Anti - Bullying Policy

2022/24

Related Policies for Abbey Community College.

Teaching for Learning
Inclusion Policy
Pastoral Care
Mobile Phone
E Safety
Drugs Education
Confidentiality
Safeguarding/child protection policy
Positive Behaviour Policy

Summary:

- Schools must comply with the legislative definition
- Schools must have an anti-bullying policy with preventative measures updated at intervals of no more than 4 years*
- The Governors must ensure the Anti-Bullying policy is properly implemented and preventative measures kept under review so that it is fit for purpose
- Schools must engage with pupils, parents/carers and the school community when developing and reviewing the anti-bullying policy
- Schools must record incidents of bullying and alleged bullying behaviours including the motivation, method and how each incident was addressed together with the outcomes

ADDITIONAL NOTES

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)

Using SIMS Behaviour Management To record a Bullying Concern - Guidance for Schools 2020 -2021

The International Context

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

History:

Drafted: 27th June 2015
Updated: 26th June 2022
By: Head of Pastoral Care

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Whole School Ethos

In Abbey Community College we aim to provide a child-centred, positive learning environment to facilitate effective learning and teaching for all. All stakeholders connected to the school community will work together to ensure that the school meets the Department of Education's legislation and guidance for schools on bullying.

At Abbey Community College we believe that all forms of bullying behaviour are unacceptable. We believe that pupils have the right to learn in a safe and supported environment

The Legislative Context

The Anti-Bullying Policy at Abbey Community College supports the Positive Behaviour Policy. It is informed and guided by current legislation and DE Guidance listed below:

The Addressing Bullying in Schools Act (Northern Ireland) 2016

The Addressing Bullying in Schools Act (NI) 2016, came into operation on 01 September 2021 which requires the BoG of the school to determine the anti-bullying measures pursued at the school and to record all incidents of bullying behaviours or alleged bullying behaviours involving a registered pupil.

This Act:

- 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 (eg. school trip)
    - When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
    - The act also sets out that the school *may* consider measures to be taken at school with a view to prevent bullying of a student at the school which takes place outside of the circumstances above and is likely to have a detrimental effect on the student's education at the school.
- Requires that the policy be updated at least every four years.

The Education and Libraries Order (Northern Ireland) 2003 (A17-19) requires the Board of Governors to: 'Safeguard and promote the welfare of registered pupils' (A.17)

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

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

The 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

Policy and 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)

School Ethos regarding Anti Bullying

Our school ethos is child centred and promotes values of respect and compassion for one another with an emphasis on developing and sustaining caring and supportive relationships. Bullying of any kind is unacceptable and is in contravention to our school ethos and values. All stake holders within the school community will endeavour to work closely with students and parents to prevent bullying and to ensure any child being bullied is supported and protected.

Core Values

Our focus is on building positive relationships. Our principles and standards of behaviour expected at Abbey Community College reflect our core values:

Mission Statement regarding Anti-Bullying

All stakeholders at Abbey Community College are committed to making the school community a caring, safe and secure family school where everyone is valued and feels a sense of belonging.

Aims of the Policy

- To ensure all stakeholders are aware of and follow the Anti-Bullying Policy in Abbey Community College.
- To create a greater understanding of what constitutes bullying behaviour and the different types of bullying.
- To identify the impact of bullying on others including the person who has been harmed and the person who has been harmed.
- To support the Positive Behaviour Policy with the aim of, providing strategies to prevent acts of bullying.
- To create an environment where pupils feel safe and secure in reporting acts of bullying and outline the procedures a pupil should follow.
- To ensure a suitable and consistent response to all reported incidents of bullying.

Consultation

Consultation takes place to inform the development and review of the School Development Plan and the anti-bullying policy.

1. Annual baseline audit about positive behaviour/safeguarding and anti-bullying involving students, parents, carers and staff took place in June 2022 via an online survey.
2. A reference group of pupils was identified.
3. Results were analysed and feedback to all participants.
4. Results used to inform and guide amendments to policy and procedures and inform SDP.
5. Engagement activities with all staff

'Ethos of Participation'

(DE circular 2014/14)

Students have been involved in the creation and maintenance of the school's anti-bullying culture through

- The annual NIABF Anti-Bullying Week activities
- Student Surveys
- Anti-Bullying Ambassadors
- Class Tutor Time lessons
- LLW
- Peer Mentoring
- Contribution to school policies
- Student Council

Definition of Bullying

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

Addressing Bullying in Schools Definition of "bullying":

1—(1) In this Act "bullying" includes (but is not limited to) the repeated use of—

(a)any verbal, written or electronic communication,

(b)any other act, or

(c)any combination of those,

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

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

Bullying behaviour is usually:

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

While bullying is usually repeated behaviour, there are, sometimes, one-off instances that the school will consider as bullying. When assessing a one-off incident, to make a decision as to whether to classify it as bullying, the following criteria will be considered:

Severity and significance of the incident.

