

**Our Lady of Lourdes Primary School**

**Anti-Bullying** **Policy**



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

Signed by Chair of Board of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To be reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rationale

At Our Lady of Lourdes Primary School, we are completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles by which we work and live. All members of the school community have a right to work in a happy, secure, caring and nurturing environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

We have based our Anti-Bullying Policy on the following legislative and policy guidance:

**The Legislative Context:**

* [The Addressing Bullying in Schools Act (Northern Ireland) 2016](http://www.legislation.gov.uk/nia/2016/25/contents)
* [The Education and Libraries Order (Northern Ireland) 2003](http://www.legislation.gov.uk/nisi/2003/424/contents/made) (A17-19)
* [The Education (School Development Plans) Regulations (Northern Ireland) 2010](https://www.education-ni.gov.uk/sites/default/files/publications/de/annex-a-school-development-plans-regulations-2010.pdf)
* [The Children (Northern Ireland) Order 1995](http://www.legislation.gov.uk/nisi/1995/755/contents/made)
* [The Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42/contents)
* [The Health and Safety at Work Order (Northern Ireland) 1978](https://www.legislation.gov.uk/nisi/1978/1039)

**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)](https://www.education-ni.gov.uk/sites/default/files/publications/de/pastoral%20care%20in%20schools.pdf)
* [Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017/04)](https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection-in-Schools-A-Guide-for-Schools.pdf)
* [Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)](https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland)
* [Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)](https://www.proceduresonline.com/sbni/)
* The Northern Ireland Anti-Bullying Forum (NIABF) Effective Responses to Bullying Behaviour (January 2022)
* The Area Child Protection Committees’ Regional Policy and Procedures (2005)

**The International Context**

* [United Nations Convention on the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.109765637.1827233515.1552648186-274690600.1552648186) (UNCRC)

**Aims of this policy**

This policy aims to:

• Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour

• Promote a ‘whole school’ approach, where signs of bullying are identified and swift and effective action is taken

• Show commitment to overcoming bullying by practicing zero tolerance

• Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

• Ensure all school community, pupils and parents have an understanding of what bullying is, and what they should do if bullying arises in school or on the journey to school

• Inform children and parents of the school’s expectations and to foster a productive partnership, which helps maintain a bully-free environment

• Assure pupils and parents that they will be supported when bullying is reported

• Assist in the provision of a positive and supportive atmosphere - for those affected by bullying behaviour and for those involved in bullying behaviour

• To develop procedures for noting and reporting incidents of bullying behaviour.

**Definition of Bullying**

**Northern** **Ireland** **Anti** **Bullying** **Forum** **Definition** **of** **Bullying:**

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.

Following consultation with our governors, staff, pupils and parents, the following definition of bullying has been agreed for our school:

Bullying is a form of hurtful behaviour which is on purpose, persistent and unprovoked. It involves actions which demean, belittle or take control over another person. It may take various forms, including physical, verbal, social, emotional and cyber bullying. It may be perpetrated by individuals or by groups of pupils.

To avoid ‘labelling’ individual pupils, we will strive to report situations as ‘alleged bullying incidents’ and bullying as ‘displaying bullying behaviour’.

The term ‘bullying behaviour’ refers to a range of harmful behaviour, physical or psychological and usually has the following features

• It is repetitive and persistent. \*

• It is intentionally harmful.

• It involves an imbalance of power, leaving someone helpless to prevent it or stop it.

• It causes distress.

\*Whilst we usually describe bullying as being repetitive and persistent in nature, there may be occasions where a more serious ‘one-off’ event can be classed as bullying.

**Prevention**

Bullying is a complex and emotive issue and can never be eliminated and no school, however hard staff try, can guarantee that a child in its care will not be subjected to it. Active promotion of the school aims, promotion of positive behaviour and promotion of a positive and secure ethos can reduce incidents and build resilience in pupils and staff. Our Lady of Lourdes Primary School actively promotes well-being and anti-bullying strategies throughout its curricular and extra-curricular provision. As a school we will take reasonable steps to minimise incidents of bullying in a proactive manner.

**Forms of Bullying**

**PHYSICAL** **BULLYING**–

 hitting; pushing; pulling; kicking; tripping; spitting; hair pulling; throwing things;

 interfering with another’s property by stealing/hiding/damaging/intruding upon it; extortion/threatening demands for money or other items

 writing or drawing offensive notes/graffiti about another

**VERBAL** **BULLYING**

 name calling; insulting or offensive remarks; accusing; taunting; put downs

 ridiculing another’s appearance/way of speaking/disability/personal mannerisms/ race/colour/religion; humiliating another publicly

 spreading malicious or nasty rumours; making false allegations; threatening; intimidation;

 mocking; sarcasm

**EMOTIONAL & SOCIAL** **BULLYING**

 excluding/ shunning others from group activity/ social setting or play;  belittling another’s abilities or achievements; mobbing the individual

 menacing looks, stares; rude signs or gestures; negative body language

* Leaving someone out constantly and encouraging others to do the same
* Encouraging others to turn against someone
* Lying, fake rumours and spreading gossip
* Damaging someone's social reputation or social acceptance

**CYBER** **BULLYING**

 misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity

 misuse of mobile phones by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity

 unauthorised publication or manipulation of private information; impersonation  publishing threating comments pictures or videos online

**Links with other school policies**

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:

• Pastoral Care Policy

• Child Protection Policy • Special Needs Policy

• ICT Policy and Acceptable Use of Internet Policy • Social Media Policy

• Promoting Positive Behaviour Policy • PDMU

**Participation and consultation process**

We, in Our Lady of Lourdes Primary School have met the requirement to consult with all our stakeholders in the following ways:

• All stake holders will be consulted during the completion of this policy – parents (questionnaires), all teaching and non-teaching staff (discussions in staff meetings), pupils (circle time, school council) and governors (at meetings).

• The policy can be accessed via the school’s website. In addition, parents and pupils receive information leaflets stating the school’s definition of bullying and outlining the school’s procedures for dealing with it.

• Awareness-raising programmes e.g. Posters throughout the school, Newsletters, Involvement in NIABF Anti-Bullying Week annual events, School Council Issues, Website.

• Class based lessons will negotiate and agree a Class Charter for Positive behaviours within the class.

• Awareness-raising programmes through Curriculum and involvement in NI Anti-Bullying Week.

**ROLES AND RESPONSIBILITIES**

**The** **Responsibilities** **of** **Staff**

Our staff will:

• foster in our pupils’ self-confidence, self-esteem, self-respect and respect for others;

• demonstrate by example the high standards of personal and social behaviour we expect of our pupils;

• discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling an adult about bullying when it happens;

• be alert to signs of distress and other possible indications of bullying;

• listen to children who have been bullied, take what they say seriously, record, and act to support and protect them;

• talk with the child accused of bullying to determine nature of bullying; • record suspected cases of bullying

• report continued cases of bullying to the Vice Principal or Principal

• follow up any complaint by a parent about bullying, and report back;

• deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

**The** **Responsibilities** **of** **Pupils**

We expect our pupils to:

 refrain from becoming involved in any kind of bullying behaviours, even at the risk of incurring temporary unpopularity;

 follow school rules and classroom charters;

 intervene to protect the pupil who is being bullied, unless it is unsafe to do so;

 report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;

 help create a climate where bullying is not accepted;  value and respect others;

 help others achieve;  keep others safe.

**Anyone** **who** **becomes** **the** **target** **of** **bullies** **should:**

 not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

**What** **Pupils** **Need** **To** **Recognise** **About** **Bullying.**

Pupils need to understand:

 that they have a right not be bullied at school or on their journey to school;

  that they are not to blame if they are bullied;

 that they need to speak out and should trust the teachers to take their concerns seriously and to help them;

 that they are not alone.

**The** **Responsibilities** **of** **Parents**

We ask parents to support their children and the school by:

 watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;

 advising their children to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;

 advising their children not to retaliate violently to any form of bullying;

 being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;

 keeping a written record of any reported instances of bullying;

 informing the school of any suspected bullying, even if their children are not involved;

 co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth, and point out the implications of bullying, both for the child who is the target of bullying and for the child who is displaying the bullying behaviour.

**The** **Responsibilities** **of** **Governors**

The Board of Governors will follow the guidelines from the “The Addressing Bullying in Schools Act (Northern Ireland) 2016”:

(1) The Board of Governors 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 e.g. school trip; or

 (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 at intervals of no more than 4 years;

(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;

The Governors also have a duty to ensure that a record of incidents of bullying and alleged bullying are maintained.

**The** **Responsibilities** **of** **All**

**Everyone** **should**:

 work together to create a safe, happy and anti-bullying environment within our school.

**PREVENTATIVE** **MEASURES** **TO** **CREATE** **AN** **ANTI-BULLYING** **ETHOS**

**Proactive** **Strategies:**

 Promote School Ethos at all times

 Recognise and Reward Good Behaviour

School Assemblies – addressing Bullying and providing Anti-Bullying Strategies

* Use ‘Anti-Bullying Week’ and ‘Online Safety Week’ as opportunities to teach around the topics of bullying / online safety and to raise awareness of our policies and procedures

 Vigilant supervision - playground / general school environment

 Consultation with School Council

* Appoint bus monitors and have ongoing communication with bus drivers

 Use of Alive O programme

* Use of Jigsaw Programme

 Use of PDMU lessons / Circle Time  Good Parental Communication

 Awareness of Anti-Bullying Week (in November each year)

 Use of Outside Agencies – NSPCC, Childline, PSNI, Behaviour Support Team

**Intervention Strategies**

The aim of any intervention applied is to RESPOND to the alleged incidents, RESOLVE the concern and RESTORE the well-being of all involved. Low level bullying must never be ignored; early intervention can diminish problems and reduce potential risk.

**The** **following** **approach** **will** **be** **adopted** **when** **dealing** **with** **incidents:**

 If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached

 Attempts will be made to resolve situation quickly  Reports will be taken seriously

 Steps taken to ensure child feels safe and secure

 Significant incidents will involve further investigation and recording

 A clear account (reported to class teacher, Vice Principal / Principal) Significant or repeated incidents will require parents to be informed

 Disciplinary measures / sanctions, which are proportionate, will be explained and used

Assessing the level of risk an individual pupil faces will help determine the level of severity, as will taking account of the nature, frequency and duration of the bullying behaviour and the perceptions of the target of bullying. A pupil may not wish to disclose incidents so staff should be vigilant in observing symptoms such as,

• Deterioration of work

• Spurious (fake) illness and /or erratic attendance • Isolation/desire to remain with adults

• Problems reported from home (e.g. bed wetting, nightmares) • Childhood depression/anxiety

• Unexplained damage or loss of property

• Unwillingness to talk about school/friendships • Unexplained bruises or marks

In selecting an intervention, we will take account of:

 The level of severity, using this as a guide to select appropriate intervention(s).  The legal status of the act.

 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

 Whether it is realistic to expect that the target of bullying can be strengthened adequately to deal with the situation. Whether or not the target of the bullying has acted provocatively.

Our procedure focuses on assessing the bullying behaviours to determine the suitable level of intervention required in aiming to resolve the concern. Proformas for record keeping included in Appendix 1 (NIABF Bullying Concern Assessment Form). Sanctions will be applied on a staged basis in line with our Positive Behaviour Policy.

**Understanding** **the** **Levels** **of** **Intervention**

Levels suggested within this policy are for guidance only, we will consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupils 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.

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 target of bullying to explore whether he/she has in any way provoked the bullying behaviour.

 Help the target of bullying 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 target of bullying.

 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 mayalternate, 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 target of bullying 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 Designated Teacher, 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 the target of bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions.

**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.

**Sanctions** **used** **to** **combat** **bullying** **behaviour**

These are necessary for three main reasons:

 to make the particular child aware of the school/teacher disapproval of unacceptable behaviour

 to protect other children

 to protect the authority of teachers should that be threatened

**Sanctions** **should**

 be constructive  be restorative

 be applied with sensitivity, flexibility and without discrimination  where possible be related to the misdemeanour

 be specific to the child engaging in bullying behaviour and not applied to the whole group

Sanctions will be applied on a ‘staged basis’ in line with our Positive Behaviour Policy. However, in incidences of bullying behaviour, pending the nature of the behaviour and level (as outlined above), it may be necessary to move to a more advanced stage. This will be determined by Mrs Donnelly in conjunction with the Safeguarding Team.

Stage 1: Unacceptable Behaviour – Not following school rules

*At stage one the teacher will have responsibility for applying sanctions as and when required. These* *may include*

 immediate verbal checking of misbehaviour

 a minor penalty relevant to the offence, e.g. an apology and/or temporary loss of merit marks or temporary loss of smiley face or loss of break or removal to another class for short period

 If continuous misbehaviours persist the teacher will refer the pupil to Mrs Donnelly who will place the child on to stage 2 of the behavioural stage

**Stage 2: Repeated or Unacceptable Behaviour – referral to Mrs Donnelly**

Stage 2 referral will be for repeated misbehaviour as in stage 1 and/or use of physical force,

disrespect shown to staff members/property or other more serious misbehaviours

* Reflection form (2W/3W/4W) and think time
* loss of part of break/ dinner time

 temporary removal of a pupil from his/her peers into another class

 temporary or permanent loss of privileges – Roles of responsibility, Reward Time etc

 removal from a class outing/sports events etc.

 informal parent consultation (may include phone call/meeting with class teacher/principal)  Short term placement on an Individual Positive Behaviour Plan.

Stage 3: Repetition of behaviours as at stage 2

 Formal consultation to include child, parent and staff

 Long term placement on an Individual Positive Behaviour Plan

 If required, permanent loss of privileges, Roles of responsibility, participation at school events/activities and/or attendance at school trips etc

Stage 4: After Formal Consultation consideration will be given to

 Referral to EA Behaviour Support Team for advice/guidance

 Suspension/Expulsion. Advice will be sought from appropriate CCMS/DENI

Teachers and other relevant school staff should consider themselves responsible at all times for the behaviour of all pupils. Responsibility for the behaviour of all pupils in the school is one which all teachers share.

In all matters relating to the maintenance of discipline in order to deal with bullying behaviours and the applications of sanctions it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain their self-esteem.

Acceptance of admission to the school implies the parent’s acceptance of the School’s Anti Bullying Policy.

**Monitoring** **and** **Evaluating**

This policy is continually monitored by the school principal. This policy will be reviewed every four years and/or up dated when advice is given by DENI. All stake holders will be involved in the review through a consultation process.

APPENDIX 1

**Bullying** **Concern** **Assessment** **Form**

**Bullying** **Concern** **Assessment** **Form**

**Incident Date:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pupils Involved** | **Role** | **Incident Date** | **Gender** | **DOB** | **Year and Reg** |
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| **Incident** | **Comments** |
| Bullying Concern |  |

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| --- |
| **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, SIMS record.

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| --- | --- | --- |
| Date | Information gathered | Location (stored) |
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| 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** |

**One-off Incident**

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| --- |
| **When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision-making process:** |
| **Criteria:** | **Information gathered:** |
| **severity and significance of the incident** |  |
| **evidence of pre-meditation** |  |
| **Significant level of physical/emotional impact on individual/s** |  |
| **Significant level of impact on wider school community** |  |
| **Status/nature of previous relationships between those involved** |  |
| **Records exist of previous incidents involving the individuals** |  |

|  |  |
| --- | --- |
| **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**

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| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**Part 3a**

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| **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:** |
|

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Stage on Code of Practice** | **Intervention** | **Success Criteria**  | **Action taken by whom and when** | **Outcomes of Intervention** | **Review** |
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| **Record of participation in planning for interventions** |
| **Pupil:** |
| **Parent/carer:** |
| **Other Agencies:** |

Continue to track interventions until an **agreed** satisfactory outcome has been achieved |
| **RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:****Part 3b****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** | **Outcome of Intervention** | **Review** |
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| **Record of participation in planning for interventions** |
| **Pupil:** |
| **Parent/carer:** |
| **Other Agencies:** |

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

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| **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 requiredGive details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Part 4b- If the success criteria have not been met, continue to:**  [ ]  Re-assess Level of Interventions and implement other strategies from an  appropriate level [ ]  Track, monitor and review the outcomes of further intervention [ ]  Keep under review the Stage of Code of Practice each pupil is on [ ]  Follow Safeguarding Policy [ ]  Seek multi-agency input (EA, Health and Social Services etc.) [ ]  Engage with Board of Governors |
| **Agreed by:** |
| **School**  | **Signed:** **Date:** |
| **Parent** | **Signed:** **Date:** |
| **Pupil** | **Signed:** **Date:** |

**APPENDIX** **2**

**Reflection Forms**

 **REFLECTION FORM - FS**

**\*Please can you help your child to illustrate or write in the boxes?**

|  |
| --- |
| 1. **W**hat did I do?
 |
| 1. **W**hat will I do the next time?
 |

|  |
| --- |
| **Parent Comment**  |

Teacher’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

Parent’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

 **REFLECTION FORM – KS1**

**\*Please can you help your child to illustrate or write in the boxes?**

|  |
| --- |
| 1. **W**hat did I do?
 |
| 1. **W**hy was this wrong?
 |
| 1. **W**hat will I do the next time?
 |

|  |
| --- |
| **Parent Comment**  |

Teacher’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

Parent’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

 **REFLECTION FORM – KS2**

|  |
| --- |
| 1. **W**hat did I do?
 |
| 1. **W**hat rule did I break?
 |
| 1. **W**hat can I learn from this?
 |
| 1. **W**hat will I do in the future?
 |

|  |
| --- |
| **Parent Comment**  |

Teacher’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

Child’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

Parent’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

**APPENDIX** **3**

**This Policy was informed by;**

**The Legislative Context:**

* [The Addressing Bullying in Schools Act (Northern Ireland) 2016](http://www.legislation.gov.uk/nia/2016/25/contents)
* [The Education and Libraries Order (Northern Ireland) 2003](http://www.legislation.gov.uk/nisi/2003/424/contents/made) (A17-19)
* [The Education (School Development Plans) Regulations (Northern Ireland) 2010](https://www.education-ni.gov.uk/sites/default/files/publications/de/annex-a-school-development-plans-regulations-2010.pdf)
* [The Children (Northern Ireland) Order 1995](http://www.legislation.gov.uk/nisi/1995/755/contents/made)
* [The Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42/contents)
* [The Health and Safety at Work Order (Northern Ireland) 1978](https://www.legislation.gov.uk/nisi/1978/1039)

**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)](https://www.education-ni.gov.uk/sites/default/files/publications/de/pastoral%20care%20in%20schools.pdf)
* [Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017/04)](https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection-in-Schools-A-Guide-for-Schools.pdf)
* [Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)](https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland)
* [Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)](https://www.proceduresonline.com/sbni/)
* The Northern Ireland Anti-Bullying Forum (NIABF) Effective Responses to Bullying Behaviour (January 2022)
* The Area Child Protection Committees’ Regional Policy and Procedures (2005)

**The International Context**

* [United Nations Convention on the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.109765637.1827233515.1552648186-274690600.1552648186) (UNCRC)