strategies where appropriate
- Formal meeting with parents of those engaging in bullying type behaviour where the implications of the bullying type behaviour and the BCAF document will be discussed fully and a formal conduct contract will be constructed and agreed.
- Facilitated reconciliation between students (if both parties agree).
- Support through internal and/or external agencies
- Use of interventions, and any follow-up actions are determined in line with the school's Positive Behaviour Policy and the levels of intervention outlined in the Effective Responses to Bullying Behaviour document (updated 2022)
- In cases of repeated or serious incidents and any incident where there is a Safeguarding or Child Protection concern, the Vice Principal will liaise with any relevant external agencies in accordance with the Child Protection Policy.
- Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and effective and appropriate levels of response in accordance with the guidance provided in the Effective Responses to Bullying Behaviour document (updated 2022).
- In some cases, the school safeguarding team may determine the need to create a Risk Reduction Action Plan.
- Regular review meetings with parents and Head of Year to monitor the impact of the interventions.

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

Staff Bullying

Staff may also experience bullying type behaviour. If instances occur, then:

- Mediation should initially take place with those involved
- Follow Staff Grievance procedures which are available from SMT/Trade Union Representatives

Links to other Policies:

- Pastoral Care Policy
- Positive Behaviour Policy
- SEN Policy
- Safe Use of ICT Policy
- Safeguarding Policy
- Teaching & Learning Policy
- Staff Code of Conduct
- GDPR Policy

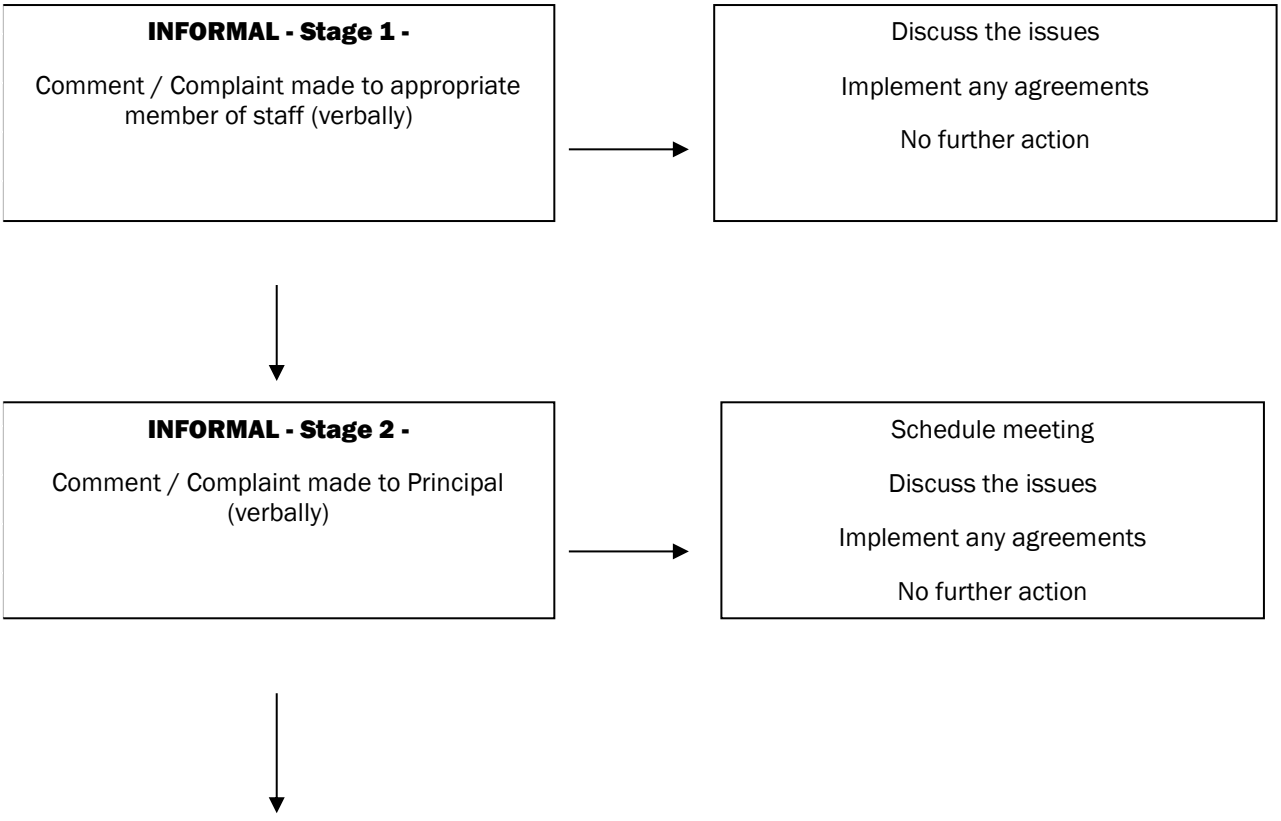
The school is committed to ongoing staff development and training to support the implementation of the policy. All members of staff will complete training annually between the period of the policy going live and any future review.

What to do if you have a complaint:

Any parent wishing to make a complaint should refer to the school's complaint policy which is outlined below.

HANDLING COMPLAINTS IN CATHOLIC MAINTAINED SCHOOLS

FLOW CHART



FORMAL - Stage 3 -

Formal written comments / complaints made to Principal

→

Acknowledge receipt (within 10 working days)

Investigate the complaint

Implement any agreements / changes

Confirm outcomes in writing (within 20

↓

FORMAL - Stage 4 -

Formal written comments / complaints made to Chairperson of Governors and referred to Governors' Sub-Committee

→

Acknowledge Receipt (within 10 Working days)

Investigate the issues / meet with complainant

Implement any agreements / changes

Confirm outcomes in writing (within 25

↓

APPEALS PROCESS

Written request to have case heard by full Board of Governors

→

Acknowledge Receipt (10 Working days)

Meet with complainant (30 Working days)

Consider the issues

Implement any agreements / changes

Procedures for Dealing with a Bullying Type Concern

Staff should adopt a positive mind-set when responding to bullying type concerns.

- Be calm: It is important to be clear thinking and emotionally regulating.
- Be positive: Have in mind the importance of maintaining a positive relationship with the pupil. The pupil is more likely to modify the behaviours they are presenting if he/she perceives the teacher cares.

- Be assertive: Clearly express your thoughts and expectations concerning the need for the bullying type behaviour to cease and for restitution to be made with the child who has experienced bullying type behaviour.
- Be confident: Trust that you can have an impact on the pupil's future behaviour. It is helpful to focus on the behaviour because all behaviour is communication.
- Check the behaviour: Make sure the behaviour does conform to the school's agreed definition of bullying
- Assess: Consider the situation and the level of severity. Determine the appropriate level of effective response.

To assess the severity

CONSIDER:

- The nature: Be aware that exclusion and teasing can be as damaging as physical violence. It is a common mistake to treat physical violence as more serious than more subtle forms.
- The frequency: daily; weekly; less often?
- The duration: does it occur over a short or extended time span?
- The perceptions of the child experiencing the bullying type behaviour: the seriousness is connected to the level of distress caused to the person experiencing the bullying type behaviour.

If a Child Protection issue arises this MUST be passed to the Designated Teacher for Child Protection, or in his absence to the Deputy Designated Teachers (or the Principal if none of the Designated Teachers are available).

All alleged bullying type concerns must be recorded on a BCAF and this must be completed for both the person experiencing bullying behaviour and the person displaying bullying behaviour.

At the concern stage, only Part 1 should be completed. This will then be reviewed against the threshold criteria and/or progressed by the Year Head and/or Vice-Principal.

If the threshold is met, a programme of support will be introduced by the Year Head and Vice-Principal and the remaining sections of the BCAF will be completed and there will be a built-in review process to log interventions, reflect on progress, set new targets and/or build in further support.

In certain circumstances, it may be necessary to complete a risk assessment for students to ensure that their needs are fully considered, met and supported.

Appendix 1 - **Bullying Concern Assessment Form**

Incident Date: XX-XX-20XX

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg
XXXXX XXXXXX	Pupil experiencing bullying behaviour	XX-XX-20XX	X	XX-XX20XX	Year X
XXXXX XXXXXX	Pupil displaying bullying behaviour	XX-XX-20XX	X	XX-XX20XX	Year X

Incident	Comments
Bullying Concern	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX

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 M / F	DOB/Year Group
Person(s) reporting concern	XXXXXX XXXXXX	X/X	XX/XX/XX - YrXX
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). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

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

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	

Records exist of previous incidents involving the individuals	

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criterial 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 (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 – Please specify:

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

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	Outcomes of Intervention	Review

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

Other Agencies:

PART 3A

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

PART 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

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	Outcomes of Intervention	Review

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

Other Agencies:

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

PART 4

REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE	

Date of Review Meeting:

Part 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

☐ Follow Anti-bullying policy

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

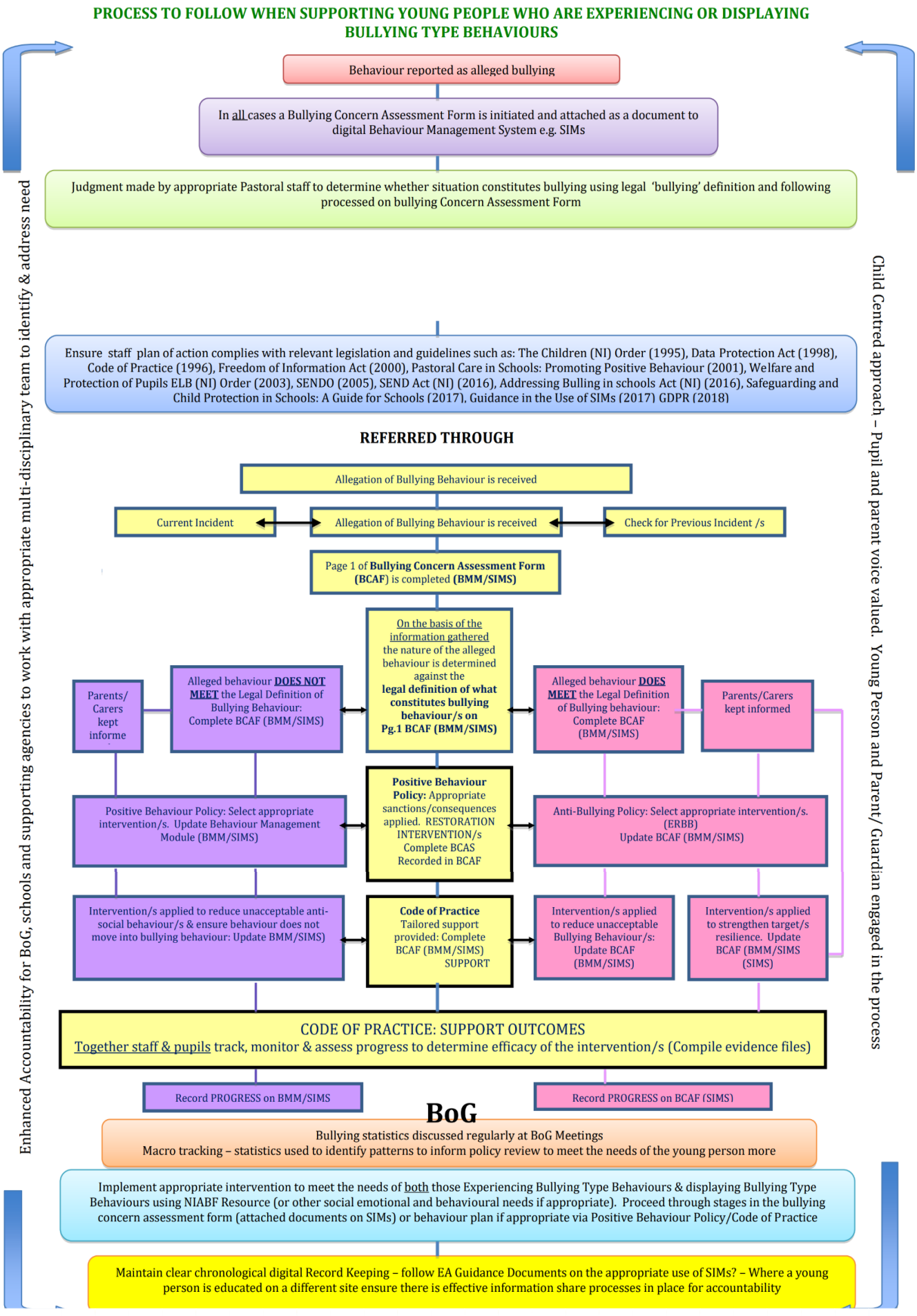
☐ Follow Safeguarding Policy

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

☐ Engage with Board of Governors

Agreed by:	
School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed:
	Date:

Appendix 2 – Anti-Bullying Flow Chart



Appendix 3 – Steps to deal with Bullying Type Behaviour

All behaviour is communication and is often SEN-related. All behaviours must be responded to via a restorative, supportive approach that understands the needs of the student displaying the behaviour, within the right environment.

