



ACADEMY
PRIMARY SCHOOL



Academy Primary
and
Nursery School
Anti-Bullying
Policy

(Revised August 2021)

Mission Statement/Values

Academy Primary School recognises the value of each child as an individual, and the importance of nurturing every aspect of his/her personality - intellectual, creative, emotional, physical and spiritual. All individuals are of equal worth; therefore tolerance, respect for others and a readiness to support and care for each other within the community and the world at large are essential.

The school's vision and its values are necessarily closely inter-linked, and we need to ensure that pupils are provided with the opportunity to develop a reasoned set of attitudes, beliefs and values. Whilst recognising that certain moral issues are personal and family based, moral and social issues do present themselves for discussion within the curriculum. Information is given so that pupils can make considered decisions, when ready to do so, from a base of sound understanding.

Tolerance of others' values is extremely important, but there may be occasions when pupils need to be shown, through discussion and by example, what is and is not acceptable both in and outside school. Although some issues will be viewed differently by individuals, others must generate universal agreement; amongst these, bullying, lying, stealing, religious and racial intolerance cannot be condoned. Equally, the beliefs, ideas, property and rights of others should be respected.

Basic standards of good behaviour require that all should be considerate, polite, respectful and helpful towards each other, and that they should recognise the need to be responsible and reliable and to keep to promises made.

Rationale

The above section from our school mission statement and school values provides the rationale for our approach to bullying in whatever form it takes. They encapsulate and encourage a range of values / rights which direct our policy and practice in this area.

This policy reflects the caring ethos of the school and focuses closely on the following articles of the UN Convention on the Rights of a Child.

Article 28 - Every child has the right to an education.

Article 19 – Every child has the right to be protected from being hurt or badly treated

Article 12 –Every child has the right to have a say in all matters affecting them and to have their views taken seriously

The Education Order (NI) 1998 and Education and Libraries Order (NI) set out obligations on schools including the promotion of self discipline, the necessity of consulting with parents and pupils and the prevention of all forms of bullying.

Statutory and non-statutory guidance materials referred to in our policy and practice include:

- Pastoral Care in Schools: Promoting Good Behaviour 2001
- DE Circular 2003/13
- Addressing Bullying in Schools Act (NI) (2016)
- Safeguarding and Child Protection in Schools: A guide for schools (Updated Sept 2019)

Definition of Bullying

The legal definition of bullying as outlined in the Addressing Bullying in Schools Act (Northern Ireland) 2016 is: -

(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.

As a result of this definition above, Academy Primary School may judge a one-off incident as bullying if the incident meets the one –off criteria included in the BCAF form (Appendix 2) and there is clear evidence of premeditation.

Policy Statement of ‘Bullying’ (Child Friendly)

- Bullying is a person, or people, doing nasty or unkind things to hurt or scare you, more than once.
- Bullying is done on purpose, more than once making you unhappy and frightened.

Socially Unacceptable Behaviour

The Anti-Bullying and Positive Behaviour Policies for Academy Primary School both recognise that there is a range of socially unacceptable behaviours which contravenes everyone’s right to be safe. They include but are not limited to the following examples:

1. PHYSICAL – jostling, pushing, punching, kicking, and other physical contact
2. VERBAL – name calling, insults, jokes, threats, spreading rumours
3. INDIRECT omission, refusal to work with/talk to/ play with/ help others, interfering with personal property of someone and can include misuse of a digital device and/ or social media platforms.

Socially unacceptable behaviours will be dealt with according to the school’s Positive Behaviour Policy.

Every child can make errors of judgement behaving in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference.

Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well-adjusted person.

As outlined by EA, some examples of socially unacceptable behaviour is e.g. pushing, nipping, punching, spreading rumours etc. which can occur from time to time when children are playing together.

Socially unacceptable behaviour however can become bullying behaviour when the information gathered by members of staff and shared with members of the Anti-Bullying Support Team clearly demonstrates that the unacceptable behaviours meet the criteria listed below. i.e.

- Intentional
- Targeted at a specific pupil or group of pupils
- Repeated (but is not limited to this)
- Causing physical or emotional harm

Methods of Bullying when there is a deliberate intention to hurt and or cause harm to a person or group of persons

<p>Physical Bullying: intentional</p> <ul style="list-style-type: none"> • hitting, pushing, kicking, tripping, spitting, hair pulling, throwing things, interfering with another's property by stealing / hiding / damaging / intruding upon it; • extortion/ threatening demands for money or other items; • writing or drawing offensive notes/graffiti about another. 	<p>Verbal Bullying: intentional</p> <ul style="list-style-type: none"> • name calling, insulting or offensive remarks, taunting, accusing, put downs; • ridiculing another's appearance /way of speaking / disability / personal mannerisms / race / colour / religion; • humiliating another publicly; • spreading malicious or nasty rumours, threatening, intimidation, mocking, sarcasm.
<p>Emotional/Indirect Bullying: intentional</p> <ul style="list-style-type: none"> • Omission/shunning others from group activity / social setting or play; • belittling another's abilities or achievements; • menacing looks/stares; • rude signs or gestures; • spreading malicious rumours. 	<p>Cyber Bullying: intentional</p> <ul style="list-style-type: none"> • misuse of emails, images, text, blogs, tweets, forums and chat rooms to hurt / embarrass / demean / harass / provoke or humiliate another; • misuse of mobile phones by text messaging / calls or images – again to hurt /embarrass / demean / harass / provoke or humiliate another; • unauthorised publication or manipulation of private information or impersonation.

These categories may be inter-related.

SIGNS IN PUPILS WHICH MAY INDICATE BEING BULLIED & EXPERIENCE BULLYING

Child's unwillingness to travel to or from school / attend school / lateness / erratic attendance

- Avoidance, hanging back from playground or staying late at school
- Deterioration of work / under achievement / disengagement
- Mislaid books, money, equipment or belongings
- Spurious illness / non-specific pains, headaches, tummy upsets, change in eating patterns
- Reluctance to talk about anything troubling them
- Nail biting / flinching / jumpiness / forgetfulness / distractibility
- Unexplained bruising and cuts
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness
- Stresses manifested at home – bed wetting/ insomnia / nightmares / restlessness and irritability
- Reluctance to sit beside or being near to certain pupils / or when coming to and from school

(N.B. Whilst these behaviours may be symptomatic of other problems – bullying may be one reason)

Responsibilities

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Academy Primary School. It is important that there is a collaborative school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

1. The Board of Governors at Academy Primary School must under the terms of the Addressing Bullying in Schools Act (NI) 2016:

a. ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school;

b. determine the measures to be taken at the school (whether by the Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school: -

- on the premises of the school during the school day;
- while travelling to or from the school during the school term;
- while the pupil is in the lawful control or charge of a member of the staff of the school;
- while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school;

c. review those measures

- at intervals of no more than 4 years and at such times as the Department of Education (DE) may direct.

d. before determining or revising these measures, consult in a manner as appears to be appropriate with the school community

e. in determining or reviewing these measures give due regard to any guidance given by DE;

f. prepare a written policy or statement of such measures and secure that

- a copy is given or made available, free of charge and in a form that Governors consider appropriate, to the parents of all registered pupils at the school and to the staff of the school;
- copies of the policy are available for inspection at the school at all reasonable times

g. secure that such measures are taken

2. The Governors of Academy Primary School, can consider reasonable measures to be taken by Governors, the staff of the school or other persons with a view to preventing bullying involving a registered pupil at the school which

- involves the use of electronic communication;

Duty to Keep a Record of Incidents of Bullying

1. The Board of Governors must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school that occur

- on the premises of the school during the school day;
- while travelling to or from the school during the school term;
- while the pupil is in the lawful control or charge of a member of the staff of the school;
- while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

2. A record must

- a) state what, from all of the circumstances, appears to be the motivation of the incident;
- b) state the methods of bullying behaviour;
- c) include information about how the incident was addressed.

3. For the purposes of subsection 2a, motivation may, for example, relate to

- a) differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status; this list is not exhaustive;
- b) differences between persons with a disability and persons without;

- c) differences between persons with dependants and persons without;
- d) differences between persons based on gender reassignment.

4. The DE may by order subject to negative resolution amend subsection 3 above.

5. DE may from time to time publish guidance as to how Governors are to comply with the duty to keep a record under this section; and in complying with the duty under this section Governors must have due regard to any guidance published.

- takes place in circumstances other than those listed in subsection (1b); and
- is likely to have a detrimental effect on that pupil's education at the school

Directions under subsection 1c may be given

- in relation to grant-aided schools generally;
- in relation to a class or description of grant-aided school; or
- in relation to any particular grant-aided school or schools.

Developing an Anti-Bullying Culture

At Academy staff, pupils and parents work together to create a happy, caring, learning environment. Bullying in any of the above forms will not be tolerated. It is the responsibility of everyone to aim to prevent occurrences of bullying and to deal promptly with any incidents.

Staff are expected to adhere to the following actions know and follow the procedures set out in this Anti-Bullying Policy;

- provide a safe, secure and caring environment for the children fostering self-esteem, self-respect and respect for others;
- demonstrate by example the high standards of personal and social behaviour we expect of pupils;
- celebrate good behaviour;
- discuss bullying with all classes, to ensure every pupil learns about the impact it can cause to a child who is being subjected to bullying behaviours, and the importance of telling staff if it happens;
- be alert to signs or indicators of bullying behaviour;
- be particularly observant at high risks times e.g. lunch / break time, movement between classes;
- listen to all reports of bullying behaviour made by a child or parent, acting promptly and fully on the action that has been taken;
- report a suspected case of bullying behaviour to a member of the Anti-Bullying Support team or other responsible adult in their absence;

- follow the agreed procedures, and keeping a record of all occurrences;
- work collaboratively with all relevant members of the school community developing positive partnerships with parents;
- complete Child Protection and Safeguarding Training, also receiving regular training on dealing with Anti Bullying

Pupils are expected to:

- report all incidents of bullying (if a child is being subjected to bullying behaviours or if another pupil is being bullied – TELL SOMEONE);
- follow the school's code of conduct;
- avoid inappropriate behaviour which might be considered as bullying, even at the risk of incurring temporary unpopularity;
- be respectful and supportive to others.

Parents are expected to:

- follow the procedures set out in this Anti-Bullying Policy
- co-operate and work in partnership with the school, if it has been indicated that their child has experienced alleged bullying behaviours or their child is demonstrating alleged bullying behaviours trying to ascertain the truth and implications of bullying
- advise their child of the importance of reporting any concerns to a member of staff.
- discourage behaviours which might be considered as bullying.
- stress to their children that retaliation is not helpful.
- watch for signs or indicators of their child being subjected to bullying behaviours
- follow the procedures of communication in Academy Primary School. **Begin by contacting their child's class teacher;**
- accept their role of responsibility in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

Strategies to Prevent Bullying Behaviours

Academy Primary School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

- Ensure that the policy is implemented.
- Ensure that the policy is reviewed and updated regularly.
- Ensure the policy is on the school website and accessible.
- Ensure the policy is given to all new families to the school.

Proactive Strategies to ensure raised awareness

- Promote School Ethos at all times (as regards Bullying – be a TELLING / LISTENING / RESPONDING school)
- Awareness of Rights and Responsibilities
- Recognise and reward good behaviour
- Promote early intervention and tailor support for any pupil who experiences difficulties in meeting acceptable standards of behaviour
- Use of creative learning to enhance social and emotional skills e.g. use of drama, role-play / novels, children will be guided to understand the feelings of bullied children and practice skills needed to avoid bullying
- Ensure all staff parents and pupils and the HPS community are aware of the staff code of conduct, school code of conduct and are familiar with the Anti- Bullying Policy and procedures for dealing with reports of bullying behaviour.
- School Council involved in e.g. awareness raising posters being displayed in classrooms and corridors or role plays in Assemblies.
- Appropriate leaflets / literature / online links will be provided for children
- School Assemblies – address Bullying / provide Anti-Bullying strategies
- Vigilant supervision at all times in particular at - playground / movement between classes/ general school environment with zoning in playground areas, making adjustments as necessary
- Consultation with school community e.g. regarding the effectiveness of the policy, monitoring levels of pupil / staff well-being and relationships
- Through Pastoral curriculum actively promote positive emotional health and well-being e.g. Paths Programme helping to build confidence, self-esteem and resilience
- Emphasis at regular intervals highlighting the difference between socially unacceptable behaviours and bullying behaviours
- Use of PDMU lessons, RSE and Shared Education to address issues such as bullying/ racism/ sectarianism
- Circle Time / Class discussions to develop interpersonal and intrapersonal skills
- Promotion of Buddy System i.e. peer support is offered from groups of P7 children trained in the 'Buddy System'. BUDDY BUS-STOP in specified areas of the playground increase the effectiveness of the whole-school listening mode.
- Worry Box in a central area; pupils also determine five trusted people (adults) who can support them (i.e. Helping Hand – Action Mental Health)
- Provision of support for vulnerable pupils including new pupils to the school e.g. through seating arrangements, providing peer support / additional support staff and observation of pupil in need
- Good Parental Communication – e.g. face-to-face, telephone / email / Google Classroom / Seesaw
- Consultation / Questionnaire for pupils and parents at appropriate times
- Involvement in NIABF Anti-Bullying Week & Safer Internet Day / Online Safety Week
- Involvement of Learning Support Teacher as required
- Use of Outside Agencies and resources –e.g. NSPCC, Action Mental Health, Childline, PSNI, Behaviour Support Team
- Staff Training / effective communication

Reactive Strategies

The following steps are taken when dealing with incidents:

- If bullying behaviour is suspected or reported, the situation will be dealt with immediately by the member of staff who has been approached
- A member of staff, will respond to any claim of alleged bullying no matter what the circumstance. (N.B. This process will take an agreed period of time to complete to ensure that all parties involved have been listened to.)
- Allegations will be taken seriously
- Attempts will be made to resolve a situation quickly
- Steps taken to ensure child feels safe and secure
- Consequences / sanctions, which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

Procedures for dealing with Bullying

When dealing with bullying behaviour the school will aim to:

1. Work collaboratively with parents and pupils to stop bullying behaviour .
2. Protect and support the pupil experiencing bullying behaviour.
3. Change the attitude and behaviour of the child displaying bullying behaviours.

In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of consequences which are outlined in the Positive Behaviour Policy. Such situations will be dealt with and communicated clearly by the staff in charge in a caring, supportive and fair manner, with some flexibility regarding age of the child and the individual's circumstances as far as consequences are concerned.

A restorative and solution-focused model (Seven Steps Approach – Appendix 1) will be used by Academy Primary School to move forward when responding to bullying behaviour.

Refer to Bullying Concern Assessment Form (BCAF) - Appendix 2 - which is also stored on SIMS.net computer record system.

Agreed procedures for responding to and recording incidents of bullying have been established. These procedures include informing parents/carers at appropriate stages and are outlined on the next page.

<p>1. STEP 1 Completion of BCAF PART 1</p>	<p>Page 1 & 2 of Bullying Concern Assessment Form (BCAF) completed by class teacher (and member of support staff if appropriate)</p> <p>The class teacher will meet with the appropriate member of the Anti-Bullying Support Team. On the basis of information gathered, collectively use the indicators on the form to assess whether or not the behaviour is to be considered 'bullying', as defined by the legal definition or recorded as socially unacceptable behaviour. The Positive Behaviour Policy strategies will be actioned. The remainder of Part 1 is completed in all cases. In either instance, the class teacher will contact the parent who raised the concern confirming how the matter will be dealt with.</p>
<p>2. STEP 2 Completion of BCAF PART 2</p>	<p>If the assessment of concern is defined as bullying, the teacher will:</p> <ul style="list-style-type: none"> • Clarify the nature of the bullying behaviour and complete page 3 (PART 2) of BCAF.
<p>3. STEP 3 Completion of BCAF PART 3</p>	<p>Inform the parents of both the pupil experiencing bullying behaviour (P.E.B.B.) and the Pupil Displaying Bullying Behaviour (P.D.B.B.) of the situation. The class teacher will</p> <ul style="list-style-type: none"> • begin the 2-week support cycle recording on Part 3 of BCAF • send a 'BULLYING ALERT' email to staff. <p>Week 1 -This form will be updated each day by the teacher involved and signed by the member of the Anti – Bullying Support Team at the end of this week. Those involved will be observed, reassured and supported as necessary. Week 2 – As above, recorded twice by the teacher</p> <p>The teacher will note positive and/or negative incidents after consulting with the children involved. (page 4 & 5)</p>
<p>4. STEP 4 Completion of BCAF PART 4 (a)</p>	<p>At the end of the two-week intervention, this will be reviewed by the teacher and member of the Anti-Bullying Support Team. The class teacher will inform the parents of the children involved of progress. (page 6)</p> <p>Decision as to whether situation is resolved fully / partially or further intervention / support required will be determined</p>
<p>5. STEP 5 Completion of BCAF PART 4 (b)</p>	<p>If, at this stage, the incident is still unresolved, the teacher will refer the incident directly to the DT/DDT/ Principal who will decide, with the teacher, what further action is required with an appropriate timeframe established.</p> <p>Parents will be kept informed and records kept.</p>
<p>6. STEP 6 Continuation of BCAF PART 4 (b)</p>	<p>If the issue remains unresolved at this stage, it will move to the Safeguarding Team for consideration of next steps to be taken. e.g. accessing support from EWO / EA Behaviour Support Team / PSNI.</p> <p>Parents will be kept informed and records kept.</p>

Links With Other Policies

Academy Primary School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

Safeguarding & Child Protection
Pastoral Care
Positive Behaviour
Special Educational Needs
Curricular Policies (PDMU and UICT)

Equality, Diversity and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

Monitoring and Reviewing the Anti-Bullying Policy

This policy was formulated by Mrs Dickson in consultation with school Governors, staff, pupils and parents. The Governors will be involved in the tracking and monitoring procedures i.e. this will be an item on the Agenda of Governor Meetings, relating to the efficacy or otherwise with regard to individual interventions and strategies used or the overall effectiveness of the Anti-Bullying Policy and practice.

The school will use the ETI Safeguarding proforma along with the SIMS.net records to check whole-school effectiveness. The school will continue to focus on ensuring that all members of the school community understand the difference between socially unacceptable and bullying behaviours making changes where needed to ensure they understand the differences.

The school will review measures at intervals of no more than 4 years or if directed by DE to do so. e.g. new legislation introduced, following an ETI Inspection or after dealing with a particularly challenging situation which has highlighted the need for amendments to be made to policy and/or procedures.

The Safeguarding Team / Anti – Bullying Support Team will on an annual basis review the data held regarding bullying behaviours, identifying trends and evaluate the effectiveness of anti-bullying strategies.

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LEGAL CONTEXT

This policy is informed and guided by current legislation and Department of Education (DE) guidance listed below: -

The Legislative Context: -

- Health & Safety at Work NI Order 1978
- The Children (NI) Order 1995
- The Human Rights Act 1998

- The Education (NI) Order 1998 Article 3 – See DE 1998/25
- Welfare and Protection of Pupils Education & Libraries (NI) Order 2003
- The Education (2006 Order) (Commencement N0.2) Order (NI) 2007
- Addressing Bullying in Schools Act (NI) 2016

DE Guidance: -

- Pastoral Care in Schools: Promoting Positive Behaviour DE 2001
- Safeguarding & Child Protection in Schools. A Guide for Schools 2017 (updated in August 2020)
- Children & Young People's Emotional Health and Wellbeing in Education
- Framework, DE/ D of H, February. 2021 to be read in conjunction with the following:
 -
- Cooperating to Safeguard Children & Young People in NI, Dept. of Health, Social Services and Public Safety 2016
- Safeguarding Board for NI's (SBNI) Policies & Procedures 2017
- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools & Board of Governors 2019

Useful Websites & Telephone Numbers

Department of Education
Northern Ireland Anti Bullying Forum

www.deni.gov.uk
www.niabf.org.uk
www.thinkuknow.org

Childline NI
NSPCC (FullStop) campaign

0800 1111
0808 800 5000

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern

Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

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

- (a) any verbal, written or electronic communication*
- (b) any other act, or*
- (c) any combination of those,*

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			

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) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (stored)

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

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

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

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:

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

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

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name: _____ **Year Group/Class:** _____

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed: _____ **Date:** _____ **By whom:** _____

Staff Involved: _____

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil: _____

Parent/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:

Year Group/Class:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed:

Date:

By whom:

Staff Involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carers:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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

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

Give details:

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

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

Appendix 1

The Seven Steps

Step 1 - meet with the child experiencing bullying behaviour

The teacher starts by talking to the victim about his/her feelings. He/she does not question the victim about the incidents but does need to know who was involved

Step 2 – convene a meeting with the people involved

The teacher arranges a meeting with the group of pupils who have been involved. This will include some bystanders or colluders and even friends of the child experiencing bullying behaviour who joined in but did not initiate any bullying. A group of six to eight people works well.

Step 3 - explain the problem

The teacher tells the group about the way the child experiencing bullying behaviour is feeling and might use a poem, piece of writing or a drawing to emphasis his/her distress. At no time does he/she discuss the details of the incidents or allocate blame to the group.

Step 4 – share responsibility

The teacher does not attribute blame but states that he/she knows that everyone in the group has a responsibility to improve the situation.

Step 5 – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the child experiencing bullying behaviour could be helped to feel happier. The teacher gives some positive responses but he/she does not go on to extract a promise of improved behaviour.

Step 6 – leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going.

Step 7 – meet them again

About a week later the teacher discusses with each student, including the child experiencing bullying behaviour, how things are going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.