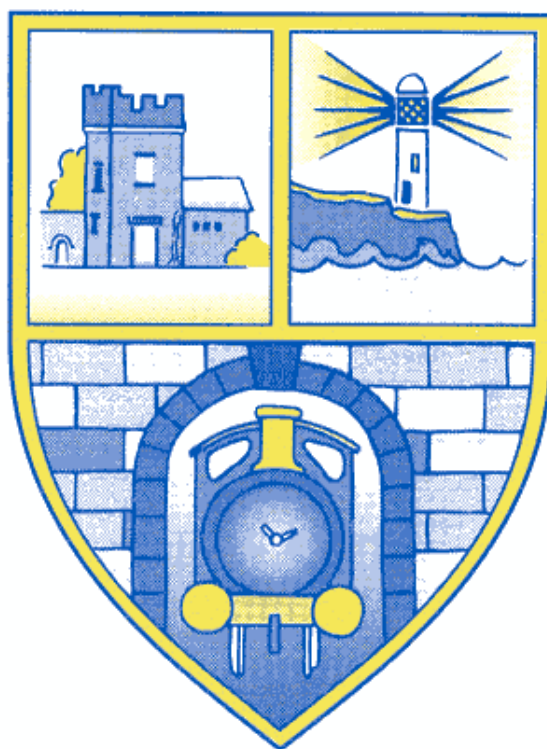


Whitehead Primary School & Nursery Unit

Valued, Inspired, Prepared



Addressing Bullying Policy

Last Review	August 2024	L Murphy
Next Review	August 2026	L Murphy

Ethos, Vision & Mission

Ethos

A nurturing, inclusive environment, where everyone is valued, inspired and prepared; in order to thrive and contribute to the world.

Vision

Empowering everyone to SHINE

Mission Statements

Share

We will foster a culture of collaboration where everyone is encouraged to share ideas, time, resources and successes to build a strong, connected community.

Help

To show kindness and empathy while supporting one another, offering help when it's needed and knowing that asking for help is a strength, not a weakness.

Include

To welcome and respect everyone and, through our daily interactions, promote a sense of belonging, ensuring that every voice is heard and everyone is valued.

Nurture

To provide a happy, safe and supportive environment, where every child is nurtured emotionally, socially and academically so that they can grow into confident, resilient learners.

Excel

Through engaging high quality, meaningful learning opportunities and by setting high expectations, challenging each pupil at their level and providing constructive feedback, we will inspire every child to reach their full potential.

INTRODUCTION

Whitehead Primary School is committed to creating and maintaining a safe and secure environment for all our pupils. Bullying is an unacceptable form of behaviour which can cause profound emotional and physical harm. Whitehead Primary actively promotes positive interpersonal relationships between all members of the school community.

Our school community shares in the responsibility of promoting an anti-bullying culture and in dealing effectively with bullying type behaviour when it does occur.

The incidence of bullying behaviour will be much less likely where all members of the school community - teachers, pupils, Board of Governors, parents and ancillary staff - co-operate in promoting an atmosphere in which all forms of bullying behaviour are rejected.

The primary aim of this policy is to a) protect the person experiencing bullying behaviour and b) change the behaviour of the person displaying bullying type behaviour. Bullying type behaviour will be dealt with by using positive behaviour management to promote an ethos of harmony and mutual respect.

This policy is closely linked with the school's policies on Pastoral Care, Child Protection, Positive Behaviour Management, Special Needs and Personal Safety.

Aims and Objectives in relation to bullying type behaviour will focus on:

- the promotion of a whole-school approach to raising awareness of the dangers of bullying
- the right of pupils to learn free from intimidation or fear
- the development and implementation of strategies which are strongly preventative in nature, in addressing the issue of bullying
- the needs of the person experiencing bullying behaviour as being paramount
- defining the procedures to be followed by teaching staff, Board of Governors, ancillary staff, pupils and parents, in relation to an incident of bullying
- Reporting, investigating and recording incidents

Defining Bullying Behaviour (2016 Anti-bullying Act)

Bullying includes (but is not limited to) the repeated and intentional use of physical, verbal, electronic, written or psychological acts or omissions, or any combination thereof, by one or more pupils against another pupil or group of pupils with the intention of causing hurt, harm, fear, distress or adversely affecting the rights or needs of that pupil or group of pupils. A bullying incident can occur when pupils are on the school premises during the school day, travelling to or from school during the school term, the pupil is in the lawful control of a member of staff (eg a school trip, a school visit, playing on a school team) or the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

T.R.I.P criteria

Bullying refers to a range of harmful behaviours, and is usually:

- Targeted at a specific pupil or group of pupils
- Repetitive. Repetition can be defined by 3 or more repetitious incidents involving the same target/targets
- Intentionally physically or emotionally harmful
- Persistent

The 2016 Act requires schools to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. In this school, we will consider the following when assessing **TRIP**:

The pupil(s):

- capacity to regulate and understand the impact of their behaviour
- developmental age
- additional, educational, special, physical or medical needs
- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. Social Behaviour Emotional Wellbeing, Autism, Attention Deficit Hyperactivity Disorder, Moderate Learning Difficulties etc.)
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience

There are 3 core characteristics:

- Non-limitation to repeated behaviours. Repetition can be defined by 3 or more repetitious incidents involving the same target/targets
- Methods of bullying (including omission) Omission however may not always be present. Omission is defined as a pupil being deliberately 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 in the game').
- Intention to cause physical or emotional harm.

Harm can be defined as:

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

Bullying is not limited to repeated behaviours so bullying can be a one-off incident.

In this case the following criteria will be considered:

- Severity and significance of the incident
- Evidence of pre-meditation
- Impact of the incident on the individual and wider school community
- Previous relationships of those involved
- Knowledge of the background and personalities of the pupils involved

Any one-off incidents that are not considered bullying behaviour will be addressed under the Positive Behaviour Policy. A one-off electronic communication can constitute bullying type behaviour through repeated viewing and unwanted sharing of a post.

An imbalance of power is not included in the aforementioned definition (2016 act). However, imbalance of power is still an important factor to be considered in assessing whether behaviour is to be considered bullying behaviour or not.

Bullying takes the form of behaviours, which make another person feel uncomfortable, insecure or threatened, and it can take many forms. Such behaviours can have a serious impact upon the recipient.

Methods of bullying include:

- Physical: kicking, nipping, pushing, tripping, physical intimidation, taking stealing money or possessions, causing damage to possessions
- Verbal/written: name calling, teasing, spreading rumours, threats, insults, jokes
- Emotional: excluding from play, threatening, pulling faces
- Cyber: Using online platforms or other electronic communication to carry out many of the written acts noted above; misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another; impersonating someone on-line to cause hurt or sharing images(eg photos or videos) online to cause hurt

Incidents relating to e-safety will be managed in accordance with the school internet safety policy. Given the nature of technology as constantly changing and developing, the internet safety policy will be monitored and changes made where necessary.

Negative on-line behaviour can occur either in or out of school hours. This can harm a pupil's education and emotional well-being, affected individuals will be supported.

Omission :

where a pupil is deliberately 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 in the game'). Other examples include a pupil being excluded from or left out of a group of friends/activities/games/group work in class etc. For example intentionally choosing not to mention (failure to act) there was football at lunchtime.

A primary motivation for bullying behaviour can often be prejudice or discrimination on the basis of actual or perceived difference.

Specific motivations for bullying would include :

- Racist bullying
- Homophobic bullying or bullying due to sexual orientation
- Bullying due to gender identity
- Disablist Bullying or bullying due to SEN
- Sectarian Bullying
- Transphobic bullying
- Looked after child (LAC) Bullying
- Agist bullying
- Bullying due to community background
- Bullying due to the ability of a pupil

These lists (methods and motivation) are non-exhaustive, new types/methods may also be included.

Preventative Strategies

Ethos & Pastoral Care

We seek to be a “listening school” in which pupils are encouraged to express their feelings, fears and concerns. This will be facilitated through measures such as The Pupil Voice, Circle Time, PDMU, Assembly, Anti Bullying Week. We will promote and reward positive behaviour through SHINE, Star Pupil certificates, Good Manners Awards, stickers. Our positive behaviour management policy is based on our SHINE rules.

- Share
- Help
- Include
- Nurture
- Excel

Curriculum

We will provide a personal safety teaching programme from Nursery to Year 7. This programme will help to develop a range of skills including assertiveness and good communication.

Preventative strategies have a high priority in minimising bullying. The theme of bullying will be specifically addressed across a number of subject areas:

- In Religious Education through Assemblies dealing with respect for others and Christian values.
- In Literacy through the use of stories, plays and poems, in Drama through the use of role play.
- In Art through reflective illustrations.
- In PDMU through learning about ourselves and others and learning to respect differences.
- The PATHS programme will be delivered to implicitly teach resilience, confidence and self reliance.
- Circle Time/discussion time will be used in classes to enhance and encourage co-operation among children and to provide a safe and secure atmosphere in which children can raise issues of concern.
- In our delivery of Emotional Intelligence, addressing feelings and emotions.
- Promotion of the safeguarding team and highlighting the importance of a trusted adult
- Development of an active Pupil Voice where pupils can feel confident to express opinions, thoughts and feelings. Meetings will take place once a month, Pupil Voice representatives will also take part in assemblies in terms 1 and 2.
- Pupils will take part in Anti-Bullying week activities. In addition Anti-Bullying lessons will be taught throughout the year.
- Year 6 pupils will be trained in Peer Mediation and take on this role at both breaktime and lunchtime.
- Year 7 pupils will be involved in a buddy system (Yellow Caps) and the use of a friendship stop will be promoted.
- Each class will be involved in creating a Class Charter.

- Implementation of a whole-school rewards system (Shining stars award once a week and a house point system) this consistently acknowledging, affirming and celebrating positive behaviour and achievement.
- Pupils will take part in Diversity Day once a year, focussing on the culture, traditions etc of another country, leading to an understanding and exploration of diversity.
- Steps to wellbeing – Take 5
- Taking part in Shared Education projects with other schools, supporting pupils in exploring, understanding and responding to difference and diversity.
- Cyberbullying will be examined through the internet safety programme. Pupils will take part in Internet Safety Day. Key themes of electronic online behaviour and risk will be addressed through curriculum content.
- Development of sport and after various school activities, supporting the development of effective peer support relationships and networks.
- School counselling initiatives.
- Staff will monitor behaviour and identify any ‘hotspots’ or areas of concern (canteen, playground, corridors, toilets etc). High standards of behaviour will be expected at all times from every member of the school community. Early intervention and support will be provided for pupils who experience difficulty in meeting and maintaining acceptable standards of behaviour. (Positive Behaviour Management Policy).
- Split break and lunchtime, resulting in fewer pupils using the playground at any one time.
- Appropriate deployment of staff to support the transition from the school day to the journey home.
- Individual needs are identified and met in conjunction with the SEN policy.
- The effectiveness of the Anti-Bullying policy and Positive Behaviour Policy will be assessed on regular intervals.

The PDMU Curriculum leader will take a pro-active role in introducing and reviewing strategies to eliminate bullying:

- Reviewing the school’s anti-bullying policy and procedures.
- Undertaking regular training and providing training for the teaching and ancillary staff.
- Developing an active Pupil Voice where pupils feel confident to express opinions, thoughts and feelings.
- Providing resources for staff to prepare and present a series of lessons on bullying for each year group.
- Organising focused activities during anti-bullying week.
- Planning and overseeing Diversity Day
- Provide training for Peer Mediators (Year 6 pupils)
- Liaising closely with the principal, class teachers, classroom assistants and auxiliary staff regarding playtime provision.

Our Pupils' Entitlement & Responsibility

Whitehead Primary will endeavour to build a safe and caring environment in which our children feel secure, are valued and are actively involved in forming our rules and policy - through active involvement of our class, school and eco councils.

When a child is suspected of being bullied or claims to have been bullied he/she is entitled to:

- Be listened to
- Be taken seriously
- Be informed of actions that are possible to address their concerns
- Be reassured that all possible steps will be taken to ensure their safety
- Know that the school will contact parents
- Know that the situation will be monitored

When a child is suspected of bullying of other children he/she is entitled to:

- Be listened to
- Be taken seriously
- Be informed of what action the school will take to address the situation and ensure there is no re-occurrence
- Be informed of the timescale of any investigation
- Know that the school will contact parents
- Know that the situation will be monitored.

Pupils can report a bullying concern with any member of staff, teaching and non-teaching. Concerns can be communicated verbally by talking to a member of staff or writing a note. Any pupil can raise a concern about bullying behaviour, not just the pupil experiencing the behaviour. All pupils will be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another. This message will be highlighted through the preventative work carried out by the school.

Our Parents' Entitlement and Responsibility

Parents are entitled to expect that:

- Their child will be educated in an atmosphere which is safe and caring.
- They will be informed promptly of any incident of bullying regarding their child and that this will be dealt with confidentially
- The school will take all reasonable steps to prevent bullying type behaviours occurring
- Any bullying incident which is reported will be investigated according to the school's guidelines
- Any bullying incident that is found to have taken place will be dealt with in line with the school's guidelines.

Parents of our pupils are responsible for:

- Ensuring that their child respects and co-operates with teachers, ancillary staff and other pupils
- Seeing that their child upholds the SHINE Rules.
- Contacting the school to report any concerns over bullying behaviour
- Supporting all aspects of the school ethos.
- Being vigilant in looking for signs that their child may be a victim of bullying

Parents/guardians should inform the school immediately of any incident of bullying or suspected bullying.

In the first instance this should be to the class teacher. If further incidents take place or a parent is not satisfied that appropriate action has been taken to prevent further incidents, concerns should be reported to the vice-principal and then principal. If the parent remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed, with a written formal complaint being made to the Chair of the Board of Governors.

It is important that parents/guardians should tell their child **not to retaliate** but to report any incident to a member of the teaching or ancillary staff.

Teachers' and all Adults' Entitlement and Responsibility

All teachers and other adults in the school community have the right to:

- Work in a positive environment where there is respect and fairness at all times
- Truthfulness and honesty from pupils
- Equal treatment from all staff and pupils
- Co-operation from pupils and parents.

Teachers and all Adults Working in School have a responsibility to ensure the well-being of all the children in their care including:

- Making them feel secure
- Bringing out their best qualities
- Treating them impartially
- The rules of the school are implemented consistently, fairly and reasonably.

All adults within school act as role models for pupils. They have the potential to influence pupil behaviour in a positive direction. They can promote relationships characterised by respect, tolerance, friendship and co-operation among and between pupils and staff.

Teachers should be vigilant in looking for signs of distress both within the classroom and while on supervision duty in the playground.

When teachers suspect an incident of bullying or an incident has been reported to them by a pupil, parent or ancillary staff, they should act immediately to protect the person experiencing bullying behaviour, **without placing the person experiencing bullying behaviour at further risk**. For example, speak to children involved, implement any necessary sanctions and report back to parents.

Teachers should record incidents of actual or alleged bullying on sims using the 'Bullying Concern Assessment Form' (Appendix 1).

Responsibilities of the Principal:

When deciding on measures used to encourage good behaviour in school the principal will specifically include measures to prevent bullying among pupils. Pupils and their parents will be consulted on measures to encourage good behaviour.

Responsibilities of the Board of Governors:

Ensuring that pupils have every opportunity to develop their full potential within a caring and stimulating learning environment. In addition they are required to safeguard and promote the welfare of all pupils.

Governors must ensure that measures are taken to prevent and address bullying behaviour and that all incidents that are reported as bullying are recorded. Governors will be kept informed about the prevalence of bullying within the school, alleged bullying incidents and also the motivation behind such behaviours.

Responsibilities of Ancillary Staff

Ancillary staff should be vigilant in looking for signs of bullying.

They should report any incident of bullying or suspected bullying to the class teacher or principal immediately. They may be asked to make a written report of any incident of bullying or suspected bullying.

During lunch times, supervisory staff and playground buddies will organise playground games and help maximise the use children make of the play equipment and playground markings, to help give children focused activities to minimise the likelihood of bullying.

If in dealing with a bullying type incident if physical restraint should prove necessary by any adult within the school, this will be undertaken in compliance with the school's Safe Handling Policy.

PROCEDURES FOR DEALING WITH INCIDENCES OF BULLYING TYPE BEHAVIOUR, INCLUDING CONTACT WITH PARENTS AND EXTERNAL AGENCIES

Each case of an alleged bullying type behaviour or socially unacceptable behaviour will be dealt with individually and follow up action will be tailored to meet the individual needs of the pupils concerned. Throughout the process evidence will be compiled in the pastoral folder. This will commence with the Behaviour Concern Form, but could include the following: Pupil and staff self-assessment and review evidence e.g. strategies; communication records e-mails/letters etc; risk assessment/reduction plan; minutes from meetings; personal learning plan; photos of group activities; support from EA or external agencies.

The following steps will be followed:-

1. Reporting of an incident

Concerns may be raised by a pupil, parent or member of staff. When raising or becoming aware of behavioural concerns, staff will collect evidence through the use of the Behavioural Concern Form.

2. Investigation of an incident

This will normally be carried out by the class teacher and perhaps involve other members of staff such as the previous teacher. Pupils involved will be interviewed, including bystanders, information gathered, facts and perceptions will be clarified. This will be recorded on the Behaviour Concern Form. The Pastoral Folder will be checked for previous incidents and to identify behavioural patterns.

Parents of all pupils involved will be informed of the school's action up to this point and will be kept informed of subsequent action. The information gathered will be used to complete part 1 of the Bullying Concern Assessment Form (BCAF). If the Part 1 criteria are met, indicating bullying type behaviours, part 2 of the BCAF form will then be completed, including the motivation or underlying theme behind the behaviour, methods of bullying and details about how the incident was addressed. If deemed socially unacceptable the incident will be addressed through the Positive Behaviour Policy

3. Agreeing a plan for resolution

Working with the pupils concerned, the designated teacher will devise a plan for resolution of the conflict. This plan will include targets for acceptable behaviour and will set out support measures which will be provided for all pupils concerned (both the targeted pupil(s) and pupil(s) displaying bullying behaviour). Part 3 of the BCAF form should be completed. This should include interventions selected, action taken and support provided for both the target and the pupil displaying bullying behaviour and also any external support provided together with the outcomes achieved.

Support for targeted pupils may involve:

- An action plan which would involve the pupil(s) identifying SMARTER (Specific, Measurable, Achievable, Relevant, Timely and Evidence Based) targets; relevant success criteria, outcomes and assessment procedures. This would be shared with key partners. Such a plan would be drawn up, tracked, monitored, assessed and reviewed through the implementation of the Special Educational Needs (SEN) policy.
- Ongoing dialogue to ensure that the strategies identified and agreed would result for example in: greater resilience, developing of coping skills and the promotion of positive restorative relationships
- Interventions could include those contained in NIABF's 'Effective responses to bullying behaviour' (This is saved electronically on the school system and each year group have been provided with a copy)
- Staff and pupils will track and monitor progress together and keep this under review
- The following will be considered: were appropriate targets identified; did the strategies prove effective?; were strategies consistently implemented by staff and pupils?; was the success criteria clear?; was the success criteria met?

Support for pupil(s) displaying bullying behaviour might involve:

- An action plan which would involve the pupil(s) identifying SMARTER (Specific, Measurable, Achievable, Relevant, Timely and Evidence Based) targets; relevant success criteria, outcomes and assessment procedures. This would be shared with key partners
- Ongoing dialogue to ensure that the strategies identified and agreed would result for example in: reduction/removal of unacceptable bullying behaviour(s); an enhanced ability to empathise and the restoration of relationships
- Interventions could include those contained in NIABF's 'Effective responses to bullying behaviour'
- Staff and pupils will track and monitor progress together and keep this under review
- The following will be considered: were appropriate targets identified; did the strategies prove effective?; were strategies consistently implemented by staff and pupils?; was the success criteria clear?; was the success criteria met?

Use of Restorative Thinking

Restorative practices focus on repairing the harm done to people and relationships. The process involves all parties, giving everyone affected the chance to:

- Talk about what has happened
- Explain how it made you feel
- Explain what made you say/do that
- Understand and repair the harm

Interventions such as 'Worth a Rethink, 'Think Time Discussion Sheet' and 'Look, Link and Learn' can be found in 'Effective Responses to Bullying Behaviour' document (NIABF)

The Post Incident learning App (PIL) can be implemented to achieve this and teaches pupils to control their behaviour.

4. Reviewing the situation

The situation will be monitored and formally reviewed within one month of the initial report. This will be done by the designated teacher, in co-operation with the other teachers, pupils and parents concerned. Regular opportunities for both the target pupil(s) and pupil(s) displaying bullying behaviours should be provided. Success should be acknowledged, affirmed and celebrated. Feedback will be provided to the BOG and SLT by the designated teacher and the other staff member(s) involved. Part 4 of the BCAF form should now be completed. In completing all parts of the form it should be ensured that recording is factual, sensitive, balanced, non-subjective, appropriate for the audiences it may be shared with, i.e. parents/carers, other staff, social services etc and dated. It should also allow for tracking of incidents and evaluation of positive behaviour strategies. Recording should also be compliant with current data protection legislation (2018).

5. Involvement of other agencies in provision of support

When necessary, the school will draw on support from a range of outside agencies including the Education Welfare Officer, Behaviour management Team, the Educational Psychology Service and the Child and Adolescent Mental Health Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at step 3 or 4 that outside help is needed, the school will not hesitate to avail of it.

6. Monitoring and review of the anti-bullying policy

Implementation of this policy will be monitored by the principal and designated teacher for child protection. A report on implementation will be provided annually to the Board of Governors, within the overall report on pastoral care provision. This policy will be formally evaluated and reviewed annually.

The Principal and Board of Governors will monitor the effectiveness of the Anti-Bullying Policy by using performance and other relevant data to:

- Determine how effective the school's preventative measures are in reducing: levels of and opportunities for bullying behaviour; severity and frequency of incidences
- Identify patterns and trends; evaluate reporting and recording procedures; measure impact and evaluate the efficacy of the interventions and the support provided
- Determine how effective the policy's processes are in: identifying underlying motivation; promoting and maintaining restoration
- Ensure that the policy through consultation and participation is successfully identifying current needs and addressing them appropriately
- Inform and guide policy development and review through feedback received from baselining surveys with parents/carers, staff, Governors and pupils
- Ensure that policy concerns are identified quickly and addressed through the ongoing School Development Planning process

7. Consultation

This policy has been developed in consultation with the following parties:

- **Pupils**
The Pupil Voice is involved in reviewing the Anti-Bullying Policy
- **Parents/carers**
The policy is available for all parents on the school website and is sent out on Seesaw. Parents have the opportunity to discuss this with the class teacher and if appropriate a parent focus group will be formed to further discuss the policy.
- **Staff**
Staff are consulted in reviewing the policy
- **Board of Governors**
Through Governors meetings, the governors will discuss and agree the policy which will subsequently be signed off by the chair of the Board of Governors

Appendix 1



Whitehead
Primary School
& Nursery Unit

BULLYING CONCERN ASSESSMENT FORM

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year & 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

BULLYING CONCERN ASSESSMENT FORM

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

Date	Information gathered	Location (stored)

BULLYING CONCERN ASSESSMENT FORM

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 criteria 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

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 _____

BULLYING CONCERN ASSESSMENT FORM

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

Select one or more of the follows:

- 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 _____

BULLYING CONCERN ASSESSMENT FORM

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/carers: _____

Other Agencies: _____

Continue to track interventions until an **agreed** satisfactory outcome has been achieved.

BULLYING CONCERN ASSESSMENT FORM

Part 3b

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	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carers:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved.

BULLYING CONCERN ASSESSMENT FORM

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.
- 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: