



Effective Responses to Bullying Behaviour Policy

 Ratified	Review Date
September 2021	September 2023

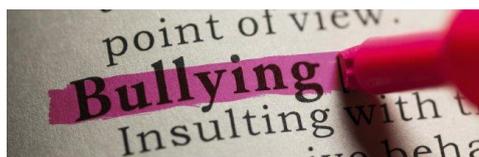
Introduction

In St. Mac Nissi's Primary School, our ethos and aims place great emphasis on promoting the worth and self-esteem of all individuals within the school community. We undertake the responsibility of creating a safe and secure environment for all the pupils who are in our care. It is a basic entitlement of all the children that they receive their education in an atmosphere free from fear, intimidation, humiliation, oppression and abuse. Tackling bullying will contribute significantly to making our school a happy place for everyone; no child deserves to be bullied. Consequently, bullying behaviour will not be tolerated.



Definition

Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else. It also includes any behaviour which unintentionally causes distress to others. Bullying can be an unresolved single incident, a short-term series of incidents or a long term problem continuing for several years.



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.

(While an 'Imbalance of power' has not been included in the 2016 definition, its role in determining if bullying has occurred alongside a target's lack of resilience should be taken into consideration)

See Appendix 2 for relevant legislation.

Bullying can take many different forms and includes a wide range of behaviour. In St. MacNissi's Primary School, forms of anti-social behaviour which will be considered to constitute bullying may include:

- **Physical** – hitting, pinching, punching, elbowing, jostling, kicking, stamping, tripping, throwing missiles, scratching, cutting, biting, head-butting, spitting;
- **Omission** (Exclusion)
 - Leaving someone out of a game
 - Refusing to include someone in group work
- **Emotional** – excluding from games, talking behind backs, circulating nasty notes, acting spitefully, overt or subtle intimidation;
- **Verbal** – name-calling including racist comments, teasing and taunting about the person or their family, threatening, blackmailing, swearing, offensive remarks, sarcastic comments, spreading rumours, slandering, being contemptuous;
- **Non-Verbal** – making rude gestures, pulling faces, giving dirty looks, staring out, spoiling games, wetting people.
- **Cyber** –
 - abusive text messages, emails,
 - 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
- **Sexual** – inappropriate/unwanted sexual contact or sexually abusive comments.

It is important to note that this list is **not exhaustive** and that other behaviours which fit with the definition may be considered bullying behaviour.

Possible motivations for bullying could include the following:

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

*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.*

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*

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

Potential Locations

Research findings indicate that most bullying takes place in school – in lightly supervised areas (e.g. toilets) and in areas of the playground which are generally out of view. It also occurs on the way to and from school, in school buses and in the pupils' own neighbourhoods.

It is school policy to provide for the supervision of children at play, by teachers during the morning break and by our team of Supervisory Assistants during the lunch break.

Our supervision policy aims to reduce to a minimum incidents of bullying rather than reacting to actual incidents.

Recognising a child *displaying* bullying behaviour and a child *experiencing* bullying behaviour:



Traditional stereotyping suggests that:-

Children that **display** bullying behaviour are usually:

- Bigger and stronger than usual;
- Characterized by impulsiveness and a strong need to dominate;
- Associated with general anti-social and rule-breaking behaviour;
- Aggressive and low achievers.

Children that **experience** bullying behaviour may be pupils who:

- Are new to the class or school;
- Are different in appearance, speech or background from other pupils;
- Suffer from low esteem;
- Demonstrate 'entertaining' reactions when bullied e.g. Tantrums;

- Are more nervous or anxious.

It is important to stress that **stereotyped** definitions are unreliable - pupils **displaying** bullying behaviour and pupils **experiencing** bullying behaviour do not come in standard shapes and sizes.

In confronting bullying, staff and parents must be vigilant for early signs of distress which may include:-

Behavioural

- Unwilling to come to school
- Frightened of walking to and from school
- Coming to school late
- Absenteeism
- Avoiding friends and others
- Desire to remain in the company of adults
- Deterioration or underachievement in school work
- Poor concentration
- Misplaces books and equipment
- Continually loses money
- Refuses to tell what's wrong



Physical

- Mystery illnesses
- Feels sick in class frequently
- Possessions go missing
- Clothing or belongings damaged
- Socially isolated
- Reluctant to explain physical injuries

Emotional

- Emotionally volatile
- Becomes withdrawn
- Easily startled
- Irritable and aggressive
- Loses confidence

- Bursts into tears in class
- Becomes depressed
- Has low esteem

Entitlements and Responsibilities

All members of the school community have entitlements associated with a range of responsibilities, their united aim to create a safe and supportive learning environment for all members of the school community. **Everyone** in the school community, including pupils, their parents/carers and the staff of the school are expected to **respect the rights of others to be safe.**

In St Mac Nissi's we strive to ensure that everyone's individual role is respected.

