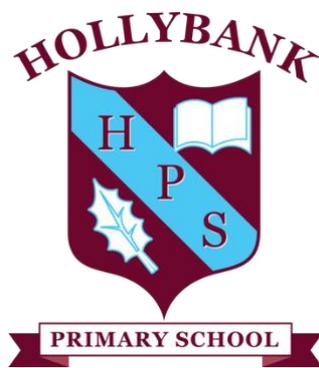# HOLLYBANK PRIMARY SCHOOL

ANTI-BULLYING POLICY

ENGAGE, EMPOWER, EXCEL

Date of next policy review	August 2022
Name of person responsible for this policy	L Brett
Issued to	Staff, Governors, Parents
Date of issue	August 2021

At Hollybank Primary School we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

Introduction

This policy supports the implementation of the Addressing Bullying in Schools Act (NI) 2016 (hereinafter referred to as The Act) which was granted Royal Assent in May 2016 and will be in operation from 01 September 2021.

The policy has been developed, including the legislative and policy/guidance framework applicable. This includes:

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 policy is used in conjunction with the NIABF Effective Responses to Bullying Behaviour resource file which supports schools to respond to, resolve and restore relationships when bullying behaviours occur.

The policy contains contains a non-exhaustive definition of 'bullying' which applies only to pupil-to-pupil bullying, i.e., bullying behaviour *by a pupil or a group of pupils against another pupil or group of pupils*.

Ethos and Principles

* We are committed to a society where children and young people can live free and safe from bullying.
* We believe in a society where bullying is unacceptable and where every child and young person is safe and fees safes from bullying.
* We believe that every child and young person should be celebrated in their diversity.
* We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
* We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
* We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Consultation and Participation

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

PUPILS:
* Class-based activities
* Whole school questionnaires distributed to all pupils via Seesaw

PARENTS
* Consultative workshops with parents/carers
* Questionnaires distributed to all parents/carers (online/paper?)
* Engagement with parent groups, eg. PTA

SCHOOL COMMUNITY
* Staff survey for all staff, teaching and non-teaching
* Engagement activity for all staff, teaching and non-teaching
* Representative members of staff involved in writing anti-bullying policy
* Board Of Governors consultation meeting

What is bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

Addressing Bullying in Schools Definition of "bullying":

(1) In this Act "bullying" includes (but is not limited to) the repeated use

of—

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

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

Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.

What is bullying?
Bullying is not tolerated in Hollybank primary School however not all unacceptable behaviour is bullying behaviour. Behaviours such as name- calling, being hit or punched, being excluded or isolated are unacceptable and, when not assessed as bullying, will be addressed through the school's Positive Behaviour Policy, Special Educational Needs Policy or Safeguarding policy. These policies detail each stage of intervention used to discourage unacceptable behaviour.

Bullying behaviour can be summarised as usually repeated behaviour by one or more pupils carried out to intentionally hurt, harm or adversely affect the rights and needs of another or others. While this behaviour is usually repeated, single incidents can be considered bullying behaviour. When an alleged incident of bullying occurs, and it has been recorded and assessed as a bullying behaviour, school will respond through the Anti-Bullying Policy.

The following criteria will be used to assess if an alleged incident is to be considered bullying:
- severity and significance of the incident
- evidence of pre-meditation
- an imbalance of power which can manifest itself in several ways:
  physical
  psychological (knowing what upsets someone),
  intellectual
  group / more than one individual
- 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

The policy will be applied:

- ***on the premises of the school during the school day;*** including the playground, football pitch and field.

- ***while travelling to or from the school during the school term;*** pupils are expected to demonstrate the school values of READY, RESPECTFUL, SAFE when travelling to and from school.

- ***while the pupil is in the lawful control or charge of a member of the staff of the school e.g.*** school trips and external events

- ***education provision arranged on behalf of the school and provided away from the school premises e.g.,*** another school in the Area Learning Community

Methods of Bullying

In this policy "bullying" includes (but is not limited to) the repeated use of—

(a) any verbal, written or electronic communication,

These methods can be described as, but are not limited to, saying, writing or using online contact and platforms to:

- say mean and hurtful things to, or about, others
- make fun of others
- call another pupil mean and hurtful names
- tell lies or spread false rumours about others
- try to make other pupils dislike another pupil/s
- extort from, blackmail or exploit another.

The use of electronic communication as a method of bullying behaviour is most commonly identified as cyber bullying. Cyber bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and online platforms

The Act gives schools the power to take action to prevent online or cyber bullying that is taking place outside school. However, the Act places no duty on schools to do this.

All incidents of alleged online issues are recorded by the Principal/ Vice Principal with the relevant actions taken. Any concerns arising from specific incidents reported to the school, are reported immediately to parents. Our Online Safety Policy, alongside this Anti-Bullying Policy is reviewed regularly, ensuring the associated teaching curriculum is kept up to date with current developments.

(b) Other methods of bullying behaviour commonly include physical bullying and can be described as, but are not limited to:
- hitting
- kicking
- pushing
- shoving around
- locking a pupil/s inside a room, locker etc.
- material harm such as taking/stealing money or possessions
- other direct/indirect acts

(c) Any combination of those
The Act acknowledges that various methods of bullying behaviour can occur separately or together.

(d) Omission

The Act specifies that methods of bullying behaviour include omission. This includes where a pupil is intentionally left out (e.g., 'they stopped him playing with them') and where there is a wilful failure

to include a pupil (e.g., 'they purposefully did not ask him to join the game'). Other examples include a pupil being excluded or left out of:

- a group of friends

- games

- activities

- group work in class

(e) Electronic Acts

- Using online platforms or other electronic communication to carry out many of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images (eg. photographs or videos) online to embarrass someone

This list of methods of bullying is not exhaustive.

In this policy bullying includes, (but is not limited to) the repeated use of any of the above actions.

Motivations Behind Bullying:

The various motivations behind bullying will also be considered when investigating bullying incidents, including those named in the Act. These include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion these matters. For that reason we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child b describing the situation surrounding that child, for example:

* A child displaying bullying behaviours
* A child experiencing bullying behaviours

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

Intention to cause Harm:

In determining intent to cause harm, school staff will use their discretion in assessing an individual pupil's capacity to understand the impact of their behaviours, e.g., due to development age, disability or delay.

In determining 'harm' schools should define:

1. Emotional or psychological harm as intentionally causing distress or anxiety
by scaring, humiliating or affecting adversely a pupil's self-esteem.
2. Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Repetition is one way of establishing intention to harm, particularly if the bullying behaviours have not stopped after an intervention has been introduced.

Preventative Measures:

Hollybank Primary School aims to promote a strong anti-bullying ethos within the school and the wider school community. We do this through a variety of approaches:

* Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy, underpinned by our values of READY,RESPECTFUL,SAFE.
* Promotion of anti-bullying messages through the curriculum eg. 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/PD/LLW (eg. 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 (eg. mindfulness training)
* Participation in the NIABF annual Anti-Bullying Week activities
* Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
* Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
* Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play option to meet the needs of all pupils.
* Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
* Development of effective strategies for the management of unstructured times (eg. break time, lunch)
* Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.
* Class Plans for Learning are created annually with each class, so all individuals are involved with determining acceptable and unacceptable behaviours.

A pupil-friendly version of this policy will be printed in the year group planners, setting out what is expected of pupils and what to do if they have a bullying concern.

Governors, parents/carers, staff and pupils work together consistently to promote and demonstrate positive behaviour.

These preventative measures will also include approaches to prevent bullying behaviour on the way to and from school. These include:

*   Development of a culture 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.
*   Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses, trains and ferries, and for those walking.
*   Regular engagement with transport providers (eg. Translink, 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 (eg. local shops, cafes, service providers, residents, 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 (eg. staff duty at school gate/bus stops, where appropriate)

We will also endeavour to to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. We try to raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way.

This includes:

*   Addressing key themes of online behaviour and risk through PDMU/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 (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, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

Responsibility

Everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to 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 becoming 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 instances 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

The Role of Governors

Governors play an extremely important role in supporting schools to ensure that pupils have every opportunity to develop their full potential within a caring and stimulating learning environment. Governors work in close partnership with the principal, staff, parents and pupils to monitor and evaluate the effectiveness of our school in providing the best quality of education for all their pupils.

In addition, Governors have an active role in developing this Anti-Bullying policy. Governors also ensure that measures are taken to prevent and address bullying behaviour and are informed about the prevalence of bullying and alleged bullying incidents, as well as the motivation behind these behaviours.

This happens through the following:

- A standing item on the agenda of each meeting of the Board of Governors where a report on bullying is presented
- Minutes recording the numbers of recorded incidents of bullying including method, motivation and how the incident was addressed
- A record of how pupils, parents/carers, teachers and governors are consulted if and when changes are made to the Anti-Bullying Policy
- Identification of trends and patterns to inform further development of policy and practice
- Written responses to relevant pupils or parents/carers, when appropriate.

The Role of the Principal

It is the responsibility of the Principal to implement the Policy and to ensure that all staff (both teaching and non-teaching) are aware of the Policy and know how to deal with incidents of bullying.

The Principal ensures that all children know that bullying is wrong and unacceptable. He/she ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. He/she reinforces a climate of mutual support and praise for success, so making bullying less likely. He/she keeps parents informed. If necessary, he/she may contact external support agencies such as the EA Behaviour Support Team, Education Welfare Service or Social Services.

The Principal analyses data from SIMS to identify themes, including trends or patterns, to ensure early intervention and effective reporting to Governors. He/She provides regular information regarding alleged incidents (unacceptable/bullying) to Governors, and ensures Governors are kept up to date with relevant Department Guidance. The Principal is also responsible for arranging consultation and self-evaluation so key issues are identified and used to inform and guide the school development planning process.

The Role of the Teacher

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents involving children within their class, and inform the Principal using the NIABF Bullying concern assessment form. (See Appendix A) They will consider the nature, frequency, duration and perceptions of the child being bullied.

Confidential records of incidents, including bullying, are stored in the Principal's office and on SIMS. These records include incidents that occur beyond the school day, either on the children's way home or to school. If any adult working in the school witnesses an act of bullying, they will record the event, inform the class teacher and the Principal.

If the behaviour meets the criteria for bullying the teacher will discuss this with the Principal or Vice Principal, who will begin to record and document all actions taken. The Principal/ Vice Principal will track, monitor and regularly assess the effectiveness of the restorative strategies which were put in place through the Bullying Concern Assessment Form.

- Appropriate interventions from our intervention levels will be chosen and the teacher is responsible for ensuring effective communication between all parties, also considering the possible need for parental involvement, SENCO involvement, risk assessment or external agency involvement, e.g., CPSS. They may use support materials such as Think, Time Discussion and review Sheets. They will monitor and evaluate the on-going effectiveness of the chosen intervention/strategy, and record any actions taken, and outcomes. The pupil has a clear role in the restoration and self-assessment process.

Teachers support all children in their class and maintain a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

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

- discuss bullying with the pupils, so that every child 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 if 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

- report suspected cases of bullying to the Principal or Vice-Principal

- follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken

- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

The Role of Parents

Parents have a responsibility to support the school's Anti-bullying Policy and to actively encourage their child to be a positive member of school. If parents are concerned that their child might be bullied, or if they suspect that their child may be the perpetrator of bullying, they should contact their child's teacher immediately.

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 a teacher

- advising their children not to retaliate violently to any form of bullying

- 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 Role of Pupils

We expect our pupils to:

- refuse to become involved in any kind of bullying, even at the risk of incurring temporary unpopularity

- 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.

Reporting a Bullying Concern

Pupils, parents and anyone else with concerns should make these known to the school immediately.

Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

Pupils can raise concerns in a variety of ways including:
* Verbally- talking to a member of staff
* By writing a note to a member of staff (eg. in a homework diary)
* By sending a message on Seesaw
* By posting a comment in a 'worry box'

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

Parents reporting a Concern

Parents and carers have a responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. All parents/ carers should encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to '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 Vice-Principal.
* Where the parent is not satisfied that appropriate action has been taken by the Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors. The Complaints Policy is available from the school office and is published on our website.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, we understand that reports may be received from anyone. All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding To a Bullying Concern

All reports of alleged bullying behaviour, or any concerns identified, will be responded to by the school. The process that will be employed is outlined below, alongside the approach the school will take in its response. It must be remembered that the focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall…
* Clarify facts and perceptions
* Check records (SIMS/BMM)
* 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

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.

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.

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

Recording

The school will centrally record all relevant information related to reports of bullying concerns,

including:
- how the bullying behaviour was displayed (the method)
- the motivation for the behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed.

All alleged incidents of bullying are recorded in the Anti Bullying Record book. Once the incident is to be dealt with under the Anti Bullying Policy, records will be held on SIMS. These records are anonymously shared with Governors, as a standing agenda item.

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

Professional Development of Staff

We recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:

- stating a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- stating that CPD records will be kept and updated regularly

<u>Monitoring and Review of Policy</u>

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 Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before August 2025.

Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:
* Positive Behaviour Policy
* Pastoral Care Policy
* Safeguarding and Child Protection Policy
* Special Educational Needs Policy
* Health and Safety Policy
* Relationships and Sexuality Education
* E-Safety Policy & Acceptable Use of Internet Policy
* Mobile Phone Policy
* Educational Visits
* Staff Code of Conduct

This policy is also available on the school website or from the school office.

Chair of Governors: _____ Date: _____

Principal: _____ Date: _____

APPENDIX 1
HOLLYBANK PRIMARY SCHOOL, ANTI BULLYING RECORD

Reported by:	Date:	Time:
Staff Member:	Meeting with:	Date:

Investigation:		
Motivation:		
Actions Taken:		
Policies Followed:		
Follow up Date:		
Resolved:	Yes	No
Follow up Actions:		

BULLYING 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

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:
Other Agencies:

| **Part 3b** | 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:**