



# Addressing Bullying Policy

| Date:         | Policy reviewed: | Policy amended: |
|---------------|------------------|-----------------|
| June 2021     |                  |                 |
| February 2024 | Yes              | Yes             |

**Date ratified by Board of Governors:**14th March 2024

## **NEWBUILDINGS PRIMARY SCHOOL**

### **ADRESSING BULLYING POLICY**

Newbuildings Primary School endeavours to provide a safe, secure, and supportive environment so that the academic, personal and social development of all our pupils is realised. We believe that appropriate pupil behaviour is essential in the creation of such an environment and regard bullying as unacceptable behaviour.

Our school community repudiates bullying of any kind, to any member or group of the school community, by any member of the school community.

#### **POLICY AIMS**

The aims of this policy are to:

- **Prevent or reduce bullying type behaviours in any form.**
- **Adopt a consistent approach to dealing with incidents of bullying type behaviours.**
- **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.**

#### **PRINCIPLES**

- **Pupils have the 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 a child is displaying bullying type behaviours or a child who is experiencing bullying type behaviours) 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 type 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 Managers with Pastoral responsibility. Training will be provided as required for staff on how to deal with bullying type behaviour 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.**

#### **THE LEGISLATIVE CONTEXT**

This policy is informed and guided by current legislation and DE Guidance listed below:

- **The Addressing Bullying in Schools Act (Northern Ireland) 2016**

- **The Education and Libraries Order (Northern Ireland) 2003 (A17-19)**
- **The Education (School Development Plans) Regulations (Northern Ireland) 2010**
- **The Children (Northern Ireland) Order 1995**
- **The Human Rights Act 1998**
- **The Health and Safety at Work Order (Northern Ireland) 1978**

#### **THE POLICY & GUIDANCE CONTEXT**

- **The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019) Commenced Sept. 2021**
- **Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)**
- **Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017/2020)**
- **Safeguarding Board and Child protection in Schools – A Guide for Schools DENI 2017/2020**
- **Effective responses to Bullying behaviour DE, EANI & NIABF (2022)**

#### **THE INTERNATIONAL CONTEXT**

Article 19 U.N. Convention on the Rights of the Child 1992 underpins this policy.

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

#### **PARTICIPATION AND CONSULTATION PROCESS**

This policy has been developed in consultation with pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (N.I.) 2016.

##### **PUPILS**

- Consultative workshops with pupils
- Class-based activities
- Whole school questionnaires distributed to all pupils: Foundation Stage, Key Stage 1, Key Stage 2.
- Our School Council meetings.

##### **PARENTS/CARERS**

- Questionnaires distributed to all parents/carers online in April 2021.

## WHAT IS BULLYING?

There are many definitions of bullying, but most have these factors in common:

- **Targeted** at a specific pupil or group of pupils.
- **Repeated**
- **Intentional**
- Causes **Psychological**, (Distress or anxiety intentionally caused by scaring, humiliating or affecting a pupil's self-esteem)
- **physical** (Intentionally hurting a pupil causing a pupil injuries such as bruises, broken bones , burns or cuts) and/or emotional harm.
- Omission (may not always be present)

In some instances the Act does not require repetition to be defined as bullying type behaviours. A significant **One – Off incident can be considered bullying type behaviour.**

To respond to bullying type behaviour in communities including schools the Addressing Bullying in Schools Act. 2016 commenced on 1 September 2021 in Northern Ireland.

**The agreed one legal definition to assess all reported allegations or incidents of bullying type behaviour in schools is:**

**Bullying type behaviour (includes but is not limited to) is mostly repeated verbal. written or electronic communication by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This can also include leaving someone out on purpose.**

### Bullying Type Behaviours

1. **Physical:** includes jostling, shoving, physical intimidation, punching/kicking, any other physical contact which may include use of weapons.
2. **Verbal** – includes name calling, insults, jokes, threats, spreading rumours.
3. **Social:** may include group manipulation, individual manipulation and controlling behaviour, imbalance of power.
4. **Indirect:** includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate.
5. **Cyber – bullying:** misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate.
6. **Written:** may include notes, posts-its, letters.

**MOTIVATION BEHIND BULLYING:** may include, but are not limited to...

- **Ability**
- **Age**
- **Appearance**
- **Breakdown in peer relationships**

- **Community background**
- **Family Circumstances (Young Carer status , pregnancy )**
- **Political affiliation/ sectarianism**
- **Gender / Gender identity/Perceived Gender identity**
- **Sexual orientation**
- **Cultural**
- **Religion**
- **Disability**
- **SEN**
- **Child Looked After (CLA) status/Care experienced.**
- **Economic status/Free School Meals**
- **Newcomer/Migrant status**

## **PREVENTATIVE STRATEGIES**

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy. Links to Jenny Mosley's Golden Rules.
- Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion.
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PD/LLW (e.g. sectarian, racist, homophobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school.
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (e.g. break time, lunch time)
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.

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

## **ROLES AND RESPONSIBILITIES**

Everyone has the responsibility to work together to:

- foster positive self-esteem.
- behave towards others in a mutually respectful way.
- model high standards of personal pro-social behaviour.
- be alert to signs of distress and other indications of bullying type behaviour.
- inform the school of any concerns relating to bullying type behaviour.
- refrain from becoming involved in any kind of bullying type behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying type behaviour.
- intervene to support any person who is experiencing bullying type behaviour unless it is unsafe to do so.
- report any concerns or instances of bullying type behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying type behaviour when it happens or is observed.
- explain the implications of allowing the bullying type behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who is displaying or experiencing bullying type behaviours, 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 a solution orientated manner to prevent recurring bullying type behaviour and meet the needs of all parties.

### **Pupils should:**

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

### **Parents should:**

- 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. (or contact the class teacher directly via Seesaw.
- Co-operate with the school, if their child/children are said to have displayed bullying type behaviour, try to ascertain the truth and point out the implications of bullying, both for the children who are experiencing bullying type behaviour and for them themselves.
- Accept their role in dealing with bullying type behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

### **Our Staff will:**

- Aim to create and maintain a safe, nurturing, learning environment.
- 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.
- Discuss bullying with our classes so pupils learn about the damage it causes and the importance of telling the teacher/adult.
- Be alert to the signs of bullying type behaviour.
- Respond to any alleged bullying incident.

### **WHEN RESPONDING TO A BULLYING TYPE BEHAVIOUR 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 displaying bullying type behaviour , but also make restitution with the child who has been experiencing bullying type behaviour.

**Be Confident.** It is important to trust that you will be successful in implementing supportive practices.

We believe that the only effective way of dealing with bullying type behaviour is for the whole school community (teachers, pupils, parents, ancillary staff, Board of Governors) to confront the issue and work together in a concerted way to establish a safe emotional and physical environment where bullying type behaviour cannot flourish.

## **REPORTING A BULLYING TYPE BEHAVIOUR CONCERN**

### **PUPILS**

Every child needs to know who to contact if they are experiencing bullying type behaviour.:

- The child's teacher
- Any teacher
- Any ancillary staff
- The Principal
- Parents
- A friend - who also knows that the incident must be reported to an adult
- Make use of a classroom 'Comments box'/Bubble Time.

### **PARENTS**

- In the first instance, all bullying type behaviour concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors. It is important that this information is included within the Anti-Bullying Policy and that information on how to make this complaint is accessible to all parents. (**Appendix 5: Complaint Form**)

## **PROCEDURES TO BE FOLLOWED FOLLOWING AN ALLEGATION OF BULLYING TYPE BEHAVIOUR (Supported by **Appendix 3: Flowchart**)**

1. Gather and clarify the facts.
2. Check:
  - That the bullying type behaviour constitutes behaviour as defined by school.
  - Records for any previous incidents.
3. Complete Bullying Type Behaviour Assessment Form. (**Appendix 1**)
4. On the basis of this initial assessment:
  - Choose appropriate intervention from intervention levels 1-4.
  - Ensure effective communication amongst all parties. (**Appendix 3**)



- Consider the possible need for: Parental involvement, Special Educational Needs Coordinator (SENCO) involvement, Risk Assessment, External agency involvement.
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. (**Appendix 2**)
  8. Review the outcomes to determine whether further action is required and progress accordingly.

## **Choosing an Appropriate Intervention**

There is no one preferable intervention. The main aim of intervention is to RESPOND to the bullying type behaviour that is taking place, RESOLVE the concern and RESTORE the well-being of all those involved. In selecting an intervention our school will take account of:

- The level of severity
- The age and ability of those involved and level of understanding.
- Whether an individual pupil is displaying bullying type 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 type behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying type behaviour, and act appropriately.
- The willingness to engage in a group intervention method.
- Whether it is realistic to expect that the child experiencing bullying type behaviour can be strengthened adequately to deal with the situation.

## **LEVELS OF INTERVENTION**

### **Level 1 Interventions: Low Level Bullying Type 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 consequences if the bullying type behaviour continues.
- Point out the level of distress experienced by the child experiencing bullying type behaviour. Talk with the child experiencing bullying type behaviour to explore whether in any way he/she has provoked the bullying type behaviour.

- Help the 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 of the child experiencing bullying type behaviour.
- 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, one participating one observing
- Structured and focused activities to stimulate discussion and debate amongst members and develop group identity.
- Decisions and outcomes to be agreed and recorded.
- To facilitate the development of empathy amongst pupils
- A solution focused approach
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group
- Regular meetings with the child displaying bullying type behaviours/ the child experiencing bullying type behaviours, to assess on going effectiveness of agreed actions.

### **Level 3 - Interventions Complex Bullying Type Behaviour**

It is clear that more complex bullying situations, which may be resistant to change, require the school to collaborate and network with parents/carers and other agencies, in addition to working with individual pupils. Consequently, at this level, regarding a pupil's bullying type behaviour require a formal referral to the Pastoral Co-Ordinator who will assume over-arching responsibility for the implementation, monitoring and evaluation of school-based interventions. In addition, he/ she will have a lead role when liaising with external agencies. The Pastoral Coordinator will refer to the school's Positive Behaviour and Anti Bullying Policies to ensure that the response is consistent with the provisions in these policies. These pupils will be at Stage 3 of the SEN Code of Practice requiring that the SENCO and Pastoral Coordinator determine appropriate interventions. The inappropriate pupil behaviour should be identified within an Individual Education Plan (IEP) with the intervention detailed in the Behaviour Support Plan. It is imperative that other school staff implementing discrete interventions have been assigned responsibility accordingly. At this level, all available information should be used to inform a Risk Assessment. This assessment should involve an analysis of the presenting Risk Factors and Protective Factors. This risk analysis will determine the level of risk and needs and

appropriate intervention from the framework. We consider these in terms of the following:

- **School Environment**
- **Family Environment**
- **Peer Environment**

This planning may also occur through a Multi-Disciplinary Support Team meeting (MDST). For vulnerable pupils at higher risk the Pastoral Coordinator should further liaise with the DTCP/ Principal and consider the need for a UNOCINI assessment for Family Support by the Health and Social Care Trust is required.

#### **Level 4 - Interventions High Risk Bullying Type Behaviour**

Bullying type 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. The school's Child Safeguarding Procedures will need to be invoked. MDST meeting to be organised to develop an inter-disciplinary risk management plan. This may incorporate intensive support services to the pupils involved and their families. DE's guidance 'Pastoral Care in School: Child Protection (Circular1999/10) states:

'Where a pupil's bullying type behaviour is persistent and defies attempts by the school to address it satisfactory by behaviour management strategies or disciplinary methods within a reasonable time, the child protection procedures should be instigated. 'The child/ young person's welfare must be the paramount consideration'. (Safeguarding Board for N.I. Procedures (manual refreshed August 2017) The framework in accordance with CH5 of these procedures should be instigated in the following circumstances:

- **Anti-bullying procedures have failed to be effective.**
- **Bullying is persistent and severe, resulting in the child experiencing bullying behaviour suffering/likely to suffer significant harm.**
- **There are concerns that the bullying behaviour is indicative of the child displaying bullying behaviour is likely to suffer significant harm.**

Where concerns exist in relation to the parent's/carer's capacity to meet the needs of the child Referral to inter and multi –agency liaison and integrated working with other external agencies is required at this stage. Referral to and /or liaison with other EA support services may occur at this time as the Behaviour Support Team, EWS and Educational Psychology. Other external agencies may include the Gateway Team, Child and Adolescent Mental Health Team (CAMHS), PSNI.

#### **LINKS WITH OTHER SCHOOL POLICIES**

Other school policies which link into the Anti-bullying policy are: Pastoral Care; Child Protection; Positive Behaviour; Special Education and Inclusion; Attendance; Safe-Handling; First Aid and Administration of Medicines; Relationships and Sexuality; Educational Visits; Intimate Care; E-Safety; and Staff Code of Conduct Policies.

## **MONITORING AND EVALUATION OF POLICY**

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors will:

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

This Addressing -Bullying Policy will be reviewed, in consultation with pupils and their parents/carers, on or before June 2028.



**Incident Date:**

**2030 (Appendix 1)**

| Pupils Involved  | Role           | Gender        | DOB                   | Year Group |
|--|----------------|---------------|-----------------------|------------|
| Incident   |                | Comments      |                       |            |
| Bullying Type Behaviour Concern  |                |               |                       |            |
| <p><i>PART 1 - Assessment of Concern</i> <span style="float: right;"><i>Date:</i></span></p> <p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying type behaviour” includes (but is not limited to) the repeated use of —</i></p> <ul style="list-style-type: none"> <li><i>(a) any verbal, written or electronic communication</i></li> <li><i>(b) any other act, or</i></li> <li><i>(c) any combination of those,</i></li> </ul> <p><i>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.</i></p> |                |               |                       |            |
|  | <b>Name(s)</b> | <b>Gender</b> | <b>DOB/Year Group</b> |            |
| Person(s) reporting concern  |                |               |                       |            |
| Name of pupil(s) experiencing alleged bullying type behaviour  |                |               |                       |            |
| Name of Pupil(s) demonstrating alleged bullying type behaviour   |                |               |                       |            |
| <b>Check records for previously recorded incidents</b>   |                |               |                       |            |

| <p><b>Outline of incident(s):</b> 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.</p> |                      |                   |
|---|----------------------|-------------------|
| Date  | Information gathered | Location (stored) |
|   |                      |                   |
|   |                      |                   |
|   |                      |                   |
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|  |          |
|--|----------|
| <p>Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, the criteria listed below have been met:<br/> <b>The school will treat any incident which meets these criteria as bullying type behaviours.</b></p> |          |
| 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

|   |                              |
|---|------------------------------|
| <p><b>When determining whether a one-off incident may be classified as a bullying type behaviour, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:</b></p> |                              |
| <b>Criteria:</b>  | <b>Information gathered:</b> |
| 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   |                              |

|   |  |
|---|--|
| <p><b>YES the above criteria have been met and bullying behaviour has occurred.</b></p>                                 | <p><b>NO the above criteria have not been met and bullying behaviour has not occurred.</b></p>   |
| <p>The criteria having been met, proceed to complete Part 2 of this Bullying Type Behaviour Concern Assessment Form</p> | <p>The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .</p> |
| <p>Agreed by _____</p> <p>Status _____</p> <p>On     /     /     </p>   |  |

## PART 2

### 2:1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1       Individual to group       Group to individual       Group to group

### 2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

Please specify: \_\_\_\_\_

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

Select one or more of the following:

- 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 \_\_\_\_\_



| <p><b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING TYPE BEHAVIOUR:</b></p> <p><b>Pupil Name:</b> _____ <b>Year Group/Class:</b> _____</p> <p><b>REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR</b></p> |                           |              |   |                               |                          |        |
|--|---------------------------|--------------|---|-------------------------------|--------------------------|--------|
| <p><b>Parent/ carer informed:</b></p>  |                           |              | <p><b>Date:</b> _____ <b>By whom:</b> _____</p> |                               |                          |        |
| <p><b>Staff Involved:</b></p>  |                           |              |   |                               |                          |        |
| 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

**Part 3b**

| <p><b>Part 3b</b></p> <p><b>RECORD OF SUPPORT AND INTERVENTIONS OR PUPIL DISPLAYING BULLYING TYPE BEHAVIOUR:</b></p> <p><b>Pupil Name:</b> _____ <b>Year Group/Class:</b> _____</p> <p><b>REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR</b></p> |                                  |                     |                         |                                      |                                 |               |
|---|----------------------------------|---------------------|-------------------------|--------------------------------------|---------------------------------|---------------|
| <p><b>Parent/ carer informed:</b> _____ <b>Date:</b> _____ <b>By whom:</b> _____</p>  |                                  |                     |                         |                                      |                                 |               |
| <p><b>Staff Involved:</b> _____</p>   |                                  |                     |                         |                                      |                                 |               |
| <b>Date</b>   | <b>Stage on Code of Practice</b> | <b>Intervention</b> | <b>Success Criteria</b> | <b>Action taken by whom and when</b> | <b>Outcomes of Intervention</b> | <b>Review</b> |
|   |                                  |                     |                         |                                      |                                 |               |
|   |                                  |                     |                         |                                      |                                 |               |
|   |                                  |                     |                         |                                      |                                 |               |



|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
|   |  |  |  |  |  |  |  |
| <b>Record of participation in planning for interventions</b>  |  |  |  |  |  |  |  |
| <b>Pupil:</b>   |  |  |  |  |  |  |  |
| <b>Parent/carer:</b>  |  |  |  |  |  |  |  |
| <b>Other Agencies:</b>  |  |  |  |  |  |  |  |
| Continue to track interventions until an agreed satisfactory outcome has been <a href="#"><u>achieved</u></a> |  |  |  |  |  |  |  |

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

Date of Review Meeting:

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

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

Give details:

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

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

Track, monitor and review the outcomes of further intervention

Keep under review the Stage of Code of Practice each pupil is on

Follow Safeguarding Policy

Seek multi-agency input (EA, Health and Social Services etc.)

Engage with Board of Governors

**Agreed by:**

|               |                                |
|---------------|--------------------------------|
| <b>School</b> | <b>Signed:</b><br><b>Date:</b> |
| <b>Parent</b> | <b>Signed:</b><br><b>Date:</b> |
| <b>Pupil</b>  | <b>Signed:</b><br><b>Date:</b> |

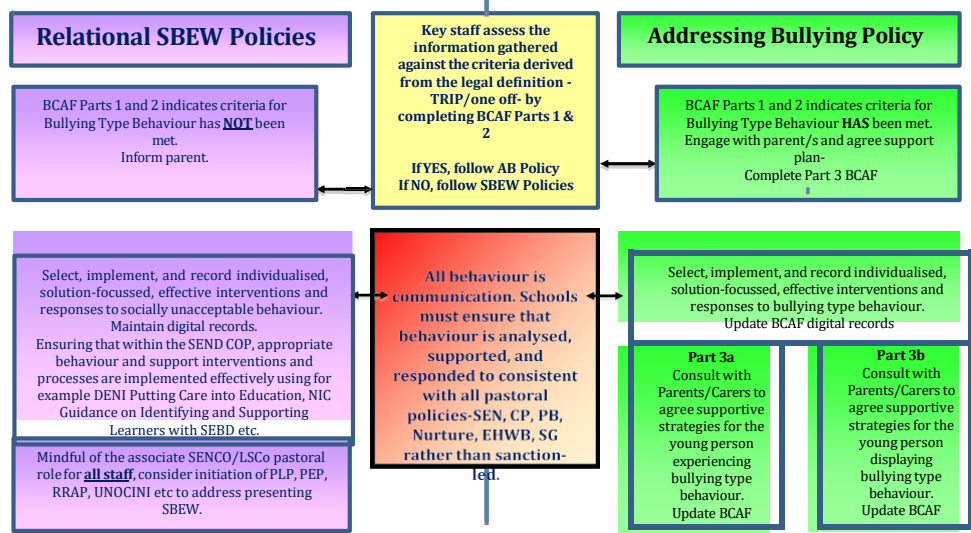
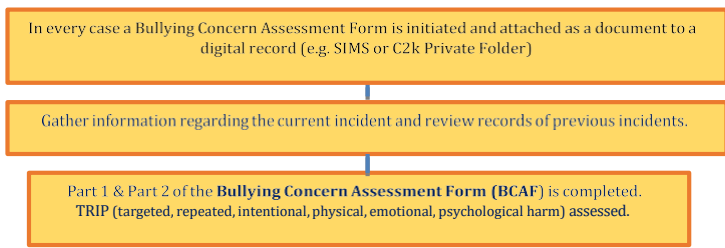
**OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING OR DISPLAYING BULLYING OR ALLEGED BULLYING TYPE BEHAVIOURS**

Behaviour reported as alleged Bullying Type Behaviour.

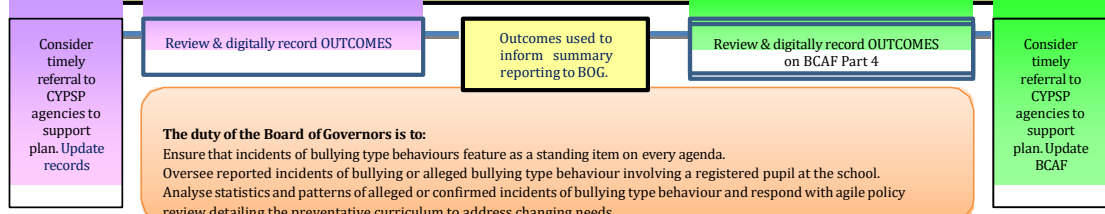
Maintain clear chronological digital records - If a young person is educated off-site, ensure effective sharing of information for accountability.

Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), The Education (SDP) Regulations NI 2010, SEN Resource File (2011), SEND Act (NI) (2020), Addressing Bullying in Schools Act (NI) (2016), EOTAS Centre's Guidance in the Use of SIMs (2017), GDPR (2018), Safeguarding and Child Protection in Schools: A Guide for Schools (2020), A Fair Start Report (2021), CYPs Emotional Health and Well-being Strategy (NI) (2021), Guidance on Remote Learning (2022), Revised PEP (2023), Guidance on Parental Responsibility (2023) etc.

**Process to be followed**



Track, monitor & assess progress aligned with SEND COP, to determine the efficacy of the interventions & outcomes for all pupils involved, whether displaying or experiencing socially unacceptable or bullying type behaviours. Ongoing review of interventions and/or Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed outcomes.



Enhanced Accountability for BoG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need.

Learner Centred Approach with pupil and parent/carer voice listened to, valued, and reflected in the plan.