Cookstown High School

Anti-Bullying Policy

Revised: November 2019

Review due: November 2023
                (4 yearly)

Contents

Section 1:   Introductory Statement

The school community in Cookstown High School repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

This policy has been written in line with the most up-to-date legislation and guidance provided by the Department of Education, training supported by the Northern Ireland Anti-Bullying Forum, and in consultation with all stakeholders: pupils, parents, staff, Board of Governors. The purpose of this policy is to promote an anti-bullying culture in Cookstown High School, to help staff support pupils who have been bullied and to provide restorative support for pupils displaying bullying behaviour.

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001) paragraph 125 states the following:

"As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour".

Rationale

Bullying affects everyone, not just the bullies and those being bullied and their families. It also affects those other pupils who watch and less aggressive pupils can be drawn in by group pressure. Bullying is neither an inevitable part of school life, nor a necessary part of growing up, and it rarely sorts itself out. Cookstown High School is completely opposed to all forms of bullying and will not tolerate it. All members of the school community have the right to learn and work in a secure and caring environment, and the responsibility to contribute to the protection and maintenance of such an environment.

Section 2:   Legislation

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

The Legislative Context

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25
- Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

DE Guidance

- Pastoral Care in Schools: Promoting Positive Behaviour DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with
  - *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's (SBNI) Policies and Procedures 2017*
- Addressing Bullying in Schools Act (Northern Ireland) 2016
- Statutory Guidance for Schools and Boards of Governors 2019

Duties placed on the Board of Governors and the Principal

Members of the Board of Governors will be trained in their role and responsibilities within the statutory expectations. The Board of Governors is required to

> "safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school" (Article 17:2)

The primary duties of the Board of Governors are to:

- Secure measures to prevent bullying
- Keep a record of all incidents of bullying involving a registered pupil at the school

The principal must ensure that measures to prevent bullying are included in the positive behaviour policy.

All stakeholders must be consulted on general principles and measures to prevent bullying.

Duties relating to pupils attending through ALC/EF arrangements

The Board of Governors has responsibility for the safeguarding and welfare of unregistered pupils attending Cookstown High School from other schools. Any policy pertaining to discipline and behaviour is extended to pupils attending CHS, whether registered or not. Any punishment such as after school detention must be reported to the school at which the pupil is registered, and may only be imposed by the principal.

Section 3:   Ethos

All institutions, both large and small, contain some individuals with the potential for bullying type behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. Cookstown High School has a clear policy on the promotion of good citizenship, where it has made clear that bullying is a form of anti-social behaviour. Cookstown High School actively promotes positive interpersonal relationships between all members of the school community and values their opinion in the development and maintenance of our anti-bullying ethos. The school's ethos is stated below:

Statement of Ethos

As a school founded on Christian principles, we believe in and celebrate the uniqueness of each individual and encourage all members of our community to show respect for all.

We seek the development of our Character through Knowledge, believing each individual has a duty to build a community, to strive to do their best, to show compassion for those in need, and to take responsibility for their own words and actions.

Cookstown High School seeks to develop young people who are independent learners and active citizens.

Aims and Objectives

The Anti-Bullying Policy works in hand with other policies focused on safeguarding, welfare of pupils and promoting positive behaviour. As such, the policy has the following aims and objectives:

All members of the school community are expected to:

- Treat bullying as a serious offence and take every possible action to eradicate it from school;
- Address all issues of bullying type behaviour so that each child will be able to benefit fully from the opportunities available at Cookstown High School;
- Have a shared and clearly understood definition of bullying behaviour;
- Promote the importance of mutual respect and developing positive relationships;
- Create a supportive, caring and safe environment where teachers teach and pupils learn without fear of being bullied;
- Create opportunities to develop self-esteem.

Related Policies:

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- Online Safety Policy

Promotion of Good Behaviour

Central to the prevention of bullying in school is the promotion of positive behaviour within all aspects of the school community. The school's Positive Behaviour Policy sets out clear systems and processes for all to build an environment which promotes aspiration, achievement and restoration. The wellbeing and welfare of every pupil is promoted and effective guidance and support is provided for those who need it.

The PD programme provides additional opportunities to promote self-reliance, resilience, and effective interpersonal skills, and works with outside agencies to enhance the work taught through the PD and LLW programmes.

Consistent application of the Positive Behaviour Policy is essential in setting and maintaining high standards of behaviour. Good behaviour is acknowledged and affirmed; unacceptable behaviour is sanctioned.

Maintaining a positive ethos

It is the responsibility of all members of the school community to continue to promote the school's ethos, and to create an affirming learning and teaching environment for all. Strategies to maintain a positive ethos include:

- Organise the community in order to minimise opportunities for bullying;
- Maintain a firm but fair discipline structure with rules that are simple and easy to understand;
- Ensure that all staff and pupils understand the anti-bullying procedures;
- Make national anti-bullying week a high profile event each year;
- Raise awareness through regular anti-bullying assemblies;
- Display anti-bullying posters around school;
- Encourage pupils to treat others with mutual respect
- Raise pupils' self-esteem by celebrating success;
- Promote the house system to contribute to raising self-esteem;
- Reward positive behaviour;
- Model high standards of personal pro-social behaviour;
- Encourage pupils to report bullying when it happens;
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary;
- Restrict use of mobile phones in school;
- Deliver training/workshops to Year 8 on Social Media and Bullying (Emotional Resilience);
- Continue to promote resilience and character education through visiting speakers through Personal Development;
- Provide 'safe' zones for pupils (seating plans in classrooms, Chill-out Room);
- Connections between Year 13 and Year 8 pupils through Peer Mentoring

The Consultation Process

The school will consult with all stake-holders (parents, pupils, staff, members of the Board of Governors) during the writing process of any policy. Other methods of consultation used in devising this policy are:

- Pupil surveys (completed in February 2019 with Year 9 pupils)
- Focus groups (Boys' Forum, School Council)
- Kirkland Rowell survey completed in Summer 2019 with pupils, staff and parents

Findings from these surveys and consultations will be used to inform and guide amendments to policy and procedures, identify training needs, inform the SDP and monitor the effectiveness of the policy.

The Participation Process

Schools are advised to 'create an ethos of participation'. Active participation will be encouraged through the following activities:

- Activities during the annual NIABF Anti-bullying week
- Pupil questionnaires
- Form Class assemblies, Form Class charters
- The preventative curriculum through taught programmes such as PD and LLW
- Peer mentoring (Year 13 pupils with Year 8s)
- Engagement in extra-curricular activities
- Promotion of school ethos through the school website
- Contributing to the consultation process in the development of policies

Section 5:   The Northern Ireland Anti Bullying Forum (NIABF)

The NIAF defines bullying as: **"behaviour, that is usually repeated, by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others."** (Website, September 2019)

Bullying includes (but is not limited to) the <u>repeated</u> use of

- *any verbal, written or electronic communication,*
- *any other act (including omission), or*
- *any combination of those, by a pupil or a group of pupils <u>against another pupil or group of pupils</u>, with the <u>intention</u> of causing physical or emotional harm to that pupil or group of pupils.*

Any allegations of bullying will be determined against the following criteria:

- It is repeated, persistent behaviour that happens over a period of time;
- It targets a specific pupil or group of pupils;
- It is intentionally harmful behaviour;
- It causes physical or emotional harm;
- Omission.

The following statement definition will be used to reflect the legal definition:

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or adversely affect the rights and needs of another or others.

While bullying is usually repeated behaviour, there are instances of one-off incidents that we may 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 school community;
- Previous relationships between those involved;
- Any previous incidents involving the individuals.

All unacceptable behaviour must be challenged, whether it is bullying or not. All socially unacceptable behaviours will be dealt with in line with the school Positive Behaviour Policy.

There are many different ways that bullying behaviour can be displayed. This could include:

Physical: being hit, kicked, punched, tripped up or knocked over; being forced to do something you don't want to do or know that is wrong.

Verbal: being called nasty names, teased, made fun of, threatened or put down; Having rumours or gossip spread about you, or people talking about you behind your back;

Indirect: having belongings stolen or damaged; being left-out, excluded or isolated;

Cyber Bullying: cyber bullying is bullying behaviour that is displayed through mobile/smart phones or the internet. This could include:

- Hurtful, embarrassing or threatening material posted online (e.g. on social network websites);
- Nasty messages sent as texts, emails or other websites or apps;
- Being excluded from an online game;
- Fake profiles on a social network to make fun of others.

Section 6:   Preventative Measures

The focus of this section is to set out the measures to be taken by the school to prevent bullying behaviour, as defined in the section above. Beyond this, the measures set out here aim to promote a strong anti-bullying ethos within the school and the wider school community. Under the legislation, the focus for all anti-bullying work should be on prevention.

Examples of preventative measures include:

- Raising awareness and understanding of positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PD/LLW (e.g. sectarian, racist, homophobic, transphobic, 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 training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for unstructured times (e.g. break time, lunch) e.g. training for supervisors, zoning of play areas, and provision of the Chill Out Room to meet the needs of pupils
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying
- Development of effective strategies for the management of Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks, e.g. House events, sporting activity, creative arts, leisure and games, etc.

While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways schools can further build upon this related specifically on the journey to and from school. This includes:

- Development of a culture where pupils take pride in their school and are viewed as ambassadors within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school;
- Regular engagement with transport providers (e.g. EA Transport, etc.) to ensure effective communication and the early identification of any concerns;
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, etc.), including information on how to raise any concerns with the school;
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff on bus duty).

Awareness of the nature and impact of online bullying and support for pupils to make use of the internet in a safe, responsible and respectful way will be facilitated through:

- Addressing key themes of online behaviour and risk through PD/LLW, 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;
- Involving local experts e.g. O2 guru;
- 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

As technology is constantly changing, the policy will be monitored policy and changes will be made when necessary.

Section 7:   Responsibilities

Pupils (being bullied)

- Be assertive – stand up to the bully, look at them directly in the eye, tell them to stop and mean it;
- Stay in a group; bullies usually pick on individuals;
- Try not to let the bully know you are feeling upset;
- Tell someone you can trust – a teacher, peer mentor, lunch-time supervisor, parent, friend, another pupil, family member;
- Ask a friend to go with you when you tell someone;
- Save copies of electronic forms of bullying (text messages, pictures, threads of conversations etc.)
- Keep on speaking out until someone listens and helps you;
- Don't blame yourself for what is happening.

Pupils (bystanders)

- Don't smile or laugh at the situation;
- Don't rush over and take on the bully yourself;
- Don't be made to join in;
- If possible, encourage the bully to stop;
- If you can, let the bully know that you don't like his/her behaviour;
- Shout for help;
- Let the person being bullied know that you are going to get help;
- Tell someone as soon as you can;
- Encourage the person being bullied to tell someone;
- Ask someone you trust what to do;
- Don't contribute to online conversations where cyber bullying is occurring.

Staff and the Bullying Support Team

As part of the preventative measures across school, all staff should endeavour to:

- Foster self-esteem, self-respect and respect for others in all pupils;
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- Discuss bullying with classes as requested, so that every pupil learns about the damage it causes to both the child who is bullied and the pupil displaying bullying behaviour, and the importance of telling a teacher about bullying when it happens;
- Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected incidents of bullying using the Bullying Concern Assessment Form (BCAF);
- Follow the procedures for intervention as outlined in this policy;
- Act promptly and effectively in accordance with agreed procedures;
- Pupils may be referred or request referral to the school counsellor for further support.

When responding to a bullying concern, staff should adopt a positive mind set. They should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Confronting pupils who have displayed bullying behaviour requires a high amount of self-control as well as preparation to know what to say and do.

The following are important factors when managing a bullying situation:

- **Be calm**
- **Be positive**
- **Be assertive**
- **Be confident**

Ensure that the specific behaviour is in fact bullying behaviour which conforms to the school's agreed definition of bullying as identified in this policy.

Assess the situation and its severity level. Summarise the incident clearly and concisely using the Bullying Concern Assessment Form (BCAF), available from the School Office. When completing the form Staff should take account of the following:

- The **nature** of the bullying behaviour – for example deliberate teasing, excluding or hitting. There is a tendency among those who have a duty of care to rate some bullying, particularly violence, as more serious than other subtle forms. This can be a dangerous mistake and leaves us vulnerable to ignoring 'teasing' or 'omission';
- The **frequency** of the bullying behaviour: daily, weekly or less often;
- The **duration** of the bullying behaviour: whether over a short or prolonged period of time;
- The **perceptions** of the child being bullied – the seriousness of bullying can only be measured by the degree of distress suffered by the target. **"It can be defined as bullying only by measuring the effects the acts have on the vulnerable child."** (Besag, 1989).

Any member of staff can respond to a bullying concern. For most staff recording of the incident on the BCAF will be the extent of their involvement. Thereafter the incident will be followed by either the pastoral team or the Bullying Support Team (BST). The BST will:

- Clarify facts and perceptions
- Check previous records (SIMS)
- Assess the incident against the criteria for bullying behaviour
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions 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. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour. Please note that information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

Section 8:   Reporting a Bullying Concern

Pupils Reporting a Concern

It is essential that pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. Pupils can report a concern by:

- Talking to a member of staff
- By writing a note to a member of staff (e.g. in a homework diary)

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. All pupils are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

All concerns about bullying will be taken seriously, and will be followed up in line with this policy. If the parent/carer is unsatisfied with the manner in which the bullying concern has been addressed, a complaint may be made through the Complaints Procedure.

- Look for signs of distress or unusual behaviour which might be evidence of bullying;
- Advise their children to report any bullying to their Form Tutor, Head of Year or VP (Pastoral);
- Advice their children not to retaliate violently, either verbally or physically, nor by using social media;
- Be sympathetic and supportive and reassure their children that appropriate action will be taken by school;
- Inform the school of any suspected bullying, even if their children are not involved;
- Co-operate with the school: if their child is accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the child who is being bullied, and those displaying bullying type behaviour;
- Appreciate that the school needs time to fully look into the incident.

Feedback on the process of addressing an ongoing bullying concern 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.

Section 9: Guidance for staff working in partnership with parents/carers

Bullying is often reported to schools by parents/carers. Such complaints should be met openly and sympathetically.

School staff and parents/carers meet on bullying issues as a result of:

- Parents/carers participating in the development of the school's anti-bullying policy;
- Parents/carers expressing concern about their child's involvement in a bullying incident/situation, particularly if their child has been bullied;
- The school requesting a meeting with parent/carers regarding a bullying incident.

Staff should consider the following when meeting with the parents/carers of pupils bullying each other:

- Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff;
- Try to get clear facts from the parent/carer;
- Ensure that they have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying;
- Ensure that the parent/carer understands how their child's behaviour conforms to the school's agreed definition of bullying;
- Share concerns about what has been happening to the child experiencing bullying;
- Emphasise that it is aspects of their child's behaviour that must change; try to refer to their child's positive qualities;
- Be understanding but firm;
- Make it clear that school cares and will do what is possible, and will act in accordance with the school's anti-bullying policy;
- Tell the parent/carer that school will need time (be specific) to gather information and that they will be kept informed. Request that the parent/carer be understanding while the incident is being looked into.

Guidance for the Bullying Support Team

The Bullying Support Team is comprised of members of staff: Mrs C. Allen Vice-Principal (Pastoral), Mr I. Matthews Vice Principal (Curriculum) and Mrs F. Gormley (Senior Teacher), and the relevant Head(s) of Year for the pupil(s) involved. This group will assess all bullying concerns as they arise and proceed through the different steps of the procedure, as set out on the BCAF and the flowchart.

Once an alleged bullying incident has occurred:

1. Ensure that Part 1 of the Bullying Concern Assessment Form has been completed clearly by the member of staff referring the concern.

2. Check that the behaviour constitutes bullying behaviour **as defined in this policy.** Proceed to Parts 2 and 3 of the BCAF if the incident is deemed to be bullying.
   Incidents not regarded as bullying must be dealt with through the school's Positive Behaviour Policy. These will be referred to the appropriate Head of Year. Check for any records for any previous incidents.

3. On the basis of this assessment:

- Choose an appropriate intervention(s) from the NIABF Intervention Levels, for all involved in the bullying incident (both those experiencing bullying behaviour and those displaying bullying behaviours);
- Ensure effective communication amongst all parties. Consider the possible need for:
  - Parental involvement
  - Special Educational Needs Co-ordinator (SENCo) involvement
  - Sanction – as appropriate
  - Risk assessment
  - External agency involvement, e.g. the Child Protection Support Service for School (CPSS) *(This is not an exhaustive list)*

4. Refer to the support materials provided on the intervention/strategy you have selected, e.g. Think Time Discussion and Review Sheets and Method of Shared Concern

5. Monitor and evaluate the on-going effectiveness of your chosen intervention/strategy. Note findings on the BCAF in Part 4

6. Record of actions taken and outcomes achieved

7. Review the outcomes to determine whether further action is required and progress accordingly. Complete the Bullying Concern Assessment Form.

Implementing the above process will provide opportunities for self-reflection, development and learning for all parties concerned, resulting in the effective management of bullying incidents. This reflection should inform and guide the on-going review and development of the school's anti-bullying policy, procedures and practice.

Section 10:   Recording Bullying Concerns

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 and maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Procedures

- When a concern about bullying is made to any member of staff, notes must be taken to complete Part 1 of the BCAF
- The member of staff must complete BCAF Part 1 swiftly, clearly and with all the required detail
- The Bullying Support Team will assess the concern as being
  - Bullying and then proceed
  - Unacceptable behaviour and refer the concern to the appropriate Head of Year
- The Bullying Support Team will complete the process
- Parents will be contacted as appropriate;
- Restorative work will be carried out for both the person experiencing bullying behaviour and the person displaying bullying behaviour
- The completed BCAF to be kept with pupil record
- Outcomes for targeted pupils and pupils displaying bullying behaviour will be reviewed after a period of time.

The Bullying Concern Assessment Form should be completed when addressing bullying <u>at any level</u>.

Section 11:   Assessing the effectiveness of the Anti-Bullying Policy

This policy will be reviewed regularly and necessary amendments will be made. Training needs will be addressed as these arise. The views of stakeholders will be sought and used to make any adjustments necessary, within the statutory guidance.

Matters to assess include:

- The effectiveness of the Anti-Bullying Policy in recording incidents/concerns;
- Patterns and trends, impact on levels of achievement, efficacy of intervention and support given;
- Reporting and recording processes;
- Effectiveness of identifying motivation and maintaining restoration;
- How the policy integrates with other related policies, and the School Development Plan.

The policy will be reviewed at intervals of no longer than 4 years by the Board of Governors; to assure compliance with all forms of safeguarding, the policy will be reviewed annually. When legislation changes occur, or amendments are deemed necessary at school level, these will be made. Behavioural trends and data gathered through recording of concerns will also be taken into account during policy review.

All policy amendments should

- Be signed and dated by the Chair of the Board of Governors and the Principal to confirm ratification of the review process;
- Should state how and when parents/carers were consulted;
- Should note when changes were made in light of consultation.

Previous Anti-Bullying Policies should be retained to all response to any retrospective concern that arises.

Continuous Professional Development

Staff will receive training on the most up-to-date methods required to respond to any bullying concern, and how to ensure the best records are kept securely.

Training of staff and members of the Board of Governors should be in line with the most current legislation and practice.

Appendices

Bullying Concern Assessment Form (BCAF)

(Recording a Bullying Concern)

Bullying Concern Assessment Form (BCAF)

Incident Date: _____   **Reporting member of staff:** _____

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

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 (including omission), 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 M / F	DOB/Year Group
Person(s) reporting concern			
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). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

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**

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

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 (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 – Please specify:

PART 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

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	Outcomes 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 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR **PUPIL DISPLAYING BULLYING BEHAVIOUR**:

Pupil Name:

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	Outcomes 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:

Part 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

☐ Follow Anti-bullying policy

☐ 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: