

Holy Cross Boys' Primary School

Anti-Bullying Policy



Holy Cross Boys' Primary School



Ratification of Policy by the Board of Governors: March 2023

Nurturing Talent & Fulfilling Potential



Anti-Bullying Policy



Introduction: At Holy Cross Boys' Primary School, we believe all forms of bullying type behaviour are unacceptable. Our Anti-bullying policy is closely linked, cross referenced and interconnected with the suite of safe-guarding policies in Holy Cross Boys', such as our Positive Behaviour Policy, SEN Policy, Child Protection Policy, Safe-Handling Policy and Pastoral Care Policy. It has been developed in consultation with pupils, parents, and staff.

Ethos / Principles:

- ✚ We are committed to a society where children and young people can live free and safe from bullying type behaviour.
- ✚ We believe in a society where bullying type behaviours is unacceptable and where every child and young person is safe and feels safe from bullying type behaviour.
- ✚ 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. When bullying concerns are identified our school will seek to work in a non-punitive, restorative and solution-focused way to help support the necessary behavioural change, ensuring the targeted pupils' safety and the repairing of relationships – which is core to the school's ethos.
- ✚ 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 type behaviours and creating a safe and welcoming environment for all.
- ✚ The welfare, wellbeing and needs of all children and young people are paramount and pupils' needs, whether a pupil who engages in or experiences bullying type behaviours, need to be separated from their behaviour.
- ✚ Pupils who experience bullying type behaviour will be listened to and supported.
- ✚ Pupils who display bullying type behaviour will be listened to and supported to, accept responsibility for their behaviour, acknowledging the impact or harm done, agreeing to change their behaviour and repair relationships.
- ✚ Staff will receive awareness-raising training in relation to possible interventions, strategies, and skills to be used where experiences bullying type behaviour concerns are raised, in order to bring about a positive resolution.
- ✚ Should a bullying type of behaviour concern arise, school staff will receive support from senior staff regarding their assessment of this concern and interventions to be implemented.
- ✚ Parents will be consulted on how we engage, involve and consult with pupils regarding our School Positive Behaviour Policy and our Anti- Bullying Policy.
- ✚ Consultation will also consider the various processes which may be involved when responding to bullying type behaviour concerns, such as those informed by the 'Effective 5 Responses to Bullying Behaviour' resource (NIABF, 2013), using restorative practice and solution-focused interventions which help underpin the school's ethos and values (Appendix 7 Restorative Questioning).
- ✚ Active parental support and appropriate level of participation with the school, is essential to ensure that our principles and values remain central when addressing any concerns in relation to their children.

Aims and Objectives

The aims of this policy are:

- To reduce the incidence of bullying type behaviour through an awareness among the whole school community (i.e. teachers, non-teaching staff, pupils and parents) of the legal definition and criteria of bullying type behaviour.
- To help children to recognise the damaging nature of bullying type behaviour and to know that bullying type behaviour is not acceptable at any time by raising awareness through use of circle-time, philosophy, promotion of pastoral care policy, positive discipline, and other curricular subjects.
- To incorporate within our Positive Behaviour and Discipline policy, strategies and procedures for dealing with forms of bullying type behaviour to promote the child's self- esteem and feeling of security within the school.

This policy has been developed within the context of current legislation.

Legislative Context:

- ▶ Health and Safety at Work NI Order 1978
- ▶ The Children (Northern Ireland) Order 1995
- ▶ The Human Rights Act 1998
- ▶ The Education (Northern Ireland) Order (1998) Article 3 - see DE 1998/25
- ▶ Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order, 2003 - see DE 2003/13
- ▶ The Education (2006) Order, (Commencement No.2) Order (Northern Ireland) 2007- see DE 2007/20
- ▶ The Education (School Development Plans) Regulations (Northern Ireland) 2010
- ▶ Children's Cooperation Act NI 2015
- ▶ SEND (Northern Ireland) Act /2005/2016*
- ▶ Addressing Bullying in Schools Act (Northern Ireland) 2016 (Commenced 2021)

DE Guidance:

- ▶ Pastoral Care in Schools: Promoting Positive Behaviour, DENI, 2001
- ▶ Safeguarding and Child Protection in Schools – A Guide for Schools, DENI, 2017 /2020
- ▶ Children & Young People's EMOTIONAL HEALTH & WELLBEING in Education Framework, DE/DOH 2021

Addressing Bullying in Schools Act (Northern Ireland) 2016: Statutory Guidance for Schools and Boards of Governors
(Commenced September 2021) DE, 2021

Legislative Definition: Addressing Bullying in Schools Act 2016.

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as behaviour, that is usually repeated, by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others. *'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 communication of those by a pupil or group of pupils against the intention of causing physical or emotional harm to that pupil or group of pupils.

(Addressing Bullying in Schools Act- Northern Ireland 2016)

The following socially unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered bullying type behaviour.

- Verbal or written acts
 - saying mean and hurtful things to, or about, others
 - making fun of others
 - calling another pupil mean and hurtful names
 - telling lies or spread false rumours about others
 - try to make other pupils dislike another pupil/s
- Physical acts
 - Hitting
 - kicking
 - pushing

- shoving
- material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)
 - Leaving someone out of a game
 - Refusing to include someone in group work
- 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

* Please note: This list is not exhaustive, there may be other behaviours that meet the legal definition and criteria that may be considered bullying type behaviour and may be considered as bullying behaviour. While bullying type behaviour is usually a repeated behaviour, there are instances of one off incidents that the school will consider as bullying type behaviour. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident
- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

Any incidents which are not considered bullying type behaviour will be addressed under the Positive Behaviour Policy.

At Holy Cross Boys' PS, we have developed a culture whereby we encourage pupils to take pride in their school and to become ambassadors for their school within the community. Holy Cross Boys' PS have a main shared aim of preventing bullying type behaviours whilst creating a caring and safe learning environment.

Preventative Measures to be taken by the school to prevent bullying type behaviour and aim to promote a strong anti-bullying ethos within the school and the wider school community.

- ✚ Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy.
- ✚ Striving to recreate within the school an atmosphere where socially unacceptable and bullying type behaviours are out of step with the general ethos.
- ✚ Reiterate school rules for playing etc.
- ✚ 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 (PDMU/Circle time/Religion and drama).
- ✚ Philosophy enquiries to explore issues which are related to socially unacceptable and bullying type behaviour.
- ✚ Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- ✚ Involvement in meaningful and supportive shared education projects including CRIS (Community Relations in Schools), supporting pupils to explore, understand and respond to difference and diversity.

- ✚ Participation in the NIABF annual Anti-Bullying Week activities.
- ✚ Engagement in key national and regional campaigns, e.g. Safer Internet Day, World Mental Health Day, World Philosophy Day.
- ✚ Development of peer-led systems (Anti-Bullying Ambassadors, School Student Council & House Captains/Vice Captains) to support the delivery and promotion of key anti-bullying messaging within the school.
- ✚ Development of effective strategies for playground management, example training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches and provision of a variety of play option to meet the needs of all pupils).
- ✚ Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. Extended Schools, including sporting activities, creative arts and games.
- ✚ Supervised toilet visits and lines.
- ✚ Monitor and make lunch time ancillary staff aware of the need for monitoring.
- ✚ 'Blue' Day (Be Loving and Understanding to Everyone)- Pupils invited to wear blue instead of uniform as a visual reminder to everyone in the school community.
- ✚ Actively promote positive emotional health and wellbeing - use of outside agencies (Donna Hawkins - World Mental Health Day/Week, P7 Transfer), (Joe Watson to deliver Mental Health Awareness) & School Counsellor.
- ✚ Focused assemblies to raise awareness and promote an understanding of the key issues related to bullying type behaviour.
- ✚ Rewards for positive behaviour (example Assembly Principal/VP Award Certificates, Solitude Weekly visits, Philosophy House System, Reward charts/Rewards).

Preventative Measures in place to prevent bullying behaviour on the way to and from school.

This includes:

- ✚ Regular reminders of positive behaviour expectations of pupils whilst travelling to and from school.
- ✚ 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.
- ✚ 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.
- ✚ Appropriate deployment of staff to support the transition from school day to home (e.g. staff duty at school gates and Lollipop person located at Flax Street and Berwick Road).

We will try 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.
- ✚ Participation in Anti-Bullying Week activities (including Poster Competition)
- ✚ Engagement with key statutory and voluntary sector agencies (e.g. C2k, 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 (e.g. Acceptable Use of the Internet Policy & Social Media Policy (Mobile Phone use)

Roles and Responsibilities

Each individual of the school community has a pastoral role in the school:

Board of Governors	Principal	Vice-Principal	Senior Management Team
Teachers	Non-teaching staff	Parents	Pupils

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 type behaviour
- inform the school of any concerns relating to bullying type behaviour
- refrain from becoming involved in any kind of bullying type behaviour, even at the risk of incurring temporary unpopularity
- refrain from retaliating to any form of bullying type behaviour
- intervene to support any person who is experiencing bullying type behaviour unless it is unsafe to do so.
- report any concerns or instances of bullying type behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying type behaviour when it happens or is observed
- explain the implications of allowing the bullying type behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has experienced bullying type behaviour, 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 the recurring display of bullying type behaviour and meet the needs of all parties.

Procedures/ Strategies

Holy Cross Boys' PS adopt a systematic approach in relation to raised concerns and potential bullying type behaviour situations. All pupils, not just the pupil experiencing bullying type behaviour are encouraged to raise concerns to any member of staff, including teaching and non-teaching staff. HCB also operate an 'open door' policy whereby pupils are encouraged to discuss any concerns/ issues with the designated Child Protection officers (see Child Protection Policy).

Posters displayed around the school corridors displaying the names and photographs of the designated staff. It is important to note 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.

If bullying type behaviour is reported in the first instance by:

Pupil Reporting Concern:

- Listen
- Reassure
- Investigate (with help from VP, Principal etc)
- Monitor (by class teacher or other person depending on where bullying type behaviour is taking place)
- Follow the legislative processes/procedures/ flow chart

Parent to Class Teacher or Parent to Principal:

DENI Child Protection Document states "A parent making a complaint about bullying type behaviour will have a personal response from the designated teacher within one week of making the complaint indicating the investigation which has been carried out and the action being taken".

- Complaint listened to sympathetically
- Assurance given that the incident will be investigated, and legislative processes and procedures implemented
- Follow-up appointment made as soon as possible, preferably within 24 hours

- If complaint is upheld, parent should be informed of action to be taken (Support and intervention for both the child/children experiencing and displaying bullying type behaviour).
- Record must be kept of all meetings, complaint and action
- Periodic review of case to assess on-going situation

*In cases whereby the parent remains unsatisfied that the concern has not been appropriately responded to, the school's complaint procedure should be followed.

When dealing with complaints point to note:

- The seriousness of the incident must be assessed (indicator might be with whom the parent makes initial contact i.e. the class teacher or Principal).
- All allegations of a bullying type nature must be acted upon using the legislative process/flow chart (**Appendix 1**) and BCAF part 1 & 2 (**Appendix 2**) with 1. Principal 2. Vice Principal.
- Teachers dealing with any incident should ensure parents are made aware of existing school policies (Safeguarding policies – Anti Bullying Policy, Positive Behaviour and Discipline Policy, SEN Policy, Safeguarding and Child Protection Policy, Pastoral Care Policy).
- A digital record on the BCAF part 1-4 (**Part 3 and 4 Appendix 3**) will be kept containing all relevant information related to reports of bullying type behaviour concerns, including;
 - how the bullying type behaviour was displayed
 - motivation for displayed behaviour
 - how each individual incident was addressed by the school
 - the outcome of the interventions employed.

School and Classroom Management for dealing with bullying type behaviour

Measures taken to ensure the safety and well-being of all children:

- Children report (i) to class teacher (ii) to any member of teaching staff or ancillary staff (iii) Principal or Vice Principal.
- The concerns must be taken seriously, investigated and if substantiated, acted upon.
- Every effort must be made to support all children both displaying and experiencing bullying type behaviour.
- The situation will be monitored and tracked using the legislative process/flow chart and BCAF for a period of time.

Supportive Strategies and Procedures for staff

- When a bullying type of behaviour incident is reported, that information will be passed on to the class teacher, vice-principal, principal and designated teacher for child protection. Other staff will be made aware, if necessary, e.g. playtime supervisors to monitor.
- When managing a bullying type of concern, staff should be calm, assertive, confident and be aware of maintaining a positive relationship with pupil in order to maximise effectiveness.
- Listen to pupils concerns when reported.
- Gather and clarify the facts.
- All allegations must be reported to Principal/Vice Principal and follow the legislative process/flow chart and BCAF 1 & 2 and BCAF part 3 & 4.
- Speak to those involved in the bullying type incident.
- Assess the situation and its severity level, consider nature, frequency, duration and perception.
- Counsel and advice for both children experiencing and displaying bullying type behaviours will be established with appropriate and relevant parties involved.
- Ensure effective communication amongst all parties. In addition, consider the possible need for involvement of others, e.g. parents, SENCO, External Agencies including; EA Behaviour Support Team, Addressing Bullying in

School Implementation Team, AAIS, Education Welfare Service, Educational Psychology, Child Protection Support Services, Health and Social Care Trust, Family Support Hubs.

- Monitor and evaluate the effectiveness of the on-going intervention.
- Record findings and determine further action.
- In specific cases a Risk Reduction Action Plan may be implemented (RRAP). Following the 2-week observations the Class teacher and the principal will continue to ask the child if there are any concerns, and, if there are, these concerns will be followed up.
- If the issue becomes such that an outside agency should be involved, contact with the relevant agency will be made by the Vice Principal/Designated Child Protection.
- In specific individual cases we reserve the right to:
 - *Implement supportive relational consequences.
 - *Exercise discretion in terms of response when a SEN is identified.
 - *Professional judgement regarding a child's capabilities to understand the impact of their behaviour.
 - *Consider a child's resilience levels when assessing a reported incident.
 - *Implement a Risk Reduction Action Plan in response to a safeguarding/child protection concern.
 - *Contact external services for guidance and support e.g. Primary Behaviour Support, Addressing Bullying in Schools Implementation TEAM, Education Welfare Services, AAIS, Educational Psychology, Child Protection Support Services, Governance or PSNI.

Pupils Reporting a Bullying Type Concern

Children in school are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

- Pupils who witness or are experience bullying type behaviour are actively encouraged to report the matter to any teacher or member of staff to whom they relate or can trust.
- All pupils are made aware of the Anti-Bullying Procedures for Pupils – (**Appendix 6**) Poster in class - Anti-Bullying Procedures for Pupils.

Parents/Carers Reporting a Concern

Parents and carers are encouraged to raise concerns about alleged bullying type behaviour with the school at the earliest opportunity. Parents and carers should encourage their children to react appropriately to bullying type behaviour and to not do anything to retaliate or to 'hit back'.

The process of parents/carers reporting bullying concerns is outlined below:

- 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 designated teacher (Mr Curran) /deputy designated teacher (Mrs Reel) for Child Protection.
- Where the parent is not satisfied that appropriate action has been taken by the designated/deputy designated teacher for Child Protection to prevent further incidents, or where further incidents have taken place, the concern should be reported to the school Principal (Mr McArevey).

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors (Sean Moyes). While we recognise that the majority of reports of bullying concerns will come from pupils and their parents/carers, HCB Primary School is open to receiving such reports from anyone. All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and 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 parents/carers. Relevant links to help support parents include NSPCC, Barnardo's, Safety Online, Safer Schools App & Anti-Bullying Alliance EA ABSIT.**

Sequential Approach to Dealing with the display of bullying type behaviour

A restorative, supportive, solution-based approach will be followed when working with children displaying these behaviours. Appropriate consequences will be implemented, in line with the level of need, SEN, child's capabilities, background information/family circumstances.




Levelled supports, interventions, relational approach, with a solution-based action as paramount. Effective Responses to Bullying Type/Socially Unacceptable behaviour – Table Level 1-4 (Appendix 5)

Professional Development

Holy Cross Boys' P.S are committed in ensuring that all staff are provided with appropriate opportunities for professional development as part of the school's CPD/ PRSD provisions. All staff are expected to familiarise themselves with this policy which is accessible on our school website.










Monitoring and Review of Policy

It is the duty on Boards of Governors to:

-  Liaise with the principal in order to monitor the effectiveness of the Anti-Bullying Policy.
-  Ensure that measures are in place to prevent bullying type behaviour.
-  Ensure a digital record is kept of all bullying or alleged bullying type behaviours involving a registered pupil/s at the school.

Legislative BOG role/responsibility from the ABiS ACT 2016

The Board of Governors have been mindful of policies aligned and interconnected under the suite of safeguarding policies, including:

-  Positive Behaviour Policy
-  Pastoral Care Policy
-  Safeguarding and Child Protection Policy
-  Special Educational Needs Policy
-  Health and Safety Policy
-  E-Safety Policy
-  Acceptable Use of Internet Policy
-  Educational Visits Policy
-  Staff Development Policy

This policy will be reviewed at the discretion of the SLT and BOG on a need's basis, from an outcome-based action response in line with legislation and DE/EA guidance at intervals of no more than four years. Collated information regarding incidents of bullying and alleged bullying type behaviour will be used to inform the future development of the anti-bullying policy and practice within the school or when guidance is received by the Department of Education due to legislative changes.

Policy Date: March 2023

Review Date: March 2026

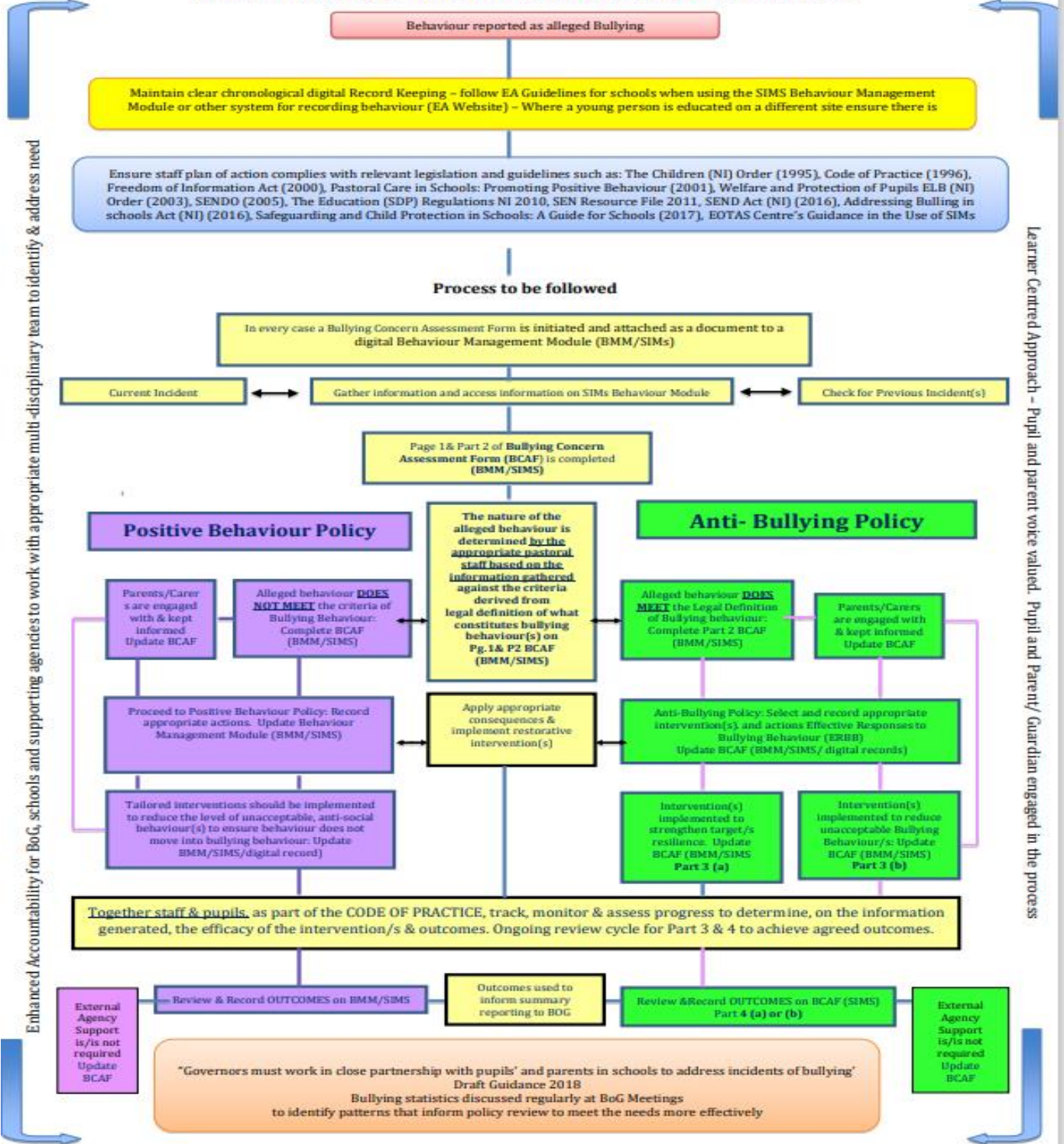
Governor Chairman: _____

Principal: _____

Appendices:

Legislative Flow Chart (Appendix 1)

OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING OR DISPLAYING BULLYING OR ALLEGED BULLYING BEHAVIOURS



BCAF Part 1 and 2 (Appendix 2)

<p>BCAF Part 1 – Assessment of Concern The legal definition of bullying is "bullying" includes (but is not limited to) the repeated use of:</p> <p>(a) any verbal, written or electronic communication</p> <p>(b) any other act, or</p> <p>(c) any combination of those</p> <p>by a pupil or 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</p>			
Staff/Pupil	Name(s)	Gender	Year/Tutor
Person(s) reporting the concern		M/F	
Name of pupil(s) experiencing alleged bullying behaviour		M/F	
Name or pupils demonstrating alleged bullying behaviour		M/F	
<p>Summary of incident(s): Attach all written accounts/drawings of incident(s) completed by pupils involved and witnesses if necessary</p>			
<p>This form should be returned to the class teacher of the child who is experiencing alleged bullying type behaviour.</p>			

Staff Signature: _____ Date: _____

Is the behaviour Targeted at a specific pupil or group of pupils?	YES/NO
Is the behaviour Repeated ?	YES/NO
Is the behaviour Intentional ?	YES/NO
Is the behaviour causing Physical or Emotional harm?	YES/NO
Does the behaviour involve omission?	YES/NO
Could the incident be seen as a significant <u>one off</u> incident	YES/NO
Status/nature of previous relationships between those involved	
Records of previous incidents involving the individuals	
The criteria <u>has</u> been fully met and bullying type behaviour has occurred	Yes/No
Where the definition has been met continue to follow up in line with the anti-bullying policy	
Where the criteria <u>has</u> not been met proceed and record intervention and support in line with the Positive Behaviour Policy or other appropriate school policies	
Key adult responsible for the follow-up	

PART 2

2.1 Who was targeted by or experienced 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 the use of weapons)
 Verbal (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours)
 Social (includes group manipulation , individual manipulation, controlling behaviour)
 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:

- Ability
 Age
 Appearance
 Community background
 Cultural
 Disability (related to perceived or actual disability)
 Family circumstance (pregnancy, marital status, young carer status)
 Gender identity
 Child Looked After (CLA)
 Not known
 Other _____
 Peer Relationship breakdown
 Political affiliation
 Pregnancy
 Race
 Religion
 Sex
 Sexual orientation

Next Step/Follow-Up (include any initial interventions and support)

Staff Signature: _____

Date _____

(Please forward a copy of the completed BCAF Part 1 and 2 and any other documentation gathered to the safeguarding team for digital storage and completion of part 3a and 3b if required)

BCAF Part 3A/3B and 4 (Appendix 3)

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	Types of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

Part 3b RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOURS:

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	Types of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil: _____

Parent/carer: _____

Other Agencies: _____

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

**Part 4 – REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE
(TO BE COMPLETED FOR EACH PUPIL INVOLVED)**

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

**PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE
(TO BE COMPLETED FOR EACH PUPIL INVOLVED)**

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:

Effective Responses to bully type behaviour (Appendix 4)

Effective responses to bullying behaviour...



Keep Children and Young People Safe

Access full resource at www.niabf.org.uk

TABLE Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour Interventions and Support Levels 1 and 2 (Appendix 5)

<p>Level 1 : Low Level</p> <ul style="list-style-type: none"> • Explicitly teach expectations • Visual reminder of key expectations • Weekly emotional literacy lessons • Use of praise and rewards • Explore friendship as a topic or discussion • Develop a therapeutic environment though e.g. art, play • Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens • Play group games, lego therapy to encourage positive interactions • Circle time • Explore the importance of empathy and kindness • Social skills/stories and emotional literacy work • Solution focussed meeting with parent • SEND Code of Practice - Consider a PLP • Device a seeking help plan • Circle of friends' activity • Alternative arrangements for unstructured time • Alternative arrangements for travelling to and from school • Worth a rethink activity • Boxall • Other 	<p>Level 2</p> <ul style="list-style-type: none"> • Social skills sessions to remind of positively framed expectations/routines • Visual reminder of key expectations • Emotional literacy/Social Thinking programmes • Specific and targeted use of praise and rewards • Partner with a positive role model • Interventions focused on emotional well-being/literacy with elements of resilience work • Reflective time with a key adult • Use role plays and problem-solving scenarios to practice and model appropriate social skills • Integrate with unfamiliar children in a small group setting to build new friendships • Praise and rewards for working alongside other students • Build in opportunities for help to be requested • Use visuals such as the Blob Tree poster • Referral to community-based organisations e.g. Reach mentoring etc • Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc • Quality Circle • SEND Code of Practice - Consider PLP • Access School Counselling Service • Mediation • Team around the child • Conflict Resolution • Upstander and by-stander work with groups of students • Other
--	--

Interventions and Support Levels 3 and 4

<p>Level 3</p> <ul style="list-style-type: none"> • Create opportunities for small group games/activities to be extended to accommodate additional people. • Offer the young person opportunities to take responsibility for younger peers under supervision • Small group work to allow interaction between peers • Interventions focusing on emotional wellbeing/literacy with elements of resilience work • Intervention sessions with a focus on appropriate self-management/self-regulation • Regular check-ins with key adult • Intervention programme on the importance of empathy and kindness towards others • Social skills sessions to remind the young person of socially acceptable behaviour • Provide opportunities to work one to one with a supportive adult • Group work facilitated by an adult, to focus on reciprocal conversations • Attend nurture • Review and update PLP • Complete Risk Reduction Action Plan (RRAP) • PIKAS method of Shared Concern • Referral to external agencies/support programmes • Social and emotional mentoring • Multi-disciplinary meeting • Class/timetable changes 	<p>Level 4 : High Level</p> <ul style="list-style-type: none"> • Assign a mentor • Be aware of and implement strategies to prevent triggers impacting • Practice positive reflection • Reflect on difficulties of situations with key worker/mentor • Acknowledge and celebrate small steps • Intervention and emotional well-being support with a particular focus on self-regulation • Work in small groups on social strategies • Refer to Child Protection Support Services CPSS • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Progress to the next stage of Code of Practice • Carry out early Annual Review • Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc • Refer to Independent Counselling Service for Schools ICSS • Other
---	--

Anti-Bullying Procedures for Pupils

Pupils who witness or experience bullying type behaviour are actively encouraged to report the matter to any teacher or member of staff to whom they relate or can trust.

Bullying happens...

Several
Times
On
Purpose



What to do...

Start
Telling
Other
People



Together we can **STOP** it!

Appendix 7

Restorative Questioning

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

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

Appendix 8

RECORD of alleged bullying type behaviour/ confirmed incidents of bullying type behaviour & socially unacceptable behaviour

No:	Date	Class	(Pupil Displaying Bullying Behaviour)	Incident	Action taken	Follow-Up Meeting	Signed Off/Kept Open (Date)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							