

St Mary's Primary School Altinure



ANTI-BULLYING POLICY

Reviewed: 21.03.24

Approved by Governors: 24.03.24

Date of next review: Term 3 2027

Rationale

Our Anti-Bullying Policy is an intrinsic part of our overall Pastoral Care Programme and aims to ensure that the children in St Mary's Primary School, Altinure are educated in a safe, secure and caring environment.

Every child has the right to:

- Be educated in a safe secure environment where their moral, intellectual, personal and social development is promoted.
- Their parents and carers being informed and re-assured that their children are being educated in a safe, caring and respectful atmosphere.

Bullying:

Bullying behaviour is demeaning, frightening and emotionally damaging and the effect on the individual who is bullied can be long term. All forms of bullying behaviour are wholly unacceptable. Allowing bullying behaviour to go unchallenged results in a failure to provide a safe educational environment. Consequently, the school has a responsibility to ensure that the whole school community is pro-active in the prevention of bullying and where it occurs, adequate steps are taken to deal with the issues.

Definition of Bullying:

The school defines bullying as the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others.

All bullying behaviour 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

Forms of Bullying:

- Physical violence, such as hitting, pushing or spitting at another pupil;
- Interfering with another pupil's property, by stealing, hiding or damaging it;
- Using offensive names when addressing another pupil;
- Teasing or spreading rumours about another pupil or his/her family;

- Belittling another pupil's abilities and achievements;
- Writing offensive notes or graffiti about another pupil;
- Excluding another pupil from a group activity;
- Ridiculing another pupil's appearance, way of speaking or personal mannerisms.

Cyber-Bullying

Bullying may also take the form of cyber-bullying where electronic communication is used to bully a person, typically by sending messages of an offensive or threatening nature. Opportunities for cyber-bullying will be reduced in St Mary's P.S. Altinure through the implementation of our E-safety and Use of Digital Devices Policy. Pupils sign up to a Code 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

St. Mary's PS Altinure 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

- The creation of an anti-bullying culture is the result of consultation, careful planning, widespread support and is lived by all.
- Model through our daily practice the high standards of personal and social behaviour we expect of our pupils.
- Nurture conditions that promote effective teaching and learning for children.
- Ensure that staff have regular and updated training and development.
- Establish and implement mechanisms for monitoring and evaluating the effectiveness of this policy.

ROLES AND RESPONSIBILITIES

The Board of Governors has the overall responsibility for ensuring that an Anti-Bullying Policy is in place.

The Responsibilities of Staff

Our Staff will:

- foster in our pupils self-esteem, self-respect and respect for others;
- demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- enforce the Code of Conduct and Classroom Discipline Plan;
- implement the School Behaviour Policy consistently and fairly;
- discuss bullying with all classes, so that 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;
- be alert to signs of distress and other possible indications of bullying;
- listen to children who have been bullied, take what they say seriously and act to support and protect them (See Appendix 2 - Intervention Scripts)
- determine the level of severity of the bullying concern and record as appropriate, taking into account the nature, frequency and duration of the bullying behaviour and the perceptions of the child being bullied.
- report intermediate, complex or high risk bullying behaviours (Levels 2+) to Mrs M Redmond (Principal) or to a member of the Senior Leadership Team for appropriate interventions (See Appendix 3 for detailed Levels 1-4 Bullying Behaviour)
- follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken;
- monitor the bullying concern and reflect on the learning, reviewing policy and practice as appropriate (See Appendix 4 for 'Effective Responses to Bullying Behaviour' procedure and Appendix 5 'Procedures for Incident Book')

The Responsibilities of Pupils:

We expect our pupils to:

- refrain from becoming involved in any kind of bullying
- intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- 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

- The Senior Leadership Team will conduct an annual review of this policy to ensure it is fit for purpose. Parents may at any time suggest improvements to this policy and these will be considered at the next review meeting.
- All parents will read and agree to this policy annually.

Signed: *Mary Redmond* (Principal)

Date: 25.03.24

Signed: *Raisin McInroy* (Chair)

Date: 25.03.24

Appendix 1

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 hurtful behaviour? 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 bullied pupil, 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 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) _____

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

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)

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

Referral to other agencies (please specify)

Any other action (please specify)

Suspension

Expulsion

Other (please specify)

PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

Date	Details of Intervention	Action Required / Taken (Dated 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 VP/Principal/Head of Pastoral Care
- Re-assess Level 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

Appendix 2

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.

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

Restorative Questioning

Use the five self-reflective, restorative questions in the sequence listed below. This approach should enable the pupil who bullies to take responsibility for his/her behaviour and to undertake action(s) to promote reparation.

Give staff/supervisors a laminated set of the five questions to promote consistency.

	Adult Questions
1.	<i>Tell me what happened?</i>
2.	<i>What were you thinking that led you to behave that way?</i>
3.	<i>Who has been affected by what you have done?</i>
4.	<i>Can you tell me how that person has been affected by your behaviour?</i>
5.	<i>What do you think you need to do to make things right?</i>

★ 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:

Happenings → thoughts → feelings → behaviour → consequences

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.

★ Shared Control Discussion

This structured intervention requires the pupil to choose how he/she will respond to requests to change behaviour while being made aware of the consequences his/her choice of behaviour will have.

★ SCENARIO 1 - Compliant pupil

Teacher notices that Jessica is verbally bullying another pupil.

Step 1: Bring attention to the behaviour	T P	Jessica you are being disrespectful, what should you be doing? Being respectful to that cow?
Step 2: Give choice <u>and</u> consequences for continuing and alternative	T	Being disrespectful is not acceptable in this school. You can continue to be disrespectful and I'll make a note in your diary <u>or</u> you can choose to be more respectful and you can get on with what you are doing.
Step 3: Give positive expectation	T	I know you will make the right choice.
Step 4: Give time to choose	P T P	(Thinking) (Waiting briefly) What did you decide? I'll try to be more respectful.
Step 5: Praise	T	Excellent, thank you Jessica for being respectful to others.

★ SCENARIO 2- Non-compliant pupil

Teacher notices that Jessica is verbally bullying another student

Step 1: Bring attention to the behaviour	T P	Jessica you are being disrespectful, what should you be doing? Being respectful to that cow?
Step 2: Give choice <u>and</u> consequences for continuing and alternative	T	Being disrespectful is not acceptable in this school. You can continue to be disrespectful and I'll make a note in your diary <u>or</u> you can choose to be more respectful and you can get on with what you are doing.
Step 3: Give positive expectation	T	I know you will make the right choice.
Step 4: Give time to choose	P T P	(Thinking) (Waiting briefly) What did you decide? You can't make me be nice to everyone.
Step 5: Follow through	T	I see <u>you've decided</u>, Jessica, that I should write in your diary about your behaviour for your parents to comment.

★ 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.

Page 2: Review Meeting Discussion Sheet

After an appropriate period of time, eg one week, staff and pupil meet again to review and discuss agreed action(s) and their effectiveness in resolving the situation. The current situation should be reviewed and recorded on this sheet. Future actions will depend on the outcome of the initial review.

- ★ The monitoring process works best when assessments are based on a range of relevant perspectives which will include feedback from the pupil displaying bullying behaviour, the pupil who has been bullied, and where relevant, peers, staff, parents/carers.
- ★ To assess the success of the actions agreed on page 1 it is useful to meet with the target beforehand to establish what if any improvement has taken place.
- ★ To monitor the effectiveness of the agreed actions with the target use open questions such as:
 - *How did things go for you today in the playground?*
 - *In what ways have things got better for you?*

REVIEW OF OUTCOMES: comments could include one or more of the examples below:

- ★ No further action is required at this stage.
- ★ Ongoing monitoring of the situation is necessary eg weekly review with all pupils involved is required.
- ★ The pupil has agreed to participate in The Support Group Method – level 2/3 intervention.
- ★ A Behaviour Plan (Code of Practice) will be devised and implemented.
- ★ Parents/carers will be invited to attend meeting with appropriate member of staff/Head of Year/Senior Leadership Team.

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

PAGE 2

Review Meeting Discussion Sheet

Date: _____

The actions I decided to take to make things better were:	Done	Not Done	Results/consequences of my actions
1.			
2.			
3.			

Comments:

REVIEW OF OUTCOMES

Signatures:

Staff _____

Pupil _____

Date _____

INTERVENTION TABLES

Level 2 – Intermediate Level Bullying Behaviour (Page 28 – 36)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
<p>Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan.</p> <p>If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2.</p> <p>Parents/carers will need to be informed of this decision and involved in providing support.</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 www.ccea.org.uk/</p>	<p>SMALL GROUP INTERVENTIONS</p> <p>Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly.</p> <p>These interventions work best when staff are trained.</p> <ul style="list-style-type: none"> ★ Quality Circles: Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s). ★ THE SUPPORT GROUP METHOD <p>This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time.</p> <p>Solution Focused Support Group (p32)</p> <p>Individual Behaviour Support Plan (COP Stage 2/SENCO)</p>	<p>Pupil whose reaction to the bullying behaviour presents a higher level of concern.</p> <p>Some additional needs and risk factors may be present at this stage.</p>	<p>Meet to:</p> <ul style="list-style-type: none"> - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practice coping skills (e.g. Fogging). - Strength-Building Plan for Pupil - If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

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: PDMU PD / LLW Citizenship lessons</p> <p>www.ccea.org.uk/</p>	<p>INDIVIDUAL PUPIL INTERVENTION</p> <ul style="list-style-type: none"> • Monitoring by key member of staff. • Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences. • Social and Emotional Mentoring by an identified member of staff. • Individualised strength and emotional well being building programmes eg: • Conflict resolution • Solution focussed conversations • Empathy training, mood management, anger management • Peer support/befriending/mentoring/mediation. • The Method of Shared Concern (PIKAS) interview. <p>PARENTAL INVOLVEMENT</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>ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES</p> <ul style="list-style-type: none"> • Independent Counselling Service for Schools. • Restorative meetings. Contact relevant ELB. 	<p>Pupil whose reaction to the bullying behaviour is severe.</p> <p>Many additional needs and risk factors present.</p>	<p>Individual Pupil Work</p> <ul style="list-style-type: none"> - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Support Group Method. - PIKAS interview. <p>Parental Involvement</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>Additional advice/support from ELB Services and External Agencies</p> <p>Is there a need for parent to consult with GP about child?</p>

INTERVENTION TABLES

Level 4 – High Risk Bullying Behaviour (Page 45 – 46)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator /SENCO/ Designated Teacher for Child Protection. Advice/Support by ELB Officer	Targeted Pupil	Target interventions
<p>Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.</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> <p>PDMU</p> <p>PD / LLW</p> <p>Citizenship lessons</p> <p>www.ccea.org.uk/</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> ✦ PSNI ✦ Health and Social Care Trust ✦ Gateway Teams. <p>Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.</p>	<p>Pupil presenting with significant mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> ✦ PSNI ✦ Health and Social Care Trust ✦ Gateway Teams.

Effective responses to bullying behaviour...



Keep Children and Young People Safe

Access full resource at www.niabf.org.uk



Appendix 4

- Low level bullying takes place – one-to-one interviews by teacher/classroom assistant; Circletime discussions about bullying
- Continued low level bullying is reported to Principal and recorded in Incident Book. Following 3 incidents, bullying concern moves to Level 2 (Intermediate) – group intervention put in place
- Bullying is persistent and resistant to change – Level 3 Complex Bullying – Individualised plans/ external agency support
- Significant concerns eg mental health, criminal or Child Protection concerns – Level 4 – High Risk – referral to investigative agencies. Suspension/expulsion procedures may be used if appropriate (See Positive Discipline policy)