Supporting a student who is displaying bullying type behaviours Treating a bully with respect and dignity, as well as trying to get them to understand the impact of their behaviour, is very important and the best way forward.

The three steps to dealing with incidents of bullying type behaviour are:

1. To interview the person who has experienced bullying type behaviour and the person who has allegedly displayed bullying type behaviour separately.
2. To provide support for all individuals involved
3. To monitor and review the situation

When an alleged bullying type incident is reported, remember:

- each case will be different and the solution must be tailored to suit the problem;
- to remain impartial – do not look to attribute blame;
- to aim is to restore the relationship and move the situation on and to help all individuals involved to gain insight into their behaviour;
- that both behaviours have been 'learned' from their life experience, so with appropriate support they can be challenged and replaced by acceptable behaviours

Step 1 – Interviewing the individuals involved

The person who has experienced bullying type behaviour

1. Listen to the student's story in a calm non-judgemental way.
2. Indicate from the start that the incident is being taken seriously.
3. Allow the student to explore their feelings about the incident.
4. Do not attempt to find out all the facts as this may only trigger an emotional response.
5. Discuss and agree with the pupil how they will be supported. Involve them in helping to arrive at a constructive method for resolving the situation.
6. Agree acceptable targets for making the situation acceptable.
7. Agree a review date.
8. Monitor the situation with staff in an unobtrusive way.

The person who displayed the bullying type behaviour and any bystanders

1. Interview the person who allegedly displayed the bullying type behaviour along with any bystanders
2. Do not disclose the source of the information by respecting the confidentiality of the student expressing concern and witnesses.
3. State that all incidents of socially unacceptable behaviour are taken seriously.

4. Make it clear to the group that they have a problem and that they need to find ways of seeking a constructive solution.
5. Facilitate them in working through this process and begin to set agreed behaviour targets for the group.
6. Make the group aware that the progress of the plan will be monitored and appropriate action take

NB the following questions may be useful in structuring the interviews:

To help those affected:	When challenging behaviour:
What did you think when you realized what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?	What happened? What were you thinking of at the time? Who has been affected by what you have done? In what way have they been affected? What do you think you need to do to make things right?

Step 2 – Provide support for the individuals involved

<u>For the person who has experienced bullying type behaviour</u>

1. Identify a member of staff who will act as a point of referral for the pupil.
2. Find a reliable friend or 'circle of friends' who will accompany the individual and report any incidents.
3. Identify times and place of bullying and minimise opportunities by ensuring supervision.
4. Provide specific advice on strategies to prevent incidents of bullying type behaviour to staff e.g. seating arrangements in class.
5. Work with the individual to develop self-esteem or social skills.

<u>For the person who has displayed the bullying type behaviour</u>

Communicate clear expectations of socially acceptable behaviour.

2. Communicate and carry out effective responses in relation to a breach of the Positive Behaviour Policy.
3. Support the student displaying the bullying type behaviour.

Pastoral Year Head

1. Telephone the parents of the pupils involved. (The student reporting the bullying type behaviour may request that their parents are not contacted, in which case the interviewer may use his or her discretion. This should be noted on the Interview Form)
2. Enlist parental support to ensure they are aware and in agreement with the targets set.
3. Include them in the monitoring and reviewing process.

Step 3 – Conducting the review meeting

(Arranged after a suitable period of time i.e. 3/6 weeks)

1. Interview all those involved to ascertain if the matter has been resolved.
2. if the matter is not resolved set new targets 3. monitor and review until the situation is resolved.

Restorative Questioning

Staff may use these six self-reflective, restorative questions to enable the person experiencing the bullying behaviour to:

- become more self-aware
- understand that it is not their fault
- promote their input to help them feel empowered promote reparation.

Use these set of questions to promote restoration; they are the target and do not have to be the victim of the actions of wrongdoer

- **Tell me what happened.**
- **What were you thinking at the time?**
- **What have you thought about it since?**
- **How have you and others been affected?**
- **In what way?**
- **What do you think needs to be done to put things right and help you move on?**

Staff may use these six self-reflective, restorative questions to enable the person displaying the bullying behaviour to:

- become more self-aware
- take responsibility for his/her behaviour promote reparation.

- **Tell me what happened.**
- **What were you thinking that led you to behave that way?**
- **What have you thought about it since?**
- **Who was affected by what you have done?**
- **Can you tell me how that person was affected by your behaviour?**
- **What do you think you need to do to put things right?**

Appendix 4: Telephone and Web Support for Young People

Who can Help?	What Do They Do?	What Topics Can They Help With?	How Can They be Contacted?
Anna Freud National Centre	Supporting young people's mental health during periods of disruption	Anxiety Mental health	www.annafreud.org
Lifeline	Crisis response line for people in distress or despair	Depression Mental health Suicidal thoughts Textphone users (for deaf and hard of hearing):	0808 808 8000 18001 0808 808 8000
Childline	Childline provides support and guidance on multiple topics including:	Bullying You and your body Home and Family Relationships Sex School	0800 1111 www.childline.org.uk 1-2-1 counsellor chat
The MIX	Crisis messenger text service	Alcohol Homelessness Suicidal thoughts General advice Mental health Sex/ relationships	0808 808 4994
NSPCC	Advice on safeguarding and child protection issues and somewhere to report concerns Web support for teenagers	Safeguarding Child abuse Child protection	0808 800 5000 www.there4me.com
Aware	Aware is a mental health charity working exclusively for those with depression and mental health concerns	Depression Bipolar disorder	02890 357 820
Frank	Confidential advice on drugs	Alcohol Drugs	0300 123 6600
SIMON Community	Support for individuals and families who are at risk of becoming homeless	Homelessness Housing	0800 171 2222
Informing Choices NI	Advice on sexual health	Sexual health Pregnancy Contraception STDs Access to family planning	0345 122 8687 Monday - Friday 9-5
Common Youth Clinics	Clinics, advice & guidance on sexual health	Emergency contraception Pregnancy testing Counselling	02890 328 866

Domestic and Sexual Violence Helpline	Advice for anyone affected by domestic and sexual violence	Domestic violence Sexual violence	0808 802 1414
The Migrant Centre NI	Financial Health and Well being		euss@migrantcentreni.org
Cara-Friend/ LGBT Switchboard NI	Support and counselling for the Gay, Lesbian and Transgender communities	LGBTQ+ advice Sex and relationship advice	0808 8000 390
Women's Aid	Specialist services for women, children and young people who have experienced domestic and sexual violence.	Domestic Violence Sexual violence Relationships	0808 802 1414
Family Support NI	Website to access support in your area – for a wide range of issues – giving local contact details		www.familysupportni.gov.uk

Useful websites:

End Bullying Now (http://www.endbullying.org.uk/) is organised by the Northern Ireland Anti-Bullying Framework (NIABF), including a focus on Anti-Bullying week

The Anti-Bullying Alliance (https://anti-bullyingalliance.org.uk/tools-information) focuses on Anti-Bullying week

Kidscape (www.kidscape.org.uk/childrenteens/cyberbullying.shtml) provides advice for young people on how to respond to cyber bullying

Thinkuknow (www.thinkuknow.co.uk) provides practical information and advice about many aspects of the internet

The Anti-bullying Network, (www.antibullying.net/) provides information for teachers and other professionals who work with young people

Reviewed by:	R. Clarke (Vice-Principal), G. McCann (Principal)	(October 2022)
	Reviewed by Pastoral Team	(October 2022)
	Reviewed by Staff	(October 2022)
	Reviewed and agreed by the School Council	(October 2022)
	Reviewed by Parents	(October 2022)
	Approved by Board of Governors	(October 2022)

Appendix 5

Peer Mentor Referral Form

Forename: _____ Surname: _____

Class: _____ Form Tutor: _____ Year head: _____

Concern Raised:

Green	Amber	Red

Reason for referral to appropriate persons

Referral needed? YES NO

Print mentor name: _____

Member of staff referred too (if applicable): _____

Signature of mentor: X _____

Signature of staff receiving referral: X _____