**St. John the Baptist P.S.**

**Anti-Bullying Policy**

**Labels**

We are keen to avoid labelling individual children and describe situations using language such as “a bullying incident “.

In the past, reference would have been made to a bully and to a child who is being bullied. The terminology has changed to:

‘a child who is experiencing bullying behaviour’

‘a child who is displaying bullying behaviour’

We believe that the emotional damage caused to those who are targeted by bullying, as well as those displaying bullying behaviour themselves, can be extensive and long lasting.

It is therefore our aim to create a safe environment for all, where we all respect each other and are tolerant of each other’s differences.

**PRINCIPLES**

* Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
* The welfare/well-being needs of all children and young people are paramount and pupils’ needs (whether pupil displaying bullying behaviour or pupil experiencing bullying behaviour) need to be separated from their behaviour.
* When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
* Pupils who are targeted will be listened to and supported.
* Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
* Where a concern arises, staff will receive on-going support from Senior Leadership Team with Pastoral responsibility. Training will be provided for staff on how to deal with bullying incidents.
* Parents will be made aware of our school’s practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

**Section 1**

**Aims of this Policy**

The aims of this policy are to:

* Prevent or reduce bullying behaviour in any form.
* Adopt a consistent approach to dealing with incidents of bullying behaviour.
* Create an emotionally safe environment where positive relationships can develop.
* Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

This policy has been developed consistent with:

* Addressing Bullying in Schools Act (NI) 2016
* The Children’s (NI) Order 1995
* The Education and Libraries (NI) Order 2003
* Pastoral Care in Schools: Promoting Positive Behaviour 2001
* Measures to Prevent Bullying in DE Circular 2003/13
* Safeguarding and Child Protection: A guide for schools (2017)
* The United Nations Convention on the Rights of the Child (UNCRC)
* Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003.

Specific articles of the legislation referring to the welfare and protection of pupils include the following:

Article 17 – Duty to Safeguard and Promote the Welfare of Pupils

Article 18 – Child Protection Matters

Article 19 – School Discipline: Measures to Prevent Bullying

‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)

‘Pastoral Care in Schools: Child Protection’ (1999)

Close attention was also paid to the Northern Ireland Anti-Bullying Forum’s *‘Effective responses to bullying behaviour’*

**Definition**

The term bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

* It is usually, but not always, repetitive and persistent
* It intentionally hurts, harms or adversely affects the rights and needs of another or others.
* It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
* It causes distress

**The definition of bullying adopted by this school is:**

**Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.**

**Methods of Bullying**

“Bullying” includes (but is not limited to) the repeated use of—

**(a) any verbal, written or electronic communication,**

These methods can be described as, but are not limited to, saying, writing or using online contact and platforms to:

* say mean and hurtful things to, or about, others
* make fun of others
* call another pupil mean and hurtful names
* tell lies or spread false rumours about others
* try to make other pupils dislike another pupil/s
* extort from, blackmail or exploit another.

**(b) other methods of bullying behaviour commonly include physical bullying and can be described as, but are not limited to:**

* hitting
* kicking
* pushing
* shoving around
* locking a pupil/s inside a room, locker etc.
* material harm such as taking/stealing money or possessions
* other direct/indirect acts

**(c) omission**

Bullying behaviour include omission. This includes where a pupil is intentionally left out (e.g. ‘they stopped him playing with them’) and where there is a wilful failure to include a pupil (e.g. ‘they purposefully did not ask him to join the game’). Other examples include a pupil being excluded or left out of:

* a group of friends
* activities
* games
* group work in class

Exclusionary bullying behaviours are as serious as other verbal or physical acts.

**(d) Cyber Bullying**

The use of electronic communication as a method of bullying behaviour is most commonly identified as cyber bullying. Cyber bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and online platforms.

Staff at St. John the Baptist Primary School are aware that pupils may be subject to cyber bullying via electronic methods of communication both in and out of school. This form of bullying is addressed within our school’s Anti-Bullying Policy, Pastoral Care Policy as well as the e-Safety Policy.

Cyber Bullying can take many different forms and guises including: (taken directly from our e-safety policy)

* Email – Nasty or abusive emails which may include viruses or inappropriate content.
* Instant Messaging (IM) and Chat Rooms- Potential to transmit threatening or abusive messages perhaps using a compromised or alias identity.
* Social Networking Sites – Typically includes the posting or publication of nasty or upsetting comments on another user’s profile.
* Online Gaming – Abuse or harassment of someone using online multi-player gaming sites.
* Mobile Phones – Examples can include abusive texts, video or photo messages.
* Abusing Personal Information – May include the posting of photos, personal information, fake comments and blogs or pretending to being someone online without that person’s permission.

Whilst cyber-bullying may appear to provide anonymity for the pupil displaying bullying behaviour, most messages can be traced back to their creator and pupils should be reminded that cyber-bullying can constitute a criminal offence. While there is no specific legislation for cyberbullying, the following legislation covers different elements of cyber-bullying behaviour:

* Protection from Harassment (NI) Order 1997
* Malicious Communications (NI) Order 1988
* The Communications Act 2003

At St. John the Baptist Primary School, pupils are encouraged to report incidents of cyber-bullying to their parents and the school. If appropriate the PSNI may be informed to ensure that the matter is properly addressed and the behaviour ceases. The school will keep records of cyber- bullying.

***(e) any combination of those***

This policy acknowledges that various methods of bullying behaviour can occur separately or together.

**NB – None of the above lists are exhaustive**

**Unacceptable behaviour**

Not all unacceptable behaviour is bullying behaviour. Behaviours such as name-calling, being hit or punched, being excluded or isolated are unacceptable and, when not assessed as bullying will be addressed through the school’s Positive Behaviour Policy, Safeguarding Policy or Suspensions and Expulsions Policy.

**Bullying behaviours are not limited to repetition**

The 2016 Act does not require repetition for behaviours to be defined as bullying. On some occasions, a stand-alone act can be categorised as bullying behaviour.

One-off incidents will, at times, be treated as incidents of bullying behaviour. The school alone will assess whether the incidents will be addressed through the Anti-Bullying Policy or Positive Behaviour Policy.

The criteria used in making such a decision may include:

* 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

This is not an exhaustive list.

When alleged incidents fail to meet the criteria for bullying behaviour, the school will use the Positive Behaviour Policy to address unacceptable behaviour.

**Intention to Cause Harm**

***Intent – definition***

*The aim or purpose of causing physical or emotional harm to a pupil or group of pupils.*

In determining intent to cause harm, the staff and BOG will use their discretion in assessing an individual pupil’s capacity to understand the impact of their behaviours, e.g. due to development age, disability or delay.

***Harm - definition:***

1. Emotional or psychological harm means intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil’s self-esteem.
2. Physical harm means intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

When categorising an alleged example of bullying behaviour, the school will aim to determine the intention of the pupil allegedly demonstrating bullying behaviours to cause harm. This will include, for example, intention to harm being determined by the continuation of identified bullying behaviour after the school has implemented interventions to respond to the situation, resolve the concern and restore the relationships.

**Section Two – Roles and Reponsibilities**

1. Board of Governors

The Board of Governors of St. John the Baptist Primary School offer their full support to the staff in ensuring that pupils have every opportunity to develop their full potential within a caring and stimulating learning environment.

The governors have oversight of the Anti-Bullying Policy and ensure its effective implementation. They strive to ensure a whole school anti-bullying approach, communicating effectively with the school senior leadership team who create and implement policies.

The Governors demonstrate this by:

* including a standing item on the agenda of each meeting of the Board of Governors where a report on bullying is presented
* recording in the minutes of each BOG meeting the numbers of recorded incidents of bullying, including method, motivation and how the incident was addressed
* keeping record of how pupils, parents/carers, teachers and governors are consulted if and when changes are made to the Anti-Bullying Policy
* Identifying trends and patterns to inform further development of policy and practice
* Providing written responses to relevant pupils or parents/carers, when appropriate.
* reviewing the Anti-Bullying Policy at least every 4 years or sooner, if directed by the Department of Education or ETI
* setting out how the school’s anti-bullying policy and practice will be reviewed.

1. Senior Leadership Team (SLT):

* Liaise with BOG in relation to formulation and implementation of the policy
* Support staff in understanding and implementing the policy
* Keep up to date with government/departmental advice which may affect policy and practice
* Ensure proper implementation of the policy.

1. Pupils:

* Report all incidents of bullying (if a child is being bullied or is another pupil is being bullied – TELL SOMEONE)
* Follow the school’s rules.
* Avoid inappropriate behaviour which might be considered as bullying.
* Be respectful and supportive to others.

1. Parents / Carers:

* Work in partnership with the school.
* Advise their children to report any concerns to a member of staff.
* Discourage behaviours which might be considered as bullying.
* Stress to their children that retaliation is not helpful.
* Contact the School Secretary to arrange an appointment with the child’s class teacher to discuss concerns.
* Co-operate 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 children who are experiencing bullying behaviour and for the pupils who are displaying bullying behaviour.
* Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

1. School Staff:

* Foster self- esteem, self- respect and respect for others
* Demonstrate by example the high standards of professional and social behaviour we expect of our pupils
* Educate the pupils about bullying, so pupils learn about the damage it causes and the importance of telling the teacher
* Be alert to the signs of bullying
* Respond to any bullying incident
* Attend to the necessary record keeping in a scrupulous manner and keep evidence
* Implement strategies / interventions, monitor and evaluate their effectiveness and outcomes

**Application of this Policy**

The policy will be applied with a view to preventing bullying involving a registered pupil in the school:

1. **on the premises of the school during the school day*;***

* school premises includes all buildings on the grounds, playgrounds, car parks, education /private buses involved in any transport related to school life

1. **while travelling to or from the school during the school term;**

* while pupils are travelling to and from school during the school term, they must follow the school’s code of conduct

1. **while the pupil is in the lawful control or charge of a member of the staff of the school e.g.**

* school trips, including Shared Education experiences
* external events

1. **Education provision arranged on behalf of the school and provided away from the school premises e.g.**

* Another school, college or education centre
* Alternative Educational Providers/Education Other than at School centres
* Home (Exceptional Teaching Arrangements)

**Review**

The anti-bullying policy will be reviewed at least once every 4 years.

To inform this review, Governors will review the records of alleged bullying incidents, including:

* the number of bullying incidents and the number of alleged bullying incidents not progressed under the Anti-Bullying Policy
* The type of bullying (method)
* The motivation behind the bullying incidents
* How long the bullying went on
* The responsive intervention(s) employed
* The effectiveness of the intervention(s)
* The proportion of bullying situations which were successfully resolved.

The Board of Governors should also review:

* The number and type of whole school/class preventative measures
* The impact of the policy and practice within the whole school
* The number of pupils, parents and school staff who feel that the school is now a safer environment as a result of anti-bullying policy and practice.

Governors may review the anti-bullying policies at intervals shorter than every four years, for example:

* when there has been a serious incident of bullying behaviour
* when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy
* in response to a recommendation by the Education and Training Inspectorate (ETI)
* in response to relevant circulars from the Department of Education (DE)

The school will involve, listen to and be influenced by the voice of pupils, parents/carers, teachers, other staff and governors when reviewing the policy. Consultations will monitor, evaluate and review the Anti-Bullying Policy to improve effectiveness. All reviews will bear in mind the most up-to-date advice from DE.

These consultations could be undertaken by means of:

* Staff meetings
* Circulating a discussion paper with options for governors to vote on proposed amendments to the policy
* Circulating a survey for pupils, parents/carers, teachers and governors to seek and act upon their views
* Facilitating an engagement event for pupils to seek and act upon their views in a meaningful way (e.g. School Council or through a pupil survey).

**Availability of policy**

The anti-bullying policy will be available to all parents/carers:

* On the school website
* On request from the school office
* At parent teacher meeting once every 2 or 3 years

For children:

* In homework diary (shortened version) setting out what is expected of pupils and what to do if they have a bullying concern.
* Via child friendly pamphlet

**Cyber bullying**

When deemed necessary, the school will take action to prevent cyber bullying which is taking place outside school, but which is likely to have an impact on the pupil’s education in school. While the school has the option to take action, it does not have a duty to do so. Any incidents of online bullying which take place in school during the school day, while travelling to or from school during the school term, while the pupils is in the lawful control or charge of a member of the staff of the school, or while in education provision on behalf of the school away from the school premises will be addressed through the Anti-Bullying Policy.

**Section 3: Recording incidents of bullying**

The Board of Governors will ensure that **all** incidents that are reported as bullying are recorded. The school has a fully transparent system so that reported incidents can be taken forward in line with the school policy and can be traced through the system as having been resolved by the school.

The school will record whether the alleged incident of bullying is confirmed and responded to through the Anti-Bullying Policy, or if the alleged incident is responded to under another policy. The school will gather information on how many alleged incidents were reported and how many are confirmed incidents of bullying.

When recording details of a bullying incident we will ensure the identities of any child or young person involved are protected. Any reports provided to Boards of Governors, to allow them to fulfil their obligations under the Act, will be suitably anonymised.

**Procedure for recording details of an alleged bullying incident.**

A written record must be kept, using SIMS, and should:

1. state what, from all of the circumstances, appears to be the motivation of the incident;
2. state the methods of bullying, as defined by section 1; and
3. include information about how the incident was addressed.

For the purposes of subsection (i), **motivation** may, for example, relate to—

1. differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status;
2. differences between persons with a disability and persons without;
3. differences between persons with dependants and persons without;
4. differences between persons based on gender reassignment;
5. differences between persons based on pregnancy.

The motivation behind the bullying behaviour will be recorded by the school.

Motivations behind bullying behaviour are wide ranging. Motivations include, but are not limited to:

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

The Department of Education may by order subject to negative resolution amend the list of “motivations.”

When an alleged incident of bullying behaviour occurs, the following documentation / advice will be used to record it:

* Bullying Concern Assessment Form

This is an online document in the C2k SIMS module. All relevant information will be tagged to the profiles of children experiencing bullying behaviour and displaying bullying behaviour.

**Relevant and associated school policies include:**

Child Protection (including the overview pamphlet distributed to all families biennially)

Pastoral Care

Positive Behaviour

Health and Safety

Safe Handling

Intimate Care

Critical Incident

PDMU

Special Educational Needs

Guidance for Staff on the use of Reasonable Force/Safe Handling of Children

**Monitoring and Evaluation**

The Principal in consultation with staff, pupils and parents. ~~It has been approved by the Board of Governors~~ and it is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy. This policy will be updated at least every 4 years or on the direction of the Department of Education.

Appendix A - Bullying Concern Assessment Form (BCAF)

**Incident Date:**

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

|  |  |
| --- | --- |
| **Incident** | **Comments** |
|  |  |

**PART 1**

|  |  |  |  |
| --- | --- | --- | --- |
| ASSESSMENT OF CONCERN Date: Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:  *“bullying” includes (but is not limited to) the repeated use of —*  *(a) any verbal, written or electronic communication*  *(b) any other act, or*  *(c) any combination of those,*  *by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.* | | | |
|  | **Name(s)** | **Gender**  M / F | **DOB/Year Group** |
| Person(s) reporting concern |  |  |  |
| **Check records for previously recorded incidents** | | | |

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

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

**One-off Incident**

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

|  |
| --- |
| **2.1 Who was targeted by this behaviour?**  Select one or more of the following:  Individual to individual 1:1  Individual to group  Group to individual  Group to group |
| **2.2 In what way did the bullying behaviour present?**  Select one or more of the following:  Physical (includes for example, jostling, physical intimidation, interfering with  personal property, punching/kicking)  Any other physical contact (which may include use of weapons)  Verbal (includes name calling, insults, jokes, threats, spreading rumours)  Indirect (includes omission, isolation, refusal to work with/talk to/play with/help  others)  Electronic (through technology such as mobile phones and internet)  Written  Other Acts - Please specify: |
| **2.3 Motivation (underlying themes): this is not a definitive list**  Select one or more of the following:  Age  Appearance  Cultural  Religion  Political Affiliation  Community background  Gender Identity  Sexual Orientation  Family Circumstance (marital status, young carer status)  Looked After Status (LAC)  Peer Relationship Breakdown  Disability (related to perceived or actual disability)  Ability  Pregnancy  Race  Not known  Other – Please specify: |

**PART 3A**

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

**PART 3B**

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

**PART 4**

|  |  |
| --- | --- |
| **REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**  Date of Review Meeting:  **Part 4A** **Following the Review Meeting, to what extent have the success criteria been met?**  1 – Fully  2 – Partially  3 – Further intervention/support required  Give details:  **Part 4B If the success criteria have not been met, continue to:**  Re-assess Level of Interventions and implement other strategies from an appropriate level  Track, monitor and review the outcomes of further intervention  Follow Anti-bullying policy  Keep under review the Stage of Code of Practice each pupil is on  Follow Safeguarding Policy  Seek multi-agency input (EA, Health and Social Services etc.)  Engage with Board of Governors | |
| **Agreed by:** | |
| **School** | Signed:  Date: |
| **Parent** | Signed:  Date: |
| **Pupil** | Signed:  Date: |

Appendix B

**Responding to a bullying concern;**

**Be calm.** It is important to be clear thinking and emotionally in control.

**Be positive.** Have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.

**Be assertive.** Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been bullied.

**Be Confident.** It is important to trust that you will be successful in implementing practices that can have on the pupil’s future behaviour. It is always helpful to focus on the behaviour, not the pupil.

- Ensure that the specific behaviour is in fact bullying behaviour as in policy.

- Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.

- Once the Incident Level has been determined, select one or more responses from ‘Choosing an Appropriate Intervention’ section of this policy.

1. Gather and clarify the facts.

2. Check:

* That the behaviour constitutes bullying behaviour as defined by school.
* Records for any previous incidents.

3. Complete Part 1 of the Bullying Concern Assessment Form (as per Appendix A)

4. On the basis of this initial assessment:

* Choose appropriate intervention from intervention levels
* Ensure effective communication amongst all parties.
* Consider the possible need for:
  + Parental involvement
  + Special Educational Needs Coordinator (SENCO) involvement
  + Risk Assessment
  + External agency involvement e.g. CPSS Child Protection Support Service for Schools.

5. Refer to the support materials provided on the intervention selected.

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

7. Record actions taken and outcomes achieved.

8. Review the outcomes to determine whether further action is required and progress accordingly.

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

* The nature of the bullying behaviour- for example teasing, excluding or hitting. There is a tendency to rate some bullying particularly violence as more serious than others. This can be a dangerous mistake and leave us vulnerable to ignoring ‘teasing or exclusion’.
* The frequency of the bullying
* The duration of the bullying behaviour
* The perceptions of the child being bullied – the seriousness of bullying can only be measured by the degree of distress suffered by the target.

Appendix C

**Choosing an Appropriate Intervention**

There is no one preferable intervention. Remember, the main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

In selecting an intervention the school will take account of:

* The level of severity
* The age and ability of those involved
* Whether an individual pupil is displaying bullying behaviour or is involved as part of a group
* The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
* The agreement of parents/carers
* 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 method
* Whether it is realistic to expect that the child experiencing bullying can be strengthened adequately to deal with the situation.

**Understanding the levels of Intervention**

Level 1 Interventions Low Level Bullying Behaviour

Interventions at this level are to help individuals to recognise/reflect on their unacceptable behaviour and to ‘get them back on track’ while listening to and supporting/strengthening the pupil(s) experiencing bullying. Never ignore low level bullying behaviour.

Staff should;

* Explain the inappropriateness of the behaviour
* Identify possible consequences if the bullying behaviour continues.
* Point out the level of distress experienced by the child experiencing bullying.
* Talk with the child experiencing bullying to explore whether in any way he/she has provoked the bullying behaviour.
* Help the bullied child to identify ways in which he/she may be strengthened and supported.
* Encourage reparation 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 a shift from individual work to group interventions. To be effective small group work needs:

* The consent and involvement of the child being bullied
* To be planned and timetabled, session length dependent on age and ability
* Parental/carer consent and agreement from participating pupils
* Carefully selected group membership
* To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
* Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
* Decisions and outcomes to be agreed and recorded e.g. on a flipchart
* To facilitate the development of empathy amongst pupils.
* A solution focused approach to the situation
* To provide opportunities for pupils to take responsibility
* Regular meetings of the group
* Regular meetings with the bullied pupil to assess on going effectiveness of agreed actions.
* To ensure regular feedback is given on agreed actions.

consider the need for a UNOCINI assessment for Family Support by the Health and Social Care Trust is required.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all. This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

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

Level 4 Interventions - High Risk Bullying Behaviour

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

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

A comprehensive booklet entitled ‘Effective Responses to Bullying Behaviour’ (NIABF) is available to all staff members.