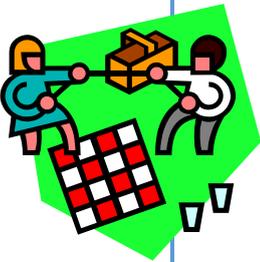


Aughnacloy Primary  
School

**Anti-bullying**  
**policy**



September 2021

## **Anti-bullying policy**

Aughnacloy Primary School promotes learning for life and high achievement by working with children to:

- practise the Christian faith in their daily lives;
- have high self-esteem – respecting themselves, others, our local community and the world around us;
- recognise their talents and acquire the knowledge and skills to be their individual best;
- become happy, enthusiastic, highly motivated life-long learners;
- be able to work independently and collaboratively;
- gain the necessary skills to equip them for our ever changing world.

### **Statement of intent**

- Aughnacloy Primary School aims to provide a working, caring and happy environment in which the potential of every child can be realised.
- We wish to promote in all our pupils such values as will make them caring, responsible citizens.
- We believe in the dignity and worth of each individual and in the development of the whole person.
- All members of staff share these values and work to ensure a pupil-centred approach in which caring is a shared responsibility of all staff.

### **General Rationale**

Aughnacloy Primary School is completely opposed to bullying and it will not be tolerated. Bullying, regardless of what form it takes, is entirely contrary to the values and principles we work and live by. All members of the school community have the right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. Parents, in turn, will be expected to work with the school to ensure bullying does not take place. The Board of Governors has an overarching responsibility to ensure that the school provides a safe and harmonious learning environment for all who use the premises. The Board takes this responsibility seriously.

## **International Context:**

The principles and philosophy that underpin our work with children are those set out in the 'U.N. Convention on the rights of the child' (UK Agreement, 1991) and enshrined in the Children (NI) Order, 1995 (effective from November 1996). In particular, the principle we support is that every child has the fundamental right to be safe from harm and with proper care by those looking after them given to their physical, emotional and spiritual wellbeing.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

### ***Article 3***

***“Children have the right to have their welfare considered paramount in all decisions taken about them.”***

### ***Article 12***

***“Children have the right to be heard”***

### ***Article 19***

***“Children have the right to be protected from abuse and neglect.”***

### ***Article 29***

***“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.”***

## **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.
- Be protected from discrimination.
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously.
- An education.

## PRINCIPLES

We work with our staff, pupils and parents to create a school community free from bullying. To achieve this, we:

- support staff to promote positive relationships and identify and tackle bullying related issues appropriately;
- ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the Anti-bullying Policy;
- operate a robust anti bullying policy;
- discuss, monitor and review the policy with members of staff and with pupils biannually;

- report back quickly to parents regarding their concerns of bullying issues and deal promptly with complaints in line with our policy;

We believe that each child will succeed through experiencing quality in:

- a Christian ethos of support and encouragement, where diversity is embraced and success is celebrated;
- a broad and challenging curriculum, ensuring inclusion and equality of opportunity;
- a learning partnership between school, home and the wider community;
- a safe, healthy, stimulating learning environment;
- innovative teaching and an investigative approach to learning

## **Legislative Context:**

The Addressing Bullying in Schools Act (Northern Ireland) 2016  
The Education and Libraries Order (Northern Ireland) 2003

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

## **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)

## **Key points to note are:**

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- ✓ Provides a legal definition of bullying.
- ✓ Places a duty on the Board of Governors to put in place measures to prevent bullying 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:
  1. *In school, during the school day*
  2. *While travelling to and from school*
  3. *When under control of school staff, but away from school (e.g. school trip)*
  4. *When receiving education organised by school but happening elsewhere*
- ✓ Requires that the policy be updated at least every four years.

- ✓ The Education and Libraries Order (NI) 2003, requires the Board of Governors to: *'Safeguard and promote the welfare of registered pupils'*

## **Ethos**

We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying. We believe 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**

Children from Key Stage 1 & 2 were consulted via teacher lead discussion in class. (October/November 2021). Parents, staff and governors (teaching and support staff) were consulted by being asked to make comments in regards to the draft policy currently which was posted on the school website. (22/10/21-12/11/21)

The school's safeguarding team drafted the revised policy. This was then presented to all staff members for their approval, and was ratified by governors.(November 2021)

## **Definition**

The term bullying refers to a range of harmful behavior, both physical and psychological. All bullying behavior usually has the following four features:

- ✓ It is repetitive and persistent
- ✓ It is intentionally harmful
- ✓ It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
- ✓ It causes distress

Addressing Bullying in Schools Act 2016:

1. (1) *In this Act "bullying" includes (but is not limited to) the repeated use of*
  - (a) *any verbal, written or electronic communication,*
  - (b) *any other act, or*
  - (c) *any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm\* to that pupil or group of pupils.*

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

Northern Ireland Anti-Bullying Forum (NIABF):

*'Bullying is the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.'*

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.

When assessing a one-off incident, to make a decision 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 incidents on wider school community
- ✓ previous relationships between those involved
- ✓ any previous incidents involving the individuals

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

When discussing bullying behaviours, the terms 'bully' and 'victim' should be avoided. Instead we should refer to the child describing the situation or surrounding that child, as:

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

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

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

## **Preventative Measures**

The focus for all anti-bullying work should be on preventing bullying and creating a safe learning environment. In Aughnacloy we do this by:

- ✓ Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- ✓ Promoting anti-bullying messages through the curriculum e.g. 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 PD&MU, whole school assemblies and R.E
- ✓ Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity
- ✓ Promoting positive physical and emotional health through PD&MU, PE curriculum
- ✓ Participation in the NIABF annual Anti-Bullying Week activities
- ✓ Engagement in key national and regional campaigns, eg Safer Internet Day
- ✓ Development of peer-led systems e.g. School Council to support the delivery and promotion of key anti-bullying messages within the school
- ✓ Development of effective strategies for playground management e.g. zoning of playgrounds, playground buddies (PATHS), buddy bench, inclusion of specific resources to meet the needs of all pupils
- ✓ Focused assemblies to raise awareness and promote understanding of key issues related to bullying
- ✓ Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks

Preventing bullying behaviour on the journey to and from school:

- ✓ Development of a culture where pupils take pride in their school and are viewed as ambassadors for Aughnacloy PS within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- ✓ Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school e.g. if the need arises we will develop a peer monitoring systems on buses
- ✓ Regular engagement with transport providers e.g. EA Transport to ensure effective communication and the early identification of any concerns
- ✓ Appropriate deployment of staff to support the transition from school day to journey home e.g. staff bus duty rota and procedure for safe handover

We raise children's awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way. We do this by:

- ✓ Addressing key themes of online behaviour and risk through PD&MU, R.E and ICT, including understanding how to respond to harm and the consequences of inappropriate use
  - ✓ Participation in Anti-Bullying Week activities
  - ✓ Engagement with key statutory and voluntary sector agencies e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum to support the promotion of key messages
  - ✓ Participation in annual Safer Internet Day and promotion of key messages throughout the year
- ✓ Development and implementation of robust and appropriate policies in related areas e.g. Acceptable Use of the Internet Policy, E-Safety Policy and Mobile Phone Policy

## **Agreed code of conduct for the school community**

### **Pupils**

#### ***Rights:***

- Pupils have the right to be educated in an environment, which is safe, caring and respectful of their individual needs.
- Anyone who becomes the target of bullies should not suffer in silence, but be encouraged to have the courage to speak out, to put an end to their own suffering and that of other potential targets.

#### ***Responsibilities:***

- Pupils have a responsibility to treat all other pupils, teachers and other staff with respect.
- Pupils have a responsibility to refrain from engaging in bullying behaviour and to intervene to protect a pupil who is being bullied, unless it is unsafe to do so.
- Pupils have a responsibility to report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

### **Teachers and other staff**

#### ***Rights:***

- Teachers and other adults in the school community have an entitlement to work in an environment, which is characterised by respect and caring for all.

#### ***Responsibilities:***

- Teachers and other adults in the school community have a responsibility to contribute to the creation of such an environment and to work for the well-being of all pupils
- Teachers and other adults in the school community will foster in the pupil's self-esteem, self-respect and respect for others.
- Teachers and other adults in the school community will demonstrate, by example, the high standards of personal and social behaviour expected of the pupils.
- Teachers and other adults in the school community will discuss bullying with all classes, so every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens.
- Teachers and other adults in the school community will listen to children who have been bullied, take what they say seriously and act to support and protect them, through our preventative strategies.

- Teachers and other adults in the school community will report suspected cases of bullying to Mrs. Moore, Teacher in charge of Pastoral Care.
- Mrs. Moore will follow up any complaint by a parent about bullying, and report back on the action that has been taken.
- Staff will continually reinforce the importance of telling a trusted member of staff about bullying when it happens.
- Be alert to signs of distress and other indications of bullying
- Fully engage in activities and competitions organised during Anti-Bullying Week.
- Use circle time, PD&MU lessons, RE lessons, school assemblies, PATHS programme etc. to promote opportunities to discuss the subject.

### **Responsibilities of Support Staff and all other adults connected with the school for Clubs and Activities**

- All staff and adults working with pupils (includes sports coaches and adults leading after-school activities) should be vigilant in looking for signs of bullying.
- They should report any incident of bullying or suspected bullying to the class teacher or in the absence of the teacher, a member of the Safeguarding Team.
- During lunch times, supervisory staff will assist with playground activities and help maximise the use children make of the play equipment and playground space. They will closely monitor children's involvement in activities.

### **Parents**

#### ***Rights:***

- Parents have an entitlement to expect that their child will be educated in an environment, which is safe, caring and respectful of their individual needs.

#### ***Responsibilities***

- Parents should watch for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Parents should advise their children to report any bullying to Mrs Karen Moore teacher in charge of Pastoral Care in school, or to their class teacher, and explain to their child the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Parents should advise their children not to retaliate to any form of bullying.
- Parents should be sympathetic and supportive towards their children, and reassure them that appropriate action will be taken.
- Parents should keep a written record of any reported instances of bullying.
- Parents should inform the school of any suspected bullying, even if their children are not involved.

- Parents should co-operate with the school. If their children are accused of presenting bullying behaviour, they should try to ascertain the truth, and point out the implications of bullying, both for the children who are displaying/presenting bullying behaviour and for the children experiencing bullying behaviour.

**Parents must not approach another child or another child's parent, about a behaviour matter or an incident of suspected bullying. All concerns must be brought directly to school staff in line with school policy.**

## **Reporting a Bullying Concern**

### **Pupils Reporting a Concern**

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work as previously listed, 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 pupil.

Pupils can report bullying concerns by:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (e.g. Worry box/worry monster)
- Talk to me box (PATHS)

### **Parents/ Carers reporting a Concern**

Parents / Carers can report bullying concerns by:

- 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 the designated teacher, Mrs Moore
- Where the parent is not satisfied that appropriate action has been taken by the designated teacher to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal, Mrs Clarke
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors, Mr Lee

While a report of a bullying concern is most likely to come from pupils or their parents/carers, the school will be open to receiving such reports from others not directly involved with the school.

Any report of a bullying concern 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.

## **Responding to a Bullying Concern**

The school's process outlined below provides a framework for how we will respond to any bullying concerns identified.

- ✓ Clarify facts and perceptions
- ✓ Check records
- ✓ Assess the incident against the criteria for bullying behaviour If bullying behaviour has been identified:
  - ✓ Identify any themes or motivating factors
  - ✓ Identify the type of bullying behaviour being displayed
  - ✓ Identify intervention level for pupil displaying/ experiencing bullying behaviour
  - ✓ Select and implement appropriate interventions for all pupils involved
  - ✓ Track, monitor and record effectiveness of interventions
  - ✓ Review outcome of interventions
  - ✓ Select and implement further interventions as necessary

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. (Appendix 3) and Northern Ireland Anti-Bullying Forum – Intervention Tables –Levels 1-4. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

As previously stated, no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

## **Recording**

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 will be kept securely. Access to these records will be restricted to the Safe Guarding team and only provided to appropriate members of school staff. Appendix 1

Records will also be kept on the online SIMS behaviour Management Module, which is part of the C2k system in schools. 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.

## **Professional Development of Staff**

We are committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing Continued Professional Development (CPD) provisions. 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 will:

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

This Anti-Bullying Policy will be reviewed, in consultation with pupils and their parents/carers, on or before March 2024.

## **Links to Other Policies**

This anti-bullying policy forms part of the school's overall Pastoral Care policy. It links with the Safe-guarding & Child Protection Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. It links with the Positive Behavioural policy in which the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the sanctions which will be used as part of the disciplinary process.

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

- ❖ SEN
- ❖ Health & Safety
- ❖ Relationships & Sexuality
- ❖ E-safety and Acceptable use of the Internet
- ❖ Mobile Phone Policy
- ❖ Educational Visits
- ❖ Staff Code of Conduct

## **Consultation**

The school will seek to involve and inform Governors, all staff, pupils and parents in all areas of its anti-bullying work.

## **Responses and sanctions.**

Working with the pupils concerned, the designated teacher will devise a plan for resolution of the conflict. (Think Time discussion sheet Appendix 2) This plan will include targets for acceptable behaviour and will set out support measures that will be provided for both the pupil displaying bullying behavior and pupil experiencing bullying behaviour.

Any disciplinary action required would use the system of sanctions, which is set out in the school's Positive Behavioural Policy.

### ***Reviewing the situation***

The situation will be monitored and reviewed within one month of the initial report. This will be done by the designated teacher, in co-operation with the other teachers, pupils and parents concerned.

### ***Involvement of other agencies in provision of support***

When necessary, the school will draw on support from a range of outside agencies including Education Welfare Officer, Behaviour Management Team and the Educational Psychology Service, PSNI. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear that outside help is needed, the school will not hesitate to avail of it.

## **Monitoring and review of policy**

The principal and designated teacher for child protection will monitor the implementation of this policy. A report on implementation will be provided annually to the Board of Governors, within the overall report on pastoral care provision. The school will review this policy annually and assess its implementation and effectiveness

## BULLYNG CONCERN ASSESSMENT FORM

### PART 1 – ASSESSMENT OF CONCERN

Date: \_\_\_\_\_

	Name(s)	Gender m/f	DOB/Year Group (if pupil)
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of pupils(s) demonstrating alleged bullying behaviour			
Does the behaviour involve? <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to Group			

#### Type of incident and theme (if applicable):

- Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, and other physical contact which may include use of weapons.
- Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)
- Disability (related to perceived or actual disability)
- Cyber (through technology such as mobile phones and internet)
- Homophobic (related to perceived or actual sexual orientation)
- Racist (related to skin colour, culture and religion)
- Sectarian (related to religious belief and/or political opinion)
- Other

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 repeated?

Yes / No

Is the behaviour targeted at a specific pupil/group of pupils?	Yes / No
Is the behaviour intentional?	Yes / No
Is the behaviour causing physical/emotional harm?	Yes / No
Does the behaviour involve omission (may not always be present).	Yes /No
Does this incident meet your school's agreed definition of bullying?	Yes / No

Check records for previously recorded incidents

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

PART 2 – DETAILS OF INTERVENTIONS TO BE IMPLEMENTED IN RESPONSE

2.1 PUPIL(S) WHO HAS/HAVE BEEN EXPERIENCING BULLYING BEHAVIOUR:  
REFER TO LEVEL 1-4 INTERVENTIONS (NIABF)  
OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

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Provide outline details of the level and type of intervention with:

peer group

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whole class

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On-going support/monitoring to be provided

\_\_\_\_\_ (daily, weekly)  
by \_\_\_\_\_ (named staff) and will be formally reviewed by  
\_\_\_\_\_ (date).

