Coagh Primary School

Addressing Bullying Policy

Policy Updated- May 2025
Review of Policy- September 2028

CONTENTS

Introduction and Purpose

At Coagh Primary School we believe all forms of bullying behaviours are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment. This will encourage the academic, personal, and social development of all our pupils be realised.

This policy will inform staff, parents, pupils, and the wider school community what bullying is, the forms it may take, and the procedures used in Coagh Primary School to resolve any issues or incidents involving alleged bullying behaviours.

Aims

- • Raise awareness and promote understanding of what constitutes bullying behaviours
- • Ensure pupils, staff, parents, guardians, and carers know how to raise a concern regarding alleged bullying behaviours
- • Ensure an appropriate response to all reported instances of bullying behaviours
- • Provide support to pupils who experience bulling behaviours
- • Encourage pupils to adopt positive attitudes to behaviour
- • Ensure robust monitoring, recording and review procedures are in place in the event of any incidents of bullying behaviour
- • Provide appropriate information, training and updates for staff, governors, parents, and the wider school community when possible

Context

At Coagh Primary School we have based our Addressing Bullying Policy on the following legislative and policy guidance.

The Legislative Context:

- • The Addressing Bullying in Schools Act (Northern Ireland) 2016
- • The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- • The Education (School Development Plans) Regulations (Northern Ireland) 2010
- • The Children (Northern Ireland) Order 1995
- • The Human Rights Act 1998
- • The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

- • The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- • Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- • Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
- • Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- • Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

- • United Nations Convention on the Rights of the Child (UNCRC)

The key points to note are:

<u>The Addressing Bullying in Schools Act (Northern Ireland) 2016:</u>

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
  - In school, during the school day
  - While travelling to and from school
  - When under control of school staff, but away from school (e.g., school trip)
  - When receiving education organised by school but happening elsewhere (e.g. in another school)
  - Requires that the policy be updated at least every four years.

<u>The Education and Libraries Order (NI) 2003, requires the Board of Governors to:</u>

- 'Safeguard and promote the welfare of registered pupils' (A.17)

<u>The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:</u>

- 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)

Ethos & Principles

In Coagh Primary School we are committed to a society where children and young people can live free and safe from bullying. We believe in a school community where bullying is unacceptable and where every child and young person is safe and feels safes from bullying behaviours.

We believe that every child and young person should be celebrated in their diversity, and 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 through a variety of methods including (but not restricted to) school councils, pupil questionnaires and comment/suggestion boxes. We will respect their views and take them into account.

In both Coagh Primary School 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.

Consultation and Participation

In compliance with the Addressing Bullying in Schools Act (NI) 2016 this policy has been created having consulted with the pupils through the processes of:

- Consultative workshops
- Class-based activities
- Consultation with the School Council

Furthermore, parents and whole school staff members (teaching and non-teaching) have been included in the process by being consulted on their opinions and ideas on the draft policy prior to ratification. Communication was achieved by the school website, App messaging service and email delivery.

Definition of Bullying

The Addressing Bullying in Schools Act (Northern Ireland) 2016 definition of "bullying":

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

 (*a*)   any verbal, written or electronic communication,

 (*b*)   any other act, or (c) any combination of those,

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

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

Here in Coagh Primary School bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

We recognise that, while bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.

When assessing a one-off incident to decide whether it is in fact bullying, we at

When assessing a one-off incident, to decide on whether to classify it as bullying, we in Coagh Primary School school shall consider the following criteria:

- Severity and significance of the incident
- Evidence of pre-meditation
- Impact of the incident on individuals (physical/emotional)
- Impact of the incidents on wider school community
- Previous relationships between those involved
- Any previous incidents involving the individuals
- Cognitive and SEN ability of those involved will also be assessed

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

5

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

Verbal or written acts

- Saying mean and hurtful things to, or about, others
- Making fun of others
- Calling another pupil mean and hurtful names
- Telling lies or spread false rumours about others
- Encouraging pupils to dislike another pupil/s

Physical acts

- Hitting
- Kicking
- Pushing
- Shoving
- Material harm, such as taking/stealing money or possessions or causing damage to possessions

Omission (Exclusion)

- Leaving someone out of a game
- Refusing to include someone in group work

Electronic Acts on our school premises. (Parental responsibility off site)

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

The above lists are not exhaustive and other behaviours which fit with the definition may be considered bullying behaviour.

At Coagh Primary School we acknowledge the various motivations behind bullying, including those named in the Act. These include, but are not limited to:

Age	Appearance
Breakdown in peer relationships	Community Background
Gender identity	Sexual Orientation
Race	Religion
Disability / SEN	Ability
Looked After Child Status	Young Carer Status

Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when 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 b 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 discussion bullying incidents.

Within this section schools will also need to include the definitions of emotional and physical harm which are set out in the DE Guidance.

In determining 'harm' we in Coagh Primary School define:

- Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating, or affecting adversely a pupil's self-esteem.
- Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Preventative Measures

In Coagh Primary School we aim to promote a strong 'Anti-bullying' ethos within the school and wider community. We aim to prevent bullying and create a safe and positive learning environment.

It should be noted that under the legislation, the focus for all anti-bullying/addressing bullying work should be on prevention. As such, the strategies engaged in Coagh Primary School are the key lynchpins of the policy.

Our strategies include (but are not limited to)

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- A comparable Positive Reward System which is used throughout the school based on the age/stage of the pupils
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour, and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PSED curriculum
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity. The programme involves children from Derrychrin and Ballylifford Primary School.
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day.
- A proactive School Council which aims to support the delivery and promotion of key antibullying messaging within the school
- Development of effective strategies for playground management including training for supervisors to promote inclusion of specific resources (buddy bench) and provision of a variety of play options to meet the needs of all pupils.

- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure, and games, etc.
- Provision of a robust Digital Safeguarding curriculum delivered at an age and stage appropriate level
- Digital Safeguarding information available on the school website

Strategies which support the development of an 'anti-bullying' culture related specifically to the journey to and from school

Building on the measures outlined above we in Coagh Primary School also aim to provide:

- 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 - individually, small group, class, and whole school situations.
- Measures to empower pupils to report inappropriate and unacceptable behaviour of their peers during the journey to and from school.
- Promotion of key anti-bullying messages via the school's social media platforms, school website and app messaging service.
- Appropriate deployment of staff to support the transition from school day.

Digital Safety

The new legislation gives schools the authority to take steps to prevent bullying using 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. In Coagh Primary School we raise awareness of the nature and impact of digital bullying and support our pupils to make use of the internet in a safe, responsible, and respectful way. This includes:

- Addressing key themes of online behaviour and risk through PDMU/PSED/PATHs, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum, Barnardo's PATHs programme) to support the promotion of key messages.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas including the Acceptable Use Agreement, Filtering, Digital Devices Policy, Positive Behaviour Policy

It is important to remember that the Anti-Bullying Policy is one of several policies in the wider Safeguarding suite of policies. As such, these policies align and provide a consistent message.

Responsibility

Everyone in the community of Coagh Primary School 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 been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- Know how to seek support – internal and external
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Reporting a Bullying Concern

In Coagh Primary School pupils, staff, volunteers, parents, and guardians are made aware of the members of the school's Safeguarding team. However, they are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff if they so wish.

Pupils Reporting a Concern

Research shows that when children and young people have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust.

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

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward, this message should focus on 'getting help' rather than 'telling'. As

such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another. See Appendix 2.

Parents/Carers Reporting a Concern

In Coagh Primary School we feel that parents and carers have a responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity.
Parents/carers are reminded of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Whilst on the property of Coagh Primary School parents are required to follow the procedures below:

- In the first instance, all bullying concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Mrs Michael (Designated Safeguarding Teacher), or another member of the Safeguarding Team as applicable.
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal (Mr I. Bayne)
- Where the parent/carer remains unsatisfied that appropriate action has been taken, the schools Complaint Procedure should be followed.

This information is available on the school website.

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

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

<u>**Responding to a Bullying Concern**</u>

The processes outlined below provide a framework for how Coagh Primary School will respond to any bullying concerns identified.
Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

- Clarify facts and perceptions
- Check records (BCAF) See Appendix 1
- Assess the incident against the criteria for bullying behaviour
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource (Specifically page 25 onwards)

- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary

Staff and pupils will be involved in tracking and monitoring progress to ensure the efficiency of the intervention is maintained and kept under review.

NIABF and we in Coagh Primary School advocate a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern, and restoring the wellbeing of those involved.

When responding to a bullying concern, Coagh Primary School staff will implement interventions which support this approach.

