St Patrick's Academy, Dungannon

ANTI-BULLYING POLICY

'Achieving Excellence Together'

JUNE 2022

Anti-bullying policy

Mission Statement

At St Patrick's Academy we believe that all forms of bullying behaviour are unacceptable. We are committed to providing a safe and caring environment for all of our pupils so that every child can achieve their full potential, regardless of any individual differences. Our school aims to promote positive relationships between pupils, parents/carers and staff so that everyone can feel comfortable in reporting bullying concerns and be confident that they will be dealt with promptly, effectively and confidentially.

Legal Context/Rationale for the policy

The 'Addressing Bullying in Schools Act (Northern Ireland, 2016)' places an obligation on our school to develop a new anti-bullying policy. The legislation provides a legal definition for bullying and makes Boards of Governors responsible for putting in place measures to prevent bullying behaviour, in consultation with pupils and their parent/carers. It outlines how schools should record all incidents and alleged incidents of bullying behaviour and requires the policy to be updated every four years. In addition, it sets out under which circumstances the anti-bullying policy should be applied:

- In school, during the school day
- While travelling to and from school
- When under control of school staff, but away from school (eg. school trips, extra-curricular events and so on)
- When receiving education organised by school but happening elsewhere (eg. in the South-West College, Royal School or St Patrick's College)
(see **Appendix 1** for more information)

Ethos and principles

St Patrick's Academy understands the importance of creating a safe environment for all of our students and we are committed to:
- Educating our pupils so that they understand what constitutes bullying behaviour
- Raising an awareness of bullying behaviour amongst parents, staff and governors so that they have a clear understanding of how to report and deal with bullying behaviour
- Supporting pupils and parents who report bullying behaviour and ensuring that their concerns are taken seriously.
- Employing a preventative, responsive and restorative anti-bullying ethos within the school
- Responding promptly so that pupils who experience bullying behaviour feel supported, strengthened and listened to.
- Encouraging pupils who display bullying behaviour to accept responsibility and change their behaviour
- Ensuring that our procedures are reviewed following incidents of bullying behaviour and that staff/governors can avail of training opportunities as they arise.

Consultation
To be carried out:
- Staff – Meeting and Pastoral agendas in May 2019
- Pupils and parents – Questionnaires/surveys in June 2019

Definition

St Patrick's Academy accepts the legal definition of bullying as outlined in the Anti-Bullying Act 2016:
1: (1) In this Act "bullying" includes (**but is not limited to**) the *repeated use* of—
(a) any verbal, written or electronic communication,
(b) any other act, or
(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, *with the **intention of** causing physical or emotional **harm** to that pupil or group of pupils.
(2) For the purposes of subsection (1), "act" includes **omission**.

Our school may also use a shortened definition which reflects the legal definition:

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

We will use DE Guidance to provide a definition of 'harm':
- ***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.***

One-Off incidents

Whilst we understand that bullying is usually a repeated behaviour, we also acknowledge that a '**one-off**' incident could be considered as bullying. When assessing a one-off incident and making 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 or of previous incidents between those involved
- impact of the incident on individuals (physical/emotional) or on the wider school community
- if repetition has occurred by the repeated sharing or viewing of the same electronic post

Where our school determines an allegation of bullying <u>does not meet</u> the legal criteria for bullying behaviour, we will be able to justify this decision and treat the incident as unacceptable behaviour. This incident will be addressed through the school's Positive Behaviour Policy.

The following unacceptable behaviours, when repeated, targeted and are intentionally hurtful, may be considered a bullying behaviour:
Verbal or written acts e.g. saying mean and hurtful things, spreading rumours, telling pupils to dislike another pupil, making fun of others
Physical acts e.g. hitting, kicking, pushing, stealing or causing damage to possessions
Electronic acts e.g. Using online platforms to carry out the written acts noted above, impersonating someone online to cause hurt, sharing images or videos online to embarrass someone.
Omission e.g. leaving someone out of a game or refusing to include someone in group work

Motivating factors

St Patrick's Academy acknowledge the existence of bullying behaviour in even the best regulated schools and we understand the need to record motivating factors behind bullying behaviour. A non-exhaustive list of potential motivating factors can be found in ***Appendix 2***.

Terminology

We will encourage all members of the school community to use more supportive language when discussing bullying incidents. We understand that bullying is an emotive issue and we will therefore refer to the incident surrounding the child rather than the child itself. By focusing on the behaviour rather than the child, we believe that this will avoid labelling and stereotyping in the future.

We will avoid using terms such as:	**Instead we will use**:
'Bully' or 'Perpetrator'	'A child displaying bullying behaviour'
'Victim'	'A child experiencing bullying behaviour'
'Statement'	'Establish or clarify facts'*****

*Please note that a student should not be asked to write an account. This should be done by the teacher.

Prevention

St Patrick's Academy aims to prevent bullying by setting high expectations for all of our pupils and by creating and maintaining a safe learning environment for all in our care. We will:

- Foster respect for ourselves and others within our classrooms by providing effective support and guidance for all pupils
- Promote anti-bullying messages regularly at our weekly assemblies, in school literature and through the work of our school counsellor
- Address issues surrounding bullying behaviour within our PD programme, during registration and in form period
- Encourage the 'student voice' at assemblies, in collaboration groups and through the work of the student council
- Supervise 'hot spots' such as the canteen, toilets and buses before, during and after school
- Provide a wide range of extra-curricular opportunities to help build effective support networks for all of our pupils
- Consistently implement our school's Positive Behaviour Policy to encourage the highest possible standards of behaviour from all of our pupils
- Participate in national anti-bullying campaigns such as the Northern Ireland Anti-Bullying Forum's (NIABF) Anti-Bullying Week and Safer Internet Day
- Invite external agencies and speakers into the school to promote key messages throughout the year
- Review our Anti-Bullying Policy regularly in line with school priorities and provide staff training when appropriate

We also have a responsibility for preventing bullying behaviour on the way to and from school by:

- Using assemblies to provide regular reminders of the positive behaviour expectations of all pupils whilst travelling to and from school
- Including a 'code of conduct for behaviour on buses' in pupils' planners
- Informing parents/carers of our expectations during our Year 8 Induction Meeting
- Engaging with the Bus Prefect Team and teacher in charge of buses to ensure that at least one prefect is on board each bus every day
- Maintaining regular contact between the teacher in charge of buses and transport providers, such as Translink and EA, to ensure early identification of concerns
- Deploying our Bus Duty team, Senior Staff and Support Staff in key positions to provide a safe transition from school day to journey home.

Our school's 'E-Safety Policy' promotes the use of the internet in a safe and responsible way. We have published 'stay safe' guidelines in pupils' planners to inform our students that any use of electronic communication devices to carry out bullying behaviour is unacceptable. Students will be made aware that serious sanctions, such as suspension, will be imposed when dealing with cyberbullying as this can be detrimental learning and pupil wellbeing.

Responsibilities

St Patrick's Academy understands that our whole school community is responsible for creating a safe and secure environment for all pupils.

The Board of Governors will:
- Maintain an oversight of the Anti-Bullying Policy, ensure its effective implementation and review the policy at least every four years;
- Assess the effectiveness of strategies aimed at preventing and responding to bullying behaviour;
- Identify trends and priorities for action by including anti-bullying as an item for discussion on agendas.

The Principal, Leadership team and Heads of Year will:
- Consult with the school community when drawing up and reviewing our anti-bullying policy;
- Ensure the policy is easily accessible and that parents/carers are aware of the complaints procedure;
- Use the Bullying Concern Assessment Form (BCAF) to accurately record all incidents and alleged incidents of bullying behaviour on the Behaviour Management Module within SIMS;
- Review the effectiveness of the policy and the suitability of interventions on a regular basis;
- Provide support for all parties to prevent bullying behaviour from reoccurring;
- Provide training for staff as and when the need arises.

Staff (Teaching and non-teaching) will:
- Promote mutual respect by modelling high standards of personal behaviour;
- Be alert to signs of distress and other indicators of bullying behaviour;
- Intervene to support any pupil being bullied, unless it is unsafe to do so;
- Listen sensitively and provide reassurance to anyone experiencing bullying behaviour before passing on the information to the appropriate member of staff (Tutor/HOY/VP/Principal)***.** *There is no need to investigate or to ask probing questions.*

Parents/Carers will:
- Inform the school of any concerns relating to bullying behaviour by contacting either the Form Tutor, Head of Year, Vice-Principal or Principal;
- Give the school sufficient time to deal with these allegations;
- Advise their children not to retaliate to bullying behaviour;
- Keep a written record of any reported incidents of bullying behaviour.

Pupils will:
- Seek help from a trusted adult as soon as bullying behaviour happens or is observed;
- Avoid becoming involved in bullying behaviour even if this course of action is unpopular with peers;
- Refrain from retaliating to bullying behaviour.

Reporting a bullying concern

ROLE OF PUPILS
We encourage our pupils to raise concerns with any member of staff. They can do this by:
- Talking to a member of staff at any time e.g. during form period interviews, at the beginning/end of class or on the corridor
- Writing a note to a member of staff e.g. using pupil's planner

All pupils are encouraged to seek help if they have a bullying concern regardless of whether they have experienced it or if it has been experienced by someone else.

ROLE OF PARENTS/CARERS
Parents also have a responsibility to raise concerns about alleged bullying behaviour and they should do this at their earliest convenience by:

- Making initial contact with either the Form Tutor or Head of Year. This can be done in person by calling in at reception, by telephone call or by writing into the school.
- If the parent is not satisfied or if further incidents arise, the parent should contact the Vice-Principal.
- If a parent is still not satisfied that appropriate action has been taken, or if the incident involves a member of staff, the parent should contact the Principal.

Parents/carers who remain unsatisfied should make a formal, written complaint to the Chairman of the Board of Governors. This letter should be addressed to the Secretary of the Board of Governors, sealed and given to the Principal's P.A. (Mrs Maria Martin). Appropriate feedback will be given to any pupil, parent or carer who has reported bullying concerns.

Responding to a bullying concern

The focus of our intervention will be to concentrate on the prevention of further incidents. All incidents of alleged bullying behaviour (see Appendix 2 for possible examples) will be recorded by Heads of Year or an appropriate senior teacher on the Behaviour Management Module within SIMS. When responding to bullying concerns we will:

- Establish the facts and perceptions by listening to the views of all pupils;
- Be careful to use correct terminology and **never** ask the pupil to write a statement;
- Check Behaviour Management Module within SIMS for previously recorded incidents;
- Assess the incident against the criteria for bullying behaviour (repeated, intent, causing harm and targeted towards a particular student or group of pupils – see part 1 of BCAF);
- Liaise with appropriate senior staff, parents/carers. The SENCO will be involved in the decision-making process if the concern relates to a pupil on the SEN register;
- Complete Part 1 of the Bullying Concern Assessment Form (BCAF) for all allegations of bullying behaviour (**See Appendix 3**).

When dealing with a bullying concern, our school shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, the school will implement sanctions for those displaying bullying behaviour. We may also refer individual cases to external agencies, if necessary.

While appropriate feedback will be given to any pupil, parent or carer who has reported bullying concerns, action taken against a pupil displaying bullying behaviour will only be disclosed to that pupil and their parent/carer.

Recording bullying behaviour

St Patrick's Academy recognises that not all socially unacceptable behaviour is bullying behaviour.
Based on the legal definition of bullying as outlined on page two of this policy, and the criteria set
within the BCAF, the Head of Year and other appropriate senior staff will decide if the concern is
bullying behaviour or unacceptable behaviour.

When alleged bullying behaviour **does meet** the legal criteria of bullying, the remainder of the BCAF
will be completed and uploaded to the SIMS Behaviour Module along with other written evidence
that has been collected. We will centrally record all relevant information related to reports of
bullying concerns including:

- Method(s) of how the bullying behaviour was displayed i.e. written, verbal, physical,
  electronic or omission
- Motivation for the behaviour (see Appendix 2)
- Identification of the appropriate intervention level for all pupils (**see Appendices 4 & 5**)
- A review of the outcome of interventions employed

*These records will be restricted and only available to those members of staff with a legitimate need
to have access. All records will be maintained in line with our school's Data Protection Policy and
disposed of in line with the school's Records Disposal Policy.*

When alleged bullying behaviour **does not meet** the legal criteria of bullying, this will be dealt with
through our school's Positive Behaviour Policy.

Support

Our school is committed to supporting all parties involved in bullying behaviour and we will use the
NIABF's 'Effective Responses to Bullying Behaviour' as a framework for identifying suitable forms of
mediation and intervention (**see Appendices 4 & 5**). We hope that these strategies will promote a
sense of accountability, tolerance and resilience so that both parties are able to move forward and
make the most of life in the Academy. Our Pastoral team will continue to monitor the habits and
behaviours of both parties so that all pupils feel supported after the initial bullying concern has been
dealt with. We will allow a sufficient amount of time after the incident has been dealt with (at least
two weeks) to ensure that the matter has been fully resolved. The role of a Form Tutor in dealing
with a bullying concern is outlined in **Appendix 6**.

Linked Documents

- Pastoral Care Policy
- Safeguarding Policy
- Misuse of Drugs/Substances Policy
- E-Safety Policy
- Special Education Needs Policy
- Use of Reasonable Force and Safe Handling Policy
- Bring Your Own Device Policy
- Community Relations, Equality and Diversity in Education Policy
- Drugs Education Policy
- Health and Safety Policy
- I.C.T. Policy
- Mobile Phone Policy
- Positive Behaviour Policy (Code of Conduct)

- Relationships and Sexuality Education Policy
- School Trips Policy
- Use of Reasonable Force & Safe Handling Policy
- Data Protection Policy
- Disposal of Record Policy
- Professional Boundaries in Teacher-Pupil Relationships Policy

Policy Review
We are required to review our Anti-Bullying Policy at least every four years. This will be done in consultation with the whole school community and by evaluating the outcomes of all cases of bullying behaviour.

Policy reviewed: June 2022

To be reviewed: June 2026

Appendix 1
The policy has been developed using current legislation and DE guidance:

The Legislative Context:
- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19) requires the Board of Governors to 'Safeguard and promote the welfare of registered pupils' (A.17)
- 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 International Context
- 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)

The Policy & Guidance Context
- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
- 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 Policies and Procedures (SBNI, 2017)

Appendix 2

Motivations
Motivating factors behind bullying behaviour include, but are not limited to:

- Ability
- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Disability / SEN
- Gender identity/Identity-based bullying
- Looked After Child status
- Marital status
- Political affiliation
- Pregnancy
- Race/Prejudice
- Religion
- Sexual orientation
- Young Carer status

Appendix 3

Bullying Concern Assessment Form

PART 1 - Assessment of Concern

Date_____

Our School's Definition of Bullying is:

	Name(s)	Gender	DOB/Year Group (if Pupil)
Person(s) reporting concern		M / F	
Name of targeted pupil(s)			
Name of Pupil(s) involved			
Does the behaviour involve? ☐ Individual to individual 1:1 ☐ Individual to Group ☐ Group to individual ☐ Group to group			

Type of incident and Theme (if applicable):

☐ Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)

☐ Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)

☐ Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)

☐ Disability (related to perceived or actual disability)

☐ Cyber (through technology such as mobile phones and internet)

☐ Homophobic (related to perceived or actual sexual orientation)

☐ Racist (related to skin colour, culture and religion)

☐ Sectarian (related to religious belief and/or political opinion)

☐ Other _____

Is there persistence/recurrence of this behaviour?	Yes / No
Is it targeted behaviour?	Yes / No
Is there a power imbalance?	Yes / No
Is it intentionally hurtful behaviour?	Yes / No

Does this incident meet your school's agreed definition of bullying? Yes / No

Check records for previously recorded incidents

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Outline of incident(s): Attach all written accounts/drawings of the incident(s). Also include detail from witnesses with dates attached. SIMS record may also be attached.

PART 2 - Details of interventions to be implemented in response

2.1   PUPIL(s) WHO HAS BEEN BULLIED:

   REFER TO LEVEL 1-4 INTERVENTIONS

   OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

_____

_____

_____

_____

Provide outline details of the level and type of intervention with:

☐ peer group _____

☐ whole class_____

On-going support/monitoring to be provided _____ (daily, weekly

by_____ (named staff) and will be formally reviewed by

_____(date)

Have parent(s) been informed / involved?   Yes / No   (Give details)

_____

_____

Referral to other agencies- If yes please specify_____

_____

Any other details (please specify) _____

_____

2.2   PUPIL(S) WHO HAS BEEN <u>DISPLAYING BULLYING BEHAVIOUR</u>:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

_____

_____

_____

_____

Provide outline details of the level and type of intervention with:

☐ peer group _____

☐ whole class_____

_____

☐ On-going support/monitoring to be provided _____ (Daily,
    Weekly) by _____ (named staff)

☐ Have parent(s) been informed / involved?   Yes / No   (Give details)

_____

_____

_____

☐ Referral to other agencies (please specify)

_____

☐ Any other action (please specify)

_____

_____

☐ Suspension
☐ Expulsion
☐ Other (please specify)

_____

PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

Date	Details of Intervention	Action Required / Taken (Dated and signed)

Name and designation of the teacher completing this form:

Signed: _____ Date:

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PART 4 - STATUS OF CONCERN

This concern is now resolved: ☐ yes

   ☐   Copied to_____

   ☐   Filed (Interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further intervention/ Required

   ☐   Review information and action to date

   ☐   Refer to VP/Principal/Head of Pastoral Care

   ☐   Re-assess Level of Interventions; Implement other strategies from appropriate level

   ☐   Assign tasks, record and monitor as in Part 2 & 3

Name and designation of the teacher completing this form:

_____

Signed:

Date

INTERVENTION TABLES

Level 1 – Low Level Bullying Behaviour (Page 20 – 27)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:	**SCRIPTS: for use with individual pupils** - **A Rights Respecting Script:** This reminds the pupil who is bullying of everyone's right to be safe. - **Rule Reminder Script:** This reminds the pupil who is bullying of the appropriate rule which has been broken. - **Expectation Discussion:** A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour. **ONE-TO-ONE INTERVIEW INTERVENTIONS** Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour. - **Restorative Questioning:** The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents. - **Worth a Re-Think:** This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences - **Shared Control Discussion:** This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour. - **Think Time Discussion Sheet:** Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.	Pupil whose reaction to the bullying behaviour represents a low level of concern. Few if any additional needs and risk factors are present at this stage.	- Informal chat to enable pupil to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention. Regular monitoring and review of situation by class/form teacher.
If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern). Parents/carers will need to be informed of this decision.	PDMU PD / LLW Citizenship lessons www.ccea.org.uk/			

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INTERVENTION TABLES

Level 2 – Intermediate Level Bullying Behaviour (Page 28 – 36)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan. If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2. Parents/carers will need to be informed of this decision and involved in providing support.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	**SMALL GROUP INTERVENTIONS** Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly. These interventions work best when staff are trained. ✦ **Quality Circles:** Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s). ✦ **THE SUPPORT GROUP METHOD** This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time. **Solution Focused Support Group (p32)** Individual Behaviour Support Plan (COP Stage 2/SENCO)	Pupil whose reaction to the bullying behaviour presents a higher level of concern. Some additional needs and risk factors may be present at this stage.	Meet to: - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practice coping skills (e.g. Fogging). - Strength-Building Plan for Pupil - If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

INTERVENTION TABLES

Level 3 – Complex Bullying Behaviour (Page 37 – 44)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
Following assessment, if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	**INDIVIDUAL PUPIL INTERVENTION** + Monitoring by key member of staff. + Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening). target setting with incentives and consequences. + Social and Emotional Mentoring by an identified member of staff. + Individualised strength and emotional well being building programmes eg: + Conflict resolution + Solution focussed conversations + Empathy training, mood management, anger management + Peer support/befriending/mentoring/mediation. + The Method of Shared Concern (PIKAS) interview. **PARENTAL INVOLVEMENT** At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change. **ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES** - Independent Counselling Service for Schools. - Restorative meetings. Contact relevant ELB.	Pupil whose reaction to the bullying behaviour is severe. Many additional needs and risk factors present.	**Individual Pupil Work** - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Support Group Method. - PIKAS interview. **Parental Involvement** At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change. **Additional advice/support from ELB Services and External Agencies** Is there a need for parent to consult with GP about child?

INTERVENTION TABLES

Level 4 – High Risk Bullying Behaviour (Page 45 – 46)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator /SENCO/ Designated Teacher for Child Protection. Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	Refer to relevant investigative agencies: - PSNI - Health and Social Care Trust - Gateway Teams. Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.	Pupil presenting with significant mental health, criminal and/or child protection concerns.	Refer to relevant investigative agencies: - PSNI + Health and Social Care Trust + Gateway Teams.

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Levels of Intervention

LEVEL	STAGE	EXAMPLES	INTERVENTION	SANCTION
1	Low Level First time or minor incident.	Name calling. Pushing/shoving. Rough play.	Opportunities for discussion Re. Consequences. Form Tutor in Consultation with HOY.	Verbal Reprimand. Parents informed either through use of planner or by phone call.
2	Intermediate Level More severe incidents	Racism. Homophobic remarks. Physical hurt. Misbehaviour to or from school.	Group work. Conflict resolution/mediation (tea and chance to talk). HOY in consultation with Vice-Principal.	ASD and letter home to explain events. Review of arrangements if necessary e.g. separate buses.
3	Complex More severe incidents continue or are repeated	Cyberbullying Persistent refusal to change behaviour	Potential involvement of external bodies E.g. PSNI for inappropriate communications. Contact with parents. Discussion with Vice-Principal and other relevant staff E.g. Teacher in charge of E-Safety.	Saturday School or Directed Day. Suspension as outlined in E-Safety Policy.
4	High Risk The pupil is of significant concern	Mental Health problems Criminal Concerns Child Protection Concerns	Involvement of external agencies: PSNI Social Services Gateway team	Referred to VP/Principal. Consultation with support agencies. Suspension.

Please remember the role of the SENCO when dealing with SEN pupils

Appendix 6

Role of the Form Tutor

When dealing with an incident	When consulting with HOY	When monitoring both parties
Remember that under the 'Addressing Bullying in Schools Act' *both pupils* **must be listened to.** *Staff (teaching and non-teaching), parents and pupils will see the Form Tutor as the initial point of contact.* Remain calm and establish the facts Use new language i.e. refer to bullying behaviour and not the child Be positive yet assertive. Remember that they will be this pupil's form tutor for the next number of years yet also be clear about expectations. Tutors should keep a written record but never ask either pupil to write a statement. This record will be used as evidence and uploaded by HOY on to SIMS so keep factual.	Use legal criteria to decide: **Bullying Behaviour** **Vs** **Unacceptable behaviour** • Repetition • Intention • Harm/hurt • Omission Also consider if there is an imbalance of power. Unacceptable behaviour will be dealt through the Positive Behaviour Policy and code of conduct.	**Both parties have to be supported and their habits and behaviours monitored after the incident has been dealt with.** Consider how Form Tutors might monitor pupils e.g. Attendance Punctuality PTE/PTM SIMS AP Results