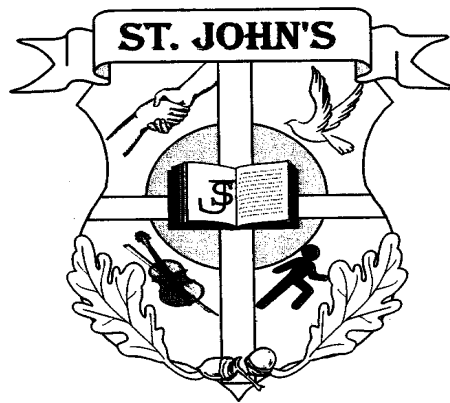


# **ST JOHN'S PRIMARY SCHOOL BLIGH'S LANE DERRY**

## **Anti-Bullying Procedure 2024**



**"Learning Together Growing Together"**

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## **1.Mission Statement**

At St. John's Catholic, Primary School, we provide a happy, nurturing, inclusive, learning, environment which delivers high quality outcomes and life-enriching experiences. We embrace diversity and encourage all to respect the environment and develop the confidence and digital skillset required to contribute to society and the local and global economy. We work collaboratively with parents/carers and community partners to promote the social, emotional, intellectual, and spiritual well-being of each individual, thereby enabling our school family to 'Learn Together' and 'Grow Together.'

## **2.Rationale**

St. John's Primary school repudiates bullying behaviour of any kind, to any member of the school community by any member of the school community. At our school we believe that every child has the right to: -

- be educated in a safe secure environment where their moral, intellectual, personal, and social development is promoted; and
- their parents and carers being informed and reassured that their children are being educated in a safe, caring, and respectful atmosphere.

## **3.Context**

This policy is informed by the legislation and guidance listed below in keeping with international guidance also by following all aims through the [United Nations Convention on the Rights of the Child](#) (UNCRC): -

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

Reference to the Department of Education (DE) policy and procedures are also adhered to, to ensure that rigorous and robust processes are at the heart of school life using "The Addressing Bullying in Schools Act" (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019). This policy encompasses several pastoral policies thereby promoting a whole school ethos of care, safeguarding and inclusion in school life.

[Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)  
[Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)  
[Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)  
[Co-operating to Safeguard Children and Young People in Northern Ireland \(Department of Social Services and Public Safety, 2016\)](#)

## **4.Ethos and Principles**

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.

Within the resources available the school is committed to the following: -

- preventing bullying behaviour.
- encouraging in children a respect for the dignity of self and others, showing understanding, courtesy, and tolerance.
- giving children opportunities to discuss and identify their feelings, and to discuss issues such as bias, injustice and fear.

- making all staff aware of the definition of bullying and the types of bullying which can take place within a school.
- having procedures in place for dealing with reported incidents of bullying.
- making use of "The Support Group Method" approach to dealing with bullying incidents to reduce the possibility of incidents recurring.
- providing adequate adult supervision in specific areas and at specific times to pre-empt and observe incidents.
- implementing, reviewing, and evaluating the impact and effect of the policy.
- the thorough investigation of all allegations of bullying.
- open communication with parents throughout the process of investigation.
- promoting a society where children and young people can live free and safe from bullying.
- promoting a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- celebrating diversity.
- commitment to a preventative, responsive, and restorative anti-bullying ethos across the whole school; and
- respecting and valuing the views and contributions of children and young people.

## **5.Shared Education**

The overall aim is to adhere to the core principals underpinning the delivery of Shared Education, as stated in our joint Shared Education Policy. During Shared Education activities the teacher in charge will follow the procedures appertaining to their own school. If an incident/concern occurs with a child from the partner school, the teacher in charge will inform the child's class teacher who will then deal with the incident/concern.

If this is not immediately possible the teacher in charge will deal with the incident, according to their individual school's policy, and report it as soon as they can to the child's class teacher in the partner school.

**"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be of primary consideration."**

Article 3 UN Convention on the Rights of the Child.

## **6.Community Relations Equality and Diversity (CRED)**

The CRED policy complements what St. John's Primary School is striving to achieve for children. It aims to improve outcomes for children by 'educating children to develop self-respect and respect for others, promote equality and work to eliminate discrimination, and by providing formal and non-formal education opportunities for them to build relationships with those of different backgrounds and traditions within the resources available.' CRED aims and principles are very much the same as the aims of the NI Curriculum, namely the Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. At St. John's Primary School, we are sensitive to and welcoming of the diverse identities of all members of the school community. Within the school ethos it is obvious that there is an acceptance of difference and a valuing of diversity.

## **7.Consultation Process**

This policy is subject to consultation which is carried out in line with the School Development Planning process. There has been consultation with children via the School Council, parents via questionnaire and focus groups, staff and governors in focus groups and whole school staff discussion.

A copy of the policy will be published on the school website. School stakeholders will be furnished with a link by email and social media and invited to provide comment on the policy ahead of amendment and ratification by the Board of Governors.

The Anti-Bullying Policy may be subject to change to interim review if required.

It was last reviewed in Autumn 2024 and is due for a review again in August 2027.

## **8. Definition of Bullying**

**Legal Definition of Bullying:** 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 **(Addressing Bullying in Schools Act (NI) 2016)**

When bullying behaviour is discussed in school, teachers can explain that bullying is when someone means to do it (intentional) and it usually happens over a period or can be a one-off incident to intentionally hurt or harm another person or group.

More fully, bullying can also be described as **“A deliberate act done to cause distress, solely to give a feeling of power, status or other gratification to the person demonstrating bullying behaviour to others. It can range from ostracising, name calling, teasing, threats, extortion to physical harm to a person or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.”**

### **8a) Forms of Bullying**

- Physical violence such as hitting, pushing, or spitting at another child.
- interfering with another child’s property by stealing, hiding, or damaging it.
- using offensive names when addressing another child.
- teasing or spreading rumours about another child or about his/her family.
- belittling another child’s abilities and achievements.
- writing offensive notes or graffiti about another child.
- excluding another child from a group activity.
- ridiculing another child’s appearance, way of speaking or personal mannerisms.
- **Racist comments or gestures.**
- Online trolling via text, gaming, email, or messaging platforms.

We are aware that not all aggression is bullying, or all name-calling. It becomes bullying when it is exercised using power rather than an exchange between equals.

### **8b) Motive**

Understanding the motive behind bullying behaviour can be key to resolving it.

Motivations can be complex and can relate to emotional issues within relationships, the impact of adverse childhood experiences and to personality traits.

At St. John’s Primary school, we recognise, value, and celebrate equality, diversity and difference and acknowledge that bullying can be motivated by prejudice and may relate to race, faith, culture, gender, sexuality, age, political affiliation, personal attributes, or disability. This is not exhaustive, and we are conscious that other prejudices or differences may motivate bullying.

Bias and prejudice based on difference occur very easily amongst children and it is to be expected that we will encounter negative behaviour relating to any or all these issues from time to time. Staff attempt to address concerns arising through our proactive, preventative, anti-bias curriculum, specifically PDMU, PATHS, RE, RSE, Restorative Justice, assemblies, displays, the Positive Behaviour Policy, current affairs discussions, and the use of external agencies.

In the case of assessing whether a single incident constitutes bullying behaviour rather than a one-off incident, school staff will 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 incident on the wider school community.
- previous relationship between those involved.
- previous incidents involving the individuals concerned.

The details in the **Motive** rationale give a basic criterion in which to work however, it is not an exhaustive list. Depending on the incident, further analysis will be viewed on a case-by-case basis. This will be done by referencing the 2011 DE report **"The Nature and Extent of Bullying in Schools in the North of Ireland"**.

## **9.Preventative Measures**

We are committed to identifying Bullying pre-emptively when possible and to promoting and maintaining a 'Listening and Telling' culture.

In dealing with emotive issues such as bullying we are committed to a child-centred approach which adequately meets the social and emotional needs of our children whether they are displaying positive or negative behaviours. Bullying is an emotive issue and an emotive word. We recognise that use of the word 'bullying' is not always helpful in resolving what are often, ultimately, complex relationship issues between young children.

We will always do our best to resolve concerns and issues and listen impartially to concerns raised through restorative justice measures. As educators, concerned with the wellbeing of future generations, we will endeavour to be calm in our response to these issues remembering that we are working in the best interests of young children.

Each member of the school community - children, parents, carers, staff and Governors will be expected to work collaboratively in order to: -

- foster positive self-esteem and respect the right of others to be safe.
- behave towards others in a mutually respectful way.
- model high standards of personal pro-social behaviour.
- be alert to the signs of distress and other possible indicators 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 child 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 telling a trusted person about bullying behaviour when it happens or is observed.
- Explain the implication 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.
- Discuss and deal with sexual and racial harassment.
- Know how to seek support both internally and externally.
- Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the child presenting with bullying behaviour and his/her parents.
- Ensure that all accessible areas of the school are supervised at break, lunchtime, between lessons and at the beginning and end of the day.
- Use all the children, as a positive resource, to counter bullying through Pupil of the Day Compliment List and PATHs Lessons to increase empathy and understanding.
- Use restorative justice measures in line with our Positive Behaviour Policy.
- Use peer counselling groups resolve problems; and
- Encourage children to be used to help shy children and make newcomers feel welcome and accepted.

### **9a) Embedded Practice to Prevent Incidents of Bullying**

- RESPECT Charter in each classroom.
- Positive Behaviour Policy.
- use of Circle Time to address issues of bullying behaviour.
- termly planned Talking and Listening lessons that raise awareness and allow all children to discuss the issues surrounding bullying within the curriculum, in a safe, secure environment.
- Nurture Provision and Nurture Clubs for KS2 such as Circle of Friends' groups, confidence building groups and a Young Carers group.
- children at both key stages are given opportunities to discuss and identify their feelings, and to discuss issues such as bias, injustice and fear in PATHS lessons.
- specific issues are addressed at weekly assemblies and during School Council Meetings
- poster competitions on Anti-Bullying.
- identification, acknowledgement, and rewards for positive behaviour.
- Buddy System operating in the playground (peer support) for both key stages.
- regular staff awareness raising sessions.
- children and parent awareness of procedures in place to deal with reported incidents of bullying.
- the Support Group Method for dealing with reported bullying incidents to reduce the possibility of incidents recurring.
- adult supervision in specific playground areas and at specific times to pre-empt and observe incidents.
- anti-bullying tips taught to all children.
- regular review and evaluation of the impact and effect of the school's Anti-Bullying policy on positive relationships.
- CCTV.
- Gasyard Feile Projects ongoing through a variety of year groups.
- Helping Hands workshops with Women's Aid- Two staff members are trained also.

### **9b) High Five Anti Bullying Awareness Taught in all Classes**

- Ignore.
- talk friendly.
- walk away.
- talk firmly.
- report.



### **9c) Addressing Cyber Bullying**

Technology has provided us with faster ways to communicate on a global basis that has ever been the case in the past. We acknowledge the potential for children to be exposed to bullying through written, verbal, image, and video exchanges online. We aim to tackle this issue by responding to reports of online abuse with parents and children and proactively through E-Safety education as an aspect of PDMU. An ongoing example is the use of interactive E-Safety Drama workshops with organisations such as Google and The Acceptable Use of Digital Devices on Loan Policy. The school uses the security software SECURUS to track content on computers during the school day.

The school has a specific E-Safety Policy which provides more detail as to how we manage Cyber-Bullying. St. John's Primary School regularly posts reminders to parents regarding age-appropriate Apps and computer games and guidance on the supervision of children online. The ICT technician offers support to parents and assists with the application of parent control settings on home devices.

Where a parent cites bullying issues outside of school, proof must be obtained first in the form of screen shots or dates, times and words or images used. Senior management, alongside the teacher, will discuss whether this is impacting in school life and decide to intervene if issue arise in school.

## **10.Responsibility**

All members of the school community, inclusive of children, their parents or carers and the staff are expected to respect the rights of others to be safe and to apply the preventative measures as detailed in Section 6 of this policy. There is a responsibility on all members of the school community to respond appropriately to bullying concerns with the support of the Key Stage Leaders and the Principal

## **11.Reporting a Bullying Concern**

### **11a) Children Reporting a Concern**

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a trusted member of the staff. Children are therefore encouraged to raise concerns with any member of staff, including teaching and non-teaching. Any child can raise a concern about bullying behaviour, not just the child who is experiencing this behaviour. As such, all children should be encouraged to "get help" if they have a concern about bullying.

Children can make staff aware of bullying related concerns by: -

- talking to a member of staff.
- writing a note to a member of staff and/or sending an email to a member of staff.
- posting a comment in a worry box.
- Bringing it to the attention of their school councillor.

### **11b) Parents/Carers Reporting a Concern**

In the first instance, 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 the Key Stage Leaders.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedures should be followed.

### **11c) Communications**

All reports of bullying concerns received from children and/or parents/carers will be responded to in line with the policy and feedback will be given to the person who made the report. **It must be noted that information about action taken in relation to a child, will only be disclosed to the child or his/her parents/carers.**

## **12.Responding to a Bullying Concern**

The focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on prevention. In the first instance, when responding to a concern raised about possible bullying, the member of staff addressing it should: -

- clarify facts and perceptions.
- check records stored on the SIMS Behaviour Monitoring Module (or in the case of incidents that may have context prior to September 2021 check the Pastoral Care Records).
- assess the incident against the criteria for bullying behaviour.

A decision will need to be made as to whether the alleged behaviour is deemed, by the school, to constitute bullying. Teachers will make this decision in consultation with a member of the



school's Senior Management Team. If the first respondent to a concern is a member of the Senior Management Team teachers will consult with a second member of the team.

<b>If based on the information gathered the criteria for bullying behaviour has not been met it will be dealt with as follows:</b>	<b>If based on information gathered it has met the criteria for Bullying Behaviour, then it will be dealt with as follows: -</b>
-	
The Positive Behaviour Policy if behaviour is deemed socially unacceptable.	An action is agreed for both the targeted child and the child/ren displaying bullying behaviour.
<ul style="list-style-type: none"> <li>• The SEN Stages, recorded on PLPs.</li> <li>• Support from Key Stage Leaders</li> <li>• Resources to support the learning required in this area.</li> </ul>	<ul style="list-style-type: none"> <li>• Support from Key Stage Leaders</li> <li>• Record placed on the Bullying Concern Assessment Form on SIMS via (BMM) Behaviour Management Module.</li> </ul>

If an incident or issue is not deemed to be bullying, that will be explained to the complainant along with the reasons for that decision. The concern will be dealt with in line with the School Positive Behaviour Policy. If an incident is deemed to be bullying, staff will use the following further measures to work towards resolving the issue: -

- identify any themes or motivating factors.
- identify the type of bullying behaviour being displayed.
- identify intervention level.
- select and implement appropriate interventions for all children involved, including appropriate interventions, consequences, and sanctions.
- track, monitor and record effectiveness as necessary with the use of a Check in champion, (a member of staff who will weekly check in on both children to see how their relationship amends over time.)
- Check in champion work is child centred for as long as the child requires this input.

In the first instance we will attempt to use a restorative approach to resolve bullying issues. If through discussion, an agreement and acceptance of responsibility is reached, agreement of a resolution will be sought.

In the event of a situation where a satisfactory restorative resolution is not achieved or in cases where the severity of behaviour is such that it is felt necessary to take a more consequential approach, interventions may include sanctions such as a reflection sheet during a period of time out, a letter to show kindness to another child and to repair any damage in relationships and/or a Trifold Agreement between the child, the parent and the school.

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

### **13. Professional Development of Staff**

St John's Primary School recognises the need for appropriate and adequate training for staff, including Teaching and Non-Teaching staff. As such, the school is committed to providing staff with appropriate opportunities for professional development as part of the school's on going continuous professional development.

Records of training and sign in sheets will be maintained as part of the school in service training log. Training will also feed into policy review and procedural development via our evaluation process.

### **14. Links to Other School Policies**

The Anti-Bullying Policy forms part of the schools overall Pastoral Care Suite of Policies. It links with the Child Protection/Safeguarding Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. It also links with the school's E Safety Policy and Positive Behaviour Policy.

### **15. Monitoring and Review of Policy**

It is the responsibility of the Board of Governors, in association with the Principal, to monitor the effectiveness of the Anti-Bullying Policy. Therefore, the Board of Governors shall: -

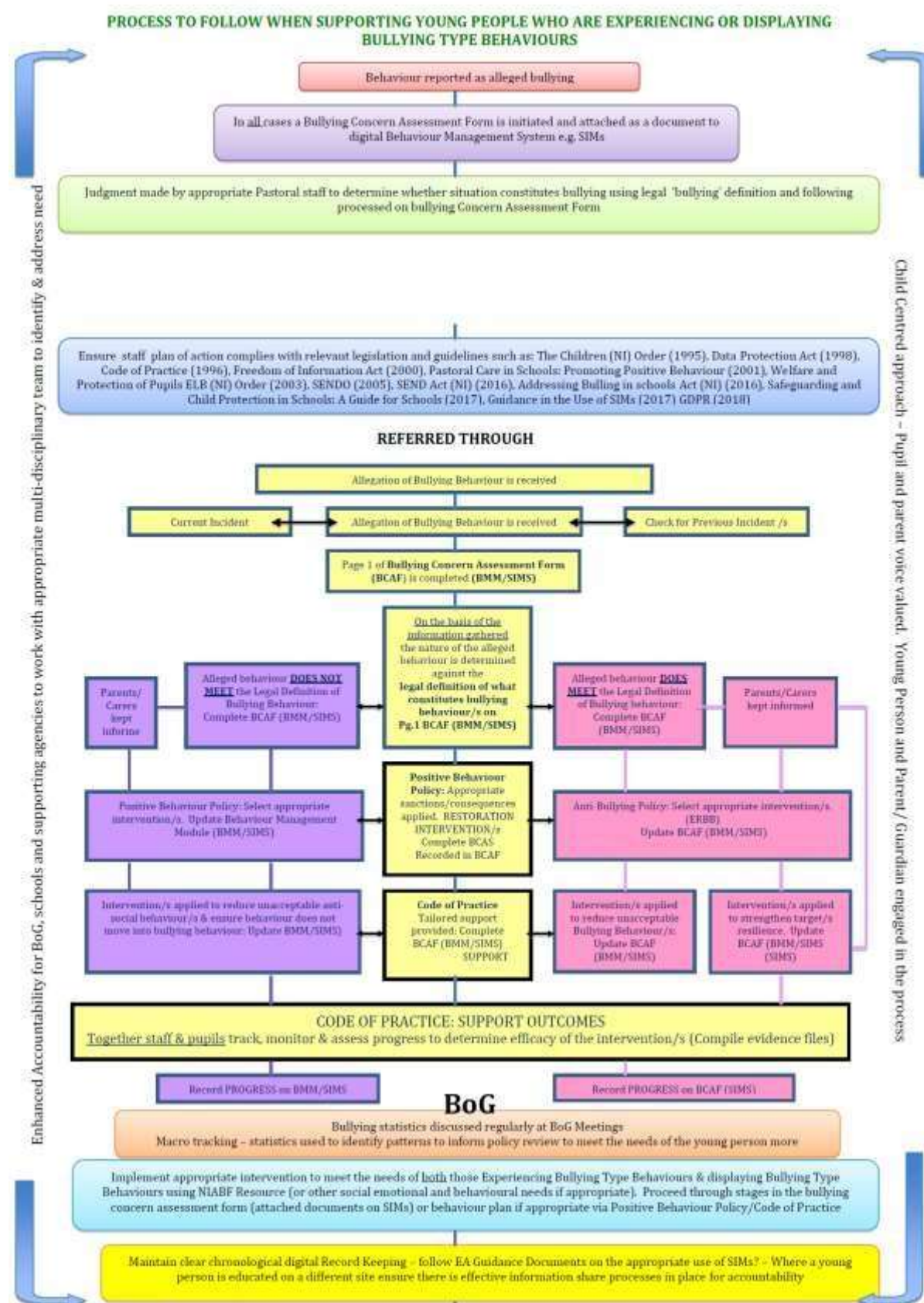
- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted.
- identify trends and priorities for action.
- assess the effectiveness of strategies aimed at preventing bullying behaviour.
- assess the effectiveness of strategies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

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. It is our intention to review this policy on our standard three-year cycle or sooner if any incident or external policy change occurs which highlights the need for such a review, if directed to by the Department of Education considering new guidance. The next review should therefore take place in the August 2027.

Signed: \_\_\_\_\_  
Kathleen McCallion  
(Chairperson of the Board of Governors)

Date: \_\_\_\_\_  
Ratified at Board of Governors' Meeting

## Appendix 1 - Flowchart for Dealing with Bullying Incidents in School







## Appendix 2 - Sample of BCAF SIMS Record

### Behaviour Incident : Bullying Concern on 14/10/2021


Save Undo Print

1 Details 2 Other Staff Involved 3 Students Involved 4 Follow Up Students Involved 5 Behaviour Incident Notes/Documents








#### 1 Details

Type	Bullying Concern		Points Defined	0				
Types Of Bullying	<table border="1"> <tr><td>Description</td><td></td></tr> <tr><td>Verbal</td><td></td></tr> </table>		Description		Verbal		 New  Delete	
Description								
Verbal								
Additional Types	<table border="1"> <tr><td>Description</td><td>Points</td><td></td></tr> </table>		Description	Points		 New  Delete		
Description	Points							
Activity		Location	Playground					
Date	14/10/2021	Time	AM Break					
Comments	14/10/21 child AAA							
Recorded On	14/10/2021	Status	Bullying Concern Raised					
Recorded By	Miss Katherine Woods		Change Log					

#### 2 Other Staff Involved

Name	Role	
Miss Katherine Woods		 New  Open  Delete

#### 3 Students Involved

Name	Role	Year	Class	House	Points	Detention	
Child AAA	Pupil displaying bullying behaviour	1		Test	0	No	 New  Open  Remove  Detention  Report Card  Suspension  Send
Child BBB	Pupil experiencing bullying behaviour	1			0	No	

## Appendix 3 – Bullying Concern Assessment Form

### Bullying Concern Assessment Form

**Incident Date:** 14-10-2021

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg
Child AAA	Pupil displaying bullying behaviour	14-10-2021	M	28-09-2016	Year 1
Child BBB	Pupil experiencing bullying behaviour	14-10-2021	F	28-09-2016	Year 1

Incident	Comments
Bullying Concern	14/10/21 child AAA .

### PART 1

#### ASSESSMENT OF CONCERN

**Date:**

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

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

- (a) any verbal, written or electronic communication*
- (b) any other act, or*
- (c) any combination of those,*

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

	Name(s)	Gender M / F	DOB/Year Group
Person(s) reporting concern			

**Check records for previously recorded incidents**

## Bullying Concern Assessment Form

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

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	

### Bullying Concern Assessment Form

individuals	
-------------	--

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criteria have not been met and bullying behaviour has not occurred.</b>
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:	

## Bullying Concern Assessment Form

### 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:



**Bullying Concern Assessment Form**

**PART 3A**

<b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:</b>																																									
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:																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Date</th> <th style="width: 15%;">Stage on Code of Practice</th> <th style="width: 15%;">Type of Intervention</th> <th style="width: 15%;">Success Criteria</th> <th style="width: 20%;">Action taken by whom and when</th> <th style="width: 15%;">Outcomes of Intervention</th> <th style="width: 10%;">Review</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>							Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review																												
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 <b>agreed</b> satisfactory outcome has been achieved																																									

**Bullying Concern Assessment Form**

**PART 3B**

<b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:</b>																																									
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:																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Date</th> <th style="width: 15%;">Stage on Code of Practice</th> <th style="width: 15%;">Type of Intervention</th> <th style="width: 15%;">Success Criteria</th> <th style="width: 20%;">Action taken by whom and when</th> <th style="width: 15%;">Outcomes of Intervention</th> <th style="width: 10%;">Review</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>							Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review																												
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Record of participation in planning for interventions																																									
Pupil:																																									
Parent/carer:																																									
Other Agencies:																																									
Continue to track interventions until an <b>agreed</b> satisfactory outcome has been achieved																																									

## Bullying Concern Assessment Form

### 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:

## Appendix 4 - RIGHTS AND RESPONSIBILITIES

<p><b>Children have a right to:</b></p> <ul style="list-style-type: none"> <li>• Get help when they seek it and have a sympathetic audience for their ideas and concerns.</li> <li>• Make mistakes and learn from them.</li> <li>• Be treated fairly, and with respect.</li> <li>• Be consulted about matters that affect them, and have their views listened to.</li> <li>• Be taught in a pleasant, well-managed and safe environment.</li> <li>• Work and play within fair, clearly defined and administered codes of conduct.</li> </ul>	<p><b>Children have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Respect the rights, views and property of others, and behave safely in and out of class.</li> <li>• Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.</li> <li>• Intervene to protect the child who is being bullied unless it is unsafe to do so.</li> <li>• Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and to help prevent further instances.</li> <li>• Co-operate with the teacher and with peers.</li> <li>• Conform to the conventions of good behaviour and abide by school rules.</li> <li>• Accept ownership for their own behaviour.</li> <li>• Have the courage to speak out, to put an end to their own suffering and that of potential targets.</li> </ul>
<p><b>Parents have a right to:</b></p> <ul style="list-style-type: none"> <li>• A safe, well-managed and stimulating environment for their child's education.</li> <li>• Reasonable access to the school, and to have their enquiries and concerns dealt with effectively.</li> <li>• Be well informed about school rules and procedures.</li> <li>• Be treated fairly, and with respect.</li> <li>• Be consulted about matters that affect their children, and have their views listened to.</li> </ul>	<p><b>Parents have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Be aware of school procedures and encourage their child to abide by them.</li> <li>• Act as positive role models for their child.</li> <li>• Watch for signs of distress or unusual behaviour in their children which might be evidence of bullying.</li> <li>• Advise their children to report any bullying to their own class teacher or to the Key Stage Leaders, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other children.</li> <li>• Advise their children not to retaliate violently to any form of bullying.</li> <li>• Be sympathetic and supportive towards their children and reassure them that appropriate action will be taken.</li> <li>• Keep a record of any reported instances of bullying.</li> <li>• Inform the school of any suspected bullying in the school, even if their children are not involved.</li> <li>• Support the school and class teacher in dealing with bullying incidents.</li> </ul>
<p><b>Teachers have a right to:</b></p> <ul style="list-style-type: none"> <li>• Work in a pleasant environment where social conventions are respected</li> <li>• Express their views and to contribute to policies which</li> </ul>	<p><b>Teachers have a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Behave in a professional manner at all times</li> <li>• Foster in our children, self-esteem, self-respect and respect for others</li> <li>• Demonstrate by example the high standards of personal and social behaviour we expect</li> </ul>

<p>they are required to reflect in their work</p> <ul style="list-style-type: none"> <li>• Support and advice from senior colleagues and external bodies</li> <li>• Adequate and appropriate accommodation and resources</li> <li>• Be respected as professionals by children and parents.</li> </ul>	<p>of our children</p> <ul style="list-style-type: none"> <li>• Discuss bullying with all classes, so that every child learns about the damage it causes to both the child who is bullied and to the bully, and the importance of telling a teacher about bullying when it happens</li> <li>• Be alert to the signs of distress and other possible indications of bullying</li> <li>• Listen to the children and respect their views</li> <li>• Report suspected cases of bullying to the Key Stage Leaders.</li> <li>• Follow up any complaint by a parent about bullying and report back promptly and fully on the action which has been taken</li> <li>• Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.</li> </ul>
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## **Appendix 5 - ANTI-BULLYING CODE FOR CHILDREN**

IF YOU SEE SOMEONE BEING BULLIED: -

- do not rush over and take the bully on.
- tell a teacher or other member of staff.
- do try to be a friend to the person who is being bullied.
- don't be made to join in.
- do try to help the bully stop bullying.

IF YOU HAVE RECEIVED BULLYING BEHAVIOUR: -

- tell the teacher, Key Stage Leaders, or another adult in the school.
- tell your family.
- take a friend with you if you are afraid to tell someone yourself.
- keep telling people until someone listens.
- do not blame yourself for what has happened.

## **Appendix 6**

### **CYBERBULLYING**

Bullying can occur through mobile phones as well as online. It can be done anonymously from a payphone or from an internet café. School staff, parents and children need to work together to prevent such behaviour and to tackle it whenever it occurs. Children should know rules about mobile phones within school. They should report any incidents of bullying to a member of staff and their parents or carers.

## **Appendix 7**

### **FOR STAFF GUIDANCE ONLY**

Staff must: -

- be watchful.
- observe the social relationships between children in the class.
- keep a record of any bullying incidents (if these do not involve your own class you should keep a record of the incident AND tell the class teacher, who should also keep a record of the incident).
- investigate children's views.
- operate vigilant, supervision in the playground so that ALL areas are supervised.
- maintain records of misbehaviour.
- rigorously follow the Positive Behaviour and Anti-bullying policies and procedures. If the class teacher requires support then the incident must be referred to the Heads of Key Stage/Learning Support Co-ordinator.
- the victim MUST be supported.
- the Principal MUST be informed of any reported allegations of bullying.
- a Preventative Curriculum must be followed.

### **Good Practice Reflections**

- do all children know the school cares about bullying?
- do all children know that they should speak out?
- do all children know available and accessible person clearly designated to help children?
- do children and staff know this person?

Everyone must agree that BULLYING is everyone's business.