

**MOUNT ST. MICHAEL'S
PRIMARY SCHOOL
&
NURSERY UNIT**



Anti-Bullying Policy

Introduction and Statement

In Mount St Michael's Primary School and Nursery Unit, we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

Context

Our policy has been reviewed and developed in the following context.

The Legislative Context:

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

The Policy & Guidance Context

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

The International Context

- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)

The key points to note are:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016:
 - Provides a legal definition of bullying.
 - Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
 - Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
 - Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (e.g. school trip)

- When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
 - Requires that the policy be updated at least every four years.
 - The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
 - ‘Safeguard and promote the welfare of registered pupils’ (A.17)
 - The United Nations Convention on the Rights of the Child (UNCRC) sets out every child’s right to:
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
 - Be protected from discrimination. (A.2)
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
 - Education. (A.28)

Ethos & Principles

Our school values of Honesty, Forgiveness, Care, Trust, Respect, Inclusiveness and Acknowledgement sets out the ethos and principles that underpin our school community and how we approach any concerns regarding bullying behaviour either being demonstrated or experienced.

Examples include:

- 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.

Consultation and Participation

We have developed our policy through the following consultation

- Consultation with staff during INSET
- Consultation with parents, children and staff via Google Forms
- Representative members of staff involved in writing Anti-Bullying Policy
- Staff survey for all staff teaching and non-teaching
- Class-based activities
- Whole school questionnaires distributed to all pupils
- Creation of a reference group of pupils, e.g. the School Council

What is Bullying?

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

Addressing Bullying in Schools Definition of “bullying”:

1.— (1) In this Act “bullying” includes (but is not limited to) the repeated use of —

(a) any verbal, written or electronic communication,

(b) any other act, or

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

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

Mount St Michael’s Primary School and Nursery Unit believes that:

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.

We also believe that whilst bullying is usually repeated behaviour, there are incidences of one off incidents that we as a school will consider as bullying.

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 premeditation
- 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 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:

- **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 (e.g. photographs or videos) online to embarrass someone

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

Motivations behind bullying, including those named in the Act. These include, but are not limited to:

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

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

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

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

Preventative Measures

In Mount St. Michael's Primary School and Nursery Unit we aim to promote a preventative approach to bullying and employ a variety of methods to help prevent bullying at individual, group, class, key stage and whole school level. Preventative strategies include:

- Golden Rules – displayed, taught and adhered to throughout the school. Children are rewarded during monthly assemblies for following the Golden Rules.
- School Values – displayed, taught and rewarded.
- Awareness raising – Nursery and P1 Induction evenings, newsletters, website.
- Outside agencies – Barnardo's, NSPCC, Childline, PSNI.
- Circle Time – circle time sessions in each class which encourage children to express and share their feelings and discuss bullying and its effects.

- Assemblies at Key Stage and whole school level which promote understanding, forgiveness and tolerance.
- Rewards at class, key stage and whole school level which acknowledge and promote positive relationships and behaviour.
- Help Box – use of Help Box as a means of communication about bullying and other issues.
- Worry Boxes in every classroom.
- Playground buddies.
- School Council.
- Roots of Empathy Programme
- Helping Hands
- Life skills Programme
- Peer Mediation
- Staff Training
- Provision of adequate supervision at all times during the school day.
- Participation in the NIABF annual Anti-Bullying Week activities
- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PD/LLW (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity
- Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training).
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.

Planned opportunities to promote awareness of bullying and its effects should be provided in Religious Education, PDMU, Literacy, Structured Play, Art and P.E. activities.

Preventative Measures on the way 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.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses, trains and ferries, and for those walking.
- Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (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 journey home (e.g. staff duty at school gate/bus stops, where appropriate)

Mount St Michael's Primary School and Nursery Unit raises awareness of the nature and impact of online bullying and supports our pupils to make use of the internet in a safe, responsible and respectful way by;

- Addressing key themes of online behaviour and risk through PDMU/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (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.
- Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, E-Safety Policy and ICT policy.)

Given the nature of technology, as constantly changing and developing, we consistently monitor our policy and message and make changes when necessary.

Responsibility

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

Everyone has the responsibility to work together to:

- foster positive self-esteem
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Reporting a Bullying Concern

Pupils Reporting a Concern

In Mount St Michael's Primary School and Nursery Unit, our pupils can;

- Verbally talking to a member of staff
- By posting a comment in a 'worry box'

In our school ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

In Mount St Michael's Primary School and Nursery Unit, our parents can;

- 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 Pastoral Care Coordinator or Vice-Principal, as applicable.
- Where the parent is not satisfied that appropriate action has been taken by the Pastoral Care Coordinator or Vice Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to the principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, our school's complaints procedure should be followed. While most reports of bullying concerns will come from pupils and their parents/carers, we are 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/her parents/carers.

Responding to a Bullying Concern

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

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

- Clarify facts and perceptions
- Check records (SIMS)
- Assess the incident against the criteria for bullying behaviour
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary

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

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

Recording

Our school will centrally maintain a record of all incidents of bullying and alleged bullying behaviour as set out in the Addressing Bullying in Schools Act (NI) 2016. We will use the SIMS Bullying Concern Assessment Form in line with the legislative framework which commenced on 1st September 2021.

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

Records will be kept within the pastoral filing cabinet. Access to these records will be locked and restricted to those members of school staff with a legitimate need to have access. This locked cabinet is kept in the Vice Principal's office.

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 Mount St Michael's Primary School and Nursery Unit.

Professional Development of Staff

In Mount St Michael's Primary School and Nursery Unit, we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff.

This may include:

- Mount St Michael's is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- We will note the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- We will ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- We will keep our CPD records updated regularly.

Monitoring and Review of Policy

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 30th June 2026.

Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct

Care must be taken to ensure that all policies are consistent.

Updated: August 2025

To be reviewed: June 2026

Principal: *P. Shivers*

Designated Teacher for Safeguarding & Child Protection: *S. Cooley*

Deputy Designated Teachers for Safeguarding & Child Protection: *E. Downey*

Appendix 1

Procedure for Dealing with Bullying Behaviour
<p style="text-align: center;">Step 1</p> <p>Reporting of an Incident (significant/repeated/intentional incidents or a serious one-off incident).</p> <ul style="list-style-type: none">• When such a bullying incident is reported, the information will be passed on to the following people:• The teacher of any child involved• The Principal/Vice Principal• The Designated Teacher for Child Protection
<p style="text-align: center;">Step 2</p> <p>Investigation of an Incident</p> <ul style="list-style-type: none">• This will normally be carried out by the Designated Teacher for Child Protection, in cooperation with the class teacher/adults involved.• Children involved will be consulted and a record made of their responses and collated in the Pastoral Care Files. The designated teacher will use the Bullying Concern Assessment Form on SIMS in consultation with the principal.• Staff will listen to the concerns reported and establish who was involved in the bullying incident and what their role was. All children will be given the opportunity to express their feelings. The discussion will focus on finding a solution and stopping the bullying from reoccurring. Staff will remain neutral and avoid direct, closed questions. The children will be helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.• Parents of all children involved will be informed of the school's action up to this point and kept informed of any subsequent action.
<p style="text-align: center;">Step 3</p> <p>Agreeing a Plan for Resolution</p> <ul style="list-style-type: none">• Designated teacher will devise a plan for resolution of conflict.• Targets for acceptable behaviour will be set out, including, support measures for ALL pupils concerned.• Any disciplinary action required will use systems of sanctions as set out in the school's Pastoral Care and Positive Behaviour Policy.
<p style="text-align: center;">Step 4</p> <p>Reviewing the Situation</p> <ul style="list-style-type: none">• The situation will be monitored and formally reviewed within one month of initial report.• This will involve Principal, designated teacher, class teacher, children and their parents.
<p style="text-align: center;">Step 5</p> <p>Involvement of other Agencies</p> <ul style="list-style-type: none">• Where necessary the school will draw on support of EWO, Behaviour Management Team, Educational Psychology Service.

Appendix 2

Summary of Reporting Procedures for Children:

Children should follow the procedure below if they are worried about bullying or any other problem in school:

1. Talk to class teacher or supervisor
2. Talk to the Designated Teacher Mrs Cooley,
Deputy Designated Teachers Mrs Downey, Miss Binding or Mr Lavery (Vice Principal)
3. Put a note in the worry box
4. Talk to Mr Shivers (Principal)

Appendix 3

Summary of Reporting Procedure for Parents or Other Adults:

If you, as a parent, have a concern about bullying it is important that you let us know as soon as possible. We can only deal with concerns when we know about them. The procedure is as follows: -

1. Talk to class teacher
2. Talk to the Designated Teacher Mrs Cooley,
Deputy Designated Teachers Mrs Downey, Miss Binding or Mr Lavery (Vice Principal)
3. Talk to Mr Shivers (Principal)

Appendix 4

Bullying Concern Assessment Form

Pupils Involved	DOB	Gender	Role	Class

Incident Comments	
Incident Date	___ / ___ / ___
Assessment of Concern to be completed.	Yes/No
Signed	

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 / Class
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). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in Sims).

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

ONE OFF INCIDENT

When determining whether a one-off incident may be classified as bullying, Mount St Michael's 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/name of previous relationships between those involved	
Records of previous incidents involving the individuals	
YES the above criteria have been met and bullying behaviour has occurred.	NO the above criterial have not been met and bullying behaviour has not occurred.
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module . Use the Positive Behaviour Policy. Continue to track and monitor to ensure the behaviour does not escalate .
Agreed by:	
Status:	
Date: ____ / ____ / ____	

Bullying Concern Assessment Form – 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 – Please Specify:

Bullying Concern Assessment Form – Part 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name: _____

Year Group/Class: _____

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent / Carer Informed:

Date:

By whom:

Staff involved:

Date	Stage on Code of Practice	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.

Bullying Concern Assessment Form – Part 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name: _____

Year Group/Class: _____

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent / Carer Informed:

Date:

By whom:

Staff involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/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: ____ / ____ / ____

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: ____ / ____ / ____

APPENDIX 5

Contact and Helplines:

N.S.P.C.C.

Tel. 028 94487533 (Antrim)

Free Helpline 0808 800 5000 (NSPCC Child Protection 24 hours call free)

CHILDLINE

Freephone 0800 1111

Web page - <http://www.childline.org.uk>

CONTACT NI

Tel. 028 90 744499

BARNARDOS, Childcare Office, 542 – 544 Upper Newtownards Road, Belfast BT4 3HE

Tel. 028 9067 2366

Web page: www.barnardos.org.uk/northernireland

SAVE THE CHILDREN,

Tel. 028 90 431123

Fax. 028 90 249549

KIDSCAPE, 2 Grosvenor Gardens, London SW1W 0DH

Tel. 020 7730 3300

Fax. 020 7730 7081

Web page: www.kidscape.org.uk

PARENTING NI LTD

Helpline: 0808 801 0722

Tel. 028 90 310 891 / 028 90 243 438

Web page: info@parenting.org