Tummery

Primary School

Anti-Bullying Policy

Sept 2021

<u>Date ratified by Board of Governors:</u>   _____

<u>Signed:</u>   _____

1.0 Introductory statement

Tummery Primary School is completely opposed to bullying behaviour in all its forms, to any member of the school community by any member of the school community. We believe that all pupils have the right to learn in a safe and supported environment where every pupil is valued and supported to become confident individuals.

2.0 Context

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

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:
* 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:
    * In school, during the school day
    * While travelling to and from school
    * When under control of school staff, but away from school (eg. school trip)
    * When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
  * Requires that the policy be updated at least every four years.
* The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
  * 'Safeguard and promote the welfare of registered pupils' (A.17)
* The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
  * Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
  * Be protected from discrimination. (A.2)
  * Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
  * Education. (A.28)

3.0 Ethos and Principles

3.1 Guiding Principles
At Tummery Primary School;

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear,
- The welfare/well-being needs of all children and young people are paramount and pupils' needs, whether the pupil displaying bullying behaviours or the targeted pupil, need to be separated from their behaviour,
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change,
- Pupils who are targeted will be listened to and supported,
- Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility and change behaviour,
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention,
- Parents will be consulted and made aware of how we engage and consult with pupils regarding our school positive behaviour expectations, the prevention of bullying behaviour and how we will respond to bullying concerns informed by the 'Effective Interventions' Resource book (NIABF 2013) using 'Restorative Practice' and 'Solution Focused' interventions.

4.0 Consultation and Participation

Under legislation, the Board of Governors and Principal are required to consult with pupils, parents and staff in compliance with the Addressing Anti Bullying in Schools Act (NI) 2016
In Tummery P.S. the process of consultation took place through:

- Consultative workshops and questionnaires with pupils negotiating an agreed Code of conduct/class charter for positive behaviours,
- Class based activities (circle time, PDMU),
- Involvement in NIABF Anti Bullying week annual events,
- Discussion with school council/assemblies,
- Questionnaires distributed to all parents/carers,
- Consultative work with Board of Governors,
- Information/updates distributed to parents/carers,

- Staff consultation for all staff (teaching and non-teaching),
- Information for parents on website
- Engagement activity/training for all staff teaching and non-teaching staff in August.

5.0 What is Bullying?

5.1 Definition
The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition.

(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 group of pupils against another pupil or groups 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"

Our Policy Statement is:
"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 others."

While bullying is usually repeated behaviour, there are occasions of one –off incidents that the school will consider as bullying.

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 community,
- Previous relationships between those involved,
- Any previous incidents involving the individuals.

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

Definitions of emotional and physical harm – see updated policy document on web site or in the guidance below.

5.2 The Key Elements Present in Bullying Behaviour

There exists a continuum of socially unacceptable behaviours. These unacceptable behaviours infringe on everyone's right to be safe. They include the following;

1. **Physical**-including jostling, physical intimidation, punching/kicking, any other physical contact which may include the use of weapons,
2. **Verbal**- includes name calling, insults, jokes, threats, spreading rumours,
3. **Indirect**-incudes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes cyber bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another.

Socially unacceptable behaviours BECOME BULLYING BEHAVIOURS when the information gathered clearly demonstrates that the unacceptable behaviour DOES MEET THE CRITERIA LISTED BELOW i.e. on the basis of the evidence gathered the behaviour was/is;

- Intentional - 3 or more repetitious incidents involving the same target/s,
- Targeted at a specific pupil or group of pupils,
- Repeated - the act is not accidental, it is done wilfully, knowingly and with the deliberation to do harm. Repetition of an act will be used to establish intention to harm,
- Causing emotional /psychological harm- intentionally causing distress, anxiety, humiliation and the impact on self-esteem,
- Physical harm – intentionally causing injuries such as bruises, broken bones, burns,
- Omission- intentionally choosing not to mention (failure to act) i.e. wilful omission arising from a desire to cause hurt.

5.3 Indicators of Bullying Behaviour

A child might:

- Not want to go to school,
- Begin truanting or go missing from home,
- Often feel ill especially when time for school,
- Be frightened to walk to or from school,
- Begin to lag in their schoolwork,
- Loose possessions at school,
- Cease to communicate with parents,
- Change their behaviour i.e. become withdrawn, irritable,
- Loose their appetite,
- Have trouble sleeping, nightmares, bed-wetting,
- Ask for money/ steal,
- Bully younger siblings.

6.0 Preventative Measures

The focus for all anti-bullying work is prevention. Tummery Primary School has established and will maintain the following strategies which aim to promote a strong anti-bullying ethos within the school and the wider school community.

Proactive Preventative Strategies for use in school;

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy,
- Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion,
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU and other areas such as Shared Education (eg. sectarian, racist, disablist, 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 and wellbeing (e.g. mindfulness),
- Use of creative learning to enhance social and emotional skills,
- Participation in the NIABF annual Anti-Bullying Week activities,
- Engagement in key national and regional campaigns, eg Safer Internet Day etc.
- Use of peer-led systems (eg. Shared Education and Student Council) to support the delivery and promotion of key anti-bullying messaging within the school,
- Vigilant supervision and effective playground management, eg. training for supervisors, use of peer mediation/buddy system and provision of a variety of play options to meet the needs of all pupils,
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school's Positive Behaviour Policy,
- Use of effective strategies for the management of unstructured times e.g. games organised by supervisors for playtime etc.
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activities/teams, creative arts etc.

Preventative strategies for travelling to and from school;

- In Tummery we foster and promote a culture and ethos 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.
- Bus monitors who challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school,
- Regular contact with transport providers (EANI),

- Appropriate deployment of staff to support the transition from school day to journey home, by ensuring pupils are on the bus and seated and belted securely.

Preventative Strategies for cyber bullying;

- UICT lessons on Internet Safety, 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) 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 (eg. Acceptable Use of the Internet Policy, Social Media Policy, etc.)

7.0 Responsibility

Everyone in the school community has a responsibility for creating a safe and supportive learning environment for all its members. Pupils, parents and the staff of 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 being 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 instance 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.

8.0 Reporting a Bullying Concern

All reports of bullying behaviour will be responded to in line with this policy and feedback will be made to the person who made the report. No information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

8.1 Pupils Reporting a Bullying Concern

In Tummery P.S., pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching. Pupils can report bullying concerns:
- Verbally-talking to a member of staff
- By writing a note to a member of staff (e.g. in a homework diary)
- By sending an email to a member of staff
- By posting a comment on our "worry box"

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing bullying behaviour. Through the preventative curriculum we focus on the "getting help" message rather than "telling". As such pupils are encouraged to "get help" if they have a concern about bullying that they experience or is experienced by another.

8.2 Parent/Carers Reporting a Bullying Concern

Parents and carers have the responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents and carers should also

encourage their children to act appropriately to bullying behaviour and to not do anything to retaliate or 'hit back'.

- 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 Principal,
- Where the parent remains unsatisfied that the concern has not been appropriately responded to, the school's complaint procedure should be followed.

9.0 Responding to a Bullying Concern
The processes outlined below provides a framework for how our school will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the members of staff responsible shall…

In Part 1 of the BCAF
- Clarify facts and perceptions
- Check records held by the Principal
- Assess the incident against the criteria for bullying behaviour
  - o If all the criteria has been met and the bullying has occurred then the remaining parts of the form are completed and the Anti Bullying policy implemented.

In Part 2 of the BCAF

- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed

In Part 3a and 3 b of the BCAF

- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions

- Track, monitor and record effectiveness of interventions

  In Part 4 of the BCAF
- Review outcome of interventions
- Select and implement further intentions as necessary

NIABF advocates 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. This is the approach taken in our school.

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. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour in line with the positive behaviour policy.

If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET socially unacceptable behaviours will be dealt under the school's Positive Behaviour Policy and addressed as appropriate, through the SEN Code of Practice & details recorded in line with school policy.

If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET the following process/procedures will be implemented:
The Code of Practice is used to develop agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours or Support details of interventions are recorded on the Bullying Concern Assessment Form (Part 3a and 3b).
Both sets of parents will be informed by the Principal.
The class teacher and Principal may access immediate advice through the EA TASH helpline.

10.0 Support Provisions

In Tummery P.S., bullying behaviour, when appropriate, will be addressed through the 3 stages of the Code of Practice.

The school will follow guidance in the NIABF's (2013) "Effective Responses to Bullying Behaviour". When the criteria for bullying behaviour has been met, the pastoral team will identify the intervention level and act accordingly to protect and support the child/targeted pupil and to change the attitude and behaviour of the pupil who is displaying bullying behaviour.

10.1 Support for pupil(s) Experiencing Bullying Behaviour

Support for the targeted pupil(s) may involve;

- Discussing and agreeing a tailored Code of Practice action plan which would involve pupil(s) in agreeing SMARTER target(s), relevant success criteria, outcomes and assessment procedures,
- Keeping a record of the agreed action plan in part 3 of the BCAF,
- The school will take account of the interventions contained in NIABF's "Effective Responses to Bullying" pgs.16-19 (see appendix 4) and the strategies in DE SEN Resource File "Understanding and Managing Social, Emotional and Behavioural Difficulties" pgs. 272-279,
- Ongoing dialogue to ensure that the strategies identified and agreed result in greater resilience, development of coping skills and promotion of positive relationships,
- Copies of agreed plan being shared with key parties,
- Staff and pupils together tracking and monitoring progress to ensure the efficacy of the interventions is maintained and kept under review,
- Progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners-BCAF Part 4.

10.2 Support for pupils(s) Displaying Bullying Behaviour

Support for the pupil(s) displaying bullying behaviour may involve ;

- Discussing and agreeing a tailored Code of Practice action plan which would involve pupil(s) in agreeing SMARTE target(s), relevant success criteria, outcomes and assessment procedures- BCAF Part 3,
- Keeping a record of the agreed plan in Part 3 of the BCAF,

- Following initial assessment and confirmation of bullying behaviour an appropriate intervention will be chosen from the NIABF's Intervention Levels. [See Appendix 4 for levels],
- The school will take account of the strategies in DE SEN Resource File "Understanding and Managing Social, Emotional and Behavioural Difficulties" pgs. 272-279,
- Risk assessment,
- External agency involvement,
- Ongoing dialogue to ensure that the interventions/strategies identified and agreed result in the reduction/removal of unacceptable behaviour(s), the enhanced ability to empathise and the restoration of relationships.
- Copies of agreed plan being shared with key parties,
- Staff and pupils together tracking and monitoring progress to ensure the efficacy of the interventions is maintained and kept under review,
- Progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners-BCAF Part 4.

Follow-up procedures will include one or more of the following as appropriate:
- report back promptly to parents/carers informing them fully of actions taken/to be taken and outcomes achieved
- provide regular opportunities for post-incident learning (debriefing sessions) for both target/s and pupil/s displaying bullying behaviour e.g. using Worth a Rethink (Pg22); Think Time Discussion Sheet (Pg24-27). Effective Responses to Bullying Behaviour NIABF.
- acknowledge, affirm and celebrate success

In addition,
- We respond to the parents as soon as possible and agree a suitable time frame to allow for an investigation into any claims.
- If the criteria for bullying has been met, the pastoral, safeguarding and SEN team would all be involved in the development of action plans and risk reduction plans.
- Information will be gathered and recorded by the class teacher and the principal. The records will be kept by the principal when they have been collated in an evidence file.
- Where support interventions by the school have failed, the school will immediately consider support from external advisors such as Education and Welfare Service, Behaviour Support and Provisions, Educational Psychology,

Autism Advisory & Intervention Service, Child Protection Support Services, Child & Adolescent Mental Health Service, Department of Health and Social Services and CCMS.

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

11.0 Recording

The Board of Governors must ensure a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school (Addressing Bullying in Schools Act (NI) 2016).

Tummery P.S. will centrally record all relevant information related to reports of bullying concerns, including;
- How the bullying behaviour was displayed (the method),
- The motivation of the behaviour,
- How each incident was addressed by the school,
- The outcome of the interventions employed.

Records will be kept on the online SIMS Behaviour Management Module, which is part of the school C2k system. Access will be restricted 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 schools 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.

12.0 Professional Development of Staff

Tummery P.S. is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school ongoing CPD provision.

13.0 Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness 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 policy will be reviewed at intervals of no more than 4 years. However, the policy will be reviewed following any incident which highlights the need for review and/or when directed by DE in light of new guidance. Amendments may be made in response to issues arising from a current situation or from data generated to identify existing behavioural patterns and trends.

This Anti Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before September 2023.

14.0 Links to other Policies.

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful that the school has a duty to ensure that safeguarding permeates all activities and functions;

- All socially unacceptable behaviours are managed under the **Positive Behaviour Policy,**
- Code of Practice action plans are drawn up, tracked, monitored, assessed and reviewed through the implementation of the **Special Needs (SEN) Policy**-see current school SEN policy for further details regarding procedures,
- Should physical restraint prove necessary it will be undertaken in compliance with the school's **Safe Handling/reasonable force Policy**-see current policy for further details,
- Incidents relating to e-safety will be managed with reference to the schools **E-safety Policy** requirements-see current policy for further details,
- Further details relating to the preventative curriculum can be found in the **PDMU Policy,** which highlights how the school gives specific attention to the pupils' emotional wellbeing, health and safety, relationships and the development of as moral thinking and value system.

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern   *Date:*

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

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

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

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

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 Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .
Agreed by _____ Status _____ On ___/___/___	

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

☐ Individual to individual 1:1 ☐ Individual to group ☐ Group to individual ☐ Group to group

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2.2 In what way did the bullying behaviour present?

Select one or more of the following:

☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property,
    punching/kicking
☐ Any other physical contact which may include use of weapons)
☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)
☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
☐ Electronic (through technology such as mobile phones and internet)
☐ Written
☐ Other Acts
    Please specify:_____-

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

☐ Age
☐ Appearance
☐ Cultural
☐ Religion
☐ Political Affiliation
☐ Community background
☐ Gender Identity
☐ Sexual Orientation
☐ Family Circumstance (pregnancy, marital status, young carer status)
☐ Looked After Status (LAC)
☐ Peer Relationship Breakdown
☐ Disability (related to perceived or actual disability)
☐ Ability
☐ Pregnancy
☐ Race
☐ Not known
☐ Other _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING 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	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

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

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

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:

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:*