Where appropriate school staff may implement sanctions for those displaying bullying behaviours. Appropriate consequences and sanctions are outlined in the Positive Behaviour Policy.

Information regarding any action taken regarding a pupil can not be disclosed to anyone other than that pupil and their parent/carer

Recording

As set out in the Addressing Bullying in Schools Act (NI) 2016, all schools are required to maintain a record of all incidents of bullying and alleged bullying behaviour.

The school will centrally record all relevant information related to reports of bullying concerns, including:

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

Records (Bullying Concern Assessment Forms) will be kept in the class files   Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Professional Development of Staff

In Coagh Primary School we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff

- We are committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions

- • Note will be made of the impact of the training given on both the policy and its procedures -

e.g. any amendments made, inclusions added etc.

- • We will ensure opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- • CPD records will be kept and updated regularly

Monitoring and Review of Policy

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

- • Maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
- • Identify trends and priorities for action
- • Assess the effectiveness of strategies aimed at preventing bullying behaviour
- • Assess the effectiveness of strategies aimed at responding to bullying behaviour
- • Ensure this policy is reviewed at intervals of no more than four years
- • Ensure this policy is reviewed following any incident which highlight the need for such a review.

Links to Other Policies

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

- • Positive Behaviour Policy
- • Safeguarding and Child Protection Policy
- • Special Educational Needs Policy
- • Health and Safety Policy
- • Relationships and Sexuality Education
- • Digital Safeguarding & Acceptable Use of Internet Policy
- • Mobile Phone Policy
- • Educational Visits
- • Staff Code of Conduct

Coagh Primary School

31 Urbal Road   **Tel:** 028 867 37676
Coagh
Co Tyrone   **Email:** ibayne452@c2kni.net
BT80 0DW   **Website:** www.coaghprimaryschool.com

Principal: **Mr I Bayne B.Ed. (Hons), PQH (NI)**

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year Group

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

15

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

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:
The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour 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 Coagh Primary School Positive Behaviour Policy, 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

    ☐   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
- ☐ Race
- ☐ Not known
- ☐ Other _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:						
Pupil Name:			**Year Group**			
Refer to Coagh Primary School Addressing Bullying policy and level 1-4 interventions in effective responses to bullying behaviour (page 22 onwards)						
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

Record of participation in planning for interventions

Pupil:

Parent/carer:

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

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

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

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

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

Staff Involved:

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

Record of participation in planning for interventions
Pupil:

Parent/carer:
Other Agencies:

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

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

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

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:

_____

_____ **Part 4b-**

If the success criteria have not been met, continue to:

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

☐   Track, monitor and review the outcomes of further intervention

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

☐   Follow Safeguarding Policy

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

☐   Engage with Board of Governors

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

Coagh Primary School

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Coagh
Co Tyrone   **Email:** ibayne452@c2kni.net
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Principal: **Mr I Bayne B.Ed. (Hons), PQH (NI)**

How we Address Bullying in Coagh Primary School

If there is an **Alleged Bullying Behaviour** Reported.

In all cases a **Bullying Concern Assessment Form** initiated by a member of the teaching staff.

Checks will be completed for Previous Incident(s) and Current Incident will be recorded.

Parents/Carers kept informed and BCAF updated at **all stages***

Using the Legal Definition and current guidelines (as stated in the policy) a member of the Pastoral Team determines whether the situation constitutes Bullying.

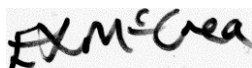| Alleged behaviour DOES NOT MEET legal definition.	Alleged behaviour DOES MEET legal definition.
Positive Behaviour Policy consulted, and appropriate interventions identified.	Addressing Bullying Policy consulted, and appropriate interventions identified.
Intervention(s) applied to reduce unacceptable behaviours and help ensure they do not progress to bullying behaviours.	Intervention(s) applied to reduce unacceptable Bullying Behaviours.
	Intervention(s) applied to strengthen target(s) resilience.

Positive Behaviour Policy-
Appropriate sanctions/consequences will be applied. Restorative interventions and tailored support provided.

Together staff and pupils will track, monitor and assess progress to determine the effectiveness of the interventions and support

The Board of Governors discussed this Policy at a Meeting on 27th May 2025 and it was signed by the Chairperson of the Board of Governors.

Signed: *EX McCrea*
(Chairman of Board of Governors)

Signed: *(signature)*
(Principal)

Date: 27th May 2025