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

Pupils:

Children have the **right** to be educated in an environment which:

- Is safe and caring
- Encourages them to feel secure
- Provides non-threatening challenges



- Values their opinions
- Involves them in determining school policies and rules
- Shows an awareness of individual needs

Children have a **responsibility** to:

- Treat all pupils, teachers and other staff with respect
- Behave correctly at all times during the day
- Respect school property and the property of others
- Follow the rules of the school
- Refuse to engage in any bullying situation
- Take appropriate action if present when bullying occurs

The school will seek to ensure that every pupil knows which members of staff to talk to about bullying, and at what times they are available. The willingness of staff to help, their appreciation of the sensitivities involved, and their roles and responsibilities will be reinforced with every year group during the first few weeks of each new school year.

Parents:

Parents are **entitled** to expect that:

- Their child will be educated in an atmosphere which is safe, caring and free from violence and intimidation
- The school will take all reasonable steps to prevent bullying occurring
- All reported bullying incidents will be investigated and dealt with in accordance with the school guidelines
- They will be informed promptly and confidentially of any bullying incident regarding their child



Parental **responsibilities** include:

- Ensuring that their child respects and co-operates with teachers, ancillary staff and other pupils
- Seeing that their child obeys the rules of the school
- Contacting the school to report any concerns over bullying behaviour
- Supporting all aspects of the school ethos

Strategies for Dealing with Bullying

An effective anti-bullying policy requires a commitment from all staff, pupils and parents. The greatest impact will be made through collectively implementing a school policy which actively contributes to the positive ethos of the school and collectively focus on **prevention**.

In St. MacNissi's Primary School we will foster a positive attitude to good behaviour, adhering to our golden rule: "*Treat others as you would like to be treated*".

This will be achieved using a variation of those strategies already in place for encouraging academic achievement, both within the classroom and in a whole school context. Strategies used will include:

- In class reward systems
- Letters to parents commending positive behaviour
- Whole school recognition at Assembly / Prize Giving occasions
- Pupil of The Week & Pupil of The Month in classes
- Introduction of Anti-Bullying Ambassadors (Jan 2018)
- Whole school approach – understanding of bullying (Feb 2018)
- Buddy system (P1 and P7 – present restrictions allowing)

In this way, children's efforts to behave in a kind and caring way to others will be recognised and acknowledged.

In St. Mac Nissi's Primary School, we will foster an ethos that encourages pupils that are experiencing bullying behaviour and witnesses to speak up. Silence and secrecy nurture bullying. An important element in stamping out bullying is persuading pupils that it is okay to tell and helping them to overcome their reluctance to tell for fear of retribution for 'grassing'. Targeted pupils, their friends, parents and witnesses will be encouraged to bring bullying



incidents to the attention of the Principal, or Vice-Principal, or any member of the teaching and non-teaching staff.

The school will develop a culture in which pupils are confident in expressing their views, and know that their views are listened to, respected and acted upon. Where pupils are used to being consulted about aspects of school life (such as behaviour, school rules, the organisation of the school day) they will feel more secure individually about raising particular worries and concerns.

In St. Mac Nissi's Primary School, we will focus on curricular content as a vehicle for helping children to behave in a socially responsible manner.

With the advent of the Revised Curriculum, and specifically the area of Personal Development & Mutual Understanding (PDMU), the staff will endeavour to use this, in conjunction with the 'Grow In Love' Religious Programme and other curricular areas, to transmit messages about acceptable behaviour through discussions, role play, drama etc.

The school can play a part in helping prevent pupils becoming targets for bullying behaviour. Through lessons and discussion sessions they can instil in the pupils the acceptance of each other as unique, special individuals and highlight the importance of effective communication. Research indicates that pupils are less likely to be bullied if they are:

- Self-confident and assertive without being aggressive;
- Socially aware and in accord with social norms;
- Physically robust;
- Flexible, unselfish and co-operative;
- Modest, unassuming and willing to recognise achievements in others.

The school will seek to promote these qualities in every child.

The school will also seek to promote preventative measures to prevent bullying behaviour on the way **to and from school**. These include:

- * Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school 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 on buses and for those walking.
- * Regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- * 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)

St Mac Nissi's Primary School will strive to keep up to date with new methods of **digital communication** that the pupils will be using (apps, social media platforms, etc). Recent global events such as the pandemic have shown that digital communication may be required as part of the everyday teaching process and as a result, pupils will be spending more time taking part in a wide range of school-based and non-school-based electronic communication. The school will take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school and support the pupils to make use of the internet in a safe, responsible and respectful way.

The pupils will be supported in the following ways:

- * 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, NSPCC) 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 Device Policy, etc.)

Guidelines for Responding to Bullying

If you witness bullying behaviour or if a bullying incident is reported to you:

DO

- Remain calm – reacting emotionally may add to the pupil displaying bullying behaviour's fun;
- Listen and take the incident or report seriously;
- Identify the pupil / pupils displaying bullying behaviour and obtain witnesses if possible;
- Take action as quickly as possible;
- Reassure the targeted pupil by offering concrete help, advice and support;
- Make it clear to the pupil displaying bullying behaviour that you disapprove;
- Condemn the behaviour - avoid condemning the person;
- Encourage the pupil displaying bullying behaviour to empathise with the target pupil's point of view;
- Punish the pupil displaying bullying behaviour, if you have to, but be careful how you do this. Reacting aggressively or punitively gives the message that it is all right to bully if you have the power;
- Explain clearly the punishment and why it is being given;
- Inform others as you feel appropriate - colleagues, the designated teacher for child protection, vice-principal, principal, parents;
- Record all incidents and the action taken using the **Bullying Concern Assessment Form (BCAF)**



DON'T

- Be over-protective and refuse to allow the targeted pupil to help himself / herself;



- Assume that the pupil displaying bullying behaviour is bad through and through – try to look objectively at the behaviour, with the pupil;
- Use violence against the pupil displaying bullying behaviour;
- Keep the whole incident a secret because you have dealt with it;
- Try to hide the incident from the parents of the targeted pupil or of the pupil displaying bullying behaviour;
- Call in the parents without having a constructive plan to offer either side.
- Investigating bullying incidents

Bullying incidents, observed or reported, will be dealt with initially by the class or supervisory teacher. All incidents of bullying, reported to the teacher, must be recorded by the teacher using the **Bullying Concern Assessment Form (BCAF)** and duly investigated using the **NIABF Effective Responses to Bullying Behaviour resource** as a guide.

More complex incidents may require locating and listening to pupils that are **experiencing** bullying behaviour, witnesses and pupils **displaying** bullying behaviour. The time element involved in this process will disrupt teaching responsibilities. In the interests of efficient time management, such incidents should be referred to the Vice-Principal or Principal.

Sanctions

Our policy emphasises a caring, listening approach, as pupils displaying bullying behaviour are often targeted pupils too – that may be why they bully. These pupils will expect to be punished but punishment alone will not solve the problem. If it is not backed up by other actions, it may just drive the problem underground.

Depending on the perceived seriousness of the situation, bullying behaviours will be addressed through implementation of the school's Positive Behaviour (Discipline) Policy.

Sanctions may range from:

- The offer of an apology;

- A reassurance to the targeted pupil that there will be no repetition;
- Withdrawal from favoured activities;
- Loss of playtime with additional work to complete;
- Informing the pupil displaying bullying behaviour's parents concerning the incident(s);
- Detention, with parental approval, to deter bullying on the way home from school;
- Temporary exclusion from the school.

Role Models

All adults within the school community have a vital part to play as role models of anti-bullying behaviour; they need to practice what they preach. It is important to remember that Anti-Bullying Role Models must strive to:

- Show respect for every child as an individual;
- Are aware of vulnerable children;
- Criticise the behaviour rather than the child;
- Avoid showing favouritism;
- Be seen to be fair;
- Avoid labelling pupils;
- Have high expectations of pupils;
- Avoid references to other family members e.g. Just like your brother;
- Never give pupils ammunition to use against each other.

Reporting a concern:

Pupils:

- * 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 'talk box'

Parents:

- * 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 the Designated Teacher for Child Protection or the Deputy Designated Teacher for Child Protection.
- * Where the parent is not satisfied that appropriate action has been taken by the DT or DDT to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors. Information on how to make a complaint will be available on the school website.

Responding to a Bullying Concern:

In St Mac Nissi's PS, the staff will use the [NIABF Effective Responses to Bullying Behaviour resource document](#) and the [Bullying Concern Assessment Form \(BCAF\) \(appendix 1\)](#) as a guide to:

- * Clarify facts and perceptions
- * Check records (SIMS/BMM)
- * 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

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.

Recording:

The school will centrally record all relevant information related to reports of bullying concerns, including:

- * how the bullying behaviour was displayed (the method)
- * the motivation for the behaviour
- * how each incident was addressed by the school
- * the outcome of the interventions employed.

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. The DT or DDT have the responsibility of recording the information on SIMS.

(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.)

Action to be taken:

If, **on the basis of the information gathered**, the criteria for bullying behaviour has **NOT** been met, socially unacceptable behaviours will be:

- dealt under the school's Positive Behaviour Policy
- addressed as appropriate, through the SEN Code of Practice & details recorded in SIMS Behaviour Management Module (BMM)

If, **on the basis of the information gathered**, the criteria for bullying behaviour **HAS** been met:

- the Code of Practice is used to develop agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours.
- Support details are recorded on the Bullying Concern Assessment Form (Part 3) see SIMS Behaviour Management Module (BMM)

Support Provisions:

Support for targeted pupil/s would involve:

- discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: identifying SMARTE (Specific, Measureable, Achievable, Relevant, Timely and Evidence Based) target/s; relevant success criteria, outcomes and assessment procedures
- keeping a record of the agreed action plan in Part 3 of the BCAF.
- ongoing dialogue to ensure that the strategies identified and agreed would, when implemented, result for example in: greater resilience; development of new coping skills & the promotion of positive restorative relationships
(see interventions contained in NIABF's "Effective responses to bullying behaviour", Pgs. 16-19 and following; for strategies see DE SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties" Pgs. 272-279)
- copies of the agreed plan being shared with key partners to ensure for example clarity of roles and understanding of specific strategies
- staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review
- collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.?
- keeping staff and pupil-self-assessment records
- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners – BCAF Part 4

Support for pupil/s displaying bullying behaviour would involve:

- discussing and agreeing a tailored Code of Practice action plan which will involve pupil/s in: SMARTE target/s, success criteria, outcomes and assessment procedures - see BCAF Part 3
- keeping a record of the agreed plan in Part 3 of the BCAF.
- ongoing dialogue to ensure that the interventions/strategies identified and agreed would, when implemented, result for example in: reduction/removal of unacceptable bullying behaviour/s; an enhanced ability to empathise and the restoration of *relationships*
(see interventions contained in NIABF's "Effective responses to bullying behaviour", Pgs. 16-19 and following; for strategies see DE SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties" Pgs. 272-279)
- copies of the agreed plan being shared with key partners to ensure for example clarity of roles and understanding of specific strategies,
- staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review
- collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met? etc
- keeping staff and pupil-self-assessment records
- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners BCAF Part 4

Professional Development of Staff:

At St Mac Nissi's PS, we are committed to:

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

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

Links to Other Policies:

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- * Positive Behaviour Policy
- * Pastoral Care Policy
- * Safeguarding and Child Protection Policy
- * Special Educational Needs Policy
- * Health and Safety Policy
- * Relationships and Sexuality Education
- * E-Safety Policy & Acceptable Use of Internet Policy
- * Mobile Device Policy
- * Educational Visits
- * Staff Code of Conduct



Conclusion

Implementing this policy, which makes it clear that bullying behaviour will not be tolerated, is the single most effective thing our school can do to counter bullying. An active school policy will help create a positive ethos which is a first step towards help for targeted pupils and bullies.



The watchfulness of the individual teacher, both inside and outside the classroom, is of paramount importance.

Although school and home values will not always be a perfect match, the active co-operation of parents will positively reinforce messages about acceptable behaviour; parents should always work through the school.

Through this policy, the school recognises the importance of preventing bullying, as well as the need to deal with it when it arises.

Promoting positive behaviour consistent with the school's Positive Behaviour (Discipline) Policy, encouraging discussion, and seeking to develop each child's communication skills are key elements in the prevention process.

This policy was revisited and updated in August 2021 to incorporate the amendments in line with the document, 'The Addressing Bullying in Schools Act (Northern Ireland) 2016' as the way forward, in addition to providing essential guidance on how the school will deal with bullying, if and when it arises.

Mr C Oakes

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

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

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 criteria 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 .
<p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>	

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 (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/carers: _____

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/carers:

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:

Section 2 – Context:

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 \(UNCRC\)](#)