St Mary's Primary School

Anti-bullying Policy

June 2021

Section 1 – Introduction and Statement

Mission Statement

"At St Mary's the child is at the heart of the Catholic faith community. As a school we aim to provide a high standard of child centred education in a safe supportive learning environment, where respect and Christian values are promoted."

"Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and be given proper care by those looking after them."

(United Nations Convention on the "Rights of the Child")

Introduction

At St Mary'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.

This policy has been developed following consultation with a range of stakeholders (including, pupils, parents, staff and Board of Governors). Its overall purpose is to promote an anti-bullying culture in St Marys Primary School and to help staff provide support to pupil who have been bullied and pupils who engage in bullying behaviour. It promotes anti-bullying strategies within four levels of intervention and provides staff with practical suggestions on how bullying can be addressed.

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001) Paragraph 125 state the following:
"As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour."

Rationale

Bullying affects everyone, not just the victims and the bullies and their families. It also affects those other children who watch and less aggressive pupils can be drawn in by group pressure. Bullying is neither an inevitable part of school life, nor a necessary part of growing up, and it rarely sorts itself out. St Mary's Primary School completely opposed to all forms of bullying and will not tolerate it. All members of the school community have the right to learn and work in a secure and caring environment and the responsibility to contribute to the protection and maintenance of such an environment.

Section 2 – 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)

Section 3 – Ethos & Principles

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. 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 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 aim, as a school,

- To produce a safe and secure environment where all can learn without anxiety and where pupils feel safe and secure.
- To raise pupils' awareness of bullying and how to deal with it.
- To produce a consistent school response to any bullying incidents that may occur and to develop strategies to deal with all aspects of bullying.
- To make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Section 4 – Consultation and Participation

This policy has been developed in consultation with pupils through consultative workshops with P7 and P6 pupils and our School Council. Parents have been asked to forward their comments regarding our policy.

Section 5 – What is Bullying?

Definition of "bullying"

Bullying behaviour can be summarised as behaviour by one or more pupils carried out to intentionally hurt, harm or adversely affect the rights and needs of another or others. *The Northern Ireland Anti-Bullying Forum (NIABF)* defines bullying as the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying. Bullying usually has three key elements:

- It is repeated, persistent behaviour that happens over a period of time;
- It involves an imbalance of power, leaving someone helpless to prevent it or put a stop to it;
- It is intentionally harmful behaviour
- It causes distress.

All unacceptable behaviour must be challenged, whether it is bullying or not. There are many different ways that bullying behaviour can be displayed. This could include or could be a combination of:

- Being called nasty names, teased, made fun of, threatened or put down;
- Being hit, kicked, punched, tripped up or knocked over;
- Having belongings stolen or damaged;
- Having rumours or gossip spread about you, or people talking about you behind your back;
- Being left-out, excluded or isolated;
- Being forced to do something you don't want to do or know that is wrong.

Cyber Bullying

Cyber bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and social media platforms.

Cyber bullying is bullying behaviour that is displayed through mobile/smart phones or the internet. This could include:

- Hurtful, embarrassing or threatening material posted online (eg. on social network websites, mobile phone apps etc.);
- Nasty messages sent as texts, emails or other websites or apps;
- Being excluded from an online game;
- Fake profiles on a social network to make fun of others.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;

- doesn't want to go on the school / public bus;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins to truant;
- becomes withdrawn anxious, or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or " go missing";
- asks for money or starts stealing money (to pay bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

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 behaviour will be addressed under the Positive Behaviour

Policy.

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion 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 by 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 discussion 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.

Section 6 – Preventative Measures

Under the legislation, the focus for all anti-bullying work should be on prevention. As such, this section is the key lynchpin of the policy document.

At St Mary's we use KIDSCAPE methods for helping children to prevent bullying as and when appropriate, these may include:

- 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 (eg. 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 (eg. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play option 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 (eg. 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.

The new legislation also gives schools the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during **term**, where that behaviour is likely to have a detrimental effect on the pupil's education at school. At St Mary's we raise awareness of the nature and impact

of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. These include:

- 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 (eg. 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 (eg. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

Section 7 – Responsibility

Everyone at St Mary's has responsibility for creating a safe and supportive learning environment for all members of the school communities. 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

The role of governors

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the principal to report accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the principal

It is the responsibility of the principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The role of the teacher

Teachers in St Mary's take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of the classroom assistants and dinner supervisors

Classroom assistants and dinner supervisors in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep records of all incidents that occur and pass on the information to class teachers. Classroom assistants and dinner supervisors routinely receive training which enables them to become equipped to deal with incidents of bullying and behaviour management.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Section 8 – Reporting a Bullying Concern

Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. Pupils can report bullying concerns:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (eg. in a homework diary)
- By posting a comment in a 'worry box'

All pupils are 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 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 Phase Coordinator or Vice-Principal.

