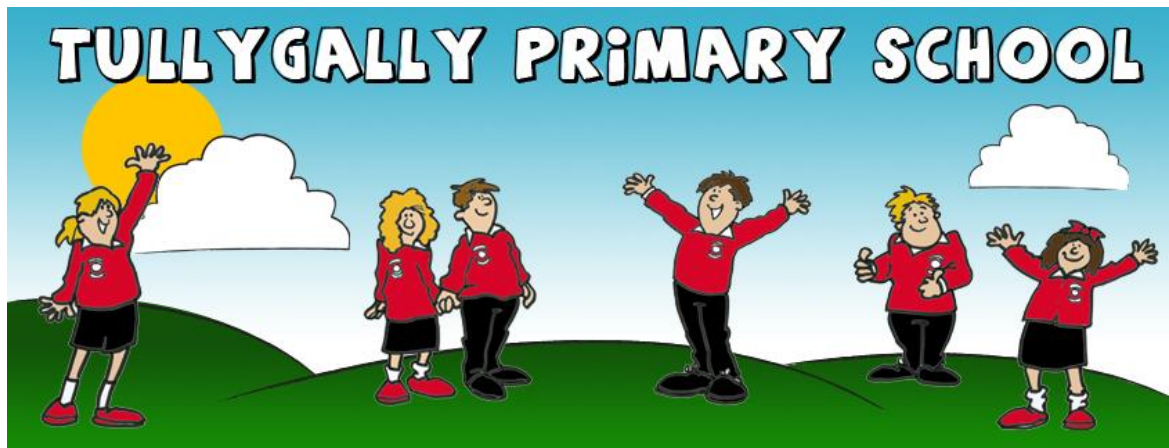


Tullygally Primary School & Nursery Unit

ANTI BULLYING POLICY



‘Soaring to excellence with
children at the heart’

November 2021

Tullygally Primary School

ANTI-BULLYING POLICY

Section 1 - Introduction and Statement

We in Tullygally Primary School are committed to the provision of a happy and secure environment for every pupil. We believe in the dignity and worth of each individual pupil. In this way, we hope that all pupils can feel confident and secure in their own personal worth as a member of our School Community.

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

Section 2 – Context

At Tullygally Primary School we have based our Anti Bullying Policy on the following legislative and policy guidance:

The Legislative Context:

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

The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
 - [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
 - [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

The International Context

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

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

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

At Tullygally Primary School we take the legal definition of bullying from “The Addressing Bullying in Schools Act (Northern Ireland) 2016”

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.

For the purposes of subsection (1), “act” includes omission.

BOARD OF GOVERNORS

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

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

‘Safeguard and promote the welfare of registered pupils’

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

(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.

(iv) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

(c) review those measures at intervals of no more than 4 years or 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.

The Board of Governors will follow the guidelines in "The Addressing Bullying in Schools Act (Northern Ireland) 2016" which requires schools to record all incidents of bullying behaviour and alleged bullying incidents.

3.—(1) The Board of Governors must

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

(i) on the premises of the school during the school day.

(ii) while travelling to or from the school during the school term; **(parents are responsible for ensuring their children are not engaging in bullying acts/incidents 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

(iiii) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

(2) A record under subsection (1) must—

(a) state what, from all of the circumstances, appears to be the motivation of the incident.

- (b) state the methods of bullying,
- (c) include information about how the incident was addressed.
- (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.

Section 3 – Ethos & Principles

At Tullygally Primary School we have based our Anti- Bullying Policy on our school ethos and principles which underpin everything we do:

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and free from bullying.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people; we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Section 4 – Consultation and Participation

At Tullygally Primary School we have based our Anti-Bullying Policy in consultation with pupils and their parents/carers, in compliance with “The Addressing Bullying in Schools Act (NI) 2016”

We worked with pupils through the following consultation processes:

- Consultative workshops with pupils and the School Council
- Class-based activities
- Questionnaires distributed to all pupils

We worked with parents/carers through the following

- Displaying Draft policy on school website
- Distributing draft policy on Seesaw and asking for feedback
- Questionnaires distributed to all parents/carers on Seesaw
- Engagement with parent groups, Friends of Tullygally.

We worked with staff members through the following consultation processes

- Staff survey for all staff, teaching and non-teaching
- Engagement activity at meetings

Section 5 – What is Bullying?

At Tullygally Primary School we take the legal definition of bullying from “The Addressing Bullying in Schools Act (NI) 2016”

Addressing Bullying in Schools Definition of “bullying”:

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

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

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

At Tullygally Primary School we will therefore use the following definition based on the above legal definition:

Bullying is 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.

At Tullygally Primary School we believe that while bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.

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

- ***severity and significance of the incident***
- ***evidence of pre-meditation***
- ***impact of the incident on individuals (physical/emotional)***
- ***impact of the incidents on wider school community***
- ***previous relationships between those involved***
- ***any previous incidents involving the individuals***
- ***Cognitive and SEN ability, imbalance of power, age and size.***

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

At Tullygally Primary School the following unacceptable behaviours **on the school premises**, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

Verbal or written acts

- saying mean and hurtful things to, or about, others
- making fun of others
- calling another pupil mean and hurtful names
- telling lies or spread false rumours about others
- try to make other pupils dislike another pupil/s

Physical acts

- Hitting
- kicking
- pushing
- shoving

- material harm, such as taking/stealing money or possessions or causing damage to possessions

Omission (Exclusion)

- Leaving someone out of a game
- Refusing to include someone in group work

Electronic Acts (on school premises)

- Using online platforms or other electronic communication to carry out many of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images (eg. photographs or videos) online to embarrass someone

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

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

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

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, at Tullygally Primary School, 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
- A child experiencing bullying behaviours
- We encourage all members of the school community to use this language when discussing bullying incidents.

At Tullygally Primary School In determining 'harm' we define:

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

Section 6 – Preventative Measures

At Tullygally Primary School we aim to promote a strong anti-bullying ethos within the school and the wider school community. We aim to prevent bullying and create a safe learning environment.

Examples of these strategies include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU
- Involvement in meaningful and supportive shared education projects with our partner school, Drumgor Primary School, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training, NSPCC “Speak out stay safe programme, Reach Mentoring, Barnardos Counselling, Links Counselling)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, eg Safer Internet Day, etc.
- Development of peer-led systems, School Council, to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play option to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.
- E-safety leaflet/policy issued to parents and on school website.

The above list is not exhaustive.

TRAVELLING TO AND FROM SCHOOL

Ultimately parents are responsible in ensuring their children behave appropriately on the way to and from school.

We at Tullygally Primary School take preventative measures to educate against inappropriate behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways we further build upon this including:

- Development of a culture where pupils take pride in their school, reminding that they are viewed as ambassadors for their school, particularly when wearing Tullygally Primary School uniform, within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems for those walking.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.
- Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops, where appropriate)

ONLINE SAFETY

Ultimately parents are responsible in ensuring steps to prevent bullying through the use of electronic communication amongst pupils.

As the pupils of our school are under the age of 12, it is the responsibility of the parents and guardians to be fully aware of what their child is doing online.

Parents are also responsible for the age restrictions that are evident for social media applications. Tullygally Primary School's "duty of care" **will not** be used in situations where pupils behave inappropriately on platforms that as this is the responsibility of parents.

However, Tullygally Primary School has the authority to take steps to prevent bullying through the use of electronic communication amongst pupils during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. If evidence of aspects of bullying become integrated into school life, we will play an active role.

IT IS THE RESPONSIBILITY OF PARENTS/GUARDIANS TO KEEP THEIR CHILD SAFE FROM INTERNET BULLYING WHILST AT HOME.

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

In conjunction with this, we at Tullygally Primary School take preventative measures to educate against online bullying by:

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

It is important to remember that the Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies.

We ensure that these policies align and provide consistent message. For example, the measures set out here, to prevent bullying behaviour through the use of electronic communication, should also be included in the school's e-Safety Policy and/or Acceptable Use of the Internet Policy.

Section 7 – Responsibility

Everyone in the Tullygally Primary School community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- foster positive self-esteem
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress* and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Section 8 – Reporting a Bullying Concern

At Tullygally Primary School we aim to promote a strong anti-bullying ethos within the school and the wider community. In this climate we ensure pupils, parents and anyone else with concerns can make these known to the school.

PUPILS REPORTING A CONCERN

Pupils will be encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

Pupils at Tullygally Primary School can raise concerns by:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (eg. in a homework diary)
- By posting a comment in a 'worry box' or 'chatter box'

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

PARENTS/CARERS REPORTING A CONCERN

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

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

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

- In the first instance, all bullying concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Mrs Devlin, Designated Teacher for Child Protection or Mr Guy, Vice-Principal, as applicable.
- Where the parent is not satisfied that appropriate action has been taken by Mrs Devlin or Mr Guy to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal, Mrs Andrews.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors, Mr R Harkness.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, Tullygally Primary School is open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report.

However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Section 9 – Responding to a Bullying Concern

The processes outlined below provide a framework for how Tullygally Primary School will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...

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

NIABF advocates a **restorative** approach to responding to bullying behaviour. Interventions suggested in the "Effective Responses to Bullying Behaviour" resource focus on responding to the behaviour, resolving the concern and **restoring** the wellbeing of those involved.

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.

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

Section 10 – Recording

Tullygally Primary 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.

All Records will be kept and access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

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

Section 11 – Professional Development of Staff

At Tullygally Primary School we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes

- staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- stating that CPD records will be kept and updated regularly

Section 12 – Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors of Tullygally Primary School 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

Monitoring and Review of 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

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before November 2025.

Signed: _____

Date: _____

Mr R Harkness (Chair of Board of Governors)

Signed: _____

Date: _____

Mrs K Andrews (Principal)



Bullying Concern Assessment Form

Incident Date: _____

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

PART 1

ASSESSMENT OF CONCERN		Date: <input style="width: 150px; height: 20px;" type="text"/>	
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <p style="margin-left: 40px;"> <i>(a) any verbal, written or electronic communication</i> <i>(b) any other act, or</i> <i>(c) any combination of those,</i> </p> <p><i>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.</i></p>			
	Name(s)	Gender M / F	DOB/Year Group
Person(s) reporting concern			
<p>Check records for previously recorded incidents</p>			

Outline of incident(s): 1. Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff). 2. Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper).

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:
The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:

Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

YES the above criteria have been met and bullying behaviour has occurred.	NO the above 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
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity

- Sexual Orientation
- Family Circumstance (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 – Please specify:

PART 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

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	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:

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	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 4

REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

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Date of Review Meeting:

Part 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:

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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
- Follow Anti-bullying policy
- 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: