

Kells and Connor PS



Anti Bullying Policy

Created: May 2024
Renewal date: May 2028



Anti-Bullying Policy

At Kells and Connor Primary School we believe that all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment. Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others. It can take several forms such as verbal, physical, online and omission. It involves the use of power in relationships. It involves all forms of harassment (including racist, homophobic, sectarian and the disabled). It can be planned and organised or it may be inadvertent. It affects an individual's ability to achieve and can have long-term effects on those engaging in bullying behaviour, those who are the subject of bullying behaviour and the onlookers or bystanders. Although in the vast majority of cases bullying can be seen as repeated behaviour over a period of time, a one-off incident may be deemed as bullying if viewed as serious or significant.

Context

This policy has been developed in line with the following legislation:

The Legislative Context:

- ◊ The Addressing Bullying in Schools Act (Northern Ireland) 2016
- ◊ The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- ◊ The Education (School Development Plans) Regulations (Northern Ireland) 2010
- ◊ The Children (Northern Ireland) Order 1995
- ◊ The Human Rights Act 1998
- ◊ The Health and Safety at Work Order (Northern Ireland) 1978

The Policy and Guidance Context:

- ◊ The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- ◊ Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- ◊ Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
- ◊ Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- ◊ Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context:

- ◊ United Nations Convention on the Rights of the Child (UNCRC)

Ethos and Principles

Kells and Connor Primary School is completely opposed to bullying and will not tolerate it in any way. The School Anti-Bullying Policy reflects our Ethos and Mission Statement and demonstrates that:

- ◊ We are committed to a society where children and young people can live free and safe from bullying.
- ◊ We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- ◊ We believe that every child and young person should be celebrated in their diversity.
- ◊ We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.

- ◊ We value the views and contributions of children and young people; we will actively seek these views and we will respect and take them into account.
- ◊ We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

We are a TELLING, LISTENING and RESPONDING school. This means that anyone who knows that bullying behaviour is happening is expected to tell a member of staff, in the confidence that effective action will be taken.

What is Bullying?

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others (Addressing Bullying in Schools Definition of "bullying")

Bullying includes (but is not limited to) the repeated use of:

- ◊ Any verbal, written or electronic communication,
- ◊ Any other act, or
- ◊ 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
- ◊ Omission

The Addressing Bullying in Schools Act (NI 2016)

Whilst bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying. When assessing a one-off incident, a decision will be made on whether to classify it as bullying by considering 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 that are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour. This list is not exhaustive and often other behaviours which fit within the definition may be considered as bullying behaviour.

PHYSICAL Hitting, pushing, punching, kicking, biting, tripping, spitting or material harm, such as taking/ stealing money or possessions or causing damage to possessions.	VERBAL OR WRITTEN 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, trying to make other pupils dislike another pupil/s, teasing, put downs, insults, threats or sarcasm.
OMISSION (EXCLUSION) Leaving someone out of a game, refusing to include someone in group work, ignoring, excluding, alienating, making inappropriate gestures.	ELECTRONIC ACTS Using online platforms or other electronic communication to carry out many of the written acts noted, impersonating someone online to cause hurt or sharing images (e.g. photographs or videos) online to embarrass someone.
PSYCHOLOGICAL Being unfriendly e.g. spreading rumours, dirty looks, hiding or damaging possessions, ridiculing a pupil's appearance, way of speaking or personal mannerisms.	SEXUAL Unwanted physical contact or sexually abusive comments.
RACIST/XENOPHOBIC Related to skin colour, culture and religion, e.g. racial taunts	HOMOPHOBIC/TRANSGENDER Because of, or focussing on, the issue of gender or sexuality.
DISABLIST Related to special educational needs and/ or disabilities	SECTARIAN Unwanted religious, political differences

Motivation

The motivation behind the bullying behaviour must 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 Language of Bullying

Bullying is an emotive issue; therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. It is important to avoid labelling individual pupils and instead to describe the pupil's behaviours.

Instead of the term 'bully' it is recommended that 'pupil displaying bullying behaviour' is used and instead of the term 'victim' it is recommended that 'pupil experiencing bullying behaviour' is used. We encourage all members of the school community to use this language when discussing bullying incidents.

In determining 'harm' we define:

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

Consultation In compliance with the Addressing Bullying in Schools Act (2016) this policy has been developed in consultation with:

Pupils – through class-based activities, Class and School Council meetings, involvement in NIABF Anti Bullying week annual events

Parents/carers – through online parental policy consultation and information/update sharing on the school website

Staff – staff training and consultation on policy development

Governors – through training and consultative work.

Responsibility

Everyone has responsibility for creating a safe and supportive learning environment for all members of the school community. Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- ◊ Foster positive self-esteem.
- ◊ Behave towards others in a mutually respectful way.
- ◊ Model high standards of personal pro-social behaviour.
- ◊ Be alert to signs of distress and other possible indications of bullying behaviour.
- ◊ Inform the school of any concerns related to bullying behaviour.
- ◊ Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- ◊ Refrain from retaliating to any form of bullying behaviour.
- ◊ Intervene to support any person who is experiencing bullying behaviour, unless it is unsafe to do so.
- ◊ Report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff. ◊ Emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed.
- ◊ Explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- ◊ Listen sensitively to anyone who is experiencing bullying 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 recurring bullying behaviour and meet the needs of all parties.

The Responsibilities of the School

Our school will:

- ◊ Develop an Anti-Bullying Policy through consultation, which clearly identifies the behaviours that are unacceptable and the strategies for dealing with bullying on the school premises, while the pupil is travelling to and from school and while the pupil is in the charge of a member of staff e.g. a school trip. ◊ Inform pupils, parents/carers, staff and Governors about the school's Anti Bullying Policy.
- ◊ Provide clear information on strategies that promote appropriate behaviour and the consequences for inappropriate behaviour.
- ◊ Record all incidents of bullying and alleged bullying behaviour that is reported in accordance with the Addressing Bullying in Schools Act 2016.
- ◊ Detail the motivation behind the behaviour, the method of bullying (e.g. verbal, physical, etc.) and how the situation was addressed in the record.

The Responsibilities of Staff

Foster in our pupils their self-esteem, self-respect and respect for others.

- ◊ Understand the meaning of bullying.
- ◊ Model appropriate behaviour and demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- ◊ Closely supervise pupils in all areas of the school and playground.
- ◊ Discuss bullying behaviour so that every pupil learns about the damage it causes to both the child who is experiencing bullying behaviour and to the child presenting with the bullying behaviour, and the importance of telling a teacher about bullying behaviour when it happens
- ◊ Be alert to signs of distress and other possible indications of bullying behaviour.
- ◊ Listen to children who have experienced bullying behaviour, take what they say seriously and act to support and protect them.
- ◊ Report suspected cases of bullying behaviour to the relevant class teacher who will then report it to the Head of Key Stage, the Designated Teacher for Child Protection and the Principal.
- ◊ Follow up any complaint by a parent about bullying behaviour either by passing it on to the relevant class teacher who will then report back promptly and fully on the action which has been taken.
- ◊ Deal with observed instances of bullying behaviour promptly and sensitively, in accordance with agreed procedures – Affirm / Ask / Act.
- ◊ Complete the 'Bullying Concern Assessment Form.' (This will be filled in by the class teacher)

The Responsibilities of Pupils

We expect our pupils to:

- ◊ Treat each other respectfully, including when travelling to and from school when they should follow the school's code of conduct.
- ◊ Understand the meaning of bullying behaviour.
- ◊ Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- ◊ Try to include everyone in play, especially those who are often left out.
- ◊ Intervene to protect the pupil who is experiencing bullying behaviour unless it is unsafe to do so.
- ◊ Report to a member of staff any witnessed or suspected instances of bullying behaviour.
- ◊ Support the pupil who is the recipient of hurtful behaviour.

Anyone who becomes the target of bullying behaviour should not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets (See Appendix 2 – Child Friendly Anti-Bullying Policy).

The Responsibilities of Governors

Whilst it is a statutory requirement under the Act to review anti-bullying policies at least every 4 years, it is important to note that safeguarding arrangements are reviewed on an annual basis. It is the responsibility of the Board of Governors, in liaison with the Principal, to set out how the school's Anti-Bullying policy and practice will be reviewed. To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- ◊ Maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted.
- ◊ Identify trends and priorities for action.
- ◊ Assess the effectiveness of strategies aimed at preventing bullying behaviour.

- ◊ Assess the effectiveness of strategies aimed at responding to bullying behaviour.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before April 2027.

Reporting a Bullying Concern

Pupils Reporting a Concern

Members of the safeguarding team are always available to speak to, but pupils are encouraged to raise concerns with any member of staff, including teaching and nonteaching staff that they trust. Pupils can report bullying concerns through a variety of ways:

- ◊ verbally- talking to any member of staff within the school community
- ◊ by writing a note to a member of staff (e.g. in a homework diary)
- ◊ by posting a comment in the 'worry box'

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. This should focus on 'getting help' rather than 'telling'. All pupils should be encouraged to 'get help' if they have a concern about bullying behaviour that they experience or is experienced by another.

Parents/Carers Reporting a Concern

Any concerns about alleged bullying behaviour should be raised with the school at the earliest opportunity. Parents/carers should encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Parents/carers can report bullying concerns through a variety of ways:

- ◊ 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 Safeguarding team or Principal.

Where the parent/carer remains unsatisfied that the concern has 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.

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 within 10 working days. No information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern

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

Using the NIABF Effective Responses to Bullying Behaviour resource, staff will:

- ◊ Clarify facts and perceptions
- ◊ Check records
- ◊ Assess the incident against the criteria for bullying behaviour
- ◊ Identify any themes or motivating factors
- ◊ Identify the type of bullying behaviour being

displayed

- ◊ Identify intervention level
- ◊ Select and implement appropriate interventions for all pupils involved, including consequences and sanctions
- ◊ Track, monitor and record effectiveness of interventions
- ◊ Review outcome of interventions
- ◊ Select and implement further interventions as necessary

When responding to a bullying concern, staff will implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Recording

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

- ◊ how the bullying behaviour was displayed (the method)
 - ◊ the motivation for the behaviour
 - ◊ how each incident was addressed by the school
 - ◊ the outcome of the interventions employed
- Records will be kept and access to these will be restricted, kept in a secure location, and only be accessible by those members of school staff with a legitimate need to have access.

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

Preventative Measures

To minimise incidents of bullying behaviour and create a safe learning environment, at Kells and Connor Primary School we have agreed that some of the following pro-active strategies will be used:

- ◊ All staff will be vigilant of pupils showing early signs of distress on the playground and in the general school environment.
- ◊ All staff listen, believe and act.
- ◊ Use of "We Care" and "We are a caring classroom" boards throughout the school with details of the safeguarding team in school and other agency contact details that the children may find useful.
- ◊ The Designated and Deputy Designated teachers for Child Protection are clearly displayed on signs throughout the school.
- ◊ Participation in the NIABF Anti-Bullying week in November and activities to support it.
- ◊ Posters in school promoting positive behaviour and dissuading children from displaying bullying behaviour.
- ◊ Each class agreeing on their own Class Charter.
- ◊ Inclusion of anti-bullying lessons into the PDMU programme.
- ◊ Special events held and involvement of outside agencies such as Childline, P.S.N.I, Action Mental Health and Women's Aid.
- ◊ Close links are very much encouraged between school and home to ensure good parental communication.
- ◊ Circle time is used regularly to address issues such as anti-bullying strategies in every class throughout the school.
- ◊ The Childline telephone number is displayed clearly around the school.

- ◊ The School Council is used as an open forum for the sharing of ideas or concerns. ◊ A wide range of rewards to promote positive behaviour is firmly established within our school e.g. star of the week, VIP awards, class dojo leader etc
- ◊ Engagement in online awareness workshops and Safer Internet events.
- ◊ Securus software monitoring online behaviour.
- ◊ Focused School Assemblies – addressing bullying and providing anti-bullying strategies.
- ◊ Development of effective playground friends, zoning of playgrounds and training for supervisors.
- ◊ Awareness raising e.g. P.1 parent induction, school policies, newsletters, website. Posters in school advertising promoting positive behaviour and dissuading children from engaging in bullying behaviour. A child friendly 'Be the Best Buddy' shortened policy is displayed in corridors and classrooms.
- ◊ Provision and promotion of extra- and co-curricular activities aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.

Measures are also in place to prevent bullying behaviour on the way to and from school or on educational visits. This includes:

- ◊ 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 or on educational visits in line with the pupil code of conduct.
- ◊ Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.
- ◊ Appropriate deployment of staff to support the transition from school day to journey home.

Professional Development of Staff

Safeguarding training is carried out every year with all staff and Governors very four years. There will also be opportunities for professional development as part of the school's ongoing CPD and PRSD provision. Any necessary amendments will be made to the Anti Bullying Policy and procedures following training or discussions.

Links with Other Policies

Kells and Connor Primary School's Anti-Bullying policy is set in the context of our Pastoral Care programme and reflects our mission statement. It links with other policies such as: Safeguarding & Child Protection, Pastoral Care, Positive Behaviour, Attendance, P.D.M.U., Special Educational Needs, Health & Safety, E safety and Acceptable Use of ICT (in particular Online Safety), RSE, Mobile Phone, Educational Visits and Staff Code of Conduct. It also reflects NI Anti Bullying guidance and the Addressing Bullying in Schools (NI) Act 2016. This policy is evaluated, reviewed, and updated regularly, considering the voice of pupils, parents, staff and governors through a range of consultations.

Useful websites & telephone numbers:

Department of Education	www.deni.gov.uk
Northern Ireland Anti Bullying Forum	www.niabf.org.uk
	www.thinkuknow.org
Childline NI	0800 1111
NSPCC (Fullstop) campaign	0808 800 500

March 2024

Appendix 1

Guidelines for Parents and Caregivers

The law about bullying in schools has changed. The Addressing Bullying in Schools Act (NI) 2016 was introduced on 1st September 2021.

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

To prevent bullying behaviour, we must help our young children to build the skills to manage the situation. Bullying behaviour can be physical (like hitting, pinching, pushing or taking things), verbal (like teasing, name calling, insulting or threatening) or omission (like leaving individuals out, ignoring, stopping others befriending etc) or online (through text, e-mail and/or social networking sites including game sites with this facility).

The intention to cause harm is a key aspect of bullying behaviour. Bullying is not just playing around or having a laugh. It's not an accident or someone feeling hurt when that wasn't meant to be the outcome. An individual argument, falling out between friends or even a fight will not usually be bullying.

Although in the vast majority of cases bullying can be seen as repeated behaviour over a period of time, a one-off incident may be deemed as bullying if viewed as serious or significant. Below are some suggestions on how to help you and your child be able to recognise and know how to deal with 'bullying' situations:

- ◊ Ask what they think bullying behaviour is.
- ◊ Explain the different behaviours a child presenting with bullying behaviour can use.
- ◊ Talk about how children presenting with bullying behaviours affect others, and how important it is to care for other peoples' feelings.
- ◊ Look out for any signs your own child is experiencing bullying behaviour (not wanting to go to school or mix with others).
- ◊ Talk about ways to show confidence, (through body language, like standing tall, shoulders back, and head up) and that confident people are less likely to experience bullying behaviour.
- ◊ Go through the following strategy, in case they, or other people, are experiencing bullying behaviour:
 - Take a deep breath, stand up tall, look strong and confident
 - Tell the child presenting with the bullying behaviour to stop at once
 - Shout 'NO' and get away to a safe place
 - Go to an adult they can trust (teacher, supervisor, parent)
 - Tell the adult the truth about what has happened
 - Making sure your child is not displaying bullying behaviour to others is just as important

Signs, Symptoms and Effects of Bullying

All stakeholders should be vigilant to changes in behaviour which may indicate bullying. Some signs and symptoms that may suggest a pupil is being bullied are listed below:

- ◊ Anxiety about travelling to and from school – requesting parents to drive or collect them or changing their route of travel to school.
- ◊ Unwillingness to go to school, refusal to attend.
- ◊ Deterioration in academic performance, loss of concentration, enthusiasm, interest in school.

- ◊ Pattern of physical illnesses e.g. complaining regularly of headaches, stomach upsets.
- ◊ Unexplained changes in mood or behaviour – at home or in school.
- ◊ Visible signs of anxiety or distress – withdrawing, nightmares, difficulty in sleeping, not eating etc.
- ◊ Spontaneous, out of character comments about either pupils or teachers.
- ◊ Possessions missing or damaged. ◊ Increased requests for money or stealing money.
- ◊ Unexplained bruising or cuts.
- ◊ Damaged clothing.
- ◊ Reluctance to express/refusal to say what is troubling him/her.

These signs do not necessarily mean that a pupil is experiencing bullying behaviour. If they are repeated or occurring in combination, then they warrant investigation in order to establish the cause.

Effects of Bullying

Pupils who are experiencing bullying behaviour may develop feelings of insecurity and extreme anxiety and so may become more vulnerable. Self-confidence may be damaged with a consequent lowering of their self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. It is therefore important to be alert to changes in behaviour as early intervention is desirable.

Appendix 2



Child Friendly Anti-Bullying Policy



It's Best to be a Buddy! Pupil Friendly Anti-Bullying Policy

The definition of bullying behaviour is when someone hurts someone else again and again, or something more serious that happens once in one of the ways below:

Online – through texting, social media, e mails and gaming.

Physical – hurting someone through kicking, hitting, punching etc or damaging something that belongs to them.

Verbal – saying mean, hurtful things to put someone down and hurt their feelings or embarrass them.

Emotional – making someone feel uncomfortable, sad or unwanted by saying things about them or leaving them out.

KELLS ANS CONNOR P.S. DOES NOT TOLERATE ANY KIND OF BULLYING BEHAVIOUR. WE SAY NO TO BULLYING BEHAVIOUR!

Do not keep it to yourself – if you are experiencing bullying behaviour you can tell:

- ◇ Your family
- ◇ Your close friend
- ◇ Your teacher or classroom assistant
- ◇ Mrs Fisher or Mrs McQuitty
- ◇ Miss Moore
- ◇ Mr Finlay

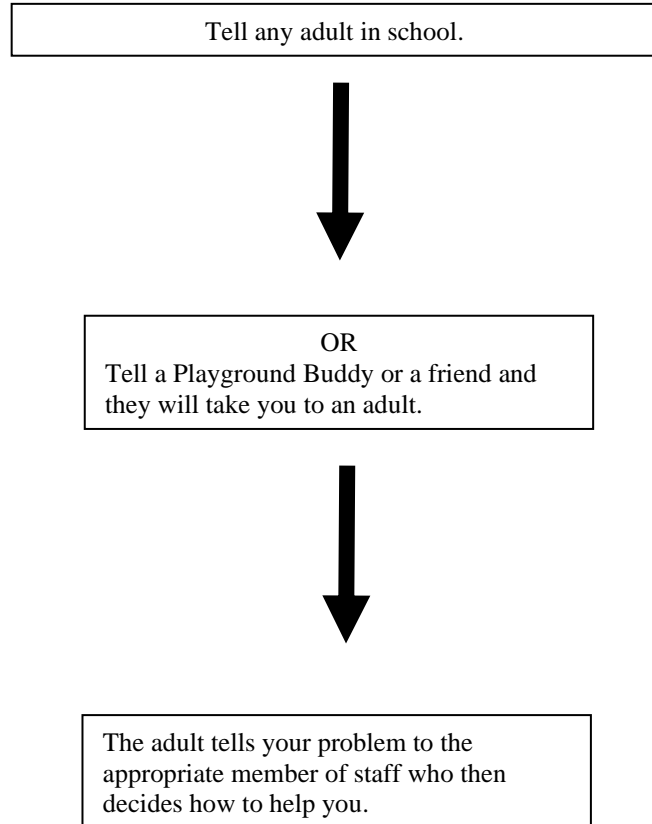




Child Friendly Anti-Bullying Policy



Procedure for pupils who experience bullying behaviour or witness pupils displaying bullying behaviour.





KELLS AND CONNOR PRIMARY SCHOOL
Bullying Concern Assessment Form
PART 1

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern

Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

“bullying” includes (but is not limited to) the repeated use of —

- (a) any verbal, written or electronic communication*
- (b) any other act, or*
- (c) any combination of those,*

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

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

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, <u>on the basis of</u> the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours.	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

When determining whether a one-off <u>incident may</u> 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	

<u>YES</u> the above criteria have been met and bullying behaviour has occurred.	<u>NO</u> 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 <u>escalate</u> .
Agreed by _____ Status _____ On ___ / ___ / ___	

Socially unacceptable behaviour becomes bullying behaviour when, <u>on the basis of</u> 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

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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	

<u>YES</u> the above criteria have been met and bullying behaviour has occurred.	<u>NO</u> 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 <u>escalate</u> .
Agreed by _____ Status _____ On ___ / ___ / ___	

PART 2

2.1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1 Individual to group ~~Group to individual~~
Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
 Any other physical contact which may include use of weapons)
 Verbal (includes name calling, insults, jokes, threats, spreading rumours)
 Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
 Electronic (through technology such as mobile phones and internet)
 Written
 Other Acts
Please specify: _____ -

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

Select one or more of the following:

- Age
 Appearance
 Cultural
 Religion
 Political Affiliation
 Community background
 Gender Identity
 Sexual Orientation
 Family Circumstance (pregnancy, marital status, young carer status)
 Looked After Status (LAC)
 Peer Relationship Breakdown
 Disability (related to perceived or actual disability)
 Ability
 Pregnancy
 Race
 Not known
 Other _____

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 <u>TO LEVEL</u> 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review
Record of participation in planning for interventions						
Pupil:						
Parent/carer:						
Other Agencies:						
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 <u>TO LEVEL</u> 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review
Record of participation in planning for interventions						
Pupil:						
Parent/carer:						
Other Agencies:						
Continue to track interventions until an agreed satisfactory outcome has been achieved						

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?	
<input type="checkbox"/> 1 - Fully	
<input type="checkbox"/> 2 - Partially	
<input type="checkbox"/> 3 - Further	
intervention/support required Give details:	
Part 4B If the success criteria have not been met, continue to:	
<input type="checkbox"/> Re-assess Level of Interventions and implement other strategies from an appropriate level	
<input type="checkbox"/> Track, monitor and review the outcomes of further intervention	
<input type="checkbox"/> Follow Anti-bullying policy	
<input type="checkbox"/> Keep under review the Stage of Code of Practice each pupil is on	
<input type="checkbox"/> Follow Safeguarding Policy	
<input type="checkbox"/> Seek multi-agency input (EA, Health and Social Services etc.)	
<input type="checkbox"/> Engage with Board of Governors	
Agreed by:	
School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date: