**Newry High School**



**Addressing Bullying Policy**

**Revised: September 2024**

**Due for Review: September 2028**

***Section 1: Introduction***

At Newry High School we believe that the safeguarding of all our pupils is paramount, and that this policy supports our work in creating a secure and caring environment. We believe that everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment for all. We acknowledge that bullying type behaviour exists in all school communities and the wider society. Therefore, we seek to provide an open climate where pupils, staff and parents are free to talk, to address and support these behaviours. Our aim is to embed and develop a culture were bullying type behaviour is not tolerated. ​  
​  
The purpose of this policy is to define bullying type behaviour, outline roles and responsibilities, clarify the preventative curriculum, highlight processes for reporting, explain recording formats and depict effective responses to bullying type behaviour. ​  
​​  
Bullying type concerns relating to school staff, other staff or parents is managed through our visitor's policy. ​  
​  
If you are unsatisfied with the school response regarding a bullying type concern, complaints should be managed in line with the school’s complaints policy accessible on the school website or by request from the school office.

***Context***

This policy takes account of specific Legislation and Education Authority/Department of Education guidance (Appendix 1)

***Ethos and Values***

Newry High School is a nurture based and caring school whose ethos permeates the life of the school. We recognise the uniqueness of every pupil and celebrate the diversity of all the young people within our community.

* *We acknowledge the fundamental dignity of each person and aim to promote respect for self, for others, the school, the wider community, and the environment.*
* *We aim to create a safe, stable, and harmonious atmosphere within which the values of truth, trust, freedom, and responsibility are honoured.*
* *Within the context of a purposeful learning community, and recognising the uniqueness of everyone, we aim to offer a curriculum which enables every student to reach their full potential; academically, socially, and aesthetically.*
* *We endeavour to equip all pupils with the self-confidence and skills which will enable them to make informed and responsible choices in life and appreciate the value of the contribution they can make to society.*
* *We encourage parental support in promoting the ethos and aims of the school and in building up the life of the school community.*

**At Newry High School we value:**

**Respect**

We expect all members of our school community to take full account of other people’s views and feelings: always remembering that individuals have responsibilities to other people. Considerate behaviour, trust, courtesy and cooperation are all elements of this key value. We expect everyone to work together and develop positive relationships.

**Responsibility**

We expect all members of our school community to think for themselves and act morally. We expect students to learn to take more responsibility for their own learning as they become young adults.

**Excellence**

We expect to achieve the highest possible standards in all areas of our work with parents and students. We will strive for continuous improvement in all that we do through effective and rigorous self-evaluation.

We, therefore, aim to create an inviting and positive student centred learning environment where individuals are valued for their own personal strengths. We expect students to take pride in our school, show a ‘can-do’ attitude and be fully committed to all aspects of school life.

***Links to Other Policies***

This policy should be read in conjunction with the wider pastoral care and safeguarding suite of policies. In the development and implementation of this Addressing Bullying Policy, and to ensure consistency, the Board of Governors has been mindful of all the related policies, including:

* *Promoting Positive Behaviour Policy*
* *Pastoral Care Policy*
* *Safeguarding and Child Protection Policy*
* *Special Educational Needs Policy*
* *Pupil Attendance Policy*
* *Health and Safety Policy*
* *Acceptable use of IT Policy*
* *Electronic Device Policy*
* *Educational Visits Policy*
* *Staff Code of Conduct/Staff Handbook*

These policies are available to view on the school website or by request from the front office.

***Consultation***

We value the views and contributions of our school community, and actively seek these views, respecting and taking them into account. Therefore, this policy was created by the Board of Governors, following consultation with pupils, parents/carers, and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

**Pupil consultation involved:** Anti-Bullying Ambassadors (April 2024)

**Parents & carers consultation involved:** Emailed via SIMS InTouch (October 2024)

**Staff consultation involved:** Staff Training and Pastoral Care Meeting (August 2024)

***Section 2: What is Bullying Type Behaviour?***

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used to assess all allegations and incidents reported.

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| **Addressing Bullying in Schools Definition of “bullying”:** |
| **(1) In this Act “bullying” includes (but is not limited to) the repeated use of—**  **(a) any verbal, written or electronic communication,**  **(b) any other act, or**  **(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.**  **(2) For the purposes of subsection (1), “act” includes omission.** |

**Language aligned to the Addressing Bullying in Schools Act 2016**

* Refer to the behaviour not the pupil.
* Instead of ‘bully’ refer to **pupil displaying bullying type behaviour.**
* Instead of ‘victim’ refer to **pupil experiencing bullying type behaviour.**
* Instead of 'inappropriate behaviour' refer to **socially unacceptable behaviour.**
* ‘Perpetrator’ is not an acceptable term.

Criteria for assessing allegations of bullying type behaviour are outlined below:

***Table

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The Legislation acknowledges that occasionally a ***One-off Incident*** will be considered as bullying type behaviour, pending the severity and significance of the incident, evidence of pre-meditation, significant level of physical/emotional impact on individual/s and the wider community.​ A one-off electronic communications, can constitute bullying type behaviour through repeated viewing and sharing of a post.

***Omission*** must also be considered when addressing all bullying type concerns. This is where a pupil/s is or are deliberately left out, and where there is a wilful failure to include a pupil/s in a game or activity. Pupils don't have to be friends, but friendly.

***Imbalance of power*** is not included within the legal definition (Act 2016) However, when ***someone seen with lesser power***, is identified as an object of attention, attack or is targeted, this factor must be considered to determine whether bullying type behaviour has occurred.

***Socially Unacceptable Behaviour***

The following are examples of socially unacceptable behaviours, which, when repeated, targeted, intentional and harm causing, may be considered as bullying type behaviour:

|  |  |
| --- | --- |
| **Verbal or Written acts** | * saying mean and hurtful things to, or about, others * making fun of others * calling another pupil mean and hurtful names. * telling lies or spread false rumours about others. * try to make other pupils dislike another pupil/s |
| **Physical Acts** | * Hitting * kicking * pushing * shoving * material harm, such as taking/stealing money or possessions or causing damage to possessions |
| **Omission**  **(Exclusion)** | * Leaving someone out of a game or activity * 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 (eg. photographs or videos) online to embarrass someone |

*(The list is not exhaustive and there are other behaviours which may be considered socially unacceptable/bullying type behaviour)*

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.

*(Guidance from DE).*

**Signs of bullying might include:**

* *Unwillingness to come to school.*
* *Withdrawn, isolated behaviour.*
* *Complaining about missing possessions.*
* *Refusal to discuss the problem.*
* *Easily distressed.*
* *Damaged or incomplete work.*
* *Phantom illnesses involving being sent home from school.*
* *Actual illnesses caused by stress, lack of sleep, changes in eating habits.*
* *Attempts to inflict harm on themselves.*

This list is not exhaustive.

**DISCRETION:**

The 2016 Act requires schools to consider the following when assessing whether an incident/s meet the legal definition of bullying type behaviour:

* *pupil/s capacity to understand the impact of their behaviour.*
* *developmental age*
* *Additional needs, SEN, behaviours displayed whether they be diagnosed or undiagnosed (E.g.- SBEW, ASD, FASD, MLD, etc.)*
* *Individual challenges (E.g.- family circumstances, trauma, etc.)*
* *Levels of resilience.*

**All behaviour is communication to be addressed through a child/young person lens, for both those displaying and experiencing socially unacceptable/bullying type behaviour, no label or blame will be put on any individual. We will address all incidents in a relational, solution focused manner aligned to Safeguarding and SEND.**

***Methods & Motivations of Bullying Type Behaviour***

Individuals who display bullying type behaviour may have various methods and motives. Some examples are, but not limited to:

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***Section 3: Preventative Measures***

Legislation reinforces the importance of preventative measures. In Newry High School we aim to create and maintain a safe learning environment. We will put measures in place to prevent, address and support bullying type behaviour within our school and wider community. There follows some of the key actions that will be taken forward, to creating a safe, relational, nurturing learning environment.

Examples of these include:

* *Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy (E.g.- PSE, assemblies, Pastoral Focuses, etc.)*
* *Promotion of addressing bullying type behaviours through the curriculum. E.g.- inclusion of age-appropriate material specific to individual subject areas related to socially acceptable, positive behaviour and inclusion.*
* *Addressing issues such as the various methods, motivations, signs, and symptoms of bullying type behaviour including how and why it can happen, through PSE periods and other curriculum areas (E.g.- sectarian, racist, homophobic, transphobic, disablist, etc.)*
* *Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference, diversity, and equality (E.g.- Shared Education, LLW, etc.).*
* *Through the preventative curriculum actively promoting positive emotional health and wellbeing.*
* *Engagement in key national and regional campaigns. (E.g.- Safer Internet Day, Anti-Bullying Week, etc.)*
* *Development of effective strategies for pupil supervision outside the classroom. (E.g.- training for staff and provision of a variety of recreational options and designated areas to meet the needs of all pupils).*
* *Development of peer lead systems to prevent bullying (E.g.- Mental Health Champions, Student Council, Anti-Bullying Ambassadors, etc.)*
* *Focused assemblies to raise awareness and promote understanding of key issues related to socially unacceptable and bullying type behaviour.*
* *Development of effective strategies for the management of unstructured times (E.g.-. break, lunch and moving between lessons)*
* *Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. (For example, sporting activity, creative arts, leisure, and games).*
* *Mechanisms in place for reporting issues relating to bullying in school and on school website.*

Under the legislation, all schools must put measures in place, to prevent and address the display and experience of bullying type behaviour on the ***journey to and from school***. To this end, we in Newry High School aim to:

* *Promote and develop a culture where our pupils take pride in our school and are viewed as ambassadors for Newry High School within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.*
* *Empower all our pupils to challenge any socially unacceptable/bullying type behaviour among their peers, during the journey to and from school. This includes the implementation of peer monitoring systems on buses and for those walking.*
* *Continue to engage with transport providers (Translink, EA Transport, taxi companies, etc.) to ensure effective communication and the early identification of any concerns.*
* *Promote key addressing bullying messages and awareness of behaviour expectations of pupils amongst the local community, including information on how to raise any concerns with the school.*
* *Deploy staff to support the transition from school day to journey home (E.g.- staff duty at school gate/bus stops, where appropriate)*

The legislation gives schools the authority to take steps to prevent and address ***bullying type behaviour using electronic communication,*** amongst registered pupils at any time during term. Where that behaviour is likely to have a detrimental effect on the pupil’s education and social behavioural emotional well-being in school. We, in Newry High School are committed to raising awareness of the impact of online bullying type behaviour and seek to support our pupils to make use of the internet in a safe, responsible, and respectful way. We aim to do this via our preventative approaches:

* *Address key themes of online behaviour and risk through our curriculum (ICT, PSE and general use of ICT across the school curriculum)*
* *Engage with key statutory and voluntary sector agencies (E.g.- C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum, other safeguarding services, etc.) to support the promotion of key messages.*
* *Participate in annual Safer Internet Day and the promotion of key messages throughout the year.*
* *Develop and implement robust and appropriate policies in related areas (Positive Behaviour Policy, Pastoral Care Policy, Safeguarding Policy, Acceptable Use of ICT Policy, Electronic Device Policy, etc.)*

The Addressing Bullying Policy is one of several policies in the wider pastoral care and safeguarding suite of policies. As such, it is essential that these policies align and provide a consistent message. The measures set out here, to prevent bullying type behaviour using electronic communication. Given the nature of technology, as constantly changing, and developing, we aim to monitor policies and make changes when necessary.

**Responsibility**

At Newry High School, we believe that everyone has responsibility for creating a safe and supportive learning environment for all members of the school community and as such, 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 in Newry High School 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.*

***Section 4: Rights, Roles, and Responsibilities***

We believe that all members of our school community have the right to a safe, supportive, learning environment. We all have a role and responsibility to prevent and address bullying type behaviour in any form. Everyone must work together as outlined in the table below:

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***Section 5: Statutory systems and processes for reporting, responding, and recording.***

All concerns raised and/or allegations reported, by any member of the school community will be acted upon. There are several channels for raising a concern:

***Pupils Reporting a Concern:***

Pupils may report bullying type concerns in the following ways:

* *Verbally to a member of staff*
* *By writing a note*
* *Whisper Box*
* *By sending an email*
* *Using the Whisper button on the school website*

It should be noted that ***ANY pupil*** can raise a concern, not just the pupil who is experiencing the behaviour. Pupils should not view this as ‘telling’, the focus should be on ‘getting help’. All pupils are encouraged to ‘talk’ if they have a concern about socially unacceptable/bullying type behaviour that they experience, display or witness.

***Parents/Carers Reporting a Concern:***

Parents/carers may report bullying type concerns in the following ways:

* *In the first instance, all bullying type concerns should be reported to a member of the school’s pastoral team. In the first instance, this should be the child’s Tutor and/or Head of Year.*
* *If dissatisfied with the response, parents/carers can report to the Senior Teacher for Pastoral Care (Mrs Dunn) or the Vice-Principal (Mr McKee).*
* *If you remain dissatisfied report to the Principal (Mr Brown).*
* *Where the parent/carer remains unhappy the school’s complaints policy and procedure should be followed. This policy is available on the school website, or by contacting the office*.

While most bullying type concerns will come from pupils and their parents/carers, the school is open to receiving such reports from anyone within the school and wider community.

All reports of bullying type concerns received from pupils and/or parents/carers will be responded to in line with legislative processes as outlined in this policy. It must be noted that **no information about action taken in relation to a pupil can be disclosed to anyone other than the individual pupil and their parents/carers.**

***Responding to and Recording a Bullying Concern (Appendix 2, 3 & 4)***

Concerns raised will be responded to using the ***legislative flow chart*** and will be assessed against the legal definition using the ***Bullying Concern Assessment Form*** (Part 1 and 2).  If the legal definition and criteria are met, the school will proceed to part 3 of the Bullying Concern Assessment Form with supports and interventions. The effectiveness of the supports will be monitored through the completion of the Bullying Concern Assessment Form (Part 4).​

If, however, on investigation, the incident reported does not meet the legal definition having completed the Bullying Concern Assessment Form (Part 1 and 2). Support will be implemented via the positive behaviour policy and the suite of pastoral, safeguarding and SEN policies.​

Digital records of the Bullying Concern Assessment Form will be stored securely within the schools C2K folders. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The Senior Pastoral Care Team will have oversight of these records.

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.

The principal will report all bullying type incidents to the board of governors to support the ongoing review of preventative and responsive approaches. These reports will be anonymised and include general data. Board of Governors will only discuss specific pupils involved in a case if a formal complaint has been forwarded in writing to the school by the parent.

***Professional Development of Staff***

The school recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. The school is committed to:

* *ensuring that staff are provided with appropriate opportunities for professional development as part of the school’s ongoing CPD/PRSD provisions.*
* *noting the impact of the training given on both the policy and its procedures - E.g.- any amendments made, inclusions added, etc.*
* *ensuring that opportunities for safeguarding training are afforded to Governors and all staff, teaching, and non-teaching.*
* *Staff CPD records will be kept and updated regularly.*

***Monitoring and Review of Policy***

It is the responsibility of the Board of Governors, in liaison with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

* *maintain a standing item on the agenda - incidents of bullying type behaviour will be noted.*
* *identify trends and priorities for action.*
* *assess the effectiveness of strategies aimed at preventing bullying type behaviour.*
* *assess the effectiveness of strategies aimed at responding to bullying type behaviour.*

**Useful Contacts for Parents/Carers and students**

* *Addressing Bullying in Schools Implementation Team (Education Authority)- : 02838314947 /* [*www.eani.org.uk*](http://www.eani.org.uk/)
* *Kidscape: – 0207 730 3300: 152 Buckingham Palace Road, London SW1W 9TR.*
* *This charitable organisation provides free literature for parents, victims and schools.*
* *Get Connected – 0800 096 0096: A free confidential helpline for young people that will help them get in touch with the right people to help them.*
* *The Samaritans: - 028 3026 6366 or 08457 909090*
* *ChildLine: - 0800 1111. Provides support/advice for children and parents.*
* *Contact Youth Counselling Services: Free phone Youthline 0808-8088000 or 028 9045 7848*
* *NSPCC: - 028 9035 1135*
* *NSPCC Helpline: - 0808 800 5000*
* *Northern Ireland Anti-Bullying Forum:* [*http://www.endbullying.org.uk*](http://www.endbullying.org.uk/) *(This service does not operate a helpline)*

It is a legal requirement that the Addressing Bullying Policy be reviewed at intervals of no less than four years and following any incident, which highlights the need for such a review. It must also be reviewed when directed to by the Department of Education following new guidance. As such, the Addressing Bullying Policy will be reviewed as required, in consultation with the school community, on or **August 2028**.

**Signatures:**

|  |  |  |
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| **Role** | **Name** | **Signature** |
| **Chair of the Board of Governors** | Mr Colin Whiteside |  |
| **Principal** | Mr Iestyn Brown |  |
| **Vice Principal** | Mr Craig McKee |  |
| **Senior Teacher (Pastoral Care)** | Mrs Clare Dunn |  |
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**Section 6- Appendixes**

**Appendix 1*:***

**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)](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 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)

***Appendix 2: Legislative processes guidance flow chart***

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**Appendix 3:**

**Bullying Concern Assessment Form (BCAF)**

**Part 1- Assessment of Concern**

#### 

**Incident Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pupils Involved** | **Role** | **Incident Date** | **Gender** | **DOB** | **Year and Reg** |
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| --- | --- | --- | --- |
| **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** | **Year Group / DOB** |
| Person(s) reporting concern |  |  |  |
| Name of pupil(s) experiencing alleged bullying type behaviour |  |  |  |
| Name of Pupil(s) demonstrating alleged bullying type 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.   |  |  |  | | --- | --- | --- | | 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** |  |

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| **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 TYPE BEHAVIOUR:**  **Pupil Name: Year Group/Class:**  **REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR** |
| **Parent/ carer informed: Date: By whom:**  **Staff Involved:** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Date** | **Stage on Code of Practice** | **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 |
| **RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING TYPE 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** | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | --- | | **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 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:** | |
| **School** | **Signed:**  **Date:** |
| **Parent** | **Signed:**  **Date:** |
| **Pupil** | **Signed:**  **Date:** |

**Appendix 4:**

**Effective Responses, Support, and Interventions (Level 1 & 2)**

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| --- | --- |
| **Level 1: Low Level**  Explicitly teach expectations.  Visual reminder of key expectations  Weekly emotional literacy lessons  Use of praise and rewards  Explore friendship as a topic or discussion.  Develop a therapeutic environment though e.g. art, play  Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens.  Play group games, lego therapy to encourage positive interactions.  Circle time  Explore the importance of empathy and kindness.  Social skills/stories and emotional literacy work  Solution focussed meeting with parent.  SEND Code of Practice - Consider a PLP  Device a seeking help plan.  Circle of friends’ activity  Alternative arrangements for unstructured time  Alternative arrangements for travelling to and from school.  Worth a rethink activity  Boxall  Other | **Level 2**  Social skills sessions to remind of positively framed expectations/routines.  Visual reminder of key expectations  Emotional literacy/Social Thinking programmes  Specific and targeted use of praise and rewards  Partner with a positive role model  Interventions focused on emotional well-being/literacy with elements of resilience work.  Reflective time with a key adult  Use role plays and problem-solving scenarios to practice and model appropriate social skills.  Integrate with unfamiliar children in a small group setting to build new friendships.  Praise and rewards for working alongside other students.  Build in opportunities for help to be requested.  Use visuals such as the Blob Tree poster.  Referral to community-based organisations e.g. Reach mentoring etc  Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc  Quality Circle  SEND Code of Practice - Consider PLP  Access School Counselling Service  Mediation  Team around the child  Conflict Resolution  Upstander and by-stander work with groups of students  Other |

**Effective Responses, Support, and Interventions (Levels 3 and 4)**

|  |  |
| --- | --- |
| **Level 3**  Create opportunities for small group games/activities to be extended to accommodate additional people.  Offer the young person opportunities to take responsibility for younger peers under supervision.  Small group work to allow interaction between peers.  Interventions focusing on emotional wellbeing/literacy with elements of resilience work.  Intervention sessions with a focus on appropriate self-management/self-regulation  Regular check-ins with key adult  Intervention programme on the importance of empathy and kindness towards others  Social skills sessions to remind the young person of socially acceptable behaviour.  Provide opportunities to work one to one with a supportive adult.  Group work facilitated by an adult, to focus on reciprocal conversations.  Attend nurture.  Review and update PLP  Complete Risk Reduction Action Plan (RRAP)  PIKAS method of Shared Concern  Referral to external agencies/support programmes  Social and emotional mentoring  Multi-disciplinary meeting  Class/timetable changes | **Level 4: High Level**  Assign a mentor  Be aware of and implement strategies to prevent triggers impacting.  Practice positive reflection  Reflect on difficulties of situations with key worker/mentor.  Acknowledge and celebrate small step.s  Intervention and emotional well-being support with a particular focus on self-regulation  Work in small groups on social strategies  Refer to Child Protection Support Services CPSS  Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc  Progress to the next stage of Code of Practice  Carry out early Annual Review  Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc  Refer to Independent Counselling Service for Schools ICSS  Other |