

# **St. Brigid's Primary School**

## **Addressing Bullying in Schools**

### **Policy**



**Learning and Growing Together**

Reviewed with Staff: November 2021

Ratified by Governors:

## **INTRODUCTORY STATEMENT**

All members of the school community have a right to work and learn in a secure and caring environment, where they feel safe and without the fear of being bullied. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

St Brigid's Primary School community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community'. We are committed to creating a safe and secure environment for all our pupils and actively promote positive interpersonal relationships between all members of the school community.

The primary aim of this policy is to;

1. Protect the pupil experiencing bullying behaviour
2. Change the conduct of the person displaying bullying behaviour.

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

## **THE LEGISLATIVE CONTEXT**

- 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**

- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE 2019)
- Pastoral Care in Schools: Promoting Positive Behaviour DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following: *Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Safety 2016*  
*Safeguarding Board for Northern Ireland's (SBNI) Policies and Procedures 2017*

## **THE INTERNATIONAL CONTEXT**

- United Nations Convention on the Rights of the Child (UNCRC)

## **THE KEY POINTS TO NOTE ARE:**

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Requires that the policy be updated at least every four years.
- Sets out under which circumstances this policy should be applied, namely:
  - In school, during the school day
  - While travelling to and from school
  - When under control of school staff, but away from school (eg. school trip)

- When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

- 'Safeguard and promote the welfare of registered pupils' (A.17)

The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
- Be protected from discrimination. (A.2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
- Education. (A.28)

## **ETHOS & PRINCIPLES**

Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear. The welfare and well-being needs of all children are paramount and pupils' needs are our priority. Pupils needs have to be separated from their behaviour. In our school we do not want to label pupils unfairly so we use the term 'child who has been bullied', or 'target of bullying' instead of victim. Also instead of describing any pupil as 'a bully', we will use the term 'child who is displaying bullying behaviour'. In this way we are separating the pupil from their unacceptable behaviour, emphasising that this pupil's unacceptable, inappropriate and unkind behaviour can change.

When bullying concerns are identified our school will work in a 'Restorative' and 'Solution Focused' way, to achieve the necessary changes in behaviour and to restore relationships between the pupils involved, consistent with the NI Anti Bullying Forum document.

At St Brigid's Primary School:

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

## **CONSULTATION AND PARTICIPATION**

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

**Consultation with Pupils:**

- Class-based activities
- Consultative workshops with members of the School Council
- Whole school questionnaires distributed to all pupils

**Consultation with Parents:**

- Questionnaires distributed to all parents/carers
- Engagement with parent groups, e.g. PTA
- Parent/ Carer consultation of draft policy

**Consultation with Staff:**

- Staff survey for all staff, teaching and non-teaching
- Engagement activity for all staff, teaching and non-teaching
- Engagement with EA

**In St Brigid's we have consulted in the following way:**

- During Anti- Bullying Week an audit involving pupils, parents, carers, staff (T & NT) and Governors is carried out;
- The results are analysed and feedback provided to all participants;
- The results are used to: address concerns; improve support provided; inform and guide amendments to policy and procedures; identify CPD requirements; Inform SDP; monitor and evaluate policy efficacy;
- Following situations of alleged bullying behaviour, the safeguarding team review procedures to illicit any further safeguarding procedures to be implemented;
- Recommendations from governors can be made following termly updates.

**WHAT IS BULLYING?**

**The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition of Bullying which includes (but is not limited to) the repeated use of:**

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

For the purposes of this definition, "act" includes omission.

**Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.**

Whilst bullying is usually repeated behaviour, there are instances of one-off incidents that St. Brigid's Primary School will consider as bullying.

**When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:**

- severity and significance of the incident

- evidence of pre-meditation
- impact of the incident on individuals (physical/emotional)
- impact of the incidents on wider school community
- previous relationships between those involved
- any previous incidents involving the individuals

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

**The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying 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
- 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

*This is not an exhaustive list. Other behaviours which fit with the definition may be considered bullying behaviour.*

Motivations behind bullying, including those named in the Act are listed below. These include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation

- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Child Looked After status
- Young Carer status

## LANGUAGE

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. **For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'.** Instead, we will use the following language:

- A child displaying bullying behaviours.
- A child experiencing bullying behaviours.

We encourage all members of the school community to use this language when discussing bullying incidents.

In determining 'harm' we define:

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

## PREVENTATIVE MEASURES

Relationships are at the 'core' of everything we do in St Brigid's Primary School. We encourage pupils to be kind and caring, to respect themselves and each other. We promote positive behaviour reinforcing the school's Golden Rules at all times. Teachers make their children aware of school rules and routines by encouraging them to draw up class/school charters. We reward and encourage pupils both in class and at weekly assemblies for displaying positive behaviours.

The taught pastoral programmes such as PDMU, Kidscape, PATHS Programmes, E Safety and RSE gives our pupils opportunities to talk about and deal with bullying behaviour in general.

Role play and other drama techniques provide a forum for discussing important issues such as human rights, relationships, choices, justice and acceptable/unacceptable behaviours.

We at St Brigid's believe that preventative strategies have a high priority in minimizing bullying behaviour. Through the following preventative strategies and planned curricular opportunities, we hope to promote a strong anti-bullying ethos within the school and the wider school community and to eliminate bullying before it becomes an issue. We will also implement the following measures:

**Actions aimed at preventing bullying and creating a safe learning environment will include:**

- Promotion of a positive ethos through delivery of the Grow in Love programme.
- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy.
- Acknowledge and sanction socially unacceptable behaviours through agreed consequences.
- 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
- Involvement in education projects that support pupils to explore, understand and respond to differences and diversity
- Active promotion of positive emotional health and wellbeing through preventative curriculum work
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day
- 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) 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 and acceptable behaviour
- Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- 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.

**The school will build further upon this in relation specifically to the journey to and from school including:**

- Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
  - Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.
  - Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/exit doors, where appropriate)

**In St Brigid's Primary School, we will raise awareness of the nature of the impact of online bullying. We will support our pupils to make use of the internet in a safe, responsible and respectful way. We will;**

- Address key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- Participate in Anti-Bullying Week activities.
- Engage with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participate in annual Safer Internet Day and promote key messages throughout the year.

- Develop and implement appropriate policies in related areas (e.g. Acceptable Usage Policy, including Mobile Phone Policy and Use of connected devices)

Given that technology is constantly changing and developing, school will make every effort to keep abreast of developments and respond appropriately.

## **RESPONSIBILITY**

In St Brigid's Primary School, everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

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 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.

## **RESPONSIBILITIES OF TEACHERS**

Further responsibilities of the teacher include:

- Be watchful, observe the social relationships between pupils in the class.
- Keep records of any bullying incidents and what actions were taken.
- Inform members of Senior Leadership Team if necessary.
- Contact parents if need be.
- Draw up a programme of activities on bullying awareness and prevention eg., circle time.

## **RESPONSIBILITY OF OTHER STAFF MEMBERS**

All our staff members are duty bound to assist in the implementation of our policies within the school. Supervisors, classroom assistants and other non-teaching staff will be watchful at all times that the

behaviour in the school is maintained according to the rules. Our whole school aims dictate that we should all be caring towards each other and that means making sure that no member of the school community is suffering due to harassment or bullying. Staff are aware of the need to be vigilant in classroom, corridors and playground at all times.

## **REPORTING A BULLYING CONCERN**

### **Pupils**

**Children are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. The ways in which pupils can raise concerns include:**

- Verbally- talking to a member of staff
- By writing a note to a member of staff (eg. in a homework diary) or
- By posting a comment in the 'worry box'

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. The focus should be on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying behaviour that they have experienced or is being experienced by another.

### **Parents/Carers**

Parents and carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. We would remind parents and carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

- In the first instance, all bullying 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 Designated Teacher for Child Protection or the Vice-Principal.
- Where the parent is not satisfied that appropriate action has been taken by the Designated Teacher for Child Protection or the Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, St. Brigid's Primary School are open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy. Feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

## **RESPONDING TO A BULLYING CONCERN**

Staff are expected to respond to bullying behaviour promptly and effectively, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour & Anti-Bullying Policies. The school advocates a restorative approach to responding to bullying behaviour and the focus of our intervention will be on responding to the bullying concern, restoring the wellbeing of those involved and concentrating on the prevention of any further incidents.

Staff and Governors will adopt the processes and procedures outlined in the resource: Effective Responses to Bullying Behaviour (Northern Ireland Anti-Bullying Forum).

### **The member of staff responsible shall:**

- Clarify facts and perceptions
- Check records (SIMS/BMM)
- Assess the incident against the criteria for bullying behaviour
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- Identify intervention level
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further interventions as necessary

Where appropriate, school staff may implement sanctions for those displaying bullying behaviour, as per our Positive Behaviour policy.

## **RECORDING**

St. Brigid's Primary School will centrally record all relevant information related to reports of bullying concerns, including:

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

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

## **PROFESSIONAL DEVELOPMENT OF STAFF**

At St. Brigid's Primary School, we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

- 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
- stating that CPD records will be kept and updated regularly

## **MONITORING AND REVIEW OF POLICY**

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

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

This policy will be reviewed following any incident which highlights the need for such a review. It will be reviewed as directed by the Department of Education and in light of new guidance.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the November 2025.

## **LINKS TO OTHER POLICIES**

The Anti- Bullying policy forms part of the suite of safeguarding policies which work together to promote the welfare and well-being of all pupils and therefore links closely with and should be read in conjunction with other policies including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct

## **Appendix 1**

### **Northern Ireland's Anti-Bullying Forum's Effective Responses to Bullying: Levels of Intervention**

The aim of the intervention is to stop the bullying. The most effective way this can happen is to ensure that the child who is bullying others is helped to change his or her behaviour. This may involve a restorative approach where the focus is on restoring healthy and supportive relationships within the class/school community.

The levels set out in this section provide a guide for the school's response and the school may implement a range of interventions from across all levels. Every bullying incident will be individually assessed and an intervention chosen which best meets the individual pupil needs.

#### **Level 1 Intervention - Low Level Bullying Behaviour**

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying. Low level bullying behaviour will not be ignored.

Staff will:

- Explain the inappropriateness of the behaviour in line with the school's values
- Identify possible consequences if the bullying behaviour continues
- Point out the level of distress experienced by the pupil experiencing bullying behaviour
- Talk with the pupil experiencing bullying behaviour to explore whether he/she has in any way provoked the bullying behaviour
- Help the pupil who has experienced the bullying behaviour to identify ways in which he/she may be strengthened and supported, e.g. peer support
- Encourage reparation to be made, if appropriate
- Monitor the situation carefully
- Be prepared to intervene with a higher response level if the situation persists or deteriorates

#### **Level 2 Interventions - Intermediate Level Bullying Behaviour**

Interventions at Level 2 require the full agreement of the child experiencing the bullying behaviour and his/her parents. Whilst interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. This will involve:

- Use of some of the resources included in NIABF's Effective Responses to Bullying
- Structured and focused discussion about the bullying behaviour and its impact on the child/children experiencing the bullying behaviour in order to develop empathy amongst pupils
- Decisions and outcomes agreed by the group and recorded, e.g. on a flipchart.
- Pupils will take responsibility for devising a solution to the situation.
- Regular meetings with the pupil experiencing the bullying behaviour to assess ongoing effectiveness of agreed actions
- Feedback is given to the group on the outcomes of agreed actions.

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

Interventions at Level 3 will often involve the Pastoral Care Coordinator, SENCO, and Principal/Vice-Principal, in collaboration with pupil(s) and parents to determine the way forward in affecting change. An individual Risk Assessment may be conducted to help determine a plan of intervention and risk management. This will be communicated to all.

This planning may involve a multi-agency discussion, involving EA Services and other external support agencies.

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. NIABF support materials will be used to scaffold the school's response to bullying behaviour at this level.

### **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 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 will continue to implement interventions detailed at Level 3 as appropriate.

**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.*

Person(s) reporting concern	Name(s)	Gender M / F	DOB/Year Group

**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).

**Reported by**

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

**The school will treat any incident which meets these criteria as bullying behaviours.**

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

### 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:**

<b>Criteria:</b>	<b>Information gathered:</b>
<b>severity and significance of the incident</b>	
<b>evidence of pre-meditation</b>	
<b>Significant level of physical/emotional impact on individual/s</b>	
<b>Significant level of impact on wider school community</b>	
<b>Status/nature of previous relationships between those involved</b>	
<b>Records exist of previous incidents involving the individuals</b>	

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

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## 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:

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## 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/carers:

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:** Aimee Fitzsimons

**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/carers:**

**Other Agencies:**

## PART 4

### REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

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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:

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#### 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:

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