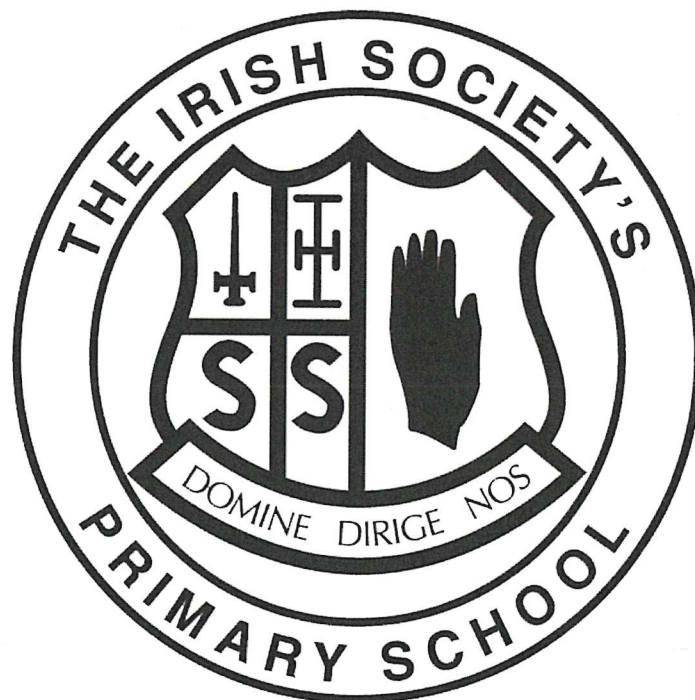
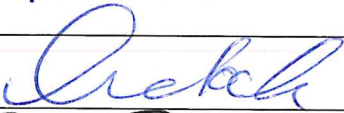



The Irish Society's Primary School & Nursery Unit



ANTI-BULLYING POLICY

Date Policy Reviewed:	September 2021	
Date of next review:	September 2023	
Signed:		Principal
Signed:		Chair of Board of Governors

1. Introduction and Statement

It is the aim of The Irish Society's Primary School to provide a safe, secure and supportive environment so that the academic, personal and social development of all our pupils is realised. We believe that appropriate pupil behaviour is essential in the creation of such an environment and regard all forms of bullying behaviour as unacceptable.

2. Context

At The Irish Society's Primary School, we have based our Anti-Bullying Policy on the following legislative and policy guidance:

The Legislative Context:

- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003](#) (A17-19)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

The Policy & Guidance Context

- ✳ The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- ✳ [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 \(SBNI, 2017\)](#)

The International Context

- ✳ [United Nations Convention on the Rights of the Child](#) (UNCRC)

At The Irish Society's Primary School, we take the legal definition of bullying from "The Addressing Bullying in Schools Act (Northern Ireland) 2016":

This act places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.

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

- 'Safeguard and promote the welfare of registered pupils'

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

- Be protected from discrimination
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously
- Education

The Board of Governors will follow the guidelines from the “The Addressing Bullying in Schools Act (Northern Ireland) 2016”:

(1) The Board of Governors must:

- (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 Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school
 - (i) on the premises of the school during the school day;
 - (ii) while travelling to or from the school during the school term;
 - (iii) while the pupil is in the lawful control or charge of a member of the staff of the school eg. school trip; or
 - (iv) 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;
- (d) before determining or revising those measures, consult (in such manner as appears to it to be appropriate) the Principal and the registered pupils at the school and the parents of those pupils;
- (e) in determining or reviewing those measures, have due regard to any guidance given by the Department;

3 – Ethos & Principles

At The Irish Society’s Primary School, we have based our Anti-Bullying Policy on our school ethos and principles which underpin everything we do:

- 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

4 – Consultation and Participation

At The Irish Society's Primary School, we have based our Anti-Bullying Policy in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

- We worked with pupils through the following consultation processes:
 - Consultative workshops with the School Council
 - Class-based activities
 - Questionnaires distributed to pupils
- We consulted with parents and asked for feedback on the draft policy.
- We worked with staff members through the following consultation processes:
 - Engagement activity for all staff, teaching and non-teaching

5 – What is Bullying?

At The Irish Society's Primary School, we take the legal definition of bullying from "The Addressing Bullying in Schools Act (Northern Ireland) 2016":

Addressing Bullying in Schools Definition of "bullying":

(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, or otherwise, of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), "act" includes omission.

We believe while bullying is usually repeated behaviour, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others. There are instances of one-off incidents that the 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
- Cognitive and SEN ability, imbalance of power, age and size

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

At The Irish Society's Primary School the following unacceptable behaviours on the school premises, 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
 - making threats to others
 - calling another pupil mean and hurtful names
 - telling lies or spreading false rumours about others
 - trying 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 or causing embarrassment by showing possessions
 - biting
 - nipping
 - scratching
 - hair-pulling
- Omission (Exclusion)
 - Leaving someone out of a game, deliberately and repeatedly,
 - Refusing to include someone in group work, deliberately and repeatedly,

✴ Electronic Acts (ON OUR SCHOOL PREMISES)

- 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 (e.g. photographs or videos) without authorisation and/or knowledge of that pupil online to embarrass someone

Whilst these lists are not exhaustive, behaviours which fit with the definition may be considered bullying behaviour.

At The Irish Society's Primary School, we acknowledge the various motivations behind bullying, including those named in the Act. These include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Social and economic status
- Community background
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

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 language such as:

- 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.

At The Irish Society's Primary School 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, burn marks, cuts, nip/bite marks, nail marks or hair pulling.

We define 'repeated' as:

- 3 or more repetitious incidents involving the same target/s

We define omission as:

- Intentionally choosing not to mention or failure to act i.e. wilful omission arising from a desire to cause hurt

6 – Preventative Measures

At The Irish Society's Primary School, we aim to promote a strong anti-bullying ethos within the school and the wider school community. We aim to prevent bullying and create a safe learning environment.

Examples of these strategies include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- 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
- Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. NSPCC "Speak Out Stay Safe" programme)
- 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. Anti-Bullying Ambassadors 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 and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- Provision and promotion of extra- curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.
- E-Safety Monthly Newsletters issued to parents and on school website

Travelling directly to and from at the start and end of the school day while wearing school uniform

Ultimately parents are responsible in ensuring their children behave appropriately on the way to and from school. In conjunction with this we at The Irish Society's Primary School take preventative measures to educate against inappropriate behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways we further build upon this 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.
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff at school gate where appropriate)

Online Safety

Ultimately parents are responsible in ensuring steps to prevent bullying through the use of electronic communication amongst pupils. As the pupils in our school are under the age of 12, it is the responsibility of the parents and guardians to be fully aware of what their child is doing online. Parents are also responsible for the age restrictions that are evident for social media applications. The school's "duty of care" will not be used in situations where pupils behave inappropriately on platforms as this is the responsibility of parents. If evidence of aspects of bullying become integrated into school life, we will play an active role.

Should incidents of online bullying and abuse be reported to our school by a concerned parent we will advise these parents as to how to report this behaviour to the appropriate authority i.e. PSNI.

It is the requirement of parents to keep their child safe from Internet bullying whilst at home. In conjunction with this we take preventative measures to educate against online bullying by:

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

It is important to remember that our Anti-Bullying Policy is one of a number of policies in the wider Pastoral Care and Safeguarding suite of policies.

7 – Responsibility

Everyone in The Irish Society's Primary School family, 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 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

Pupils should:

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

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

Our Staff will:

- Foster self- esteem, self- respect and respect for others
- Demonstrate by example the high standards of professional and social behaviour we expect of our pupils
- Discuss bullying with our classes so pupils learn about the damage it causes and the importance of telling the teacher
- Be alert to the signs of bullying
- Respond to any bullying incident

8 – Reporting a Bullying Concern

At The Irish Society's Primary School, we aim to promote a strong anti-bullying ethos within the school and the wider school community. In this climate we ensure pupils, parents and anyone else with concerns can make these known to the school. It is essential that pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

Pupils can raise concerns by either:

- Verbally- talking to a member of staff
- By posting a comment in a 'worry box'

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

Parents and carers have a responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers are reminded of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Parents are reminded that whilst on school premises they should ensure they follow school protocol and NEVER address issues with a child or parent. Please follow the school procedures described below.

The process of parents/carers raising/reporting bullying concerns:

- 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 Vice-Principal/Principal, as applicable.
- Where the parent/carers remains unsatisfied that the concern has not been appropriately responded to, the school's Complaints Procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, The Irish Society's Primary is 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 and that feedback will be made to the person who made the report. However, it must be noted that no information about actions taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

9 – Responding to a Bullying Concern

The processes outlined below provide a framework for how The Irish Society's Primary School will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible will use some /all of the following strategies:

- Clarify facts and perceptions – from those involved and key bystanders
- Check records (Google Sheets)
- Assess the incident against the criteria for bullying behaviour
- Identify any themes or motivating factors
- Identify the type of bullying behaviour being displayed
- 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
- Identify support provided for all pupils involved
- Track, monitor and record effectiveness of interventions - ongoing dialogue to ensure that the strategies identified and agreed have positive results
- Review outcome of interventions
- Select and implement further interventions as necessary

Staff and pupils together involved in tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review.

Parents will be informed of the actions taken and the outcomes achieved.

NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource will be adapted when responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour. Appropriate consequences and sanctions are reflected within the Positive Behaviour Policy.

It must be noted that information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers

10 – Recording

“The Addressing Bullying in Schools Act (Northern Ireland) 2016” requires schools to record all incidents of bullying behaviour and alleged bullying incidents.

Duty to keep a record of incidents of bullying

(1) Schools must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school that occur:

- (a) on the premises of the school during the school day;
- (b) while travelling to or from the school during the school term; **(ultimately parents are responsible in ensuring their children are not engaging in bullying acts/incidents while travelling to or from the school during the school term)**
- (c) while the pupil is in the lawful control or charge of a member of the staff of the school; or
- (d) 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 under subsection (1) must—

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

The school will 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 and access to these records will be restricted and only provided to those members of 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 the Anti-bullying Policy and practice within the school.

11 – Professional Development of Staff

At The Irish Society's Primary School we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:

- staff are provided with appropriate opportunities for professional development, through training on both the policy and its procedures - any amendments made, inclusions added etc. will be added to this Anti-Bullying Policy and any correlated policies
- Safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- stating that CPD records will be kept and updated regularly

12 – Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors of The Irish Society's Primary has been mindful of related 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
- Educational Visits
- Staff Code of Conduct

Monitoring and Review of Policy

At The Irish Society's Primary School to ensure we 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 Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before September 2025.

Appendix 1

Choosing an Appropriate Intervention

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

In selecting an intervention the school will take account of:

- The level of severity
- The age and ability of those involved
- Whether an individual pupil is displaying bullying behaviour or is involved as part of a group
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- The agreement of parents/carers
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention method
- Whether it is realistic to expect that the child experiencing bullying can be strengthened adequately to deal with the situation.

Understanding the levels of Intervention

Level 1 Interventions Low Level Bullying Behaviour

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

Staff should;

- Explain the inappropriateness of the behaviour
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the child experiencing bullying.
- Talk with the child experiencing bullying to explore whether in any way he/she has provoked the bullying behaviour.
- Help the bullied child to identify ways in which he/she may be strengthened and supported.
- Encourage reparation if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is a shift from individual work to group interventions. To be effective small group work needs:

- The consent of the child being bullied
- To be planned and timetabled, session length dependent on age and ability
- Parental/carers consent and agreement from participating pupils
- Carefully selected group membership
- To be facilitated in a positive manner, ideally by two adults, one participating one observing.

- Structured and focused activities to stimulate discussion and debate amongst members and develop group identity.
- Decisions and outcomes to be agreed and recorded.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach.
- To provide opportunities for pupils to take responsibility
- Regular meetings of the group
- Regular meetings with the bullied pupil to assess on going effectiveness of agreed actions.

Level 3 - Interventions Complex Bullying Behaviour

It is clear that more complex bullying situations, which may be resistant to change, require the school to collaborate and network with parents/carers and other agencies, in addition to working with individual pupils.

Consequently, at this level, regarding a pupil's bullying behaviour require a formal referral to the Pastoral Co-Ordinator (Mrs McKendry) who will assume over-arching responsibility for the implementation, monitoring and evaluation of school-based interventions. In addition, he will have a lead role when liaising with external agencies.

The Pastoral Coordinator will refer to the school's Positive Behaviour and Anti Bullying Policies to ensure that the response is consistent with the provisions in these policies.

These pupils will be at Stage 1 of the SEN Code of Practice requiring that the SENCO and Pastoral Coordinator determine appropriate interventions.

The inappropriate pupil behaviour should be identified within a Pupil Learning Plan (PLP) with the intervention detailed in the Behaviour Support Plan. It is imperative that other school staff implementing discrete interventions have been assigned responsibility accordingly.

At this level all available information should be used to inform a Risk Assessment. This assessment should involve an analysis of the presenting Risk Factors and Protective Factors. This risk analysis will determine the level of risk and needs and appropriate intervention from the framework. We consider these in terms of the following:

- School Environment
- Family Environment
- Peer Environment

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

Strength Building

It is clear that pupils who engage in repetitive and/or severe bullying behaviour require additional measures in order for their behaviour to be influenced. This is especially case for 'at Risk' pupils who present with many risk factors and few protective factors.

Research shows that such pupils often have 'delays' in one or more of their social and emotional capabilities, as well as being disconnected from positive relationships, programmes and opportunities in

their school, home and community. Such pupils require Strength Building interventions. Individual action plans for 'strengthening' such pupils should focus on developing their social emotional skills and values.

Responsibility for strengthening these skills can be assumed by class teachers, SENCO / Pastoral Coordinator and involve support from other professionals, such as the School Counsellor, Educational Welfare Officer and other outside agencies.

Parents/carers will be informed of the programme, their consent obtained and wherever possible parents will be involved and contribute to this intervention, reinforcing these skills beyond the school setting.

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. The school's Child Safeguarding Procedures will need to be invoked.

MAST meeting to be organised to develop an inter-agency risk management plan. This may incorporate intensive support services to the pupils involved and their families.

DE's guidance 'Pastoral Care in School: Child Protection (Circular1999/10) states:

'Where a pupil's bullying behaviour is persistent and defies attempts by the school to address it satisfactory by behaviour management strategies or disciplinary methods within a reasonable time, the child protection procedures should be instigated. The victim's needs should always be paramount. (para87)

Regional Child Protection Policy and Procedures 9.50 (2005)

The framework in accordance with CH5 of these procedures should be instigated in the following circumstances:

- Anti- bullying procedures have failed to be effective
- Bullying is persistent and severe, resulting in the victim suffering/likely to suffer significant harm
- There are concerns that the bullying behaviour is indicative of the bully suffering/ likely to suffer significant harm
- Where concerns exist in relation to the parent's/carer's capacity to meet the needs of the child

Referral to inter and multi –agency liaison and integrated working with other external agencies is required at this stage. Referral to and /or liaison with other EA support services may occur at this time as the Behaviour Support Team, EWS and Educational Psychology. Other external agencies may include the Gateway Team, Child and Adolescent Mental Health Team (CAMHS), PSNI.

Bullying Concern Assessment Form

PART 1 - Assessment of Concern

Our School's Definition of Bullying is

The Department of Education defines bullying as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.” ‘Pastoral Care in Schools: Promoting Positive Behaviour.’

	Name(s)	Gender	DOB & Year Group (if Pupil)
Person(s) reporting concern		M / F	
Target			
Other(s) involved in incident/concern			
Does the behaviour involve? Individual to individual 1:1 Individual to Group Group to individual			

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)
- ☐ Cyber (through technology such as mobile phones and internet)
- ☐ Disability (related to perceived or actual disability)
- ☐ 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 _____

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.

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

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

Give details of any previous incidents reported

PART 2 – Details of interventions to be implemented in responseOutline action/support to be undertaken with pupil(s) who has been targeted:(please tick all that apply) ***Refer to Levels Guidance for Interventions**Intervention with ☐ individual(s) ☐ peer group ☐ whole class☐ Ongoing support/monitoring from _____ (named staff)

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

☐ Referral to other agencies (please specify)☐ Any other details (please specify)Outline action/support to be undertaken with pupil(s) who has been displaying bullying behaviour: (please tick all that apply) *** Refer to Level 1-4 Interventions Resource**☐ Intervention re bullying concern with individual(s) ☐ peer group ☐ whole class☐ Ongoing support/monitoring from _____ (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

PART 3 - Status of Concern**This record is now:**

- Filed (**Interventions complete, issue resolved, record maintained**)

Further intervention/ Required

- Copied to Class Teacher/Group Tutor

- Passed to Head of Pastoral

- Copied to Principal

- Referred to external agency, please state: _____

Name and designation of the teacher completing this form:

Signed: _____ Date: _____

PART 4 - Ongoing record of support and interventions PAGE

(Refer to Levels Guidance for interventions)

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

Name and designation of the teacher completing this form:

Signed: _____ Date: _____