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

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This accessible from the school website.

Parents should be aware 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.

Parents/carers are asked to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Section 9 – Responding to a Bullying Concern

Be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Confronting pupils who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important factors when managing a bullying situation.

Be calm.
Be positive.
Be assertive.
Be confident.

Ensure that the specific behaviour is in fact bullying behaviour which conforms to the school's agreed definition of bullying as identified in the school's current anti-bullying policy.

Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively. Once the Incident Level has been determined, select one or more responses from the appropriate column(s) (see Levels 1-4 Responses, p16-19).

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

The **nature** of the bullying behaviour- for example deliberate teasing, excluding or hitting. There is a tendency among those who have a duty of care to rate some bullying, particularly violence, as more serious than other subtle forms. This can be a dangerous mistake and leave us vulnerable to ignoring 'teasing' or 'exclusion'.

The **frequency** of the bullying behaviour: daily, weekly or less often.

The **duration** of the bullying behaviour: whether over a short or prolonged period of time

The **perceptions** of the child being bullied – The seriousness of bullying can only be measured by the degree of distress suffered by the target. *"It can be defined as bullying only by measuring the effects the acts have on the vulnerable child"* (Besag, 1989).

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

NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Schools using such an approach should state this within their anti-bullying policy.

When responding to a bullying concern, 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.

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

Section 10 – Recording

It is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour.

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 on the online SIMS Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to 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.

Bullying - school's premises

For purposes of clarity 'school premises' within the anti-bullying policy includes anywhere children may attend as part of his/her school day including sports fields, school mini-bus, swimming pool etc.

This also includes while travelling to or from the school during the school term and while the pupil is in the lawful control or charge of a member of the staff of the school e.g. school trips, residential visits or external events.

Guidance- What to do

Pupils (being bullied)

- Be assertive - stand up to them, look at them directly in the eye, tell them to stop and mean it;
- Stay in a group; bullies usually pick on individuals;
- Try not to let the bully know you are feeling upset;
- Tell someone you can trust - a teacher, peer mentor, lunch-time supervisor, parent, friend, another pupil, family member;
- Ask a friend to go with you when you tell someone;
- Save copies of electronic forms of bullying (text messages, pictures, threads of conversations etc.)
- Keep on speaking out until someone listens and helps you;
- Don't blame yourself for what is happening.

Pupils (bystanders)

- Don't smile or laugh at the situation;
- Don't rush over and take on the bully yourself;
- Don't be made to join in;
- If possible, encourage the bully to stop; If you can, let the bully know that you don't like his/her behaviour;
- Shout for help;
- Tell someone as soon as you can;
- Encourage the person being bullied to tell someone;
- Ask someone you trust what to do;
- Don't contribute to online conversations where cyber bullying is occurring.

Parents/Carers

- Look for signs of distress or unusual behaviour which might be evidence of bullying;
- Advise their children to report any bullying to their teacher or school principal;
- Advice their children not to retaliate violently, either verbally or physically, nor by using social media;
- Be sympathetic and supportive and reassure their children that appropriate action will be taken by school;
- Inform the school of any suspected bullying, even if their children are not involved;
- Co-operate with the school: if their child is accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the child who is being bullied, and those displaying bullying type behaviour;
- Appreciate that the school needs time to fully investigate the incident.

When responding to allegations of bullying all members of staff will

- Foster self-esteem, self-respect and respect for others in all pupils;
- Demonstrate by example the high standards of personal and social behaviour we
- expect of our pupils;
- Discuss bullying with classes as requested, so that every pupil learns about the damage it causes to both the child who is bullied and the pupil displaying bullying behaviour, and the importance of telling a teacher about bullying when it happens;
- Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected incidents of bullying to the Principal;
- Follow the procedures for intervention as outlined in this policy;
- Act promptly and effectively in accordance with agreed procedures;

When responding to a bullying concern, staff should adopt a positive mind set. They should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Confronting pupils who have displayed bullying behaviour requires a high amount of self-control as well as preparation to know what to say and do. The following are important factors when managing a bullying situation:

- Be calm
- Be positive
- Be assertive
- Be confident

Guidance to Teachers

Once an alleged bullying incident has occurred:

1. Gather and clarify the facts.

2. Check:

That the behaviour constitutes bullying behaviour as defined in this policy.

Records for any previous incidents.

3. Complete the **Bullying Concern Assessment Form.**

4. On the basis of this initial assessment:

Choose an appropriate intervention(s) from the Intervention Levels (see p16-19)
Ensure effective communication amongst all parties.
Consider the possible need for:
Parental involvement
Special Educational Needs Coordinator (SENCO) involvement
Risk assessment
External agency involvement e.g. the Child Protection Support Service for Schools (CPSS).
(*This list is not exhaustive.)*

5. Refer to the support materials provided on the intervention/strategy you have selected.

6. Monitor and evaluate the on-going effectiveness of your chosen intervention/strategy.

7. Record actions taken and outcomes achieved using your school's recording system.

8. Review the outcomes to determine whether further action is required and progress accordingly. Refer to Part 2 of the Bullying Concern Assessment Form.

Implementing the above process will provide opportunities for self-reflection, development and learning for all parties concerned, resulting in the effective management of bullying incidents. This reflection should inform and guide the on-going review and development of the school's anti-bullying policy, procedures and practice.

Working in Partnership with Parents/Carers

Bullying is often reported to schools by parents/carers. Such complaints should be met openly and sympathetically.

School staff and parents/carers meet on bullying issues as a result of:

- Parents/carers participating in the development of the school's anti-bullying policy.

- Parents/carers expressing concern about their child's involvement in a bullying incident/situation, particularly if their child had been bullied. Remember, schools must take immediate action if a child's personal safety is at threat.

- The school requesting a meeting with parents/carers regarding a bullying incident/ situation.

Consider the following when meeting with the parents/carers of pupils bullying others:

- Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff.
- Remain understanding if the parent/carer expresses anger directed at the school.
- Try to get clear facts from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.

- Ensure that you have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying.
- Ensure that the parents/carers understand how their child's behaviour conforms to the school's agreed definition of bullying.
- Share your concern about what has been happening to the child experiencing bullying.
- Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.
- Be understanding but firm.
- Make it clear that you care and will do what you can and will act in accordance with the school's anti-bullying policy.
- Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.
- Avoid getting into an argument. Try to avoid blaming the parent/carer for their child's behaviour.

Choosing an Appropriate Intervention

When children and young people are involved in incidents of bullying, adults need to intervene. In practice there is a wide range of possible interventions available and there are significant differences in these in terms of the purpose of the intervention and the needs being addressed.
Inappropriate interventions could risk further harming individuals who are already vulnerable or victimised.

The main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

In selecting an intervention schools should take account of:

- The level of severity, using this as a guide to select appropriate intervention(s).
- The legal status of the act e.g. assault.
- The age and ability of those involved.
- Whether an individual pupil or a group is involved.
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention such as the Support Group Method (see p30 - Effective Responses to Bullying Behaviour, Northern Ireland Anti-Bullying Forum (NIABF).
- Whether it is realistic to expect that the bullied pupil can be strengthened adequately to deal with the situation.
- Whether or not the pupil experiencing bullying has acted provocatively.

Understanding the Levels of Intervention

Levels suggested by the Northern Ireland Anti-Bullying Forum (NIABF) guidance only. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.**

Staff should;

- Explain the inappropriateness of the behaviour in line with the school's values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:
- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

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

Level 4 Interventions - High Risk Bullying Behaviour

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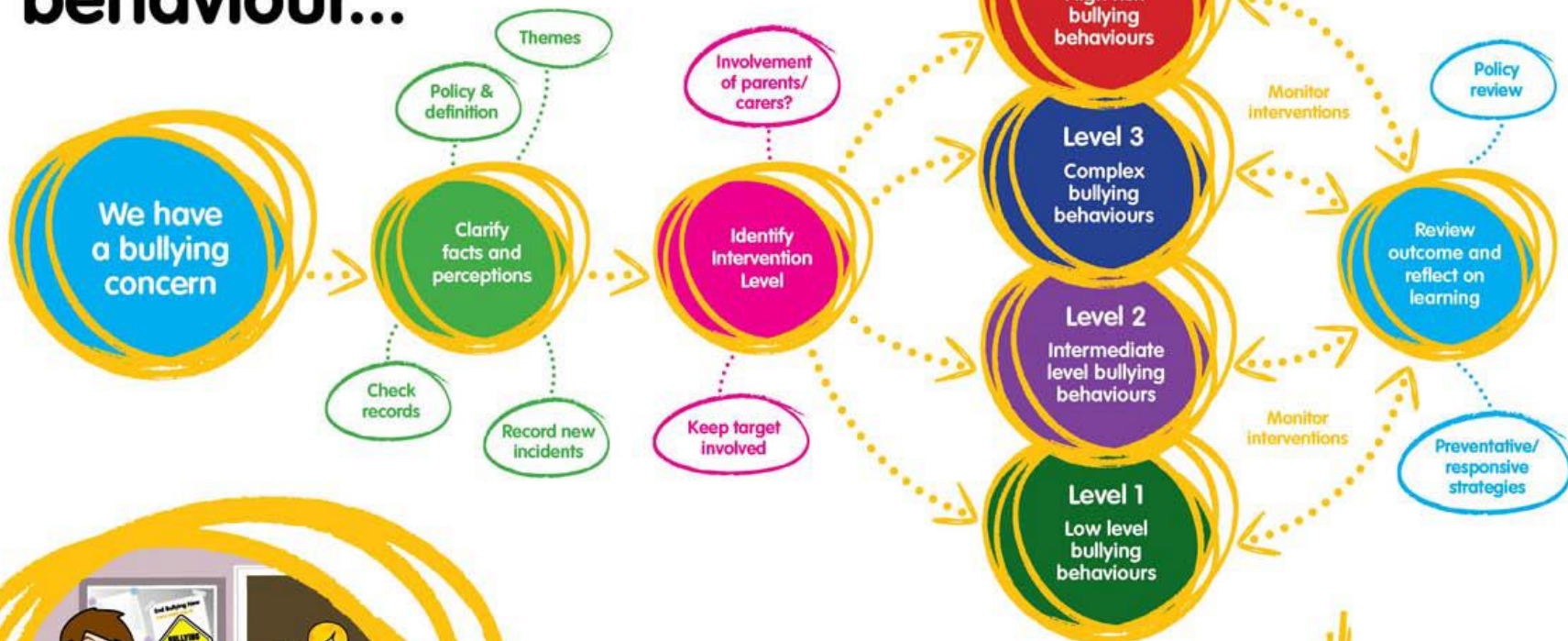
Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for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

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

Effective responses to bullying behaviour...

Northern Ireland Anti-Bullying Forum
Acting Together To End Bullying

We have a bullying concern

Clarify facts and perceptions
- Policy & definition
- Themes
- Check records
- Record new incidents

Identify Intervention Level
- Involvement of parents/carers?
- Keep target involved

Level 4 — High risk bullying behaviours
Level 3 — Complex bullying behaviours
Level 2 — Intermediate level bullying behaviours
Level 1 — Low level bullying behaviours

Monitor interventions

Review outcome and reflect on learning
- Policy review
- Preventative/responsive strategies

Keep Children and Young People Safe

Access full resource at www.niabf.org.uk

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SENDO

To ensure the appropriate response to all of our children's needs and to comply with SENDO it is important that all members of staff are informed of a child's specific learning or possible medical conditions e.g. ASD, ADHD etc.

All members of staff have received training on Risk Assessment (Awareness Raising) and De-escalation and Diffusion of Challenging Behaviours. Please read the schools **Confidentially Policy.**

Section 12 – 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 policy is monitored on a day-to-day basis by the principal, who reports to governors about the effectiveness of the policy on request. The Board of Governors must review the anti-bullying policy at least every 4 years or sooner, if directed by the Department of Education.

They do this by examining the school's anti-bullying records, and by discussion with the principal. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

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

Northern Ireland Anti-Bullying Forum

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

PART 1

ASSESSMENT OF CONCERN   **Date:**

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

''bullying'' includes (but is not limited to) the repeated use of —
     (a)   any verbal, written or electronic communication
     (b)   any other act, or
     (c)   any combination of those,
by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender M / F	DOB/Year Group
Person(s) reporting concern			
Check records for previously recorded incidents			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:
The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour intentional?	**YES / NO**
Is the behaviour targeted at a specific pupil or group of pupils?	**YES / NO**
Is the behaviour repeated?	**YES / NO**
Is the behaviour causing physical or emotional harm?	**YES / NO**
Does the behaviour involve omission? (*may not always be present)	**YES / NO**

YES the above criteria have been met and bullying behaviour has occurred.	**NO the above 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. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by:	
Status:	
On:	

PART 2

2.1 Who was targeted by this behaviour?

Select one or more of the following:

☐ Individual to individual 1:1
☐ Individual to group
☐ Group to individual
☐ Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

PART 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

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

Parent / carer informed:	Date:	By whom:

Staff involved:

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

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

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

PART 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:	

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

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

Parent / carer informed:	**Date:**	**By whom:**

Staff involved:

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

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

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

PART 4

REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE	

Date of Review Meeting:

Part 4A Following the Review Meeting, to what extent have the success criteria been met?

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:	

Part 4B If the success criteria have not been met, continue to:

☐ Re-assess Level of Interventions and implement other strategies from an appropriate level

☐ Track, monitor and review the outcomes of further intervention

☐ 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: