Circular No 2026/11

Lisnagarvey High School
Warren Gardens
LISBURN
BT28 1HN

ANTI-BULLYING POLICY

JP Sheerin
Secretary to Board of Governors

September 2026

Lisnagarvey High School Anti-Bullying Policy

Section 1: Introduction

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

The staff of Lisnagarvey High School strive to eradicate bullying behaviour through a series of anti-bullying initiatives. We want to give the message that, in our school, bullying behaviour will **NOT** be tolerated. We want to give the message to pupils who feel threatened by bullying behaviour that they may report their fears, in the knowledge that the pupil displaying bullying behaviour will be firmly dealt with.

As advocated by DENI Circular 1997/4, schools should act and be seen to act promptly and firmly to combat bullying behaviour. This is consistent with our school's basic responsibility to keep our pupils safe from harm and to provide a secure learning environment. Bullying behaviour, however, thrives in an atmosphere of uncertainty, secrecy, and fear, and by its very nature undermines and detracts from the quality of education offered in school. Thus, it is an issue which must be firmly faced and addressed by the Principal and all staff on a day-to-day basis. A whole-school response aimed at implementing effective anti-bullying procedures is essential.

There can be a variety of reasons why some pupils display bullying behaviour. They might be unhappy with their own lives and because they are angry or jealous, or are perhaps themselves experiencing bullying behaviour, they try to compensate by taunting someone else. The person they choose to display bullying behaviour towards will invariably be believed to be an easy target, someone they can display these behaviours towards without there being any danger to themselves. The bullying behaviour will often be done when there is no teacher or other reliable and supportive person present.

Section 2: Context

Lisnagarvey High School's Anti-Bullying Policy has been developed in the context of the following legislation, policies and 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 and 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 Convention on the Rights of the Child (UNCRC)

Definition of Bullying

The Addressing Bullying in Schools Act (Northern Ireland) 2016 has legally defined bullying as:

"(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.

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

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. All incidents of bullying behaviour, and alleged bullying incidents, should be recorded. This policy should be applied during the school day; while travelling to and from school; when pupils are under the control of school staff, but away from school e.g. a school trip and when receiving education organised by school but happening elsewhere e.g. in another school in the Lisburn Area Learning Community. Lisnagarvey High School's Anti-Bullying policy will be updated at least every 4 years, following consultation with all stakeholders.

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); to be protected from discrimination (A.2); to express their views, in a supported and accessible

way, on issues that affect them, and to have their opinions taken seriously (A.12) and to education (A.28).

Section 3: Ethos and Principles

At Lisnagarvey High School, all of our staff are committed to our school's core values of:

- Mutual Respect
- Caring and Responsible
- Meeting the Needs of the Individual
- Success for All

We are committed to educating our pupils to be contributors in a society whereby everyone can live free and safe from bullying and that pupils are taught that bullying behaviour is unacceptable. We believe that every child and young person should be celebrated in their diversity and are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school. We value the views and contributions from our pupils, and we actively seek these views, through the School Council. 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 and we value the supportive role that the 'Friends of Lisnagarvey' undertakes also as contributors to the whole school community.

Section 4: Consultation and Participation

Following consultation with pupils to ascertain their understanding and experiences of bullying at school, this led to focussed work being completed during contact periods with some junior school classes, as well as competitions to promote anti-bullying messages. Further work was carried out by the School Council to tackle bullying behaviour at a whole school level.

This policy has been drafted because of the results of the previous consultation, as well as with EA guidance on the Anti-Bullying in Schools legislation. We recognise the importance of giving all stakeholders a voice in the writing of this policy. This draft will be used to consult with staff, pupils and parents in order to improve upon the anti-bullying policy at Lisnagarvey High School. Pupils will complete class-based activities around anti-bullying during Contact and LLW periods, with recommendations fed back to the School Council by the representatives from each class. Further work will be completed by the Sixth Form Mentors, in delivering proposed recommendations to Junior School pupils. The Child Centred Provision Group will also read and make

recommendations based on all other consultations, before the final policy is ratified by the Board of Governors.

All stakeholders will be informed of the new Anti-Bullying Policy via the school website and social media.

Section 5: What is Bullying?

As previously outlined, The Addressing Bullying in Schools Act (NI) 2016 has provided a legal definition of bullying.

In line with this Act, Lisnagarvey High School defines bullying as:

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.

All incidents of alleged bullying behaviour will be assessed against the following criteria:

- Is the behaviour intentional?
- Is the behaviour targeted at a specific pupil or group of pupils?
- Is the behaviour repeated?
- Is the behaviour causing physical or emotional harm?
- Does the behaviour involve omission? (It is acknowledged, that omission is not always present in a bullying situation.)

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

- Severity and significance of the incident
- Evidence of pre-meditation
- Impact of the incident on individuals (physical/emotional)
- Impact of the incident on the wider school community
- Previous relationship between those involved
- Any previous incidents involving the individuals

Any incidents that are not considered bullying behaviour will be addressed under the school's Positive Behaviour Policy.

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

- Verbal or written acts
- Physical acts
- Omission (Exclusion)
- Electronic Acts

The list above is not exhaustive and other behaviours, which fit the definition, may be considered bullying behaviour.

In determining 'harm' we define:

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

Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussing 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, when describing the situation, we will describe those involved as:

- 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.

Motivation behind Bullying

If an incident is decided to be bullying behaviour, the school will record the motivation behind the bullying behaviour. Motivations behind bullying behaviour are wide ranging. Motivations include, but are not limited to:

- Age
- Appearance
- Perceived or actual imbalance of power

- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability/SEN
- Ability
- Looked After Child (LAC) status
- Young Carer status

Section 6: Preventative Measures

Lisnagarvey High School has a clear policy on the promotion of good citizenship, where it is made clear that bullying behaviour is a form of anti-social behaviour; it is wrong and will not be tolerated.

The main thrust is through the Pastoral Care Programme for all pupils. The effects of bullying behaviours can include illness, dropping out of school and even suicidal thoughts, therefore it is vital to equip our pupils with the personal qualities, resilience and skills that can make bullying an irrelevance.

In order to prevent bullying in school and to create a safe learning environment, preventative measures could include the following:

- Raising awareness and understanding the positive behaviour expectations, as outlined in the Positive Behaviour Policy to the whole school community.
- Promotion of anti-bullying messages through the curriculum and during contact time with pupils' form tutors.
- Addressing issues, such as motivation for bullying, through the study of Personal Development (KS3), Learning for Life and Work (KS3) and Personal Success and Well-Being (KS4) e.g. sectarianism, racism, homophobia etc.
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.

- Through the preventative curriculum actively promote positive emotional health, well-being and socially acceptable behaviour.
- Participation in annual Anti-Bullying Week activities and use of NIABF resources.
- Engagement in key national and regional campaigns e.g. Safer Internet Day etc.
- The continued use of peer led systems to support the delivery and promotion of key anti-bullying and positive behaviour messages within school e.g. School Council, 6th Form Mentoring System.
- Focussed year group and key stage assemblies throughout the year to raise awareness and promote understanding of key issues related to bullying.
- Ensure that all pupils know that the school does not tolerate bullying and that all pupils know how to speak out. They should also be told that they can inform their Class Tutor, Year Head, Head of School and Head of Pastoral Care at any time, and that all staff will adopt a zero-tolerance approach to bullying behaviour.
- Ensure that all new pupils understand the Anti-Bullying Policy within school and the clear message it conveys.
- Continuous publicising of the policy to both pupils, parents and staff. Information about the anti-bullying policy and pastoral structures displayed in a prominent area of the school for all pupils to access easily.
- Ensure that the ways of preventing bullying are outlined in the school's written policy on discipline, and that they are also included in the school prospectus and website.
- Keep parents informed – inform them that the school acts to prevent bullying as a whole; and does not just deal with isolated incidents as they occur.
- To encourage coping strategies which will empower pupils to be more assertive and more self-confident in response to bullying-type behaviours.
- To regularly promote the school counselling service to all pupils and how they can refer themselves, should they require further support.

In order to prevent bullying on the way to and from school, preventative measures could include the following:

- The development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community e.g. celebration events, rewarding success and achievement.
- Regular engagement with transport providers 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, including information on how to raise any concerns with the school through the school website and social media.
- Appropriate deployment of staff to support the transition from school to home e.g. staff on duty at the front of the school, staff on duty at the school gates, staff ensuring that pupils embark the school bus in an orderly manner, where appropriate.

In order to prevent bullying on electronic devices (cyberbullying), preventative measures could include the following:

- Addressing key themes of online behaviour through Learning for Life and Work and Contact periods, including how to respond to harm and the consequences of inappropriate use.
- Participate in annual Anti-Bullying week activities.
- Engaging with outside agencies to deliver assemblies and programmes to promote key messages e.g. PSNI, YMCA
- Participation in Annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies e.g. Acceptable Use of the Internet Policy, Mobile Phone Policy etc.

Raising Awareness

There are several indicators displayed by pupils who have been experiencing bullying behaviour, which staff and parents should be aware of. Whilst the list below is not exhaustive, pupils who are experiencing bullying behaviours may display some of the following signs and symptoms:

- A pattern of physical illness, e.g. stomach aches, headaches etc.
- Anxiety about travelling to and from school, wanting to be taken to and collected from school, avoiding regular travelling times.
- Changes in temperament and/or behaviour.
- Signs of anxiety or distress – difficulty in sleeping, not eating, crying, bed-wetting, nightmares, stammering, becoming introverted or unsociable.
- Possessions and/or clothing damaged or missing.
- Increased demands and/or stealing money.
- Unexplained bruising or cuts.
- Deterioration in educational performance or loss of enthusiasm and interest in school.
- Reluctance and/or refusal to say what is troubling him/her.

Section 7: Responsibility

All staff at Lisnagarvey High School are committed to promoting positive behaviour and creating a school community which is a safe and supportive learning environment for everyone.

Everyone in the school community, including pupils, their parents/carers and all school staff 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 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 know how to seek support.
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

Ultimately, it is the parent/carers responsibility to ensure that their child is using their electronic devices appropriately and to monitor the use of their social media accounts and devices. We encourage all pupils and parents who experience cyberbullying to take save all communications and block/remove the person displaying bullying behaviours from all of their devices and social media accounts. Further information on cyberbullying should be found in the schools' Acceptable Use of the Internet Policy and the Mobile Phone Policy.

Section 8: Reporting a Bullying Concern

Pupils

Pupils are encouraged to report any concerns that they have to **any member of staff** that they trust. This can be from ANY pupil, not just pupils who are experiencing bullying behaviour themselves. It is encouraged that pupils should seek help as early as possible, for themselves, or for another pupil who is experiencing bullying behaviour. Pupils could report their concerns by speaking to a member of staff directly, emailing them or writing them a note.

However, it is preferable that pupils report concerns about bullying behaviour to their form tutor, who in turn will liaise with the appropriate Year Head and investigate the incidents. The Head of Pastoral Care (Mrs L. Knipe) should be kept updated throughout the investigation.

Parents/Carers

The staff of Lisnagarvey High School will act robustly against bullying behaviours, and we encourage information from parents/carers about incidents of alleged bullying behaviour at the earliest opportunity. We wish to work with parents for the wellbeing of all children and therefore we encourage parents to encourage their children to react appropriately to bullying behaviour and report concerns at the earliest convenience to a member of school staff and not to retaliate.

If a parent/carer has concerns about bullying behaviour:

- In the first instance, all bullying concerns should be reported to the pupils' form tutor.
- If you are 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 the appropriate Year Head.
- If you are 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 the Head of Pastoral Care (Mrs L. Knipe), Head of Junior School (Mrs L. Murray), Head of Senior School (Dr B. McKinstry) or Head of Upper School (Miss S. Black.)
- If you are still 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 the Vice-Principal (Miss C. Johnston) or Principal (Mr J. Sheerin).
- If you remain unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. The Complaints Procedure is available from the School Office on request.

All reports of bullying behaviour received will be responded to in line with Lisnagarvey High School's Anti-Bullying policy and feedback will be given to the person who made the report. However, no information about the action taken in relation to a pupil will be disclosed to anyone other than the pupil involved and their parent/carer.

Section 9: Responding to a Bullying Concern

There is a set procedure for recording all reported incidents of alleged bullying. It is very important that an accurate record which includes events, dates and action taken, especially if recorded as closely as possible to events having taken place. This also provides a safeguard for both pupils and staff.

If bullying is suspected or reported, the incident should be logged thoroughly and systematically on Lisnagarvey High School's BCAF (Appendix 1) by the member of staff who the bullying concern has been reported to.

Parent/carers will be informed at the discretion of the Class Tutor/Head of Year/Head of School/Head of Pastoral Care.

When a pupil reports an incident of alleged bullying behaviour to a teacher, the teacher informed will ask all pupils involved to complete a statement and attach these to the BCAF form. The member of staff will then discuss the incident with other appropriate members of staff, such as the pupils' Form Tutor, Year Head, Head of School or Head of Pastoral Care. Using the NIABF Effective Responses to Bullying Behaviour resource, the members of staff involved in the investigation should:

- Clarify facts and perceptions.
- Check records (SIMS/BCAF) of any similar incidents.
- Assess the incident against the criteria for bullying behaviour set out on the school's BCAF.
- 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/or sanctions. The Pastoral Care Team at Lisnagarvey High School advocate a restorative approach to responding to bullying behaviour, whereby we endeavour to resolve the concern and restore the wellbeing of all those involved through conflict resolution practices. However, we also recognise that this is not always practical or reasonable in some cases, and therefore sanctions may be implemented for those displaying bullying behaviour, in line with the school's Positive Behaviour Policy.
- Track, monitor and record effectiveness of interventions. It should be noted that any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and their parents/carers.
- Review outcome of interventions.

- Select and implement further intentions as necessary.

Help, support and counselling will be given as appropriate to all pupils involved in incidents of bullying or alleged bullying behaviour.

Suggested strategies to deal with pupils who have experienced bullying behaviours

- Reassure the pupil that the matter has been taken seriously and will be dealt with. Check to see if supervision can be improved.
- Ask for a written statement of what has happened as soon as possible.
- Meet with the individual witnesses to try to get a clearer picture.
- Help the pupil to plan self-protective strategies and a response if the incident should recur. The pupils should be encouraged to stay with a group of friends/people as there is safety in numbers. The pupil should also be encouraged to ignore the pupil displaying bullying behaviours and confidently walk away; but report it immediately to a member of staff. Other strategies that could be used are the use humour to deflate the situation or to simply talk to someone they trust (Appendix 2 – Pupil Guidance on Bullying).
- Ask another pupil, or a Sixth Form Mentor to befriend the child or shadow them.
- Offer the pupil counselling and refer them for this through the Head of Pastoral Care or the Familyworks NI website.

Suggested strategies to deal with pupils who have displayed bullying behaviours

- Meet with the pupil as soon as possible and ask for a written report of what happened (what/where/when).
- Stress that it is the behaviour and not the pupil that is unacceptable.
- Suggest acceptable forms of behaviour and highlight any good form that the pupil has already demonstrated.
- Responsibility for harm/damage/hurt must be accepted by the pupil displaying bullying behaviours and recompense made.
- Make use of the curriculum to highlight acceptable behaviour. Pastoral Care classes, (e.g. anti-Bullying Week, Personal Development, LLW, Contact Periods etc.) emphasise the desirability of positive attitudes and values.

- Offer a situation where the pupils involved can get to know each other in a safe environment – perhaps in the counselling suite with the school counsellor. Ensure that adults and older pupils are modelling appropriate behaviour throughout the day, so that pupils can see that frustration, conflict and stress are handled in an appropriate manner.
- Contact parents, if appropriate.
- Agree action to be taken and let the pupil know that the behaviour will be closely monitored.
- Set a review date: arrange to see the pupil displaying bullying behaviour in the short term as he/she may need support towards positive behaviour.
- Offer the pupil counselling and refer them for this through the Head of Pastoral Care.

Section 10: Recording Procedures

The Addressing Bullying in Schools Act (NI) 2016 placed a legal requirement on schools to record all incidents of bullying behaviour and alleged bullying behaviour. In recording incidents of alleged bullying behaviour, the school will centrally record:

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

The Head of Pastoral Care will closely monitor any bullying accounts and store completed BCAFs centrally in a locked area. When it becomes obvious that a pattern of bullying behaviour is being established rather than just one isolated incident, parents of the pupil displaying bullying behaviour will be asked to make an appointment with the Head of Year, Head of School, Head of Pastoral Care, Vice Principal and/or Principal to discuss the matter further and establish a way forward.

Access to the completed full BCAF reports are limited, due to the sensitive nature of these incidents and full information on each incident will not be made available to all members of staff. The issue of trust and confidentiality is a very important aspect in the problem of bullying; therefore, staff members with access are the Heads of Year, Heads of Junior and Senior School, Head of Pastoral Care, Vice Principal and the Principal.

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.

Section 11: Professional Development of Staff

All staff, including teaching and non-teaching staff at Lisnagarvey High School will require regular, appropriate and adequate training on anti-bullying procedures in school.

We are committed to providing staff with the necessary training, in order to ensure the wellbeing of our pupils and therefore:

- Shall ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.
- Shall note the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- Shall ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching.
- Shall keep and update CPD records regularly.
- Shall provide the necessary training to staff on keeping records of BCAFs on the SIMS Module.

Section 12: Monitoring and Review of the Anti-Bullying 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.

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

Section 13: 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
- Pastoral Care Policy
- Equality and Inclusion Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy

- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct

Appendix 1 – LHS Anti-Bullying Policy – BCAF Form

Lisnagarvey High School

Bullying Concern Assessment Form (BCAF)

Incident Date		**Location**	

Part 1: Assessment of Concern

Addressing Bullying in Schools Act (NI) 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) & Class	**Gender**	**DOB**
Person reporting concern(s)			
Name of pupil(s) <u>experiencing</u> alleged bullying behaviour			
Name of pupil(s) <u>demonstrating</u> alleged bullying behaviour			
Any previously recorded incidents? *(give date, if known)*			

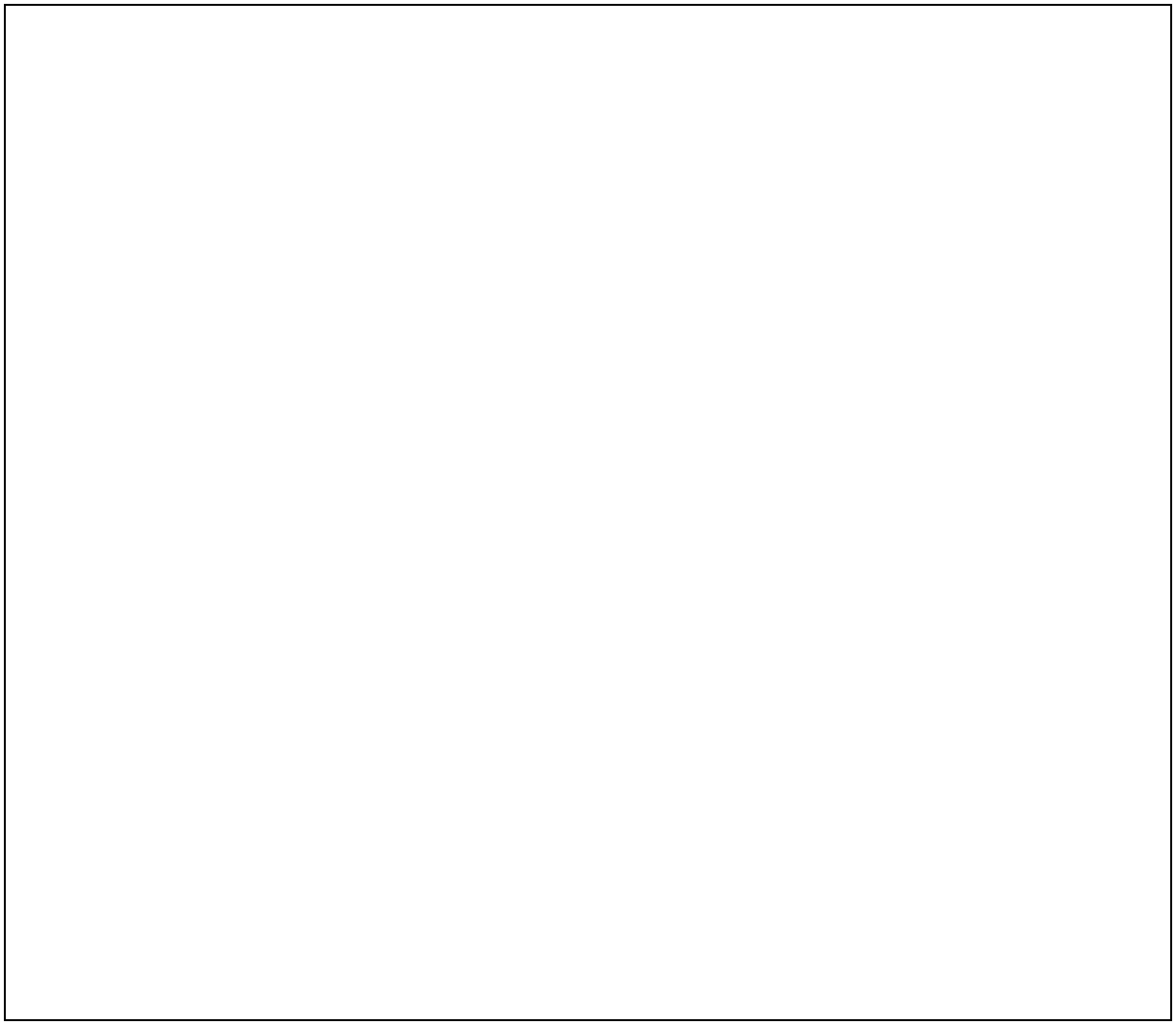
Review the information on the incident(s) recorded overleaf.

