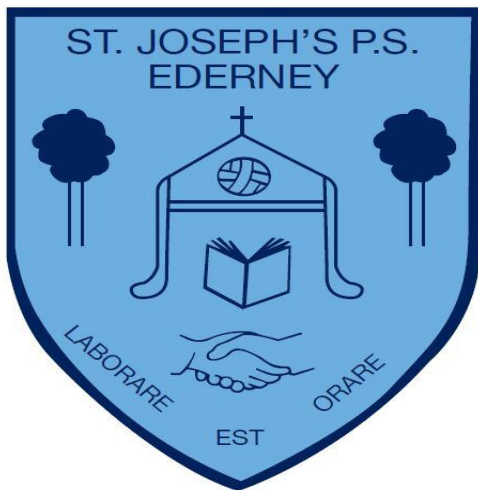


St. Joseph's P.S & Ederney Community Nursery



Anti-Bullying Policy

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Section 1 - Introduction

At St. Joseph's Primary School and Ederney Community Nursery, we believe that all pupils have the right to learn in a safe and supported environment and that all forms of bullying behaviour are unacceptable. Our school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

Labels

We are keen to avoid labelling individual children and describe situations using language such as "a bullying incident."

In the past, reference would have been made to a bully and to a child who is being bullied. The terminology has changed to:

'a child who is experiencing bullying behaviour'

'a child who is displaying bullying behaviour'

We believe that the emotional damage caused to those who are targeted by bullying, as well as those displaying bullying behaviour themselves, can be extensive and long lasting.

It is therefore our aim to create a safe environment for all, where we all respect each other and are tolerant of each other's differences.

Principles

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether pupil displaying bullying behaviour or pupil experiencing bullying behaviour) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.

- Where a concern arises, staff will receive on-going support from The Principal and the Child Protection and Safeguarding Team with Pastoral responsibility (Mrs Gallagher, Mrs Hagan and Mrs Mc Teague). Training will be provided for staff on how to deal with bullying incidents.
- Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

Aims of this Policy

The aims of this policy are to:

- Promote an emotionally safe, inclusive, happy and engaging environment where positive relationships can develop.
- Foster caring attitudes which promote and guide to independence, self-respect, self-esteem, self-discipline, confidence, courtesy, good manners and respect for everyone.
- Provide high standards of pastoral care and child protection in every aspect of school life.
- Prevent or reduce bullying behaviour in any form.
- Adopt a consistent approach to dealing with incidents of bullying behaviour.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.
- Provide opportunity for all stake holders to participate in discussions and decision making in school life.

This policy has been developed consistent with:

- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools and Boards of Governors (DE Final Guidance, 9th March 2021)
- The Children's (NI) Order 1995
- The Welfare and Protection of Pupils Education and Libraries (NI) Order 2003
- Pastoral Care in Schools: Promoting Positive Behaviour 2001

- Measures to Prevent Bullying in DE Circular 2003/13
- Safeguarding and Child Protection: A guide for schools (2017)
- The United Nations Convention on the Rights of the Child (UNCRC)
- Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003.

Specific articles of the legislation referring to the welfare and protection of pupils include the following:

Article 17 - Duty to Safeguard and Promote the Welfare of Pupils

Article 18 - Child Protection Matters

Article 19 - School Discipline: Measures to Prevent Bullying

'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

'Pastoral Care in Schools: Child Protection' (1999)

Close attention was also paid to the Northern Ireland Anti-Bullying Forum's *'Effective responses to bullying behaviour'*

Definition

The term bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

- It is usually, but not always, repetitive and persistent.
- It intentionally hurts, harms or adversely affects the rights and needs of another or others.
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
- It causes distress

The definition of bullying adopted by this school is:

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

Methods of Bullying

The following inappropriate/ unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour.

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
- telling lies or spread false rumours about others
- try to make other pupils dislike another pupil/s
- extort from, blackmail or exploit another.

Physical Acts

may include but are not limited to:

- hitting
- kicking
- pushing
- shoving around
- locking a pupil/s inside a room.
- material harm such as taking/stealing money or possessions or causing damage to possessions.
- other direct/indirect acts

Omission (Exclusion)

Bullying behaviour includes 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
- activities
- games
- group work in class

Exclusionary bullying behaviours are as serious as other verbal or physical acts.

Cyber Bullying

Staff are aware that pupils may be subject to cyber bullying via electronic methods of communication both in and out of school.

Pupils are encouraged to report incidents of cyber bullying to their parents and the school. This form of bullying is considered within the schools overall Anti Bullying/ Pastoral Care Policy and E safety policies. Any incidents will be logged in the "E-safety Incident Report Log Book"

When deemed necessary, the school will take action to prevent cyber bullying which is taking place outside school, but which is likely to have an impact on the pupil's education in school. While the school has the option to take action, it does not have a duty to do so. Any incidents of online bullying which take place in school during the school day, while travelling to or from school during the school term, while the pupils is in the lawful control or charge of a member of the staff of the school, or while in education provision on behalf of the school away from the school premises will be addressed through the Anti-Bullying Policy.

The use of electronic communication as a method of bullying behaviour is most commonly identified as cyber bullying.

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

This is not an exhaustive list and other behaviours which fit with the definition may be considered bullying behavior.

The Act acknowledges that various methods of bullying can occur separately or together.

Unacceptable behaviour

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, Safeguarding Policy or Suspensions and Expulsions Policy.

Bullying behaviours are not limited to repetition

While bullying is usually a repeated behavior, on some occasions, a stand-alone act can be categorised as bullying behaviour.

When assessing a one-off incident, to make a decision on whether to classify it as bullying we 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

This is not an exhaustive list.

If alleged incidents fail to meet the criteria for bullying behaviour, the school will use the Positive Behaviour Policy to address unacceptable behaviour.

Intention to Cause Harm

Intent - definition

The aim or purpose of causing physical or emotional harm to a pupil or group of pupils.
In determining intent to cause harm, the staff and BOG 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.

Harm - definition:

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

When categorizing an alleged example of bullying behavior, the school will aim to determine the intention of the pupil allegedly demonstrating bullying behaviors to cause harm. This will include, for example, intention to harm being determined by the continuation of identified bullying behavior after the school has implemented interventions to respond to the situation, resolve the concern and restore the relationships.

Section Two - Roles and Responsibilities

1) Board of Governors

The Board of Governors of St. Joseph's Primary School and Ederney Community Nursery offer their full support to the staff in ensuring that pupils have every opportunity to develop their full potential within a caring and stimulating learning environment.

The governors have oversight of the Anti-Bullying Policy and ensure its effective implementation. They strive to ensure a whole school anti-bullying approach, communicating effectively with the school leadership and management team who create and implement policies.

The Governors demonstrate this by:

- Ensuring Anti Bullying is a standing item on the agenda of each meeting of the Board of Governors where a report on bullying is presented.
- Ensure there is a record of how pupils, parents/carers, teachers, and governors are consulted if and when changes are made to the Anti-Bullying Policy.
- Consult with the school community on the general principles and practices reflected in the policy and consider the views and feedback from the survey in relation to Anti Bullying.
- Monitor and evaluate the effectiveness and impact of strategies promoted in the policy.
- Providing written responses to relevant pupils or parents/carers, when appropriate.
- Reviewing the Anti-Bullying Policy **at least every 4 years or sooner**, if directed by the Department of Education or ETI

The Principal and Child Protection and Safeguarding team will:

- Liaise with BOG in relation to formulation and implementation of the policy
- Support staff in understanding and implementing the policy
- Keep up to date with government/departmental advice which may affect policy and practice
- Ensure proper implementation of the policy

Pupils:

- Report all incidents of bullying (if a child is being bullied or is another pupil is being bullied (TELL SOMEONE)
 - This can be done by verbally by talking to a member of staff.
 - By writing a note to a member of staff
 - by posting a comment in the worry box in your classroom.
- Follow the school's Golden Rules.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents / Carers should

- Raise concerns about alleged bullying behaviour with the school at the earliest opportunity with the **class teacher**. If you are not satisfied that appropriate action has taken place the concern should be reported to the Principal.
- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Co-operate with the school, if their child/children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the children who are experiencing bullying behaviour and for the pupils who are displaying bullying behaviour.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

School Staff:

- Foster self- esteem, self- respect, and respect for others
- Demonstrate by example the high standards of professional and social behaviour we expect of our pupils

- Educate the pupils about bullying, so pupils learn about the damage it causes and the importance of telling the teacher
- Be alert to the signs of bullying
- Respond to any bullying incident
- Attend to the necessary record keeping in a scrupulous manner and keep evidence
- Implement strategies / interventions, monitor and evaluate their effectiveness and outcomes

We emphasise that 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.

Application of this Policy

Here in St. Joseph's P.S and Ederney Community Nursery, we are committed to providing a preventative, responsive and restorative ethos within our school community. The policy will be applied with a view to preventing bullying involving a registered pupil in the school:

(i) on the premises of the school during the school day;

- school premises includes all buildings on the grounds, playgrounds, car parks, sports fields, school mini-bus, education /private buses involved in any transport related to school life

(ii) while travelling to or from the school during the school term;

- while pupils are travelling to and from school during the school term, they must follow the school's code of conduct

(iii) while the pupil is in the lawful control or charge of a member of the staff of the school e.g.

- school trips, including Shared Education experiences
- external events

(iv) Education provision arranged on behalf of the school and provided away from the school premises e.g.

- Another school, college or education centre
- Alternative Educational Providers/Education Other than at School centres
- Home (Exceptional Teaching Arrangements)

Review

The anti-bullying policy will be reviewed **at least once every 4 years**.

To inform this review, Governors will review the records of alleged bullying incidents, including:

- the number of bullying incidents and the number of alleged bullying incidents not progressed under the Anti-Bullying Policy
- The type of bullying (method)
- The motivation behind the bullying incidents
- How long the bullying went on
- The responsive intervention(s) employed
- The effectiveness of the intervention(s)
- The proportion of bullying situations which were successfully resolved.

The Board of Governors should also review:

- The number and type of whole school/class preventative measures
- The impact of the policy and practice within the whole school
- The number of pupils, parents and school staff who feel that the school is now a safer environment because of anti-bullying policy and practice.

Governors may review the anti-bullying policies at intervals shorter than every four years, for example:

- when there has been a serious incident of bullying behaviour

- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy
- in response to a recommendation by the Education and Training Inspectorate (ETI)
- in response to relevant circulars from the Department of Education (DE)

The school will involve, listen to and be influenced by the voice of pupils, parents/carers, teachers, other staff and governors when reviewing the policy. Consultations will monitor, evaluate and review the Anti-Bullying Policy to improve effectiveness. All reviews will bear in mind the most up-to-date advice from DE.

These consultations could be undertaken by means of:

- Staff meetings
- Circulating a discussion paper with options for governors to vote on proposed amendments to the policy
- Circulating a survey for pupils, parents/carers, teachers, and governors to seek and act upon their views
- Facilitating an engagement event for pupils to seek and act upon their views in a meaningful way (e.g. School Council or through a pupil survey).

Availability of policy

The anti-bullying policy will be available to all parents/carers:

- On the school website
- A paper copy can be available to parents/ carers on request from the school office

For children:

- Via child friendly pamphlet which we are working on with the School Council.

Section 3: Recording incidents of bullying

The legal requirement:

The Board of Governors will ensure that **all** incidents that are reported as bullying are recorded. The school has a fully transparent system so that reported incidents can be taken forward in line with the school policy and can be traced through the system as having been resolved by the school.

The school will record whether the alleged incident of bullying is confirmed and responded to through the Anti-Bullying Policy, or if the alleged incident is responded to under another policy. The school will gather information on how many alleged incidents were reported and how many are confirmed incidents of bullying.

When recording details of a bullying incident we will ensure the identities of any child or young person involved are protected. Any reports provided to Boards of Governors, to allow them to fulfil their obligations under the Act, will be suitably anonymised.

Procedure for recording details of an alleged bullying incident.

A written record must be kept, using SIMS, and should:

- (i) state what, from all of the circumstances, appears to be the motivation of the incident;
- (ii) state the methods of bullying, as defined by section 1; and
- (iii) include information about how the incident was addressed.

Motivation behind bullying

The various motivations behind bullying include but are not limited to, for example, relate to—

- a) differences of religious belief, political opinion, race, age, sex, sexual orientation or marital status.
- b) differences between persons with a disability / SEN and persons without.

- c) differences between persons with dependants and persons without.
- d) differences between persons based on gender reassignment.
- e) differences between persons based on pregnancy.

The motivation behind the bullying behaviour will be recorded by the school.

Motivations behind bullying behaviour are wide ranging. Motivations include, but are not limited to:

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

The Department of Education may by order subject to negative resolution amend the list of "motivations."

When an alleged incident of bullying behaviour occurs, the following documentation / advice will be used to record it:

- Bullying Concern Assessment Form

This is an online document in the C2k SIMS module. All relevant information will be tagged to the profiles of children experiencing bullying behaviour and displaying bullying behaviour.

Relevant and associated school policies include:

Child Protection (including the overview pamphlet distributed to all families biennially)

Pastoral Care

Positive Behaviour

Health and Safety

Safe Handling

Intimate Care

Critical Incident

PDMU

Special Educational Needs

Guidance for Staff on the use of Reasonable Force/Safe Handling of Children

Monitoring and Evaluation

The Principal in consultation with staff, pupils and parents will monitor and review this policy.

When the policy has been approved by the Board Of Governors

- It will maintain a standing item on the agenda of each Board of Governor meeting 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 policy will be updated at **least every 4 years** or on the direction of the Department of Education on or before November 2026.

Section 4 - Preventative Measures

In St. Joseph's P.S. and Ederney Community Nursery, we are committed to providing a preventative, responsive and restorative ethos within our school community. We will

work to implement measures with a view to preventing bullying involving a registered pupil at the school -

- * *on the premises of the school during the day (e.g. playgrounds, classrooms, toilets, computer suite etc.)*
- * *while travelling to or from school during the school term, (while pupils are travelling to and from school they must follow the school's code of conduct)*
- * *while the pupil is in lawful control or charge of a member of staff of the school; (e.g. school trips, external events etc.) or*
- * *while the pupil is receiving educational provision arranged on behalf of the school*
- * *and provided elsewhere than on the premises of the school.*

These measures include:

1. Consistent implementation of the Positive Behaviour Policy which:
 - *upholds everyone's right to be safe both physically and emotionally and requires high standards of behaviour at all times from every member of the school community.*
 - *promotes early intervention and provides tailored support for those young people who experience difficulty in meeting acceptable standards of behaviour.*
 - *acknowledges and affirms positive behaviours.*
 - *acknowledges and sanctions inappropriate/unacceptable behaviours.*
 - *carries out regular school evaluations to assess the effectiveness of the policy.*
2. Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion.
3. Addressing issues such as the various forms of bullying, including how and why it can happen, through PDMU and pastoral care.
4. Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
5. Active promotion of positive emotional health and wellbeing through the pastoral/preventative curriculum.

6. The development of emotional literacy, interpersonal and intrapersonal skills through the pastoral/preventative curriculum, for e.g. PDMU and Religious Education activities, workshops etc.
7. Active whole-school participation in NIABF's Anti-Bullying Week activities.
8. Engagement in key national and regional campaigns, e.g. Safer Internet Day, Bee Safe, Childline etc.
9. Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school.
10. Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
11. Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources and provision of a variety of play options to meet the needs of all pupils, for e.g. Monitors / Buddy Systems.
12. Development of effective strategies for the management of unstructured times (e.g. break time, lunch).
13. Ongoing tracking and monitoring of supervision arrangements re dining room, playground, corridors.
14. Provision and promotion of extra and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For e.g. sporting activity, creative arts, leisure and games, etc.

Measures promoting prevention of bullying behaviour on the way to and from school include:

1. Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. We wear our St. Joseph's crest with pride. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.

2. 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 and for those walking to or from school and communication with other schools who travel on the shared bus routes.
3. Regular engagement with transport providers (e.g. EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
4. Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, residents, etc.), including information on how to raise any concerns with the school.

We will continue to raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible and respectful way. This may include:

- Addressing key themes of online behaviour and risk through PDMU, 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.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.

Please note that the measures above are not an exhaustive list.

Section 5 - Summary of Reporting a Bullying Concern

Pupils Reporting a Concern

In St Joseph's P.S. and Ederney Community Nursery, through our pastoral/preventative work, we continually encourage pupils to raise concerns with any member of staff, including teaching and non-teaching staff. We also reinforce that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing the behaviour. Through our preventative work the key message focuses on 'getting help' rather than 'telling'.

Ways of reporting a bullying concern may involve:

- * Verbally- talking to a member of staff
- * By writing a note to a member of staff (e.g. in a homework book)
- * By posting a comment in a 'worry box'

Parents/Carers Reporting a Concern

Parents/Carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Also, in St. Joseph's and Ederney Community Nursery, we stress the need for parents/carers to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back.'