- Evidence of pre-meditation.
- Impact of the incident on individuals (physical/emotional)
- Impact of the incident on the wider school community.
- Previous relationships between those involved.
- Any previous incidents involving the individuals.

In determining 'harm' we define:

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

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

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered as bullying behaviour:

Verbal or written acts

Saying mean and hurtful things to, or about, others

Making fun of others

Calling another student mean and hurtful names

Telling lies or spreading rumours about others

Trying to make other students dislike another student.

Physical acts

- Hitting
- Kicking
- Pushing
- Shoving
- Material harm, such as taking/stealing money or possessions or causing damage to possessions

Omission

Leaving someone out or refusing to include someone in group work, for example

Electronic Acts

- Using online platforms or other electronic communication to carry out many of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images/messages online to embarrass someone.

Specific types of electronic bullying include:

- fraping (stealing someone's Facebook profile)
- flaming (multitude of nasty messages sent or on bulletin boards/message groups)
- false identity in chat rooms
- signing up classmates for junk/ pornographic mail
- sexing (coerced?)
- Internet trolling
- cyber stalking
- spreading rumours about friends/teachers on social networking sites
- group de-friending on social networking sites
- creation of Facebook group for example "Why I hate Colin"
- comments on Wall (Intentional harm?)
- sharing confidential information/best friend secrets.
- tagging photos with nasty comments
- setting up fake website/Facebook page inviting comments and/or giving personal information about someone
- posting video footage of bullying ("happy slapping")
- internet polling (e.g. who is the ugliest girl in the class

It must be stressed that this is not an exhaustive list and other behaviours which fit with the definition may be considered bullying behaviour.

Motivation

There are various motivations behind bullying, including those in the Act. These include but are not limited to:

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

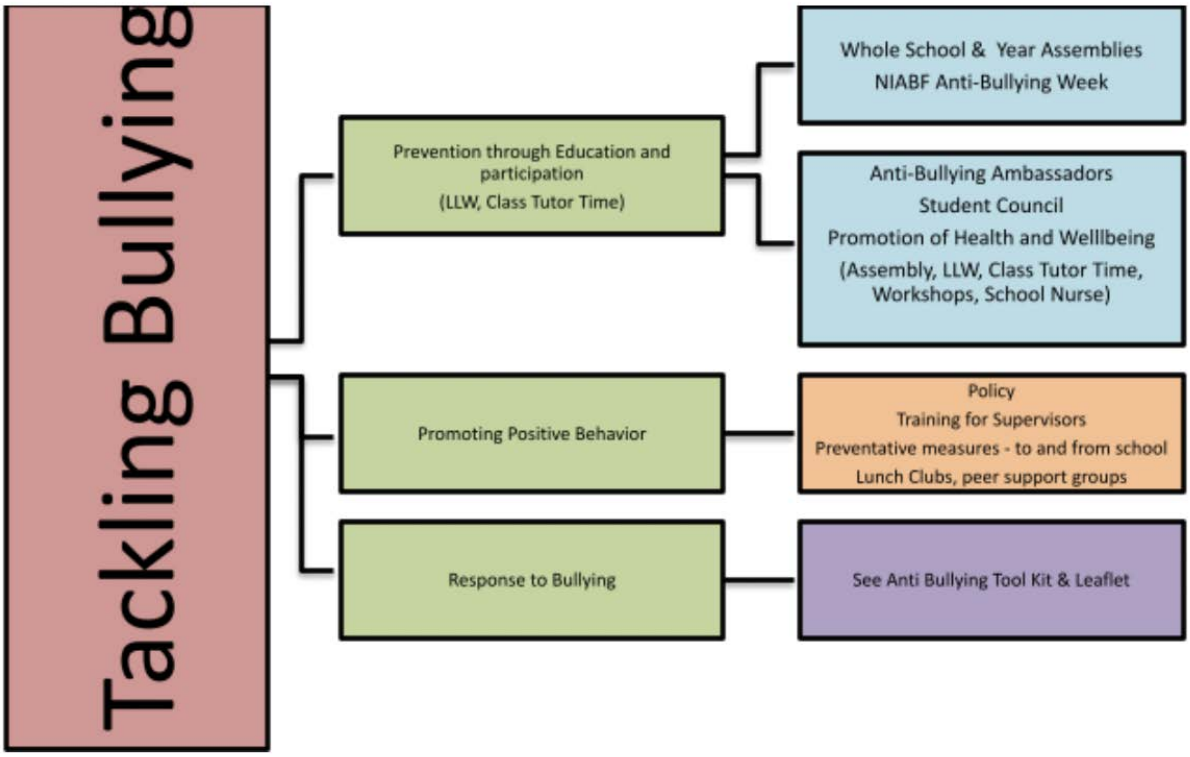
Language used when describing bullying behaviour

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 refer to the child by describing the situation surrounding that child, for example:

- A child displaying bullying behaviours
  or A child experiencing bullying behaviours

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

Prevention Measures



Prevention Measures to and from school

- Regular reminders of the positive behaviour expectations of pupils to and from school.
- Peer monitoring strategy on buses through bus monitors
- Regular engagement with transport providers to ensure effective communication and identification of any concerns
- Promotion of key anti-bullying messages and awareness of behaviour expectations if pupils amongst the local community?
- Deployment of staff to support the transition from the school day onto buses.

Cyber-bullying – preventative measures

- Key themes of online behaviour delivered through ICT in Key stage 3
- Participation in e-safety workshops
- Engagement with statutory and voluntary sector agencies to support the promotion of key messages throughout the year
- Participation in Safer Internet day

The Anti-Bullying policy is supplemented by the E-Safety and Positive Behaviour Policies.

Anti-Bullying Ambassadors

The Anti-Bullying Ambassadors are a group of pupils from across year 8-14. Pupils apply for this role via an application form where they outline why they would be a good Ambassador. Pupils then attend an Anti-Bullying Ambassadors workshop run by the Diana Award. This training equips pupils with the knowledge and skills to help them recognise types of bullying around them and assist their peers in dealing with these issues.

Their role within the school involves:

Attending and taking part in meetings a few times throughout the year to plan events, discuss arising issues and receive training and advice.

- Creating materials to promote Anti-Bullying for display around the school building.
- Act as a spokesperson for their peers – reporting any incidents of bullying behaviour.
- Assisting and planning activities and events for during Anti-Bullying week that takes place in the autumn term.
- Work towards earning badges awarded by The Diana Award

Responsibilities of all Stake Holders

Governor Responsibilities

Headteachers and Governors have a legal duty of care to all personnel within the school community under the Schools Standards and Framework Act 1998 to create procedures in order to prevent and tackle bullying. All stake holders must be aware of these procedures. Keeping Children Safe in Education (2014) has further enhanced the duty of schools to safeguard and promote the welfare of students. This is delivered through staff inset days, policy reviews and staff professional development.

Duty of Board of Governors to secure measures to prevent bullying

2—(1) The Board of Governors of a grant-aided school 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; 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—

(i)at intervals of no more than 4 years; and

(ii)(without prejudice to sub-paragraph (i)) at such times as the Department may direct;

(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;

(f)prepare a written statement of such measures and secure that—

(i)a copy of that statement is given or otherwise made available, free of charge and in such form as the Board of Governors considers appropriate, to the parents of all registered pupils at the school and to the staff of the school; and

(ii)copies of the statement are available for inspection at the school at all reasonable times, free of charge and in such form as the Board of Governors considers appropriate; and

(g)secure that such measures are taken.

(2) The Board of Governors of a grant-aided school may, to such extent as it thinks reasonable, consider 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 which—

(a)involves the use of electronic communication;

(b)takes place in circumstances other than those listed in subsection (1)(b); and

(c)is likely to have a detrimental effect on that pupil's education at the school.

(3) Directions under subsection (1)(c)(ii) may be given—

(a)in relation to grant-aided schools generally;

(b)in relation to a class or description of grant-aided school; or

(c)in relation to any particular grant-aided school or schools.

(4) In Article 3(3)(a)(ii) of the Education (Northern Ireland) Order 1998 (duty of the principal to determine measures) omit the words “and, in particular, preventing all forms of bullying among pupils”.

Duty to keep a record of incidents of bullying

3—(1) The Board of Governors of a grant-aided school 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;

(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, as defined by section 1; and

(c)include information about how the incident was addressed.

(3) For the purposes of subsection (2)(a), motivation may, for example, relate to—

(a)differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status;

(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;

(e)differences between persons based on pregnancy.

(4) The Department may by order subject to negative resolution amend subsection (3).

(5) The Department may from time to time publish guidance as to how a Board of Governors is to comply with the duty to keep a record under this section; and in complying with the duty under this section a Board of Governors must have due regard to any guidance for the time being published under this subsection.

Student Responsibilities

We expect our students to

- Respect and value everyone within the school community
- Be responsible members of the school community.
- Report all incidents of suspected bullying to a member of staff within the school community.

Parent Responsibilities

We expect parents to

- be vigilant and watch for signs of distress or unusual behaviour displayed by their child
- inform the school of any suspected bullying or concerns about bullying for their own child or other students
- support staff within the school community in dealing positively with any suspected bullying.

Staff Responsibilities

We expect staff to

- foster in all students' self-esteem, self-respect and respect for others
- create a safe and secure learning environment within classrooms
- be vigilant and alert to the signs of bullying and act accordingly.
- listen empathetically and respectfully to all reports of suspected bullying and reassure the student
- record the details of the suspected bullying and complete relevant forms (appendix 1&2) and share information with the Year Head, Pastoral Leader and the Designated Teacher.

Year Head/ Pastoral Leadersl Responsibilities

We expect Year Heads and Pastoral Leaders to

- follow up on every reported incident of suspected bullying
- offer reassurance and support for all students
- use appropriate strategies to reconcile and restore the relationships between those involved
- keep all stakeholders within the school community informed where necessary
- monitor and review the situation regularly to ensure the safety of all students and keep relevant personnel informed.

It is important that students who report bullying are listened to, supported and protected. Students who engage in bullying behaviour should be given the opportunity to make amends and change their behaviour.

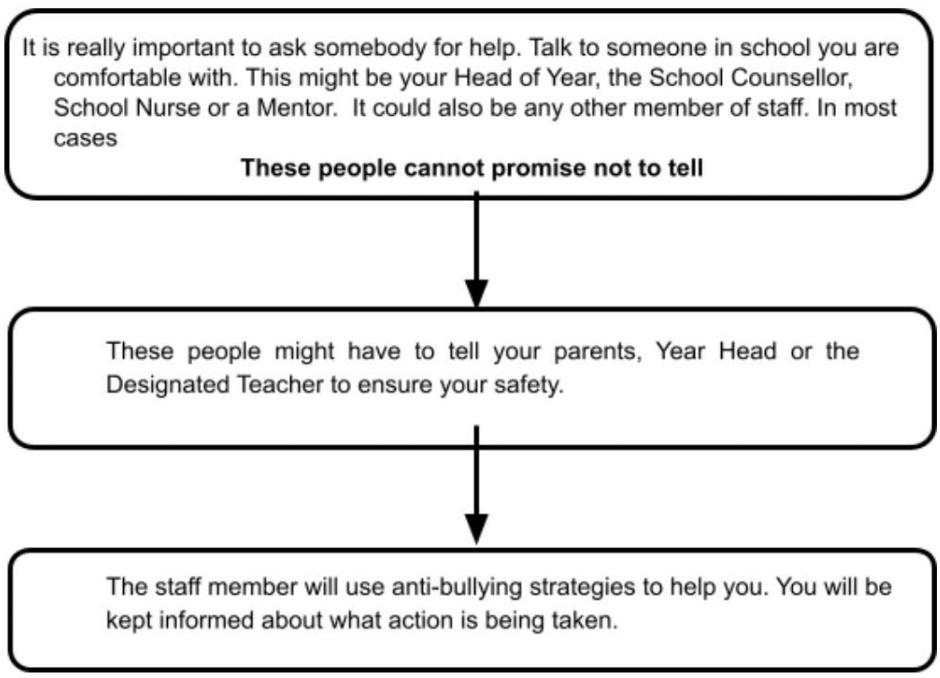
Reporting a Bullying Concern

Students can raise concerns in a variety of ways including

- Verbally – talking to a member of staff
- By writing a note to a member of staff
- By sending an email to a member of staff
- BY posting a comment in a 'concerns box'

ANY student can raise a concern about bullying behaviour, not just the person experiencing the bullying behaviour.

Student Guide (In student planners)



Parent Guide

What to do if you think your child is being bullied:

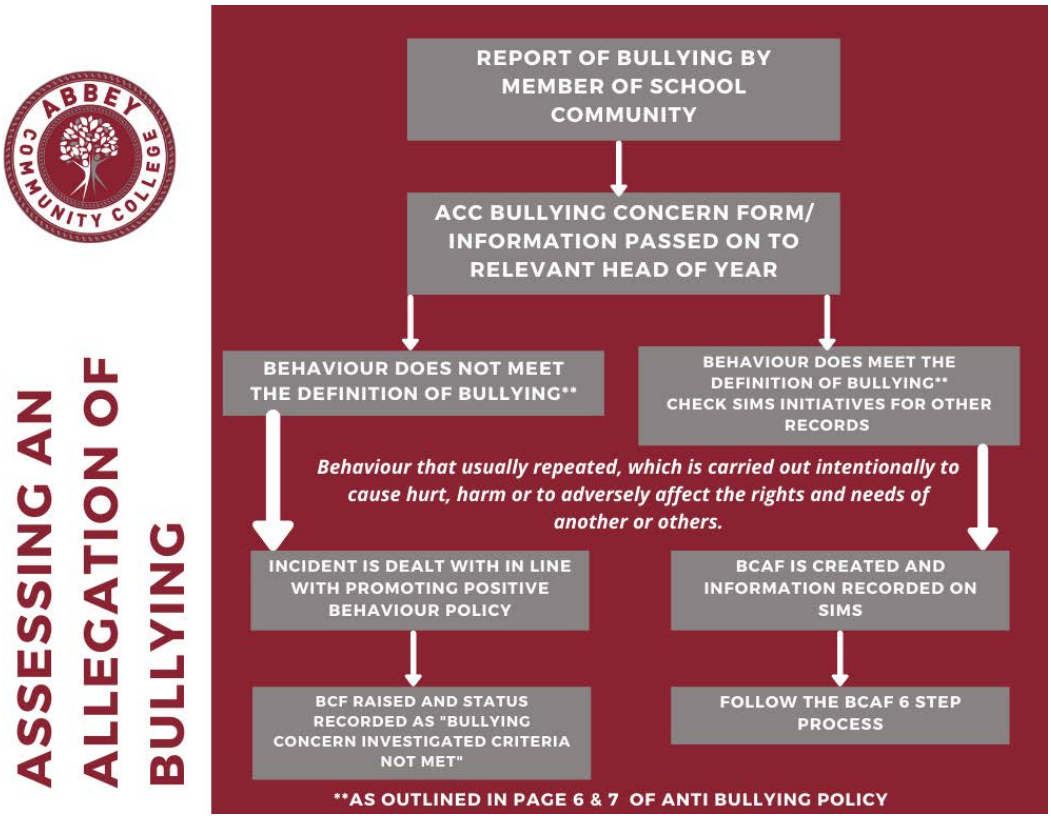
1. In the first instance, bullying concerns should be reported to the Class Teacher. If the issue is in more than one subject, contact the Head of Year.
2. It is helpful to have a record of dates, times, location and nature of the incidents occurring.
3. The Year Head will have a meeting with the student to identify the most suitable strategy to resolve the issue. It may be necessary to involve the Head of School or the Designated Teacher.
4. The Year Head/Head of School will continue to monitor the situation and complete a review.
5. If you are not satisfied that appropriate action has been taken by the Head of Year to prevent further incidents, or where further incidents have taken place please contact the Head of School/Head of Pastoral care.
6. If you are not still not satisfied that the concern has been appropriately responded to, the concern should be reported to the Deputy Principal/Principal.

If you remain unsatisfied about the school's response to the concern, the school's complaints procedure should be followed.

The parent's complaints procedure can be accessed on the school website: www.abbeycommunitycollege.co.uk

Whilst the majority of reports will come from students and their parents/carers, the school is open to receiving such reports from anyone. All reports of bullying concerns received from students 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 student can be disclosed to anyone other than the student and his/her parents/carers.

Responding to a Bullying Concern



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.

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.

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

Recording

It is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour.

The **SIMS Behaviour Management Module** is used for record keeping. The attached BACF will be stored, digitally in the staff area and the maintenance of these records is the responsibility of the staff member completing the BCAF. Only Pastoral Staff will have access to these records should the incidents need to be reviewed. The records will also be used to help inform future anti-bullying policy and practice within the school.

The reports include

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.

Professional Development of Staff

Appropriate and adequate training is necessary for staff, including teaching and non-teaching school staff. This may include:

- staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- the amending of the policy based on the outcomes of training and CPD opportunities
- Annual Child Protection and Safeguarding Training for all staff
- CPD records are kept and updated regularly

Monitoring and Review of the Policy

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

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

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy will be reviewed following any incident which highlight the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the [date 4 years from now].

Links to other policies

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
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct

End Bullying

http://www.endbullying.org.uk/

Supplementary Guidance:

Supporting Schools when Dealing with Incidents of Disablist Bullying

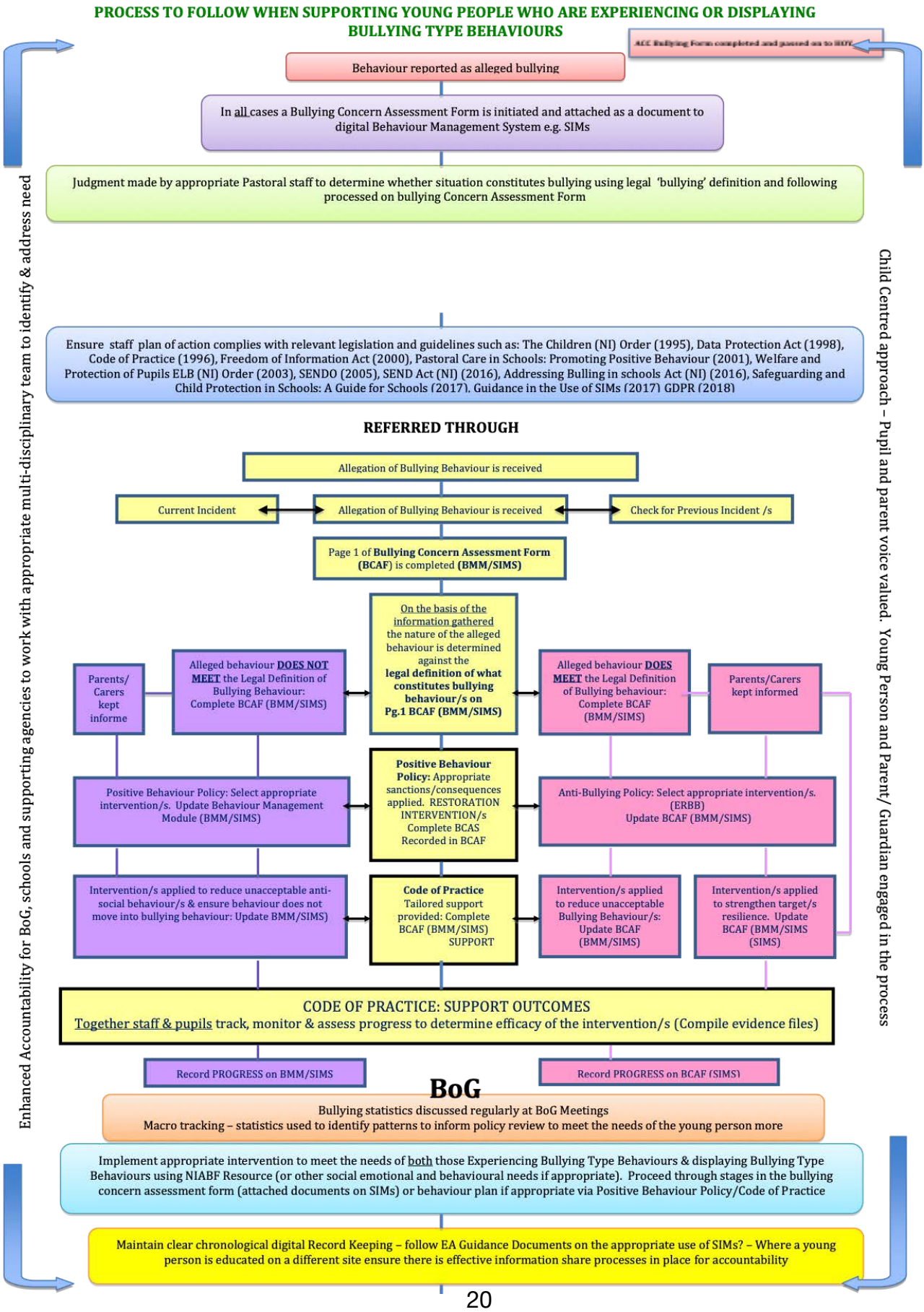
Supporting Schools when Dealing with Bullying Incidents Involving Looked After Children (LAC)

Supporting Schools when Responding to Bullying Incidents Involving Lesbian, Gay, Bisexual and Transgender (LGBT) Children and Young People

Supporting Schools when Responding to Bullying Motivated by Race, Faith, Culture and/or Nationality/National Identity

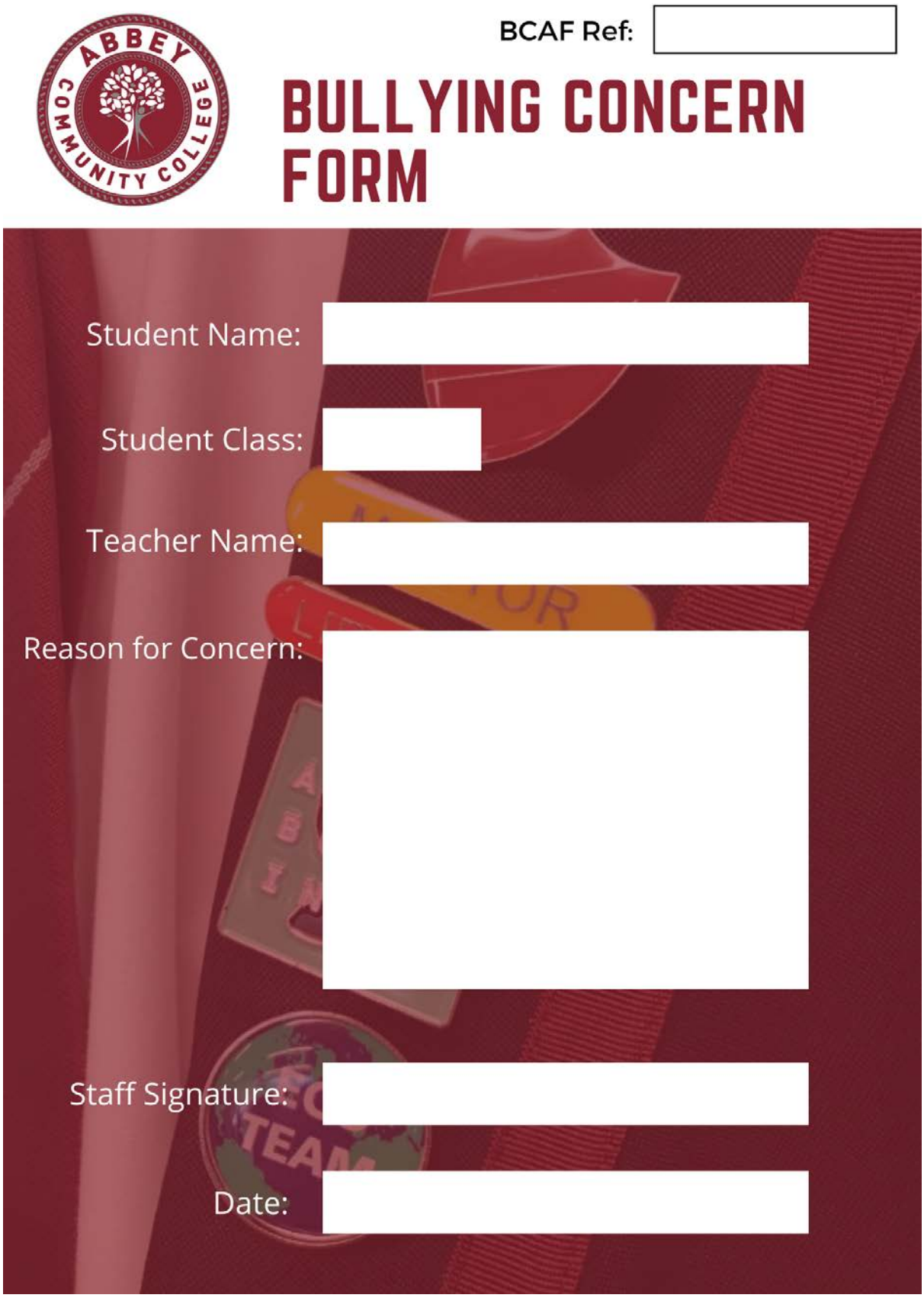
Appendix 1

Flow Chart



Appendix 2 -

ACC Bullying Concern Form



Appendix 3

Bullying Concern Form

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg
	Pupil experiencing bullying behaviour				
	Pupil displaying bullying behaviour				

Incident	Comments
Bullying Concern	STUDENT EXPERIENCING BULLYING NAME - MOTIVATION

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 M / F	DOB/Year Group

Check records for previously recorded incidents

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS). #

Appendix 4

Effective Responses to bullying behaviour

http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective_Responses_to_Bullying_Behaviour.pdf

INTERVENTION TABLES **Level 1 – Low Level Bullying Behaviour** (Page 20 – 27)

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

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INTERVENTION TABLES

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

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

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

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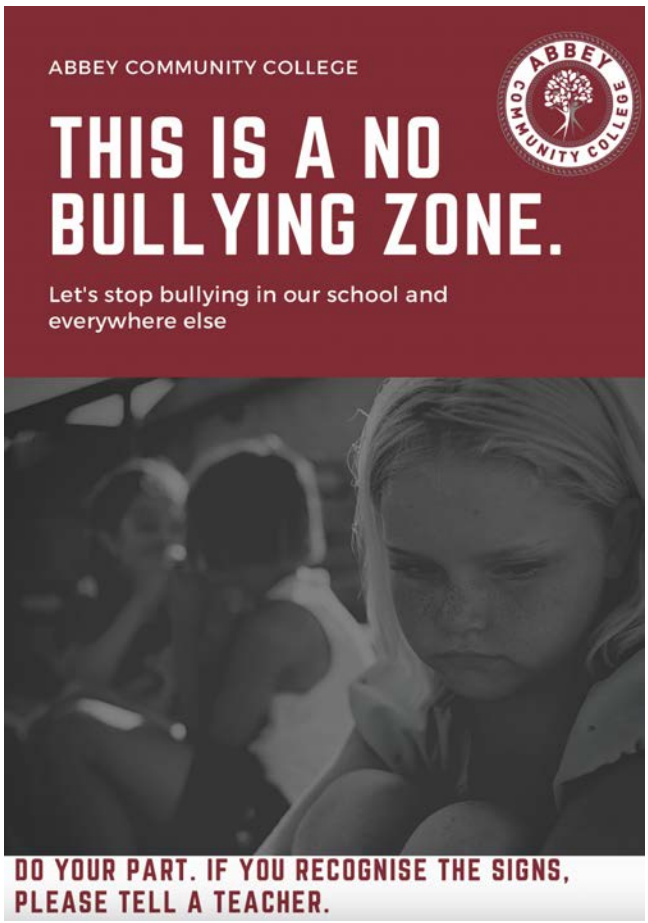
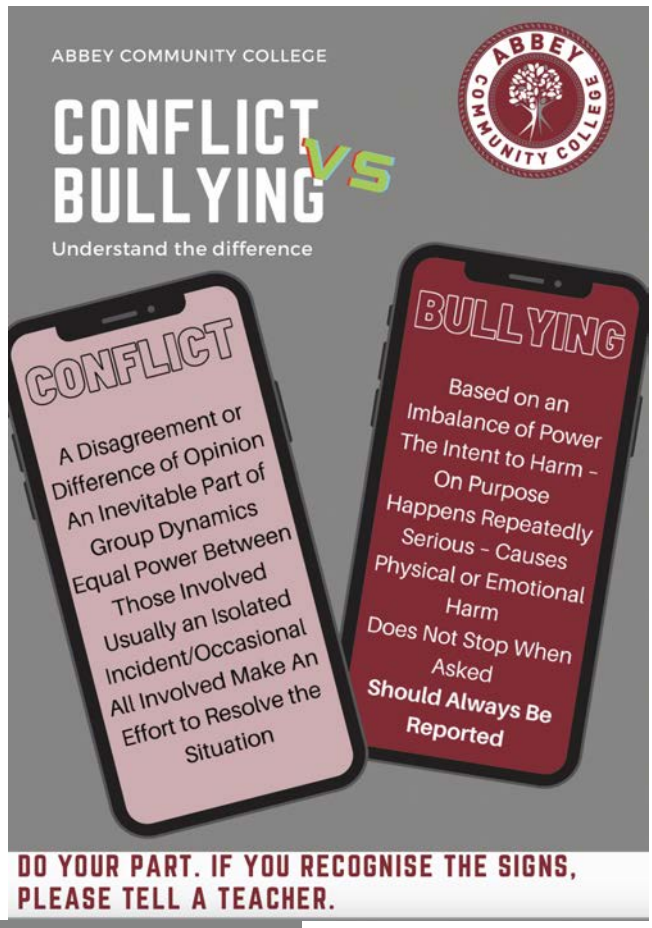
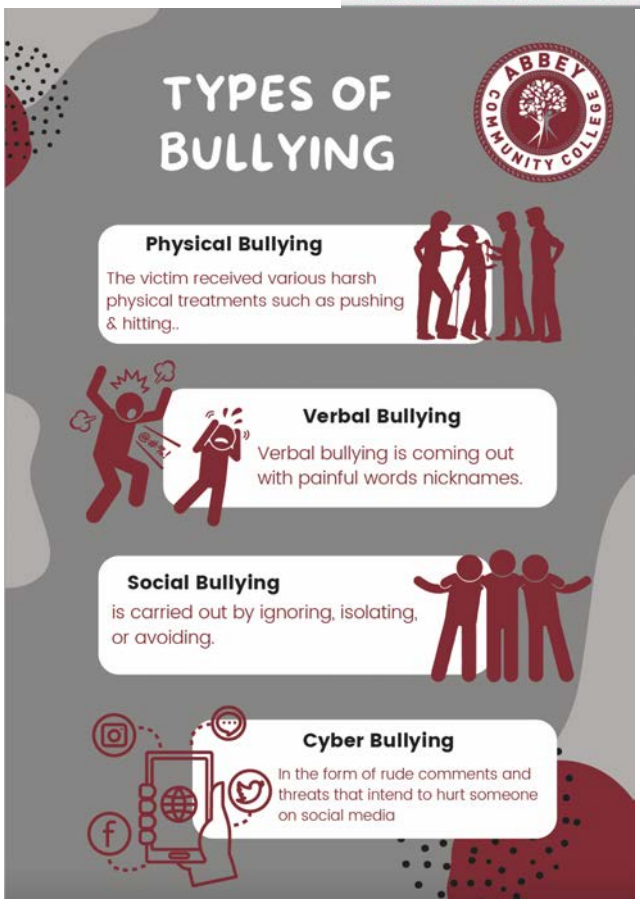
INTERVENTION TABLES

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

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

Appendix 5





School Promotional Materials