

St. Anthony's Primary School

43 Fairway, Larne, Co. Antrim BT40 2BG



Anti-Bullying Policy

Policy Date:	September 2022
Review Date	September 2025
Person Responsible	Principal/Senior Teacher
Consultation	Board of Governors, Teaching/Non-Teaching Staff, Parents and Pupils

This policy has been created in line with the Addressing Bullying in Schools Act (Northern Ireland) 2016 (hereinafter referred to as The Act) for implementation of The Act on 1st September 2021.

Purpose

This policy will inform staff, parents, pupils and the wider school community of what bullying is, the forms it may take and the procedure used in St. Anthony's Primary School to resolve any issues or incidents involving bullying.

Aims and Objectives

Bullying is unacceptable behaviour. It can happen in any school and many young people can be involved at times. St. Anthony's Primary School aims to be bullying free and is therefore committed to:

- Creating a safe environment where young people can learn and play safely, free from bullying;
- Creating an ethos in which our pupils can safely and openly talk about their worries free from recrimination;
- Establishing a confidence in our pupils that an adult will always listen to them and offer them help if they need it;
- Dealing quickly, fairly and consistently with any incidents of bullying and/or alleged bullying;
- Informing and involving parents/guardians in any incidents of bullying or alleged bullying;
- Using the 'no-blame' approach to try and permanently resolve any issues of bullying;
- Recording all information pertaining to incidents of bullying or alleged bullying;
- Keeping parents aware of training and information sessions available;
- Informing parents/guardians of this and other related school policies;
- Teaching our pupils about bullying and keeping safe and healthy.

We will make it clear to pupils, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set out in this document to help both the pupil displaying bullying behaviour and the pupil receiving bullying behaviours.

The section should set out context in which the policy has been developed, including the legislative and policy/guidance framework applicable. This includes:

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- St. Anthony's P.S School Anti-Bullying Policy
- 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)
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The key points to note are:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016:
Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (e.g. school trip)
 - When receiving education organised by school but happening elsewhere (e.g. in another school)
- Requires that the policy be updated at least every four years.
- The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

‘Safeguard and promote the welfare of registered pupils’ (A.17)

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

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

Consultation and Participation

As the Education NI Order 2003 Article 19 states, to satisfy legal requirements, new discipline policies must be subject to consultation by registered pupils and parents to be sufficiently clear and robust to all. The incidence of bullying behaviour will be much less likely where all members of the school community - teachers, pupils, parents, ancillary staff and governors - co-operate and are part of the consultation process to promote, develop and maintain a policy and atmosphere in which all forms of bullying behaviour are agreed upon and rejected.

We will use the following ways to participate and consult:

- awareness raising programmes (curriculum and parent information evenings);
- class based activities;
- survey/questionnaires distributed to pupils, parents, governors and whole school staff;
- obtaining the views of student representatives e.g. Pupil Council monitors, peer mediators;
- seeking the views of parents at Parent Council meetings.

N.B. Due to Covid-19 restrictions, we were unable to consult parents/pupils in the most effective way but aim to audit both groups going forward (including the dissemination of Anti-Bullying Questionnaires).

Definition of Bullying

The Act defines bullying as:

- 1) Including, but 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.

In order to explain the legal definition of bullying in a clearer way, the Northern Ireland Anti-Bullying Forum has developed the following policy statement defining bullying as:

Usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.

In school, when teaching children about anti-bullying, we will use the NIABF's definition as outlined above.

Methods of Bullying

There is no exhaustive list but the following are examples of bullying:

- a) Any verbal, written or electronic communication

These methods can be described as, but are not limited to, saying, writing, or using online contact and platforms to:

- ☒ Say mean and hurtful things to, or about others
- ☒ Make fun of others
- ☒ Call another pupil mean and hurtful names
- ☒ Tell lies or spread false rumours about others
- ☒ Try to make other pupils dislike another pupil/s
- ☒ Extort from, blackmail or exploit another.

b) Any other act

Other methods of bullying behaviour commonly include physical bullying and can be described as, but are not limited to:

- ☒ Hitting
- ☒ Kicking
- ☒ Pushing
- ☒ Shoving around
- ☒ Locking a pupil/s inside a room etc.
- ☒ Material harm such as taking / stealing money or possessions
- ☒ Other direct/indirect acts

c) Any combination of those

This policy and The Act acknowledges that various methods of bullying behaviour can occur separately or together.

This policy and The Act also includes the act of omission, including where a pupil is intentionally left out and where there is a wilful failure to include a pupil.

While repetition is internationally recognised as an important element in establishing bullying behaviour, this policy and The Act does not require repetition for behaviours to be defined as bullying.

As a school, in certain circumstances, to be decided by the Principal, one-off incidents will be treated as such.

The Act gives us, as a school, the power to take action to prevent cyber bullying which is taking place outside school, but which is likely to have an impact on the pupil's education in school. Although we do not have a duty to take action, each case of cyber bullying will be reviewed on a case-by-case basis.

Motivations of Bullying Behaviour

We will record the motivation behind the bullying behaviour.

Motivations behind bullying behaviour are wide ranging. Motivations include, but are not limited to:

- ☐ Age
- ☐ Appearance
- ☐ Breakdown in peer relationship
- ☐ Community background
- ☐ Political affiliation
- ☐ Gender identity
- ☐ Sexual orientation
- ☐ Pregnancy
- ☐ Marital status
- ☐ Race
- ☐ Religion
- ☐ Disability
- ☐ Ability
- ☐ Child Looked After
- ☐ Young Carer Status

Assessing if the Anti-Bullying Policy should be enacted

As a school, we will use the following criteria to assess whether incidents will be addressed through this policy or be addressed via the schools Positive Behaviour Policy:

- ☐ Severity and significance of the incident
- ☐ Evidence of pre-meditation
- ☐ Impact of the incidents on individuals (physical and emotional)
- ☐ Impact of the incidents on the wider school community
- ☐ Previous relationships between those involved
- ☐ And previous incidents involving the individuals.

If the alleged bullying incidents are assessed as meeting the criteria for bullying this policy will be enacted. When alleged incidents fail to meet the criteria for bullying

behaviour, the school will use our Positive Behaviour Policy to address any unacceptable behaviour.

Intention to Cause Harm

The Act clearly states that, in order for bullying behaviours to be considered as bullying, intent must be clear. As a school, we define the intention to harm as the continuation of identified bullying behaviour after the school has implemented interventions to respond to the situation, resolve the concern and restore the relationship.

In the process of determining intent, the school will use discretion in assessing an individual pupil's capacity to understand the impact of their behaviours, e.g. due to developmental age, disability or delay.

As a school, we define harm in the following ways:

- ☐ 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.

When Should the Policy Be Applied?

This policy will be applied:

- a) On the premises of the school during the school day. The premises of our school is defined as the space within the outer boundary fence.
- b) While travelling to or from the schools during the school term. Pupils are expected to follow the school's behaviour policy when travelling to and from school.
- c) While a pupil is in the lawful control or charge of a member of staff of the school. For example, school trips, external events.
- d) During educational provision arranged on behalf of the school and provided away from the school premises. For example, another school, a Further Education College, EOTAS, Home (Exceptional Teaching Arrangements)

Preventative Measures

The Responsibilities of Governors

Governors have oversight of the Anti-bullying Policy and ensure its effective implementation. At St. Anthony's Primary School, Governors ensure this by:

- ☐ Ensuring that, at each Full Board Meeting, a report on bullying is presented as a standing item within the Principal's report.
- ☐ Ensuring minutes are kept including information on numbers of recorded incidents, method, motivation and how the incident was addressed.
- ☐ Recording how pupils, parents / carers, teachers and Governors are consulted if and when changes are made to the policy
- ☐ Identifying trends and patterns to inform further development of policy and practice.

The Responsibilities of Staff

In line with this Policy document and our Child Protection/Safeguarding Policy, Pastoral Care Policy, Positive Behaviour Policy our staff will:

- ☐ Foster in our pupils self-esteem, self-respect and respect for others;
- ☐ Demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- ☐ Be familiar with school policy on and receive refresher training in Safeguarding/Child Protection, Anti-bullying and Behaviour and Citizenship.
- ☐ Teach e:Safety to their class each year and on additional necessary occasions;
- ☐ Teach PDMU in line with schemes;
- ☐ Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is displaying bullying behaviours and to the child receiving bullying behaviours, and the importance of telling a teacher/responsible adult about bullying when it happens;
- ☐ Be alert to signs of distress and other possible indications of bullying;
- ☐ Listen to children who have been bullied, take what they say seriously and act to support and protect them;

We expect our pupils to:

Follow our school rules at all times;

☑ **Be ready**

☑ **Be respectful**

☑ **Be safe**

Whole School Ethos

- A whole school approach to foster positive self-esteem; respect for others; keeping safe.
- Staff practising modelling respect and nurture approach;
- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Use of whole school Behaviour Initiatives E.g. Recognition Board
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Promote positive attitudes to others through PDMU, RE, Anti-Bullying awareness raising,
- Pastoral system, Pupil Council, Pupil of the Month awards, Caring and Sharing Gold Cards, Prize Giving.
- Promotion of whole school 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 (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.

Curricular Links

- Through the preventative curriculum actively promote positive emotional health and wellbeing
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.
- Personal Development and Mutual Understanding (PDMU) from P1 to P7;
- Religious Education through Assemblies dealing with respect for others and Christian values;
- Language and Literacy through the use of stories, plays and poems to illustrate examples of bullying, and in Drama through the use of role play;
- Art through reflective illustrations, anti-bullying poster designs;
- Circle Time will be used in all classes to enhance and encourage co-operation among children and to provide a safe and secure atmosphere in which children can raise issues of concern.

Lunch, Break and Play-time Provision

- Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- Development of peer-led systems e.g. Active Pupil Council to support the delivery and promotion of key anti-bullying messaging within the school;
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play options e.g. Loose Parts/games
- A teacher and classroom assistants in the playground
- at break;
- Lunchtime supervisors and classroom assistants in the playground and dining hall at lunchtime;
- Peer mediation training for P7 pupils and peer mediators present in the playground to help pupils to resolve minor disputes and conflict;
- P6/P7 Lunchtime Monitors ('playground buddies') to assist in small playground
- Wet breaks/lunchtime games, DVDs and activities provided in each class and a lunchtime supervisor;

Extra-Curricular and Co-Curricular

- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. E.g. sporting activity, creative arts, leisure and games

Travelling To and From School

- We actively encourage our pupils take pride in their school and remind them that they are viewed as ambassadors for their school within the local community. Regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school are given during assemblies, PDMU lessons and through newsletters.
- A member of staff is on duty each day to welcome the children in the morning and to ensure that everyone is kept safe at home time.

Addressing Cyber/Online Bullying

Technology has provided us with more and faster ways to communicate on a global basis than has ever been the case in the past.

We take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. This includes:

- 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 (eg. 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 (eg.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;
- Advising their children to report any bullying to a teacher, supervisor, Mrs Tunney (Designated Teacher) or Ms. Fleming (Deputy Designated Teacher);
- Explaining the implications of allowing the bullying to continue unchecked, for themselves and for other pupils;
- Advising their children not to retaliate violently to any form of bullying;
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping a written record of any reported instances of bullying;
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their 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;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures;
- Monitor the use of technology and the internet at home to ensure appropriate use;
- Attend any relevant information sessions in school;
- Read all relevant literature sent home from school.

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified. Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

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

- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further intentions as necessary

NIABF advocates a restorative approach to responding to bullying behaviour.

Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. As a school will we endeavour to use this approach.

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.

Reporting and Recording Incidents of Bullying

Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. At St. Anthony's P.S., pupils are encouraged to talk to their class teacher, classroom assistant or lunchtime supervisor about any concerns they may have.

Information is also shared widely throughout the school informing children of details of the school's Safeguarding Team (the Designated Teacher for Child Protection, the Deputy designated teacher for Child protection and the Principal) and how they can be contacted.

Children can report concerns about bullying:

- Verbally- talking to a trusted member of staff
- By writing a note to a member of staff (eg. in a homework diary)
- By sending an email to a member of staff or to a dedicated email address
- 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, this message should us on 'getting help' rather than 'telling'. As such, all pupils are 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/carers are reminded to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

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

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This 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 school 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 feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Recording

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible (i.e. the Pastoral Care Coordinator) shall:

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

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.

Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

As a school, we will ensure that all incidents that are reported as bullying are recorded.

We will record whether the alleged incident of bullying is confirmed and responded to through the Anti-bullying Policy, or if the alleged incident is responded to under another policy.

The school will centrally record all relevant information related to reports of bullying concerns, including:

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

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

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

Review of This Policy

The Act places a statutory requirement of Boards of Governors to review this policy every 4 years.

To aid the review of this policy, Governors will review the record of alleged bullying incidents, including:

- ☐ The number of bullying incidents and the number of alleged bullying incidents not progressed under the Anti-bullying Policy
- ☐ The type of bullying (method)
- ☐ The motivation behind the bullying incidents
- ☐ How long the bullying went on
- ☐ The responsive intervention(s) employed
- ☐ The effectiveness of the intervention(s)
- ☐ The proportion of bullying situation which were successfully resolved.

The Board of Governors will also review:

- ☐ The number and type of whole class / school preventative measures
- ☐ The impact of the policy and practice within the whole school
- ☐ The number of pupils, parents and school staff who feel the school is now a safer environment as a result of anti-bullying policy and practice.

In reviewing the policy, the school will circulate a survey each academic year with some questions focusing on behaviour and bullying. This survey will be completed by pupils, parents and staff. A random sample of parents / carers will also get a draft copy of the policy along with a copy of the school's policy feedback form to return to school with their comments.

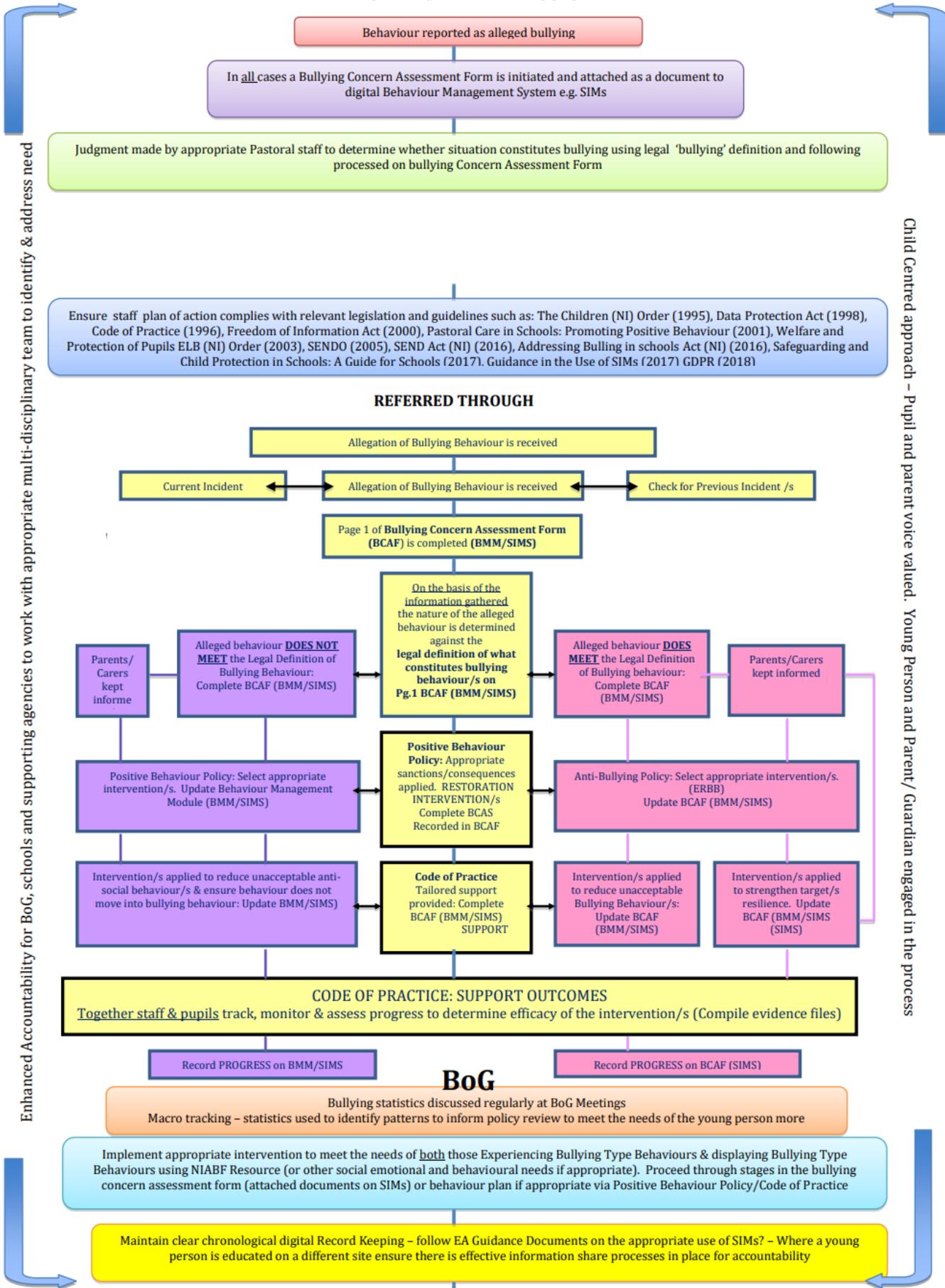
In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

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

Consultation and Next Steps

- Conversation and consultation with a group of KS2 pupils around the draft policy (School council to be included in future review).
- Draft policy discussed at Senior Leadership Team level.
- Draft policy discussed with staff during School Development Day in August 2021.
- Copy of Anti-bullying policy to be sent to parents / carers along with a feedback form for future review.

PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS



Enhanced Accountability for BoG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify & address need

Child Centred approach – Pupil and parent voice valued. Young Person and Parent/ Guardian engaged in the process

BoG

Bullying statistics discussed regularly at BoG Meetings

Macro tracking - statistics used to identify patterns to inform policy review to meet the needs of the young person more

Implement appropriate intervention to meet the needs of **both** those Experiencing Bullying Type Behaviours & displaying Bullying Type Behaviours using NIABF Resource (or other social emotional and behavioural needs if appropriate). Proceed through stages in the bullying concern assessment form (attached documents on SIMs) or behaviour plan if appropriate via Positive Behaviour Policy/Code of Practice

Maintain clear chronological digital Record Keeping – follow EA Guidance Documents on the appropriate use of SIMs? – Where a young person is educated on a different site ensure there is effective information share processes in place for accountability

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

<u>PART 1 - Assessment of Concern</u>		Date:	
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <p>(a) <i>any verbal, written or electronic communication</i></p> <p>(b) <i>any other act, or</i></p> <p>(c) <i>any combination of those,</i></p> <p><i>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.</i></p>			
	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)

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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:
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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

<p>2:1 Who was targeted by this behaviour?</p> <p>Select one or more of the following:</p> <p><input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to group</p>
<p>2.2 In what way did the bullying behaviour present?</p> <p>Select one or more of the following:</p>

- 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:

Part 3b ck interventions until an **agreed** satisfactory outcome has been achieved

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/carer:

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: