Dromore Road Primary School

Dromore Road is a small controlled Primary school situated in the town of Warrenpoint. We provide education for children from P1 – P7.

ANTI-BULLYING POLICY

1. SCHOOL MISSION STATEMENT

Dromore Road Primary School aims to provide a working, caring and happy community in which the potential of every child can be realised. We wish to promote in all our pupils such values as will make them caring, responsible citizens. We believe in the dignity and worth of each individual and in the development of the whole person. Diversity is recognised and the achievements of all are recognised and celebrated.

All members of staff share these values and work to ensure a pupil-centred approach in which caring is a shared responsibility of all staff.

These values underpin and shape all our school policies.

2. Aims And Objectives Of Our Anti-bullying Policy

"Children have the right to be protected from all forms of violence (physical and mental). They must be kept from harm and they must be given proper care by those looking after them."

(Article 19 United Nations Convention on the rights of the child)

The needs of the child are paramount and we believe that all pupils have the right to learn in an environment which is free from intimidation and fear. Accordingly, we will work to create a caring environment within which positive relationships will be fostered.

Within such an environment, our school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

Reported incidents of alleged bullying will be taken seriously and investigated ensuring confidentiality. The school will seek to involve and inform parents in all areas of its anti-bullying work.

We aim to:

- Create a safe environment where positive relationships can develop
- Prevent any form of bullying
- Create awareness and understanding of bullying
- Adopt a consistent approach to dealing with bullying
- Ensure all pupils, staff and parents are aware of the policy and their roles and responsibilities in contributing to its success.

Legislation and Guidance

This policy is informed and guided by current legislation and DE guidance listed below:

- Health and safety at work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI)Order 1998 Article 3 (DE 1998/25)
- Welfare and Protection of Pupils Education and Libraries (NI) Order 2003 (Measures to prevent bullying)
- The Education (2006 Order) (commencement no.2) Order (NI) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Addressing Bullying in Schools Act (NI) 2016
- Pastoral Care in Schools: Promoting Positive Behaviour DE, 2001
- Safeguarding and Child Protection in Schools. A guide for Schools DE 2017 – to be read in conjunction with 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's Policies and Procedures 2017
- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools and Board of Governors 2019
- United Nations Convention of the Rights of the Child (UNCRC)
- The Disability Discrimination Act 1995
- The Special Education Needs and Disability (NI) Order 2005
- The Community Relations, Equality and Diversity in Education
- The Special Educational Needs and Disability Act 2016
- Pastoral Care in Schools: Child Protection (1999)

3. Links with other School Policies

This anti-bullying policy forms part of the school's overall Pastoral Care Policy.
It links with the Child Protection Policy in which the school outlines the steps it will take to protect children.

It links with the Positive Behaviour Policy in which the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the sanctions which will be used as part of the disciplinary process.

Should physical intervention prove necessary it will be undertaken in compliance with the school's Safe Handling Policy.

Any involvement of the SENCo or use of Code of Practice will be managed through the implementation of the SEN Policy.

Incidents relating to e-safety will be managed with reference to the E-Safety Policy including, Acceptable use of the Internet and Mobile Phones.

Further details of the school's preventative curriculum can be found in the Pastoral Care Policy.

Other relevant policies include the RSE Policy and Staff Code of Conduct.

4. Definition of bullying behaviour

The Addressing Bullying in Schools Act (NI) provides schools with the following legal definition of bullying:

1. '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 each subsection in (1) 'act' includes omission.

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

Please note that bullying behaviours involving/concerning staff members should be dealt with using the Staff Code of Conduct.

Definition explained

The reference to 'repeated use of...' refers to identifying methods of behaviour which, through the criteria of repetition, may be defined as bullying behaviour e.g. saying mean and hurtful things may be taken as unacceptable behaviour (and not bullying behaviour) until there is evidence of this behaviour being repeated towards the same targeted person over a period of time, e.g. 3 or more incidents. It can also be the repeated viewing or sharing of a single post on social media.

Whilst the term 'imbalance of power' is not contained within the statutory definition, it is a long standing element of bullying behaviour and is internationally recognised by leading academics (e.g. Dan Olweus, Norway; Peter Smith, UK; Ken Rigby, Australia). The imbalance of power can manifest itself in several ways:

- Physical
- Psychological (knowing what upsets someone)
- Intellectual
- Group/more than one individual.

Intention to cause harm may be determined if, for example, repetition is evident or if the identified behaviour continues after interventions have been implemented. In deciding if there was 'intention to cause harm' the school will consider the pupil's capacity to understand the impact of their behaviour and how this could be affected by developmental age/delay/diagnosis e.g. ASD, MLD, SEBD.

Harm can be:
Emotional or Psychological Harm – this can manifest itself as distress or anxiety intentionally caused by scaring, humiliating or affecting a pupil's self-esteem.
Physical Harm – intentionally hurting a pupil by causing injury such as bruises, broken bones, burns, cuts etc.

The school recognises that different forms of bullying occur with a variety of resulting symptoms.

This policy will be applied:
- On the premises of the school during the day
- While travelling directly to and from school at the start and end of the school day, during the school term. While travelling to and from school pupils must follow the school's code of conduct and incidents of bullying will be dealt with in the same way as if they had occurred on the school grounds.
- While pupils are in the lawful control or charge of a member of staff e.g. school trips.
- Should an incident arise where the school determines that an allegation of bullying behaviour does not meet the criteria for bullying behaviour the school will deal with the incident within their Positive Behaviour Policy and/or other relevant policies and will continue to monitor the situation. All decisions will be evidence based. All socially unacceptable behaviours will be dealt with in line with the school's Positive Behaviour Policy.

5. <u>Methods of bullying behaviour include (but are not limited to):</u>

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

<u>**Verbal, written or electronic communication**</u> – 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/pupils 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.

Electronic Communications
Electronic communication as a method of bullying is commonly identified as Cyber Bullying. Cyber Bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and social media platforms (this can include impersonating someone online to cause hurt and sharing images online to embarrass). The Addressing Bullying in Schools Act (2016) states that the Board of Governors may 'to such an extent as it thinks reasonable, consider measures to be taken at school with a view to preventing bullying of a registered pupil at school which involves the

use of electronic communication', especially where this is likely to have an impact on the pupil's education in school. This gives schools the option to take action against cyber bullying which occurs at home/outside school, but does not place a duty on schools to do so.

When bullying behaviours occur through the medium of electronic communications, the Act gives schools the power to consider that a single incident may be deemed to be bullying if the action/s and/or words that cause hurt to another are done on a large scale e.g. sharing or repeated viewing if one post on social media with a large audience. **One-off incidents** of this nature will be thoroughly examined by the school to decide if they meet the agreed definition of Bullying behaviour. The school will consider factors such as, evidence of premeditation; severity and significance of the incident; impact of the incident on individual/s (e.g. physical/emotional); impact of the incident on the wider school community; previous relationships between those involved; any previous incident/s involving the individuals.

Non-verbal - implies threat through offensive gestures, excluding children, dirty looks, unpleasant notes.

Physical – Physical bullying includes but is not limited to, kicking, hitting, pushing, shoving around, locking a pupil/s inside a room, material harm (e.g. stealing/taking money/possessions) and other direct/indirect acts.

Omission - The Addressing Bullying in Schools Act states that when defining whether an act constitutes bullying behaviour 'act includes omission'.
Examples of omission include, where a pupil is deliberately left out (e.g. 'they stopped him playing with them') and where there is a wilful failure to include a pupil (e.g. 'they purposefully did not ask him to join the game'). Other examples include being excluded from or left out of a group of friends activities/games/group work in class etc.

Motivations for Bullying behaviour
Motivations for bullying behaviour are wide ranging. Motivations include, but are not limited to:
- Age
- Appearance
- Breakdown in peer relationships
- Community Background
- Political affiliation
- Gender Identity
- Marital status
- Race

- Sexual orientation
- Disability
- Religion
- Ability
- Looked After Child status
- Young Carer status

Bullying is an emotive issue, therefore it is vital that we ensure we use supportive, understanding language when discussing these matters. For this reason, we will refer to the children involved in bullying incidents by describing the situation surrounding that child, for example:
-a child displaying bullying behaviours
-a child experiencing bullying behaviours.
We encourage all members of the school community to use this language when discussing bullying incidents.

Examples of signs to be aware of include (but are not limited to):

Behavioural -	unwilling to come to school, unable to give in homework, repeatedly late for school, deterioration of work, flinching, nail biting, reluctant to sit near certain pupils, stresses manifested at home (bed wetting, nightmares, insomnia).
Physical -	mystery illness, feels sick in class, has damaged clothing or belongings, has physical injuries which they are reluctant to explain, hitting out/out of character temper.
Emotional -	becomes withdrawn, becomes startled easily, loses confidence, has low self esteem, burst into tears in class.

6. Proactive Strategies to prevent bullying

We believe that the implementation of preventative measures will help to reduce the incidence of bullying behaviour (including through electronic communications). At Dromore Road Primary School we will take the following steps:

Consistent implementation of the Positive Behaviour Policy

- High standards of behaviour are expected within school from every member of the school community.
- A whole school reward system is implemented which consistently acknowledges and celebrates positive behaviour. As a staff, we promote and reward positive behaviour through measures such as awards for caring and friendliness, Playground Friend status, Pupil of the Week and active involvement of the School Council in decision making.
- Staff work closely with parents/carers through an open system of communications i.e. parent interviews.
- Raise awareness and understanding of positive behaviour expectations through our Positive Behaviour Policy.

Ethos and Pastoral Care:

We will seek to be a 'listening school' in which pupils are encouraged to express their feelings, fears and concerns. We will seek to be a 'telling School' in which children are actively encouraged to express concerns and where they are listened to. This will be facilitated through measures such as Circle Time, Class Council, School Council, Class reward system, PDMU, 'You share, we care' box and class suggestion boxes.

Anti-bullying posters will be displayed in the main areas of the school and Anti bullying week will be highlighted within each class.

If a child has a concern they are encouraged to:

- Tell someone you feel you can trust
- Ensure that an adult is told
- Walk away if you can
- Stay with others you trust
- Keep away from "danger areas"

If a child knows that another child is being bullied they should:

- TAKE ACTION – watching and doing nothing makes it look like you are on the side of the child displaying bullying behaviour.
- Tell an adult immediately

On the way to/from school we aim to prevent bullying behaviours through:

- Staff on duty at front door and steps at home time
- Staff on duty in the playground in the morning
- Development of a culture where pupils take pride in their school – positive school rules and behaviour expectations regularly reinforced for both inside school and when travelling to/from school.

Curriculum:

Consistent delivery of the Pastoral Curriculum, including:

Religious Education Programme – encourages children to learn and appreciate differences and that everyone deserves to be treated equally with love and respect.

WAU – also develops the need to accept differences in each other.

Literacy – the use of novels, reading books and stories.

UICT – Participation in Safer Internet Day

PDMU – the use of 'Living, Learning, Together' resources; active, whole school participation in NIABF's anti-bullying week. Involvement in meaningful and supportive Shared Education Programme.

Music – singing e.g. 'Don't laugh at me'

Assembly – Pastoral issues addressed, Anti-Bullying week assembly, visits from NSPCC etc

Playtime Provision:

- We will provide training for teachers, classroom assistants and lunchtime supervisors, as necessary, in the promotion of positive play and strategies for dealing with incidents of bullying.
- Promotion of Playground Friends and lunchtime supervisors.
- Empowering of bystanders through developing their understanding of what bullying behaviour is and encouraging them to report behaviour to staff.
- Ongoing monitoring of supervision arrangements.
- Variety of play options at break and lunch.

Outside Agencies and Extra-Curricular Activities:

- PSNI – support key Anti-Bullying messages and address Cyber Bullying and social media.
- Development of effective peer relationships through extra-curricular activities e.g. Healthy Kidz, Burns Soccer, Netball, Hockey

Liaison with pre and post primary schools:
The school welcomes liaison with linking schools. We work closely to ensure a smooth transition to secondary school and arrange in-school visits with transfer schools and the Education Welfare Officer in Term 3.

School Policy
We will ensure this policy and all other related preventative policies e.g. Positive Behaviour, E-safety are implemented, reviewed and updated regularly.

7. Agreed Code of Conduct For The School Community

Pupils:
Pupils have an entitlement to be educated in an environment which is safe, caring and respectful of their individual needs.

Pupils have a responsibility to treat all other pupils, teachers and other staff with respect. They have a responsibility to refrain from engaging in bullying behaviour and to report it if they are aware of it occurring.

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 ensure that their child co-operates with teachers, other staff and other pupils and adheres to the school's Positive Behaviour Policy. They have a responsibility to inform the school of any concerns or alleged incidents of bullying of which they are aware.

Parents are expected to lead by example and behave towards each other in a mutually respectful way.

Teachers and other staff:
Teachers and other adults in the school community have an entitlement to work in an environment which is characterised by respect and caring for all. They should set a positive example by fostering positive self-esteem and respect.

All staff and other adults in the school community have a responsibility to contribute to the creation of such an environment and to work for the well being of all pupils.

8. <u>Duties and Responsibilities</u>

Everyone in the school community, including pupils, parents/carers and staff, has a responsibility to work together to:
-foster positive self-esteem
-behave towards others in a mutually respectful way
-be alert to possible indications of bullying behaviour
-inform the school of any concerns relating to bullying behaviour
-refrain from retaliating to any form of bullying behaviour
- emphasise the importance of seeking help from a trusted adult.

All staff
All staff have a duty to listen sensitively to and record allegations of bullying behaviour and pass the information on to the Principal and Pastoral Care Coordinator. They will respond promptly and effectively to allegations of bullying behaviour.

Principal and Pastoral Care Coordinator:
The Principal and Pastoral Care Coordinator will take joint responsibility for ensuring that a BCAF (Bullying Concern Assessment Form -App. 1) is completed when an allegation of bullying behaviour has been made. They will work together to resolve difficulties in restorative ways to prevent bullying behaviour recurring and meet the needs of all parties involved.
The Principal will decide upon measures to encourage positive behaviour, which specifically include measures to prevent bullying (Article 19:14, Welfare and Protection of Pupils, Education and Libraries (NI) Order 2003). Where a 'Risk Reduction Action Plan' is needed this will be drawn up by the Principal and implemented by all relevant staff.
The Principal will be committed to ensuring appropriate opportunities for professional development are made available to staff and Board of Governors.

Board of Governors:
The Board of Governors must 'safeguard and promote the welfare of all pupils attending their school, whether registered or not, when they are on the premises

of the school or in lawful control or charge or a member of staff (Education Order 2006, NI 2007). The Board of Governors for Dromore Road Primary School will have the oversight of the policy and will be responsible for ensuring its effective implementation. They will ensure that the school keeps a record of all alleged incidents of bullying and will secure measures to prevent bullying.

The Board of Governors will ensure that reporting on incidents of alleged bullying behaviour is a standing issue on the agenda at meetings.

9. <u>Procedures for dealing with Bullying</u>

Reporting a concern

Any child or adult can communicate concerns about bullying to any member of staff. They may do this verbally, through a written note handed to a staff member, note placed in class worry box or any other suitable means.

Parents reporting a concern should contact the class teacher or Principal. If parents feel unsatisfied with how their concern has been dealt with, they should follow the school's complaints procedure (displayed in school entrance hall).

Dealing with a concern

Each case of alleged bullying will be dealt with individually and will be taken seriously. Follow-up action will be tailored to meet the individual needs of the pupils concerned (in line with NI Anti-Bullying Forum guidance). Confidentiality will be respected. All members are aware that they have a joint responsibility for the welfare of all the children within the school.

Through the following procedures we strive to,
- Stop bullying behaviour
- Protect and support the child experiencing bullying behaviour
- Change the attitude and behaviour of the child displaying bullying behaviour.

School interventions will,

- Be child centred
- Promote resilience
- Include post-incident learning
- Evidenced
- Promote reparation.

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

- ➤ In Dromore Road we will listen to all concerns when reported and communicate with appropriate staff, as required, this will include: class teacher, Principal, Pastoral Care coordinator.
- ➤ Facts will be clarified and past records will be checked.
- ➤ All allegations will be recorded initially using part 1 of the Bullying Concern Assessment Form (App. 1) and assessed against the criteria for bullying behaviour. If behaviour does not constitute bullying we will follow our Positive Behaviour Policy. We will follow the steps laid out in the Bullying Procedures flow chart set out by the Department of Education (App. 2).
- ➤ Themes/motivating factors and type of bullying will be identified.
- ➤ Parents of all pupils involved will be informed of the school's actions.
- ➤ The Principal will devise a plan for resolution of the conflict in consultation with the four levels of intervention set out by the Northern Ireland Anti-Bullying Forum (NIABF). This plan will include targets for acceptable behaviour and will set out support measures which will be provided for the pupils concerned. Any disciplinary action required will use the system of sanctions which is set out in the school's Positive Behaviour Policy. All actions will be recorded on a BCAF.
- ➤ The situation will be tracked, monitored and formally reviewed using the BCAF. Ant further interventions will be implemented if necessary. This will be carried out by the Principal and Pastoral Care Coordinator, in co-operation with the other teachers, pupils and parents concerned.

Support
- ➤ Support provided by the school will aim to promote resilience.
- ➤ Support may include:
    -agreeing an action plan with SMARTE targets (Specific, Measurable, Achievable, Relevant, Timely, Evidence based)
    -ongoing dialogue using interventions in NIABF's 'Effective Responses to Bullying Behaviour'
    -Reviewing interventions and sharing progress with key partners using BCAF part 4
- ➤ When necessary, the school will draw on support from a range of outside agencies including Education Welfare Officer, Behaviour Support Team,

Child Protection Support Service for Schools (CPSS) and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear that outside help is needed, the school will not hesitate to avail of it.

➢ A range of strategies will be employed to deal with incidents, normally by the class teacher in consultation with the Designated Teacher and/or Pastoral Care coordinator. Strategies may include: Circle Time, PDMU lessons, informing all staff, Playground Friends used as a 'buddy' in the playground, Circle of Friends, NIABF interventions.

10. <u>Recording</u>

Recording of information will be carried out by the Principal, Pastoral Care Coordinator or Designated Teacher. Within school we will keep a central record of all bullying and alleged bullying incidents. All recording should be sensitive, factual and balanced, appropriate for the 'audiences' it may be shared with i.e. parents, Social Services.

When recording alleged incidents of bullying behaviour the school will record the apparent motivation, method, how the incident was addressed i.e. intervention selected, and the outcomes, using part 3 of the BCAF.

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 related to bullying and alleged bullying will be used to inform the future development of the Anti-Bullying Policy and practise within the school.

11. <u>Consultation</u>

Ongoing Consultation will influence the development and review of this policy. Consultation methodologies include parent and staff discussion groups, pupil focus groups i.e. school council. The Policy will be available on the school website and a hard copy will be available on request from the school office.

12. **Monitoring and Review of the Anti-Bullying Policy**

Implementation of this policy will be monitored by the Principal and the Board of Governors will be kept informed. Review will take place a maximum of every three years or before if deemed necessary (EA guidance).

To appropriately monitor the effectiveness of the policy the Board of Governors shall:

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

Useful websites and telephone numbers

- Department of Education: www.deni.gov.uk
- Northern Ireland Anti-Bullying Forum: www.niabf.org.uk
- www.thinkuknow.org
- Childline: 08001111
- NSPCC (Fullstop) campaign: 08088005000

Amended and agreed by staff

Agreed by Board of Governors _____

_____ Chairman   _____ (date)

_____ Principal   _____ (date)

_____ Pastoral Care Coordinator_____ (date)

Appendix 1
Bullying Concern Assessment Form
Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern   Date:

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

"bullying" includes (but is not limited to) the repeated use of —
    (a)   any verbal, written or electronic communication
    (b)   any other act, or
    (c)   any combination of those,
  by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: **The school will treat any incident which meets these criteria as bullying behaviours**.	
Is the behaviour intentional?	**YES / NO**
Is the behaviour targeted at a specific pupil or group of pupils?	**YES / NO**
Is the behaviour repeated?	**YES / NO**
Is the behaviour causing physical or emotional harm?	**YES / NO**
Does the behaviour involve omission? (*may not always be present)	**YES / NO**

YES the above criteria have been met and bullying behaviour has occurred.	**NO the above criterial 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 .
Agreed by _____ Status _____ On ___/___/___	

PART 2

2:1 Who was targeted by this behaviour?
Select one or more of the following: ☐ Individual to individual 1:1   ☐ Individual to group   ☐ Group to individual   ☐ Group to group

2.2 In what way did the bullying behaviour present?
Select one or more of the following: ☐   Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking ☐   Any other physical contact which may include use of weapons) ☐   Verbal (includes name calling, insults, jokes, threats, spreading rumours) ☐   Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others) ☐   Electronic (through technology such as mobile phones and internet) ☐   Written ☐   Other Acts   Please specify:_____-

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- ☐ Age
- ☐ Appearance
- ☐ Breakdown in peer relationships
- ☐ 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/carer:

Other Agencies:

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

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

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

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

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

Staff Involved:

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

Record of participation in planning for interventions

Pupil:

Parent/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:**

Appendix 2
Bullying procedures Flow Chart DE