

St Colman's Primary School

Anti-Bullying in School Policy



Responsible for: Governors, School Principal and Safeguarding Team

Reviewed: April 2024 (Following ABSIT pilot group collaboration)

Review approved by Board of Governors: Term 3 2024

Next Review: Sept 2027



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Our formation of this policy is under the guidance of DENI Circular 2017/04 - Updated Sept 2023

“Safeguarding and Child Protection in Schools – A Guide for Schools”

A Guide for Schools

The Wider Legislative Context:

- The Addressing Bullying in Schools Act (NI) 2016*
- Welfare and Protection of Pupils, The Education & Libraries Order (NI) 2003*
- The Education (School Development Plans) Regulations (NI) 2010*
- The Children (NI) Order 1995*
- The Human Rights Act 1998*
- The Health & safety at Work Order (NI) 1978*

The Wider Policy & Guidance Context

The Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools and Boards of Governors (DE 2019) **Updated Sept 2023**

- Pastoral care in Schools: Promoting Positive Behaviour (DE 2001)*
- Cooperating to Safeguard Children and Young People in NI (2016)*
- Safeguarding Board for NI Policies and Procedures (SBNI, 2017)*

Consultation:

This policy has been reviewed and revised in consultation with Staff, Governors, Parents and Pupils in line with the Addressing Bullying in Schools Act 2016 via.

- Representative members of staff involved in reviewing our Anti-Bullying Policy (Safeguarding Team)
- Discussion at Governor Meetings
- Participation in EA’s ABSIT Collaboration (March 2023)
- Attendance at EANI Training for Designated and Deputy Designated Teachers for child Protection
- In conjunction with review and update of our Child Protection Policies



Our Ethos, Mission and Principles

In St. Colman's Primary School, we believe strongly that we are a school family. As such, all members of that family are nurtured, supported and encouraged to be their very best.

All members of our community have the right to work and learn in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

All our pupils have a right to learn in an environment which is free from intimidation and fear. Accordingly, we will work to create an environment within which positive relationships will be nurtured and cherished and bullying behaviours will not be tolerated. In our school we believe all forms of bullying behaviour are unacceptable.

Should bullying behaviour occur, the needs of those subjected to the bullying behaviour will be paramount. They will be listened to and reported incidences will be taken seriously and thoroughly investigated.

Any children displaying bullying behaviour will be given support to allow him/her to modify his/her behaviour.

Parents of the child who has been subjected to bullying behaviour and the pupil displaying bullying behaviour will be informed.

Any complaint by a parent that their child is being “**bullied**” will be fully investigated by the Designated teacher, **Ms MA Phoenix** or in her absence the Deputy Designated teacher, **Mr. C McCaffery**.

In all cases the school Principal, **Mr. Baine** will be informed.

Our Governors will receive (*in line with legislation*) a report at their termly meeting providing anonymised numbers of incidences of bullying and the types of interventions being used to support those involved.

Note: The role of the Board of Governors is to promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affects its statutory duties in relation to the school.



Agreed Definition of Bullying Behaviour

The term bullying refers to a range of harmful behaviour, both physical and psychological.

The **Addressing Bullying in Schools' Act (NI) 2016** provides a **legal** definition of Bullying.

1. In this Act “Bullying” includes (*but is not limited to*) the repeated use of –

-any verbal, written or electronic communication,

-any other act (this may include omission)

-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.

The NIABF (**The Northern Ireland Anti-Bullying Forum**) updated their definition of bullying in light of the Anti-Bullying in Schools' Act 2016 to.

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

Bullying behaviour is intentionally harmful and causes distress, hurt and harm. It is **usually** repeated behaviour that happens over a period of time, and it usually involves an imbalance of power.

Important Note:

Bullying is **usually** a repeated behaviour, however there may be instances of **one-off incidents** that the school **may** consider as bullying.

When assessing a one-off incident, to decide on whether to classify it as bullying, the school shall consider the following criteria:

- The severity and significance of the incident
- Evidence of pre-meditation
- Impact of the incident on individuals (Physical/Emotional)
- Impact of incidents on the wider school community
- Previous relationships between those involved.
- Any previous incidents involving the individuals.

The 2016 Act requires schools to determine that ***“the act was intentional”*** of the pupil(s) displaying bullying behaviour.



To that end school will:

- consider the pupil's capacity to understand the impact of their behaviour and how this could have been affected by developmental age/delay/diagnosis e.g., SEBD, ASD, MLD, ADHD etc.
- use discretion (when considering incidents) accounting for any pupil's developmental age or capacity to understand the impact of their actions.

Example: Is the child's behaviour an intention to cause harm or is it a response to a need or condition?

All unacceptable behaviour will be challenged whether it is deemed to be bullying or not. Any incidents which are **not** considered bullying behaviour will be addressed under our Positive Behaviour Policy.

Examples of Bullying set out by the NIABF.

There are many ways that bullying behaviour can be displayed. This includes in the real day to day world and in online, internet-based relationships that can exist.

These ways could also include:

- Being called nasty names, teased, made fun of, threatened or put down.
- Being hit, kicked, punched, tripped up or knocked over.
- Having belongings stolen or damaged.
- Having rumours or gossip spread about you or people talking about you behind your back.
- Being deliberately left out, excluded or isolated- this includes the WILFUL failure to include a pupil e.g. *"They purposefully did not ask him to join the game"*.
- Being forced to do something you do not want to do or know that is wrong.

An *"Imbalance of power"* is not included within the definition found in the 2016 Act however imbalance of power/lack of resilience is still an important factor to be assessed whether behaviour is to be considered as bullying behaviour.



Preventative Strategies

In St. Colman's Primary School, we believe that the implementation of preventative measures will help to reduce the incidences of bullying behaviour. Our pupils are proud of their school and are encouraged to be ambassadors of the good work we want to achieve. Everyone is expected to be a good friend to others and look out for those who may need help.

These measures will include.

Promotion of Pastoral Care and our school's Catholic Ethos

We aim to ensure that everyone in our school feels happy and secure and behaves appropriately. Everyone is encouraged to express their feelings, fears and concerns. We facilitate this through participation in our RE and PDMU programmes, school assemblies, participation in circle time, and rewards for positive behaviour including stickers, prizes, Pupil of the week and the presentation of acknowledgements for positive behaviour and kindness. Fundamental to this ethos is the maintaining of good interpersonal relationships at all levels. Core activities to promote emotional health and well-being will be centred within our work. Our key Safeguarding policies merge to provide robust prevention of these unwanted incidents.

- **Playtime Provision**
We promote positive play and employ strategies for preventing incidences of bullying. Classes will be given specific areas on the playground and the play park will work on a rota basis. All staff are expected to be vigilant and move within their area of location.
- **Anti-Bullying Week**
Every year we register with the Northern Ireland Anti-Bullying Forum and have an anti-bullying week where this theme is highlighted and discussed throughout the school. Children take part in puppet shows and interactive workshops to reinforce appropriate actions and reactions in school.
- **Anti-Bullying & Online Safety Workshops**
Throughout the year we avail of help and guidance provided by outside agencies e.g., Helping Hands project, NSPCC, REIM Training, Women's Aid.
Addressing the themes of online behaviour and risk through PDMU and in the use of outside expert agencies- PSNI, BEE Safe and Reim. The school also participates in the annual Safer Internet Day and hosts parent advisory workshops via ParentingNI etc.
- **Curriculum Provision**
A strong, vibrant, preventative curriculum and learning experience for all promotes high pupil self-esteem, inclusion and assured self-confidence. PDMU, Religion and other curriculum areas provide our children with the knowledge and skills to make good choices.
- **Transport to and from school**
Regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school. The school will engage with the EA and Translink as our transport providers to ensure effective communication and the early identification of concerns.



Responsibilities

Everyone in our school community, including our pupils, their parents and the staff of the school have a responsibility for creating a safe and supportive learning environment for all members of our school community.

Pupils

Pupils have an entitlement to be educated in an environment which is safe, caring and respectful of their individual needs. They also have a responsibility to contribute positively to the school ethos.

Pupils have a responsibility to:

- Look out for others and be a friend to those who may need help.
- Be ambassadors for their families and their school.
- Treat other pupils, teachers and other staff with respect
- Refrain from engaging in any kind of bullying behaviour.
- Report to a member of staff any witnessed or suspected instances of bullying
- To dispel any climate of secrecy and prevent any further instances.

Anyone who becomes a target of bullying behaviour should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own upset and that of other potential targets.

Parents

Parents have an entitlement to expect that their child will be educated in an environment which is safe, caring and respectful of their individual needs. Parents have a responsibility to contribute positively to the school ethos.

Parents have a responsibility to:

- Ensure that their child cooperates with teachers, other staff and pupils.
- Watch for signs of distress or unusual behaviour in their children, which may be evidence of bullying.
- Bring bullying concerns to a member of staff where it will be immediately investigated. The adult receiving these concerns will bring it to the attention of the Designated or Deputy Designated Teacher immediately.
- Allow school to manage any investigation and refrain from investigating or confronting any other child.
- Advise their children to report any bullying behaviour to Ms Phoenix (Designated teacher), Mr. McCaffery (Deputy Designated Teacher), or another adult in the school, and explain the implications of allowing the bullying behaviour to continue unchecked, both for themselves and for other pupils
- Advise their children not to retaliate violently to any forms of bullying.



- Be sympathetic and supportive towards pupils, reassuring them that appropriate action will be taken.
- Inform the school about any incidents of bullying that they are aware of
- Cooperate with the school if their child is accused of bullying behaviour and try to ascertain the truth. Recognise and share with their child the implications of bullying, both for the target of bullying and for the person displaying the bullying behaviour.

Teachers, Assistants and Other Staff

All adults in the school community have an entitlement to work in an environment which is characterised by respect and care for all. Should a member of staff have a concern about a colleague or their own well-being due to Bullying they are encouraged to bring their concerns to the principal's attention. The Principal and the Chair of Governors will then investigate the concerns immediately.

Our staff have a responsibility to

- Promote an environment of safety and respect.
- Foster our pupils' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
- Discuss bullying with all classes so that every child learns about the damage it causes to both the child who is being bullied and the child displaying the bullying behaviour, and the importance of telling an adult about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Plan and deliver a vibrant curriculum which motivates our children to learn and to be the best they can be.
- Add positively to the school's ethos.

School Governors

Governors will ensure the school operates within its legal responsibility and oversee the anti-bullying policy and outworking of the school procedures. The principal will report on allegations and records of bullying at each termly Governor meeting.



Reporting a Bullying Concern:

We are proud to be a *“Talking & Listening School.”* Our **pupils** are encouraged to discuss worries and concerns with any member of staff. This may be in a variety of forms:

- -Verbally
- -By writing a note to a member of staff
- -By posting a comment in the *“Class worry box”*.
- ANY pupil can raise a concern about bullying behaviour, not just the pupil experiencing the behaviour. This message is taught to our children as *“Getting Help”* rather than *“Telling on”*.

Our **parents** are encouraged to discuss worries and concerns with any member of staff. This may be in a variety of forms:

- In the first instance all **pupil to pupil** bullying concerns should be reported to the class teacher via face to face or phone conversations. The school advises parents not to use ClassDojo to share sensitive issues of this nature. The class teacher will inform our DT, DDT and Principal where the matter will be addressed further.
- All reports of bullying concerns received from pupils and parents will be responded to in line with this policy and feedback will be given to the person who made the report.
- Where the parent remains unsatisfied that the concern has not been appropriately responded to, the school’s formal Complaints Procedure should be followed. The Procedure is available via the school office.
- Any bullying concerns outside of pupil to pupil are investigated via other school policies e.g., Code of Conduct

No information about the action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents.

Our **staff** are encouraged to discuss worries and concerns with any member of the safeguarding Team. The Principal, DT and DDT will oversee the response.



Responding to a Bullying Concern

In St.Colman’s Primary School we will follow the guidelines and procedures suggested by NIABF relying on advice also from the Anti-Bullying in Schools Act 2016.



When an alleged bullying incident occurs staff will:

1. Inform the Principal, DT or DDT

The matter will then be managed by the Principal, DT or DDT, who will:

2. Gather and clarify the facts and perceptions (Speak with different people)
3. Check previous school records
4. Check that the behaviour alleged constitutes bullying behaviour as outlined in the legal definition
5. Identify themes or motivating factors
6. Identify the type of bullying being displayed
7. Complete the **Bullying Concern Assessment Form Part 1** (Appendix 1)

To determine the severity of bullying behaviour we will take into account:

- The **nature** of the bullying behaviour
 - The **frequency** of the behaviour
 - The **duration** of the behaviour
 - The **perceptions** of the child being bullied
 - The **level of understating/developmental concerns** of the child/children involved.
8. On the basis of the findings of this assessment, we will come to a conclusion *either*;



- (a) Incident **meets** the legal definition of bullying (matter will be addressed as outlined below and school will proceed to Stages 2, 3 and subsequently Stage 4 of the BCAF)
Or;
- (b) Incident does **not meet** the legal definition of bullying (matter will be deemed as “Socially Unacceptable” and addressed via our Positive Behaviour Policy)

If the incident meets the legal definition of bullying, we will:

- Move through **Stages 2-4 of the BCAF**
 - Choose an appropriate intervention/s from the intervention levels in Effective Responses Guidelines (Ref: Appendix 2)
 - Provide the class teacher with support, guidance and direction
 - Ensure effective communication between all parties inc’ parents
 - Make electronic note/records on our SIMS Management System
 - Ensure the highest levels of Pastoral support for both the child exhibiting bullying behaviour and the child subjected to the bullying behaviour
 - Maintain parental involvement & communication
 - Consider the need for continuous;
 - Safeguarding Team involvement
 - SENCO involvement
 - Principal involvement
 - Risk assessments
 - Involvement of external agencies
9. Refer to support materials for the intervention strategy we have selected
10. Monitor and evaluate the on-going effectiveness of our chosen intervention
11. Record actions taken and outcomes achieved
12. Review the outcomes to determine if further action is required

Recording a Bullying Concern

In the Addressing Bullying in Schools’ Act (NI) 2016 schools are legally required to maintain records of all incidents of bullying and alleged bullying behaviours. These records are saved electronically using our SIMS Management service.

All paperwork, uploads and records will be maintained as strictly confidential.

School will employ the “**Bullying Concern Assessment Form**” Stages 1-4 in **electronic** form to record information and to note actions to ensure bullying behaviour ceases and is prevented from happening again. Refer to our BCAF proforma at the close of this policy.

Information recorded will include;

-Initial Assessment.



-Gathering of facts.

-How the bullying behaviour was displayed. (Method)

-The motivation for the behaviour.

-How each incident was addressed by the school.

-The outcomes of the interventions employed.

Records will be kept within SIMS and the C2K with access restricted to the Principal and Designated/Deputy Designated Teachers. All records will be kept 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.

Continuous Professional Development of Staff

As part of our child protection training all staff members will receive training on our anti-bullying procedures at a minimum of every two years. Training for individuals will be provided in line with roles and responsibilities DT, DDT etc. We are committed to ensuring that our staff are provided with appropriate and up to date training. School worked with the EA's ABSIT Team in 2023 as part of a pilot programme into improving schools' Anti-Bullying work.

The school will amend its policy and procedures considering any new learning or guidance received during training, mid-policy or via school practice. Opportunities for safeguarding training will be provided to Governors as part of the EA's Training Programme for Boards of Governors. All staff receive refresher training in safeguarding and child protection bi-annually.

Principal and Designated Teacher participated in the EA's ABSIT Collaboration Programme beginning March 2023 in which we will collaborate with other schools to improve our Preventative/Restorative work and Policy in the area of Anti-Bullying. Only a small group of schools from across the country successfully undertook this programme.



Monitoring and Reviewing of the Anti-Bullying Policy

The implementation and effectiveness of this policy will be monitored by the Safeguarding Team, staff and Board of Governors. This policy will be reviewed every three years or sooner if required, in consultation with the school community.

The Governors shall,

- Maintain a standing item on the agenda of each meeting of the Governors 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.

Note: St. Colman’s PS is a “**Talking & Listening School**”. Our children are taught to **talk** if they are experiencing difficulties with any aspect of their time with us including bullying concerns. They are encouraged to **Tell** others of their concerns. Importantly, all members of our school community are expected to **Listen** when someone is experiencing difficulties.

At times parents’ concerns can be concluded (following discussion of evidence, examples) as poor behaviour from pupils and will be managed in line with our Positive Behaviour policy. All **bullying** allegations are investigated.

Monitoring of our Policy:

This policy is reviewed as required by timespan and as required in line with new guidance, training or learning.

In the development and implementation of this policy the Governors have been mindful of related Pastoral policies including but not limited to:

- Positive Behaviour Policy
- Pastoral Care Policy
- Child Protection Policy
- SEN Policy
- RSE Policy
- Educational Visits Policy
- Health & safety Policy



Assessing a Concern- Reaching a Decision –Policy Support Guide.

(Taken from the “Supporting the Successful Implementation of The Addressing Bullying in Schools Act (NI) 2016”)

Staff will;

1. Collect and collate relevant information e.g past records, identify patterns, evidence of repetition, intent etc. Use Part 1 of the BCAF.
2. Based on the information gathered complete the grid below on Part 1 of the BCAF to determine if bullying behaviour has occurred.

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

Important Notes of Guidance:

This assessment at Part 1 of the BCAF will be completed by the Principal, DT & DDT. In their absence the VP or members of the Safeguarding Team will oversee the assessment. A minimum number of **two** staff will complete the assessment.

Part A

If 1 of the 4/5* criteria **have not been met**, then the behaviour is deemed socially unacceptable. In this instance schools do **not** proceed to complete the remainder of the BCAF.

****Note there may be occasions when the school deem bullying to have occurred as a one-time incident. Should this happen, we will assess the above (removing the “Repeated” criterion and consider the additional criteria noted on Page 4 of our policy).**

School will record details e.g. on SIMS & continue to track and monitor the socially unacceptable behaviour to ensure it does not escalate into bullying behaviour.

Part B

If the first 4**/5 criteria **have been fully met**, then bullying behaviour has occurred.

Schools (Principal, DT & DDT or their deputies) should **proceed** to complete Parts 2 & 3 of the BCAF

Part 4 of the BCAF is **completed following a review** into the efficacy of the support recorded in Part 3 of the BCAF. The criteria and the decision-making process will be explained to parents following investigation and conclusion of either Outcome Part A or B.



Appendix 1: BCAF

Bullying Concern Assessment Form (BCAF)

PART 1 - Assessment of Concern

Date _____

“Bullying” includes (*but is not limited to*) the repeated use of –

- any verbal, written or electronic communication,
- any other act (*this may include omission*)
- any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group (if Pupil)
Person(s) reporting concern			
Name of pupil(s) alleged to be subjected to bullying behaviour			
Name of Pupil(s) alleged to be displaying the bullying behaviour			
Does the behaviour involve? <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			
Notes:			
Is the behaviour intentional?			Yes / No
Is it behaviour targeted toward a specific pupil/group?			Yes / No
Is the behaviour repeated?			Yes / No
Is the behaviour causing physical or emotional harm?			Yes / No
Does the behaviour involve omission?			Yes/No
Check records for previously recorded incidents			
Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by pupil subjected to bullying behaviour, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.			
After completing, discussing and reviewing Stage 1 of the BCAF does this incident meet the legal definition of bullying?			Yes / No



If yes move through Stages 2- 4 of the BCAF.

Part 2:

2.1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1 Individual to group Group to individual
 Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
 Any other physical contact which may include use of weapons
 Verbal (includes name calling, insults, jokes, threats, spreading rumours)
 Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
 Electronic (through technology such as mobile phones and internet)
 Written
 Other Acts

Please specify: _____

2.3

Briefly comment on what appears to be the motivation. (Underlying themes)



Stage 3a - Details of interventions to be implemented in response

3.1 Pupil Who Has Been Subjected to Bullying Behaviour:

Refer to Level 1 to 4 interventions found at the close of this policy

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

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

- peer group _____
- Whole class _____

On-going support/monitoring to be provided _____ (daily, weekly
by _____ (named staff) and will be formally reviewed by
_____ (date)

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

Referral to other agencies- If yes please specify _____

Any other details including Stage on Code of practice if relevant (please specify)



3.2 Pupil(s) Who Has Been Displaying Bullying Behaviour:
Refer to Level 1 to 4 interventions located at the close of this policy

Any other details including Stage on Code of practice if relevant (please specify)

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

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

peer group _____

whole class _____

On-going support/monitoring to be provided _____ (Daily, Weekly)

by _____ (named staff)

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

Referral to other agencies (please specify)

Any other action (please specify)

Suspension Expulsion Other (please specify)



Notes:

A large, empty rectangular box with a black border, intended for taking notes.



Stage 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 (if applicable)	Signed: Date:



Appendix 2:

Northern Ireland's Anti-Bullying Forum's Effective Responses to Bullying: Levels of Intervention (Refer to NIABF Handbook)

The aim of the intervention is to stop the bullying. The most effective way this can happen is to ensure that the child who is bullying others is helped to change his or her behaviour. This may involve a restorative approach where the focus is on restoring healthy and supportive relationships within the class/school community.

The levels set out in this section provide a guide for the school's response and the school may implement a range of interventions from across all levels. Every bullying incident will be individually assessed, and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention - Low Level Bullying Behaviour

Level 1 interventions are designed 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. Low level bullying behaviour will **not** be ignored.

Staff will:

- Explain the inappropriateness of the behaviour in line with the school's values
- Identify possible consequences if the bullying behaviour continues
- Point out the level of distress experienced by the pupil experiencing bullying behaviour
- Talk with the pupil experiencing bullying behaviour to explore whether he/she has in any way provoked the bullying behaviour
- Help the pupil who has experienced the bullying behaviour to identify ways in which he/she may be strengthened and supported, e.g., peer support
- Encourage reparation to be made, 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

Interventions at Level 2 require the full agreement of the child experiencing the bullying behaviour and his/her parents. Whilst interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions.

This will involve:

- Use of some of the resources included in NIABF's Effective Responses to Bullying
- Structured and focused discussion about the bullying behaviour and its impact on the child/children experiencing the bullying behaviour to develop empathy amongst pupils
- Decisions and outcomes agreed by the group and recorded, e.g., on a flipchart.
- Pupils will take responsibility for devising a solution to the situation.
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions
- Feedback is given to the group on the outcomes of agreed actions.

Level 3 Interventions - Complex Bullying Behaviour

Level 3 interventions will often involve the DT/DDT, SENCO, and Principal/Vice-Principal, in collaboration with pupil(s) and parents to determine the way forward in affecting change. An Individual Risk Assessment may be conducted to help determine a plan of intervention and risk management. This will be communicated to all.

This planning may involve a multi-agency discussion, involving EA Services and other external support agencies.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. NIABF support materials will be used to scaffold the school's response to bullying behaviour at this level.

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 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. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved.

As such, the school's Child Protection policy and Safeguarding procedures will be invoked.

Advice and support will be available to schools through the Child Protection Support Service for Schools. In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 will continue to implement interventions detailed at Level 3 as appropriate.