Socially unacceptable behaviour becomes bullying behaviour when, based on the information gathered, the criteria listed below have been met: **Lisnagarvey High 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? *(Omission may not always be present in bullying incidents)*	**YES / NO**

<u>YES</u> the above criteria have been met and bullying behaviour has occurred.	**<u>NO</u> the above criteria have not been met and bullying behaviour has not occurred.**
The criteria have been met, proceed to complete Part 2 of the BCAF.	The criteria have not been met, proceed to record the details on SIMS. Refer to the Positive Behaviour Policy, continue to track & monitor to ensure the behaviour does not escalate.
Agreed by: _____ Status: _____ **Date: _____**	

Outline of incident(s): Attach all written accounts/drawings/evidence of incident(s) completed by pupil experiencing bullying behaviour and witnesses, including date(s) of events, if known.

Date	Information gathered	Location (stored)



Lisnagarvey High School

Bullying Concern Assessment Form (BCAF)

Part 2

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

In what way did the bullying behaviour present? *Select one, or more, of the following:*

_____ Physical

_____ Verbal

_____Indirect (e.g. omission)

_____Electronic

_____ Written

_____ Other Acts: *please specify:* _____

_____

Motivation (underlying themes) *This list if not definitive; select one, or more, of the following:*

_____Age

_____ Appearance

_____ Imbalance of Power

_____ Cultural

_____Religion

_____ Political Affiliation

_____ Community Background

_____Gender Identity

_____ Sexual Orientation

_____ Family Circumstance *(e.g. 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: _____

_____

Lisnagarvey High School

Bullying Concern Assessment Form (BCAF)

Part 3: Record of Support and Interventions for Pupil Experiencing Bullying Behaviour

Pupil name: _____ **Class:** _____

****Refer to School Anti-Bullying Policy and to Level 1-4 Interventions in Effective Responses to Bullying Behaviour*

Parent/guardian informed: YES / NO **Date:** _____

By whom: _____

Staff Involved: _____

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

Record of Participation in planning for interventions

Pupil:

Parent/guardian:

Other agencies:
****Continue to track interventions until an **agreed** satisfactory outcome has been achieved.*

Lisnagarvey High School

Bullying Concern Assessment Form (BCAF)

Part 3: Record of Support and Interventions for Pupil Displaying Bullying Behaviour

Pupil name: _____ **Class:** _____

****Refer to School Anti-Bullying Policy and to Level 1-4 Interventions in Effective Responses to Bullying Behaviour*

Parent/guardian informed: YES / NO **Date:** _____

By whom: _____

Staff Involved: _____

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

Record of Participation in planning for interventions

Pupil:

Parent/guardian:

Other agencies:
****Continue to track interventions until an **agreed** satisfactory outcome has been achieved.*

Lisnagarvey High School

Bullying Concern Assessment Form (BCAF)

Part 4: Review of Bullying Concern and Actions to Date

Date of Review Meeting: _____

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

1. Fully _____
2. Partially _____
3. Further Intervention/support required _____

Give details: _____

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

_____ Reassess 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 (e.g. EA, Health and Social Services etc.)

_____ Engage with Board of Governors.

Agreed by:

School Signature:

Date:

Parent/Guardian Signature:

Date:

Pupil Signature:

Date:

Appendix 2 – LHS Anti-Bullying Policy – Pupil Guidance on Bullying Behaviours

PUPIL GUIDANCE - BULLYING

- Try not to show that you are upset – this is difficult.
- Try to ignore the person displaying bullying behaviour.
- Walk quickly and confidently – even if you don't feel that way inside.
- Try being assertive – shout loudly!
- Get your friends together and say "no" to the person displaying bullying behaviour.
- If you are different in any way, be proud of it – it's good to be an individual!
- Avoid being alone in places where bullying behaviour can happen.
- If you are in danger, get away!
- Tell an adult you can trust.

You can help STOP bullying behaviour:

  - Don't stand and watch – **GET HELP!**
  - Show that you and your friends disapprove.
  - Give sympathy and support to pupils who may be experiencing bullying behaviour.
  - Be careful about teasing or personal remarks – imagine how you might feel.
  - If you know of serious bullying behaviours, **tell a trusted adult**. It's not telling 'touting'; the pupil experiencing this behaviour may be too scared or lonely to tell.