Section 6 - 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.

The processes of how consultation took place included:

- * Discussion with the School Council.
- * Class-based activities and participation in Anti-Bullying Week.
- * Discussion at whole school assemblies,
- * Questionnaires distributed to pupils in P5/6/7.
- * Questionnaires/ survey distributed to all parents/carers.
- * Engagement activity with staff.
- * Consultation with the staff in writing the Anti-Bullying Policy.
- * Consultation with the Board of Governors.

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Appendix A - Bullying Concern Assessment Form (BCAF)

Incident Date:

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, 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).

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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 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
- 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:

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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

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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:

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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
DATE**

TO

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:

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Appendix B

Responding to a bullying concern;

Be calm. It is important to be clear thinking and emotionally in control.

Be positive. Have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.

Be assertive. Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been bullied.

Be Confident. It is important to trust that you will be successful in implementing practices that can have on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil.

- Ensure that the specific behaviour is in fact bullying behaviour as in policy.
- Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.
- Once the Incident Level has been determined, select one or more responses from 'Choosing an Appropriate Intervention' section of this policy.

1. Gather and clarify the facts.

2. Check:

- That the behaviour constitutes bullying behaviour as defined by school.
- Records for any previous incidents.

3. Complete Part 1 of the Bullying Concern Assessment Form (as per Appendix A)

4. On the basis of this initial assessment:

- Choose appropriate intervention from intervention levels
 - Ensure effective communication amongst all parties.
 - Consider the possible need for:
 - Parental involvement
 - Special Educational Needs Coordinator (SENCO) involvement
 - Risk Assessment
 - External agency involvement e.g. CPSS Child Protection Support Service for Schools.
5. Refer to the support materials provided on the intervention selected.
6. Monitor and evaluate the on-going effectiveness of chosen intervention.
7. Record actions taken and outcomes achieved.
8. Review the outcomes to determine whether further action is required and progress accordingly.

To determine the level of severity, staff should take account of the following:

- The nature of the bullying behaviour- for example teasing, excluding or hitting. There is a tendency to rate some bullying particularly violence as more serious than others. This can be a dangerous mistake and leave us vulnerable to ignoring 'teasing or exclusion'.
- The frequency of the bullying
- The duration of the bullying behaviour
- The perceptions of the child being bullied - the seriousness of bullying can only be measured by the degree of distress suffered by the target.

Appendix C

Choosing an Appropriate Intervention

There is no one preferable intervention. Remember, the main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

In selecting an intervention the school will take account of:

- The level of severity
- The age and ability of those involved
- Whether an individual pupil is displaying bullying behaviour or is involved as part of a group
- The level of staff agreement, confidence, and competence in adopting a restorative, behaviour changing approach.
- The agreement of parents/carers
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention method
- Whether it is realistic to expect that the child experiencing bullying can be strengthened adequately to deal with the situation.

Understanding the levels of Intervention

Level 1 Interventions Low Level Bullying Behaviour

Interventions at this level are to help individuals to recognise/reflect on their unacceptable behaviour and to 'get them back on track' while listening to and supporting/strengthening the pupil(s) experiencing bullying. Never ignore low level bullying behaviour.

Staff should;

- Explain the inappropriateness of the behaviour

- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the child experiencing bullying.
- Talk with the child experiencing bullying to explore whether in any way he/she has provoked the bullying behaviour.
- Help the bullied child to identify ways in which he/she may be strengthened and supported.
- Encourage reparation if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is a shift from individual work to group interventions. To be effective small group work needs:

- The consent and involvement of the child being bullied
- To be planned and timetabled, session length dependent on age and ability
- Parental/carer consent and agreement from participating pupils
- Carefully selected group membership
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decisions and outcomes to be agreed and recorded e.g. on a flipchart
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation

- To provide opportunities for pupils to take responsibility
- Regular meetings of the group
- Regular meetings with the bullied pupil to assess on going effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

consider the need for a UNOCINI assessment for Family Support by the Health and Social Care Trust is required.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all. This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see Support Group Method, p30) and/or The PIKAS Method of Shared Concern (see p40), along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

A comprehensive booklet entitled 'Effective Responses to Bullying Behaviour' (NIABF) is available to all staff members.