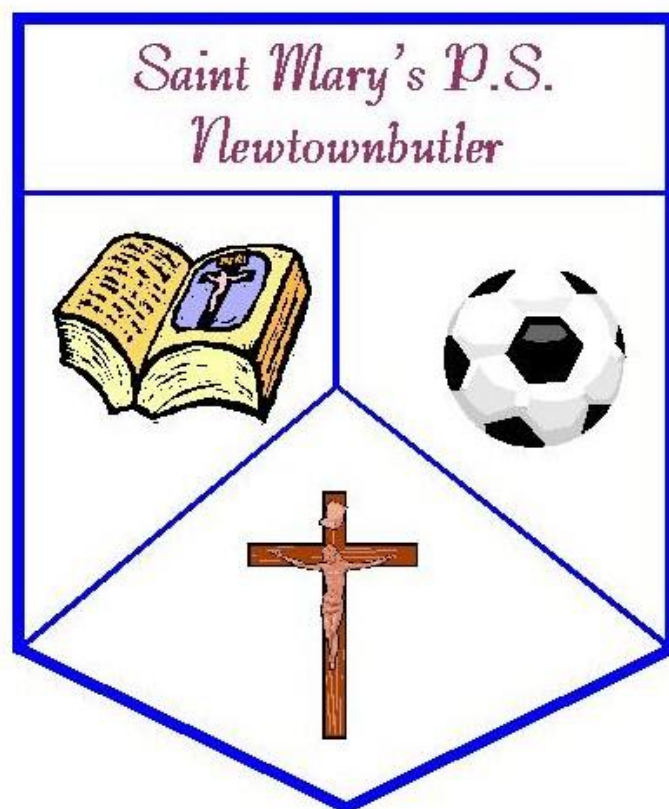


# St. Mary's Newtownbutler



## Anti-Bullying Policy

## **Introduction**

We in St Mary's Primary School are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere.

Bullying type behaviour of any kind is unacceptable at our school. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to learn and work in a safe and supported environment. Staff have a responsibility to be vigilant at all times to the possibility of bullying type behaviour occurring and take immediate steps to stop it happening, to protect and to reassure the pupil experiencing bullying type behaviour. We are a telling school, this means that anyone who knows that bullying type behaviour is happening is expected to tell the staff.

## **Context**

### **Legislative Context**

- 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 type behaviour, in consultation with pupils and parents.
  - Requires schools to record all incidents of bullying behaviour and alleged bullying type 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 (Northern Ireland) 2003 (A17-19) requires the Board of Governors to:
  - 'Safeguard and promote the welfare of registered pupils' (A.17)
- 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) 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 and Principles**



## **CHILDRENS MISSION STATEMENT**

Our school is a place for everyone.

Where people feel that they belong.

Where we do our best work and have some fun.

We ask God to be active here,

To create an atmosphere of respect, peace and love.

## **BOARD OF GOVERNORS WRITTEN STATEMENT OF PRINCIPLES**

We the Governors, Staff of St Mary's Primary School believe the school to be a vital part of the community. We want our school to be a secure, safe and caring environment where each child is encouraged to grow and develop to their full potential.

Positive behaviour practices are essential for effective learning. Such practices help children develop responsible attitudes and values for life.

It is the aim in St Mary's to develop fully the potential of all our pupils. A caring atmosphere resulting from good relationships throughout the school where children parents and staff feel valued.

In St Mary's we believe that positive behaviour will be evident when children show respect for themselves and others.

## **MISSION STATEMENT**

St Mary's seeks to establish an educative community, centered on Christ so that His values and Gospel message pervade the whole life of our school.

Our vision for St. Mary's is that we as a staff, parents and governors will endeavor to have a school where dignity and worth of each individual is uppermost, where good relations are established and cemented in an atmosphere of respect, caring and commitment and where educational experiences have a relentless focus on learning for now and the future.

## **Duty of Board of Governors to secure measures to prevent bullying**

(Addressing Bullying in Schools Act (Northern Ireland) 2016 CHAPTER 25)

2.—(1) The Board of Governors of a grant-aided school must—

(a) ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school; (b) determine the measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school—

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

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

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

or 1 c. 25 Addressing Bullying in Schools Act (Northern Ireland) 2016

(iv) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school;

(c) review those measures—

(i) at intervals of no more than 4 years; and

(ii) (without prejudice to sub-paragraph (i)) at such times as the Department may direct;

(d) before determining or revising those measures, consult (in such manner as appears to it to be appropriate) the principal and the registered pupils at the school and the parents of those pupils;

(e) in determining or reviewing those measures, have due regard to any guidance given by the Department;

(f) prepare a written statement of such measures and secure that—

(i) a copy of that statement is given or otherwise made available, free of charge and in such form as the Board of Governors considers appropriate, to the parents of all registered pupils at the school and to the staff of the school; and

(ii) copies of the statement are available for inspection at the school at all reasonable times, free of charge and in such form as the Board of Governors considers appropriate; and (g) secure that such measures are taken.

(2) The Board of Governors of a grant-aided school may, to such extent as it thinks reasonable, consider measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school which—

(a) involves the use of electronic communication;

(b) takes place in circumstances other than those listed in subsection (1)(b); and

(c) is likely to have a detrimental effect on that pupil's education at the school.

(3) Directions under subsection

(1)(c)(ii) may be given—

(a) in relation to grant-aided schools generally;

(b) in relation to a class or description of grant-aided school; or

(c) in relation to any particular grant-aided school or schools.

(4) In Article 3(3)(a)(ii) of the Education (Northern Ireland) Order 1998 (duty of the principal to determine measures) omit the words “and, in particular, preventing all forms of bullying among pupils”. Duty to keep a record of incidents of bullying

3.—(1) The Board of Governors of a grant-aided school must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school that occur—

- (a) on the premises of the school during the school day;
  - (b) while travelling to or from the school during the school term;
  - (c) while the pupil is in the lawful control or charge of a member of the staff of the school;
- or

2 c. 25 Addressing Bullying in Schools Act (Northern Ireland) 2016

- (d) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

(2) A record under subsection (1) must—

- (a) state what, from all of the circumstances, appears to be the motivation of the incident;
- (b) state the methods of bullying, as defined by section 1; and
- (c) include information about how the incident was addressed. (3) For the purposes of subsection (2)(a), motivation may, for example, relate to—

(a) differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status;

(b) differences between persons with a disability and persons without;

(c) differences between persons with dependants and persons without;

(d) differences between persons based on gender reassignment; (e) differences between persons based on pregnancy.

(4) The Department may by order subject to negative resolution amend subsection (3).

(5) The Department may from time to time publish guidance as to how a Board of Governors is to comply with the duty to keep a record under this section; and in complying with the duty under this section a Board of Governors must have due regard to any guidance for the time being published under this subsection. Interpretation 4.—

(1) In this Act— “the Department” means the Department of Education; “pupil”, when used without qualification, means a person of any age for whom education is provided under the Education Orders except a person for whom education is provided by a nursery school.

(2) Other words or expressions which are defined in Article 2(2) of the Education and Libraries (Northern Ireland) Order 1986 have the same meaning in this Act as in that Order.

Short title and commencement

5.—(1) This Act may be cited as the Addressing Bullying in Schools Act (Northern Ireland) 2016.

(2) This section comes into operation on the day after this Act receives Royal Assent.

(3) The other provisions of this Act come into operation on such day or days as the Department may by order appoint.

## Consultation and Participation

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

### **Pupils:**

Class-based activities  
Questionnaires  
School Council consultation

### **Parents:**

Information sharing, through Seesaw and school website.  
Questionnaires  
Our most recent survey of parental views on procedures and practice in St Mary's, indicates that almost all parents agree that the school deals effectively with bullying type behaviour.

### **Staff:**

Whole staff discussion and questionnaires.  
SMT / Safeguarding team involvement in writing the policy.

### **Governors:**

The draft policy has been shared with and consulted on with governors prior to ratification.

## What is Bullying Type Behaviour

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition:

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.

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

Following consultation with governors, teachers, pupils, parents and ancillary staff, the St Mary's definition of bullying behaviour is based on NIABF definition (referencing the Addressing Bullying in Schools Act Northern Ireland 2016):

***‘Bullying is behaviour, that is usually repeated, by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.’***

While bullying type behaviours are usually repeated behaviour, in some instances the school will consider one-off incidents as bullying type behaviour.

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

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

- 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 list is not exhaustive and other behaviours which fit with the definition may be considered bullying type behaviour.

Motivations behind bullying type behaviour include, but are not limited to:

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

Bullying type behaviours are an emotive issue, therefore in St Mary's PS, 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 by describing the situation surrounding that child, for example:

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

We encourage all members of the school community to use this language when discussing bullying type 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**

Under the legislation, the focus for all anti-bullying work should be on prevention, aiming to promote a strong anti-bullying ethos within the school and the wider school community.

We in St Mary's have clear expectations about the positive behaviour requirements of this school and these positive behaviour requirements are incorporated in the GOLDEN RULES (Jenny Mosley) which are comprehensive but succinct expectations of 'Golden Behaviours'. All pupils are incentivized and rewarded for positive behaviour.

We reward good behaviour and use teaching strategies to help prevent bullying type behaviour. As and when appropriate, these may include:

- Promoting the Golden Rules
- Using Golden Time as a behaviour management strategy, including a half-termly note home for those who earn 100% Golden Time.
- Think Time Discussion Sheets
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Social stories developing children's empathy and emotional literacy.
- Making up role-plays
- Having discussions about bullying type behaviour
- Anti-bullying is integral in PDMU lessons, presented in age appropriate ways, including the various forms, how and why it can happen (e.g. sectarian, racist, homophobic, disabledist, etc.)
- Buddy systems

- Circle time
- Listening Ear boxes in all classrooms.
- Training for all staff (e.g.: Jenny Mosley, WSNA Level 3 Nurture Principles, Behaviour Support Team).
- Play Therapy
- Pupil of the Week Awards
- Developing the pupil voice e.g.: through class and school council, consultations etc).
- Prefect system.
- Anti-bullying posters (including those designed by pupils) being displayed throughout the school and wider community.
- Participation in NIABF, Anti-bullying week.
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Children's Mental Health Week, etc.
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of buddy benches 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)
- On an on-going basis the school will take the opportunity to raise awareness of issues around bullying type behaviour.

A number of key actions are taken forward, with the aim of preventing bullying type behaviour and creating a safe learning environment. Examples of these include:

While many of the measures outlined above will support the development of an anti-bullying culture, St Mary's PS will further build upon this, related specifically on the journey to and from school, including:

- Development of a culture where pupils take pride in their school and are viewed as ambassadors 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 socially unacceptable behaviour of their peers during the journey to and from school, including bus prefects.
- 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 including information on how to raise any concerns with the school.

- Staff on duty at the gates at the beginning and end of the school day.

Legislation gives schools the authority to take steps to prevent bullying type behaviour 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. St Mary's raises awareness of the nature and impact of online bullying type behaviour and supports pupils to make use of the internet in a safe, responsible and respectful way. This includes:

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy).

This Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies. These policies align and provide consistent message.

## **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, sharing responsibility for creating a safe and supportive learning environment for all members

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 socially acceptable behaviour
- be alert to signs of distress and other possible indications of bullying type behaviour
- inform the school of any concerns relating to bullying type behaviour
- refrain from becoming involved in any kind of bullying type behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying type behaviour
- intervene to support any person who is experiencing bullying type behaviour, unless it is unsafe to do so.
- report any concerns or instances of bullying type behaviour witnessed or suspected, to a member of staff.

- emphasise the importance of seeking help from a trusted adult about bullying type behaviour when it happens or is observed
- explain the implications of allowing the bullying type behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has experienced bullying type behaviour, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying type behaviour and meet the needs of all parties (all staff are familiar with and encouraged to use restorative questioning to address socially unacceptable behaviour).

## **Reporting a Bullying Concern**

### **Pupils**

Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. The Designated and Deputy Designated Teachers for Child Protection (Mrs Leonard, Mrs Kelly and Mrs Fitzpatrick), are the key members of staff with responsibility for the prevention and management of bullying type behaviour.

Pupils are taught how they can report concerns about bullying type behaviour, including:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (e.g. Using the listening ear box)
- Reporting to a playground buddy, who in turn has been taught to report this to a member of staff.

Pupils are encouraged through PDMU lessons, Assemblies and posters to ‘get help’ if they have a concern about bullying type behaviour that they experience or is experienced by another.

### **Parents/Carers**

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

The process of parents/carers reporting concerns about bullying type behaviour is as follows:

- In the first instance, all concerns about bullying type behaviour 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 Vice-Principal / Designated or Deputy Designated Teacher / Principal Mrs. Leonard / Mrs Fitzpatrick / Mrs. Kelly.

Where the parent/carer remains unsatisfied that the concern has been appropriately responded to, the school’s complaints procedure should be followed, by making a formal, written complaint, to

the Chair of the Board of Governors. If not fully satisfied with the response of the Board of Governors, parents may contact the NIPSO (Northern Ireland Public Ombudsman). The full parental complaints policy is available on the school website and paper copies are available in the school foyer.

While the majority of reports about possible bullying type behaviour will come from pupils and their parents/carers, the school is open to receiving such reports from anyone.

All reports of concerns received from pupils and/or parents/carers about bullying type behaviour, will be responded to in line with this policy and feedback will be made in a timely manner to the person who made the report. However, 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 focus of any intervention must be on responding to the concern about bullying type behaviour and restoring the wellbeing of those involved. As such, any strategy for responding to concerns about bullying type behaviour must concentrate on the prevention of any further incidents.

The processes outlined below provides a framework for how the school will respond to any concerns identified about bullying type behaviour.

Using the legislative procedures flow chart, the bullying concern assessment form (BCAF) and the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall liaise with a member of the safeguarding team and:

- Complete Section 1 of the BCAF
- Check records
- Assess the incident against the criteria for bullying type behaviour
- Identify any themes or motivating factors
- Complete Sections 2-4 of the BCAF
- 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 eg: Primary Behaviour Support, Autism Advisory and Intervention Service, Educational Psychology, Education WelfARE Service, Counselling, Child Protection Support Service, Fermanagh Hub, HSCT

When responding to a bullying type concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of all those involved. Legislation requires school to take an effective, supportive and restorative response to all those involved. Where appropriate, risk management plans will be implemented to manage bullying type behaviour. Discretion will be used for SEN pupils and the resilience of students involved will be taken into consideration.

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

## **Recording**

In keeping with the Addressing Bullying in Schools Act (NI) 2016 the school will record on an Bullying Concern assessment Form (BCAF), all relevant information related to reports of bullying type concerns, including:

- how the bullying type behaviour was displayed
- the motivation for the behaviour type behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed.

Records will be kept on the private area of the school C2k computer system. 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 type behaviour and alleged bullying type behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

## **Professional Development of Staff**

- School staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD provisions.
- On-going training will be reflected in any review of this policy and its procedures - e.g. any amendments made, inclusions added etc.
- Safeguarding training is provided for all staff (teaching and non-teaching) at least bi-annually.

- Governors access safeguarding training during each term of office.
- CPD records will be kept and updated regularly

## **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
- Educational Visits
- Staff Code of Conduct

## **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 type behaviour will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing and responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before November 2026.

Approved by Board of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

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Appendix 1



**Bullying Concern Assessment Form**



**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Type 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**

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**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.

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.**

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

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criteria have not been met and bullying behaviour has not occurred.</b>
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 .
<p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>	

## 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:

<input type="checkbox"/>	Age
<input type="checkbox"/>	Appearance
<input type="checkbox"/>	Breakdown in peer relationships
<input type="checkbox"/>	Cultural
<input type="checkbox"/>	Religion
<input type="checkbox"/>	Political Affiliation
<input type="checkbox"/>	Community background
<input type="checkbox"/>	Gender Identity
<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Family Circumstance (pregnancy, marital status, young carer status)
<input type="checkbox"/>	Looked After Status (LAC)
<input type="checkbox"/>	Peer Relationship Breakdown
<input type="checkbox"/>	Disability (related to perceived or actual disability)
<input type="checkbox"/>	Ability
<input type="checkbox"/>	Pregnancy
<input type="checkbox"/>	Race
<input type="checkbox"/>	Not known
<input type="checkbox"/>	Other _____

**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:**

<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcomes of Intervention</b>	<b>Review</b>

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

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

**Part 3b**

<b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:</b>						
<b>Pupil Name:</b>		<b>Year Group/Class:</b>				
<b>REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR</b>						
<b>Parent/ carer informed:</b>		<b>Date:</b>		<b>By whom:</b>		
<b>Staff Involved:</b>						
<b>Record of participation in planning for interventions</b>						
<b>Pupil:</b>						
<b>Parent/carers:</b>						
<b>Other Agencies:</b>						
Continue to track interventions until an <b>agreed</b> satisfactory outcome has been achieved						
<b>Date</b>	<b>Stage on Code of Practice</b>	<b>Type of Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcome of Intervention</b>	<b>Review</b>



**PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**

Date of Review Meeting:

**4a- Following the Review Meeting, to what extent have the success criteria been met?**

- ☐ 1 – Fully
- ☐ 2 – Partially
- ☐ 3 – Further intervention/support required

Give details:

**Part 4b- If the success criteria have not been met, continue to:**

- ☐ Re-assess Level of Interventions and implement other strategies from an appropriate level
- ☐ Track, monitor and review the outcomes of further intervention
- ☐ Keep under review the Stage of Code of Practice each pupil is on
- ☐ Follow Safeguarding Policy
- ☐ Seek multi-agency input (EA, Health and Social Services etc.)
- ☐ Engage with Board of Governors

**Agreed by:**

<b>School</b>	<b>Signed:</b> <b>Date:</b>
<b>Parent</b>	<b>Signed:</b> <b>Date:</b>
<b>Pupil</b>	<b>Signed:</b> <b>Date:</b>

## **Appendix 2**

### **HELP ORGANISATIONS**

Child Line 08001111

NI Anti-Bullying Forum <http://www.endbullying.org.uk/about-us/>

Advisory Centre for Education (ACE) 02073548321

Children's Legal centre 01206873820

KIDSCAPE (parent Help line, MON-FRI 10-4) 02077303300

Parentline NI 08088020400

Youth Access 02087729900

Kidscape [info@kidscape.org.uk](mailto:info@kidscape.org.uk)

## Appendix 3

### PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS

