

Agreed by  
Governors  
10/5/21.

Signed  
by  
Chair  
11/5/21

# ***St Mary's Primary School Altinure***



## ***ANTI-BULLYING POLICY***

*Approved at BOG meeting: 10.05.21*

of Conduct and our internet use in school is managed by the C2K filtering service. The use of mobile phones is not permitted in school. When cyber-bullying has taken place inside or outside of school and is impacting on pupils' welfare, advice will be sought from the EA Child Protection Support Service and followed as appropriate.

## **Bullying Classifications**

Bullying concerns will be classified as follows:

**Level 1** = Low Level Bullying Behaviour – One-to-one interviews; Circletime. If pupil is resistant to change, he/she may be placed on Stage 1 Record of Concern (See Appendix 1)

**Level 2** = Intermediate Level Bullying Behaviour – Small Group Interventions. Pupil may have an Individual Behaviour Support Plan

**Level 3** = Complex Bullying Behaviour – Individual Pupil Intervention through Behaviour Management Programmes, Social and Emotional Mentoring, Individualised Plans, Peer Support. It is most likely that parents will work in partnership with the school at this level. Additional agencies eg EA, Counselling Services may also provide support.

**Level 4** = High Risk Bullying Behaviour – Referral to relevant investigative agencies eg PSNI, Health and Social Care Trust and Gateway Teams. School's procedures may be applied for suspension/expulsion of pupils.

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

## **PRINCIPLES**

The School is committed to the following principles:

- inform the practice of the school community and ensure guidance and support is offered to all, consistent with legislation, guidance and best practice,
- ensure agreed procedures are in place,
- implement, review and evaluate the impact and efficiency of the policy.

## **PURPOSES**

The school aims to:

- achieve and maintain a shared understanding of the complex issue of bullying,
- deal with observed instances of bullying promptly and effectively in accordance with agreed procedures,
- follow up any complaint by parent, pupil or staff about bullying and report back promptly on action taken,
- work in partnership with parents and children.

## **PRACTICES**

- 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.

Anyone who becomes the target of bullies should:

- not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

### **The Responsibilities of Parents:**

We ask our parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- advising their children to report any bullying to Mrs Redmond, Principal, a member of the Senior Leadership team (Miss Doyle or Mrs McAleer) or their class teacher, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- advising their children not to retaliate violently to any form of bullying;
- being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken;
- keeping a written record of any reported instances of bullying;
- informing the school of any suspected bullying, even if their children are not involved;
- co-operating with the school if their children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

### **The Responsibilities of All:**

Everyone should:

- work together to combat and, hopefully in time, to eradicate bullying.

### **Resources**

Grow in Love Programme  
 RSE Programme 'In the Beginning'  
 Circle Time  
 Think Box  
 Student Council  
 Book Buddies  
 School Policies  
 'Effective Responses to Bullying Behaviour' programme  
 Positive Behaviour Programme  
 Incident Book  
 Assemblies

### **Children with Needs**

Children with unmet needs such as Looked After Children may require reasonable adjustments to the Anti-Bullying Policy. A flexible approach will be used to best meet their needs.

### **Policy Review:**

## Bullying Concern Assessment Form

### PART 1 - Assessment of Concern

Date \_\_\_\_\_

#### *Our School's Definition of Bullying is:*

	Name(s)	Gender	DOB/Year Group (if Pupil)
Person(s) reporting concern		M / F	
Name of targeted pupil(s)			
Name of Pupil(s) involved			
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, any 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 \_\_\_\_\_

Is there persistence/recurrence of this behaviour?      Yes / No

Is it targeted behaviour?      Yes / No

Is there a power imbalance?      Yes / No

Is it intentionally harmful behaviour?      Yes / No

Does this incident meet your school's agreed definition of bullying?      Yes / No

Check records for previously recorded incidents

**PART 2 - Details of interventions to be implemented in response**

**2.1 PUPIL(s) WHO HAS BEEN BULLIED:**

**REFER TO LEVEL 1-4 INTERVENTIONS**

**OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED**

---

---

---

---

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

peer group \_\_\_\_\_

whole class \_\_\_\_\_

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

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

---

---

Referral to other agencies- If yes please specify \_\_\_\_\_  
\_\_\_\_\_

Any other details (please specify) \_\_\_\_\_  
\_\_\_\_\_

**Appendix 1**

<b>PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS</b>		
<b>REFER TO LEVEL 1-4 INTERVENTIONS</b>		
<b>Date</b>	<b>Details of Intervention</b>	<b>Action Required / Taken</b> <b>(Dated and signed)</b>
<b>Name and designation of the teacher completing this form:</b>		
Signed: _____ Date: _____		

## Level 1 Interventions – Low Level Bullying Behaviour

**Scripts Exemplars:** adapt according to age and ability of pupil.

### ★ Rights Respecting Script:

*'Name-calling (or whatever the hurtful behaviour is) must stop now, thank you. In this school we all have a right to be safe and a responsibility to keep others safe. I expect you to be thoughtful in how you speak to others.'*

### ★ Rule Reminder Script:

*Teacher: Hitting is unkind. It must stop now. Tell me the rule about how we play with others?*

*Pupil: We are kind to each other*

*Teacher: That's right. Good, you've remembered our rule. Now off you go and play nicely thank you.*

### ★ Expectation Discussion

This strategy requires the pupil to verbally commit to behaving appropriately thus taking greater responsibility for his/her subsequent behaviour. By referring to specific expectations it is less likely that the pupil will perceive the correction as a personal attack and therefore be more inclined to accept responsibility for his/her behaviour.

<b>Step 1:</b> Gain attention	T P	<b>Jessica come over here thank you.</b> <b>Yes Miss.</b>
<b>Step 2:</b> Prompt expectation	T P	<b>What is the school's expectation about the way we speak to other people? (Prompt for verbal commitment.)</b> <b>We talk to them with respect.</b>
<b>Step 3:</b> Request the pupil identifies expected future behaviour	T P	<b>That's right. What are you going to do now?</b> <b>Try and be more respectful.</b>
<b>Step 4:</b> Praise his/her cooperation	T	<b>Well done. Thank you Jessica for choosing to behave respectfully.</b>

★ **Worth a Re-Think [For Pupil Displaying Bullying Behaviour]**

A process for helping pupils, either individually or in small groups, to develop more appropriate responses to a range of situations through reflecting on:



What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Billy called me a name.	I can't stand this. This is terrible. No one likes me. I must be a real loser.	Very angry.  Very down.	I hit Billy.	I was told off/suspended for my bullying behaviour

Next time Billy calls you names what could you do differently so that the consequences changed and you don't get in trouble?

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Billy called me a name.	I can cope with this. Things could be worse. I have friends who like me.	Not so angry.  More confident.	Told Billy to stop.  Talked to my teacher.	Billy stopped calling me names.

★ **Worth a Re-Think [For Pupil Experiencing Bullying Behaviour]**

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Sue called me a stupid, fat ginger.	Everybody hates me. I hate my hair.	Terrible. I hate school. Everybody hates me.	I ran off and cried. Everybody laughed. I felt daft.	I felt embarrassed and stupid.

Next time Sue calls you names what could you do differently so that the consequences change and you don't get so upset and feel stupid?

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Sue called me a stupid, fat ginger.	Sue is just trying to wind me up. She's not very nice	Terrible but maybe she has a problem.	Ignore her. Try to avoid her. Make a joke of it. Tell the teacher.	Still feel embarrassed but not so bad. Maybe she'll stop, or the teacher can stop her.



## \* Think Time Discussion and Review Meetings

In a one-to-one meeting the pupil who has displayed bullying behaviour may be asked to complete a 'Think Time' Discussion and subsequent Review Sheet (see p26-27) to promote reparation. In some circumstances such questions may also be appropriate to use with the pupil experiencing bullying, for example if they could change something about their own behaviour which may reduce the likelihood of them being bullied. For obvious reasons this would have to be handled very sensitively. Please note - this should NOT be treated as a sanction

### Page 1: Think Time Discussion Sheet

- A pupil may be asked to complete Page 1 independently prior to meeting with a member of staff; alternatively the pupil may be asked to complete it together with a member of staff during a one-to-one meeting.
- The information generated can be used to inform the development of a Behaviour Plan.
- Depending on age and ability individual pupils may need greater support in completing this document.
- Works best when it is used as a non-punitive intervention giving the pupil an opportunity to self-reflect on his/her behaviour in a positive way. When associated with detention it may be seen as a punishment and therefore result in negative outcomes.
- While it is unnecessary to share the specific details of the agreed actions with the target(s) it is important to reassure the target that action has been taken, that the situation will be monitored and that there is an expectation that things will improve.
- In a group bullying situation it is advisable that each pupil completes and discusses the form on an individual basis.
- While space has been left for up to three restorative actions less may suffice.
- If a pupil is not able to suggest an appropriate action to make things better, staff will need to offer some suggestions and ask pupils to prioritise these.
- It is at the discretion of the school whether or not a parent's signature is required.

## Think Time Discussion Sheet

Name \_\_\_\_\_ Class \_\_\_\_\_ Date    /    /   

This is what happened

This is what I was thinking/feeling at the time

This what I chose to do

Who was affected by what I did?

How were they affected by my actions?

What action(s) do I need to take now to make things better/right?

1

2

3

**Signatures**

**Staff** \_\_\_\_\_

**Pupil** \_\_\_\_\_

**Date** \_\_\_\_\_

Parents Informed?            YES / NO

## INTERVENTION TABLES

### Level 1 – Low Level Bullying Behaviour (Page 20 – 27)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
<p>When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions.</p> <p>If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern).</p> <p>Parents/carers will need to be informed of this decision.</p>	<p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU</p> <p>PD / LLW</p> <p>Citizenship lessons  <a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p>	<p><b>SCRIPTS: for use with individual pupils</b></p> <ul style="list-style-type: none"> <li>• <b>A Rights Respecting Script:</b> This reminds the pupil who is bullying of everyone's right to be safe.</li> <li>• <b>Rule Reminder Script:</b> This reminds the pupil who is bullying of the appropriate rule which has been broken.</li> <li>• <b>Expectation Discussion:</b> A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</li> </ul> <p><b>ONE-TO-ONE INTERVIEW INTERVENTIONS</b></p> <p>Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour.</p> <ul style="list-style-type: none"> <li>• <b>Restorative Questioning:</b> The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents.</li> <li>• <b>Worth a Re-Think:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences</li> <li>• <b>Shared Control Discussion:</b> This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour.</li> <li>• <b>Think Time Discussion Sheet:</b> Completing this encourages the pupil to reflect on his/her negative behaviour, identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.</li> </ul>	<p>Pupil whose reaction to the bullying behaviour represents a low level of concern.</p> <p>Few if any additional needs and risk factors are present at this stage.</p>	<ul style="list-style-type: none"> <li>- Informal chat to enable pupil to identify possible solutions to current situation.</li> <li>- Parental support if felt appropriate at this stage.</li> <li>- If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention.</li> </ul> <p>Regular monitoring and review of situation by classform teacher.</p>

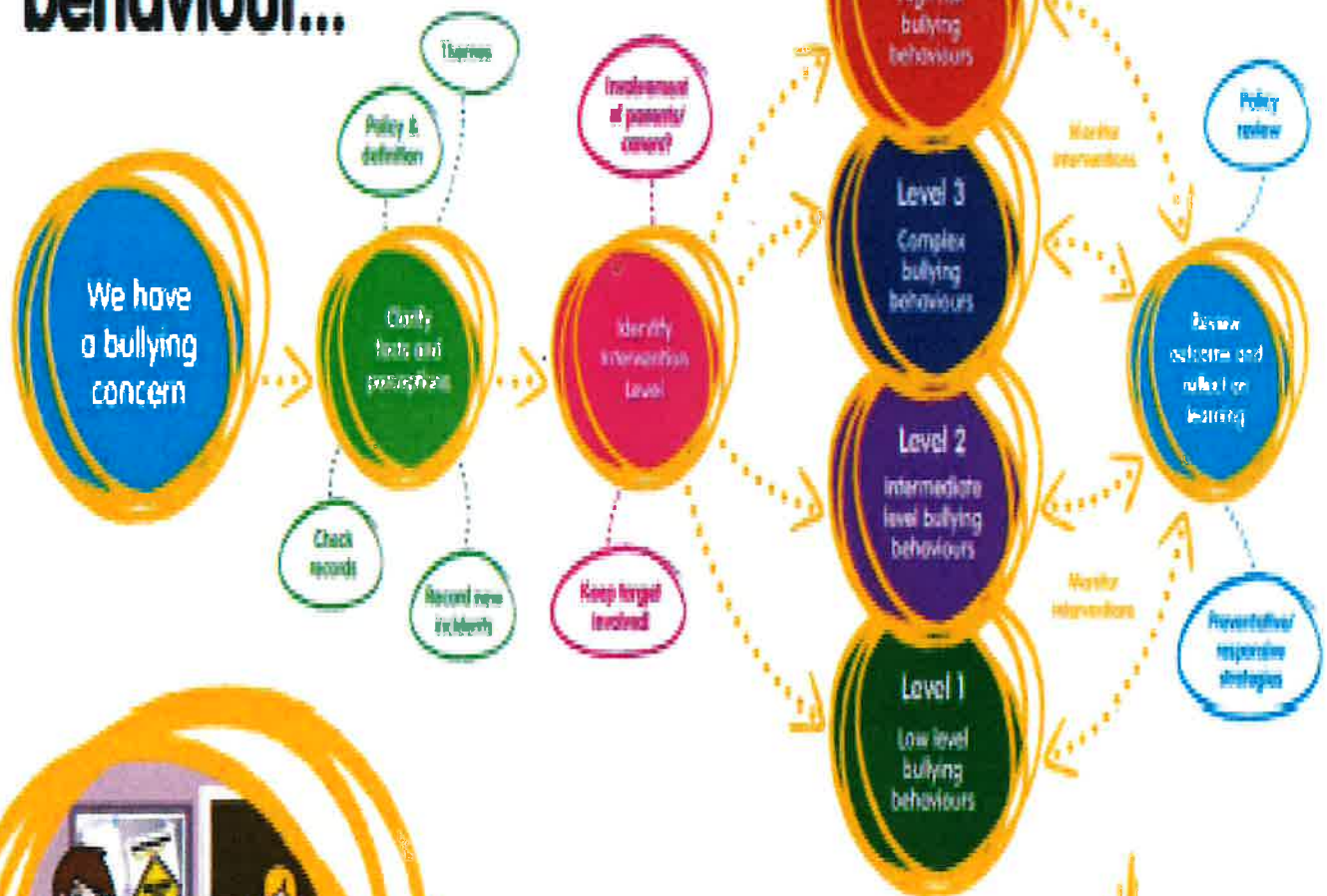
## INTERVENTION TABLES

### Level 3 – Complex Bullying Behaviour (Page 37 – 44)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
<p>Following assessment, if the bullying behaviour is more complex and/or resistant to change.</p> <p>Pupil presenting with many additional needs and risk factors.</p>	<p>Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within:</p> <ul style="list-style-type: none"> <li>PCMU</li> <li>PD / LLW</li> <li>Citizenship lessons</li> </ul> <p><a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p>	<p><b>INDIVIDUAL PUPIL INTERVENTION</b></p> <ul style="list-style-type: none"> <li>• <b>Monitoring</b> by key member of staff.</li> <li>• <b>Behaviour Management Programmes</b>, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences.</li> <li>• <b>Social and Emotional Mentoring</b> by an identified member of staff.</li> <li>• <b>Individualised</b> strength and emotional well being building programmes eg:               <ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Solution focussed conversations</li> <li>• Empathy training, mood management, anger management</li> </ul> </li> <li>• <b>Peer support/befriending/mentoring/mediation.</b></li> <li>• <b>The Method of Shared Concern (PIKAS) interview.</b></li> </ul> <p><b>PARENTAL INVOLVEMENT</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.</p> <p><b>ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES</b></p> <ul style="list-style-type: none"> <li>• Independent Counselling Service for Schools.</li> <li>• Restorative meetings. Contact relevant ELB.</li> </ul>	<p>Pupil whose reaction to the bullying behaviour is severe.</p> <p>Many additional needs and risk factors present.</p>	<p><b>Individual Pupil Work</b></p> <ul style="list-style-type: none"> <li>- Monitoring by key member of staff.</li> <li>- Individual Support Plan for strength and emotional well-being building programmes.</li> <li>- Peer support/mentoring and befriending/ mediation.</li> <li>- Support Group Method.</li> <li>- PIKAS interview.</li> </ul> <p><b>Parental Involvement</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change.</p> <p><b>Additional advice/support from ELB Services and External Agencies</b></p> <p>Is there a need for parent to consult with GP about child?</p>



# Effective responses to bullying behaviour...



**Keep Children and Young People Safe**

Access full resource at [www.niabf.org.uk](http://www.niabf.org.uk)