Has/have parent(s) been informed/involved?      Yes / No      (Give details)

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Referral to other agencies if yes, please specify:

\_\_\_\_\_

Any other details (please specify)

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2.2 PUPIL(S) WHO HAS/HAVE BEEN DISPLAYING BULLYING BEHAVIOUR:

REFER TO LEVEL 1-4 INTERVENTIONS (NIABF)  
OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

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Provide outline details of the level and type of intervention with:

peer group

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whole class

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On-going support/monitoring to be provided \_\_\_\_\_ (daily, weekly)  
by \_\_\_\_\_ (named staff) and will be formally reviewed by \_\_\_\_\_ (date).

Has/have parent(s) been informed/involved?      Yes / No      (Give details)

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Referral to other agencies if yes, please specify:

Any other ACTION (please specify)

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Suspension

Expulsion

Other (please specify)

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PART 3 ON-GOING RECORD OF SUPPORT AND INTERVENTIONS  
 REFER TO NIABF LEVEL 1-4 INTERVENTIONS

Date	Details of intervention	Action required/taken (date and signed)
Name and designation of the teacher completing this form:		
Signed: _____ Date: _____		

PART 4 STATUS OF CONCERN

**This concern is now resolved:**

- Yes
- Copied to \_\_\_\_\_
- Filed (interventions complete, issue resolved, record maintained)

**When concern is not resolved:**

Further intervention required

- Review information and action to date
- Refer to Designated Teacher
- Refer to Principal
- Re-assess levels of interventions; implement other strategies from appropriate level
- Assign tasks, record and monitor as in Part 2 & 3.

Name and designation of the teacher completing this form:

\_\_\_\_\_

Signed: \_\_\_\_\_ Date : \_\_\_\_\_

**THINK TIME DISCUSSION / ACTIONS TO CHANGE**

**NAME:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**DAY & DATE:** \_\_\_\_\_

This is what happened

This is what I was thinking/feeling at the time

This is what I chose to do

These are the people who were affected by my actions

This is how people were affected by my actions

**These are the action/s that I need to take now to make things better/right**

**1.**

**2.**

**3.**

PUPIL'S SIGNATURE: \_\_\_\_\_

DESIGNATED TEACHER'S SIGNATURE: \_\_\_\_\_

PARENT'S COMMENT

PARENT'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## Appendix3

### ***NIABF Levels of bullying behaviour***

#### **Choosing an Appropriate Intervention.**

There is no one is always preferable intervention. Remember, the main aim of any intervention is to RESPOND to the bullying that is taking place, RESOLVE the concern and RESTORE the well-being of all those involved.

In selecting an intervention schools should take account of:

- The level of severity
- The age and ability of those involved
- Whether an individual pupil or a is involved group
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- The agreement of parents/carers
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention method
- Whether it is realistic to expect that the child experiencing bullying can be strengthened adequately to deal with the situation.

## **Understanding the levels of Intervention**

### **Level 1 Interventions**      *Low Level Bullying Behaviour*

Interventions at this level are to help individuals to recognise/reflect on their unacceptable behaviour and to 'get them back on track' while listening to and supporting/strengthening the pupil(s) experiencing bullying. Never ignore low level bullying behaviour. Staff should;

- ✓ Explain the inappropriateness of the behaviour
- ✓ Identify possible consequences if the bullying behaviour continues.
- ✓ Point out the level of distress experienced by the child experiencing bullying.
- ✓ Talk with the child experiencing bullying to explore whether in any way he/she has provoked the bullying behaviour.
- ✓ Help the bullied child to identify ways in which he/she may be strengthened and supported.
- ✓ Encourage reparation if appropriate.
- ✓ Monitor the situation carefully.
- ✓ Be prepared to intervene with a higher response level if the situation persists or deteriorates.

### **Level 2 Interventions**      *Intermediate Level Bullying Behaviour*

While interventions at Level 2 involve continuing with the above, there is a shift from individual work to group interventions. To be effective small group work needs:

- ❖ The consent of the child being bullied
- ❖ To be planned and timetabled, session length dependent on age and ability
- ❖ Parental/carer consent and agreement from participating pupils
- ❖ Carefully selected group membership
- ❖ To be facilitated in a positive manner, ideally by two adults, one participating one observing.
- ❖ Structured and focused activities to stimulate discussion and debate amongst members and develop group identity.
- ❖ Decisions and outcomes to be agreed and recorded.
- ❖ To facilitate the development of empathy amongst pupils.
- ❖ A solution focused approach.
- ❖ To provide opportunities for pupils to take responsibility
- ❖ Regular meetings of the group
- ❖ Regular meetings with the bullied pupil to assess on going effectiveness of agreed actions.

### **Level 3 - Interventions**      *Complex Bullying Behaviour*

It is clear that more complex bullying situations, which may be resistant to change, require the school to collaborate and network with parents/carers and other agencies, in addition to working with individual pupils.

Consequently, at this level, regarding a pupil's bullying behaviour require a formal referral to the Pastoral Co-Ordinator (Mrs K Moore) who will assume over-arching responsibility for the

implementation, monitoring and evaluation of school based interventions. In addition, she will have a lead role when liaising with external agencies.

The Pastoral Coordinator will refer to the school's Positive Behaviour and Anti Bullying Policies to ensure that the response is consistent with the provisions in these policies.

These pupils will be at Stage 3 of the SEN Code of Practice requiring that the SENCO, in partnership with the Pastoral Coordinator determine appropriate interventions. The inappropriate pupil behaviour should be identified within an Individual Education Plan (IEP) with the intervention detailed in the Behaviour Support Plan. It is imperative that other school staff implementing discrete interventions have been assigned responsibility accordingly.

At this level all available information should be used to inform a Risk Assessment. This assessment should involve an analysis of the presenting Risk Factors and Protective Factors. This risk analysis will determine the level of risk and needs and appropriate intervention from the framework. We consider these in terms of the following:

- School Environment
- Family Environment
- Peer Environment

This planning may also occur through a Multi-Agency Support Team meeting (MAST). For vulnerable pupils at higher risk the Pastoral Coordinator should further liaise with the DTCP/ Principal and consider the need for a UNOCINI assessment for Family Support by the Health and Social Care Trust is required.

### **Strength Building**

It is clear that pupils who engage in repetitive and/or severe bullying behaviour require additional measures in order for their behaviour to be influenced. This is especially case for 'at Risk' pupils who present with many risk factors and few protective factors.

Research shows that such pupils often have 'delays' in one or more of their social and emotional capabilities, as well as being disconnected from positive relationships, 10 programmes and opportunities in their school, home and community. Such pupils require Strength Building interventions. Individual action plans for 'strengthening' such pupils should focus on developing their social emotional skills and values.

Responsibility for strengthening these skills can be assumed by class teachers, SENCO or Pastoral Coordinator and involve support from other professionals, such as the School Counsellor, Educational Welfare Officer and other outside agencies.

Parents/carers will be informed of the programme, their consent obtained and wherever possible parents will be involved and contribute to this intervention, reinforcing these skills beyond the school setting.

## **Level 4 – Interventions**

### *High Risk Bullying Behaviour*

Bullying behaviours assessed as level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. The school's Child Safeguarding Procedures will need to be invoked. Mast meeting to be organised to develop an inter-agency risk management plan. This may incorporate intensive support services to the pupils involved and their families.

DE's guidance 'Pastoral Care in School: Child Protection (Circular1999/10) states: 'Where a pupil's bullying behaviour is persistent and defies attempts by the school to address it satisfactory by behaviour management strategies or disciplinary methods within a reasonable time, the child protection procedures should be instigated. The victim's needs should always be paramount. (para87)