HUNTERHOUSE COLLEGE

ANTI-BULLYING POLICY

Date/date Reviewed: 2019

Previous: 2018

Next Review due: 2021

This policy is available in pdf format from the school website

www.hunterhousecollege.org.uk

or on request from the School Office 028 9061 2293

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Inclusion & Diversity:
The College aims to establish an inclusive community where all students and staff are treated with dignity and respect, regardless of individual differences including, but not limited to, culture, race, religion, beliefs, sexual orientation, gender orientation, appearance, ability or disability.

Rationale:
Bullying behaviour of any kind by any member of the College community to any other member(s) of the College community is completely unacceptable.

All students have a right to learn in a safe, caring environment which is free from the threat of emotional or physical harm. Everyone in the College community is valued and is entitled to have their rights protected. The College aims to promote positive relationships and endeavours to provide a learning environment free from bullying behaviour, including students' journeys to and from school and their experience of school trips and external events. In addition, the College aims to foster an environment of openness in which students, parents/carers and staff feel comfortable to report any bullying behaviours which they feel are taking place.

Aims:
- Raise awareness and promote understanding of what constitutes bullying behaviour
- Ensure students and parents/carers know how to raise a concern about bullying behaviour
- Encourage students and parents/carers to report bullying behaviour
- Ensure an appropriate response to all reported instances of bullying behaviour
- Provide support for students who experience bullying behaviour
- Encourage those students who engage in bullying behaviour to adopt positive attitudes and behaviour
- Ensure robust monitoring and review procedures are in place following incidents of bullying behaviour
- Provide up to date training for staff and governors

Definition of Bullying:
The College uses the legal definition of bullying for Northern Ireland as defined in the 2016 Anti-Bullying Act:

(1) In this Act 'bullying' includes (<u>but is not limited to</u>) 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 <u>physical</u> or <u>emotional harm</u> to that pupil or group of pupils.
(2) For the purposes of subsection (1), 'act' includes <u>omission.</u>

The phrase **'is not limited to'** in the definition above gives the College the legal discretion to define a one-off incident as bullying behaviour. This may be particularly the case when the behaviour takes the form of electronic communication. For example, repetition can occur through the repeated viewing and sharing of a post even if there is only one post.

The phrase **'emotional harm'** is defined as distress or anxiety intentionally caused by scaring, humiliating or affecting a student's self-esteem.

The phrase **'physical harm'** is defined as intentionally hurting a student causing injuries such as bruises, broken bones, burns or cuts.

The term **'omission'** is defined as where a student is deliberately left out and where there is a willful failure to include a student. Examples could include purposefully excluding a student from a group of friends' activities or group work in lessons.

Terms of Reference:
The College will use the following language when applying the policy: 'student *displaying* bullying behaviour' and 'student(s) *experiencing* bullying behaviour'. Language including 'bully', 'victim' and 'perpetrator' is not considered appropriate and its use will not be accepted. It is important to avoid labelling and stereotyping individual students and to focus instead on the *behaviours*.

Motivating Factors:
there are many factors, and combinations of factors, which may motivate a student to display bullying behaviours towards another student(s). Examples of these include, but are not limited to:

- Religious beliefs
- Political opinions
- Racial group
- Age
- Academic ability
- Sexual orientation
- Gender orientation
- Physical appearance
- Disability
- Special Educational Needs
- Social/economic status
- Family circumstances
- Looked After Child status

Vulnerable Students:
Whilst the College understands that any student could experience bullying behaviours, it is also aware that some groups of students are potentially more vulnerable than others to this behaviour. This includes members of the College's LGBTQ+ community and those with special educational needs and/or disabilities. As such, the Personal Development curriculum draws attention to the vulnerability of such students as part of the College's preventative measures.

Procedures:

How to Report a Concern:
Any student, parent/carer or member of the College community who has a concern about bullying behaviours involving College students should report it to the Form Tutor or Head of Year. This can be done in person, through a telephone call or in writing.

Both the Positive Behaviour Policy and the Anti-Bullying Policy apply to behaviour which takes place:

- on the College site
- during school trips, external events or extra-curricular activities
- while students are wearing their school uniform in public e.g. travelling to/from school via public transport
- at a bus stop/train station or other public place outside of school hours
- when a student is accessing education elsewhere e.g. at another school, EOTAS centre, FE College or work experience/community placement

It also applies to behaviour which takes place electronically, regardless of the time of day or location.

Any alleged bullying behaviour concerns involving member(s) of staff should be directly addressed to the Principal through the Complaints and Concerns Policy.

Recording Information:
All incidents of alleged bullying behaviour reported to the College must be recorded in the Bullying Concerns Section of the Behaviour Management Module within SIMs. This will be done by either the Form Tutor, Head of Year or appropriate Senior Manager for the student who is alleged to be displaying bullying behaviour. Legislation requires all schools to include the following information in every recorded instance:

- Where it occurred
- The motivating factors/underlying themes (where known)
- The methods (i.e. verbal, written, electronic or combination thereof)
- How it has been addressed

The purpose of recording information is to promote and sustain a safe and effective learning environment for all. Recorded information enables the College to:

- Identify patterns of behaviour
- Promote inclusive practice by identifying and meeting the needs of individuals and groups
- Evaluate the effectiveness of positive behaviour management strategies
- Ensure that intervention, strategies and procedures are implemented effectively
- Track instances of bullying behaviour
- Provide performance data

Processing Information:
All incidents of alleged bullying behaviour reported to the College will be investigated. In the first instance, this is likely to be done by the Form Tutor(s) and/or the Head(s) of Year of the students involved. This process will involve gathering information from all students who are involved in, or may have information about, the alleged bullying behaviour. The views of all students involved will be carefully listened to. It is likely that the process will also involve liaison with parents/carers and other members of staff as necessary. A Bullying Concern Assessment Form (BCAF) will be initiated, and Part 1 completed by either the Form Tutor, Head of Year or appropriate Senior Manager of the student who is alleged to be displaying bullying behaviour.

Once the information has been gathered, the appropriate Senior Manager, Head of Year and Form Tutor will make a decision, based on the information available at that time, whether the behaviour meets the legal criteria of bullying as outlined in the definition above. In cases which involve students with SEN, the

SENCO will also be involved in the decision making process. The team will take the following additional aspects into consideration:

- Whether the actions of the student displaying bullying behaviour were **intentional**
- the level of **harm** intended and/or caused
- the student's(s') **capacity to understand** the impact of their behaviour and how this could have been affected by other significant factors including SEN
- any perceived or actual **imbalance of power** between the student(s) displaying bullying behaviours and those experiencing it, e.g. physical, psychological and/or intellectual

The College recognises that not all socially unacceptable behaviour is bullying behaviour. Equally, not all unacceptable behaviour online is cyber bullying. All members of the College community must participate in the development of the shared understanding of what does and does not constitute bullying behaviour. As such, the College recognises the need to work on an on-going basis with students and parents/carers to help them understand the differences between behaviour which is unacceptable and that which is bullying of a bullying nature.

Alleged bullying and/or socially unacceptable behaviour which the College decides *does not meet* the legal criteria of bullying will be dealt with through the College's Positive Behaviour Policy.

Alleged bullying behaviour which the College decides *does meet* the legal criteria of bullying will be dealt with through the Anti-Bullying Policy and the remainder of the Bullying Concern Assessment Form will be completed and uploaded to SIMs along with any other written evidence collated by either the Form Tutor, Head of Year or appropriate Senior Manager of the student who is alleged to be displaying bullying behaviour.

The College's approach will be based on its understanding that bullying is not 'fixed' by *solely* issuing a consequence and that students on both sides of the issue require support to address and resolve it. In addition to the provision of intervention and support, the College will issue a formal consequence to any students(s) deemed to be displaying bullying behaviours. Further information on the College's range of consequences is available in the Positive Behaviour Policy. Students and parents/carers should be aware that the College may also apply its Suspension and Expulsion of Students Policy in individual cases and may also refer individual cases to external agencies such as Social Services and/or PSNI.

Any parent/carer who is unhappy with how an incident has been dealt with by College staff should contact the Principal who will deal with the issue in line with the College's Complaints and Concerns Policy.

Intervention and support:
Intervention and support provided to students involved in bullying behaviours – either displaying or receiving them – will be taken from the intervention tables (pages 16-19) in the Effective Responses to Bullying Behaviour document (see Appendix 4) and will be based on the following principles:

Intervention and support will:

- be child-centered
- promote resilience
- involve post-incident learning and reflection
- promote reparation
- be based on restorative approaches

- be evidence based
- be evaluated

Preventative Measures:

The College has in place a number of measures to promote inclusion and prevent bullying behaviours. At the core of this lies the College's ethos of acceptance of all members of the College community through celebration of differences as well as similarities, as outlined in the Pastoral Care Policy.

In addition, the following measures are in place:

- Consistent implementation of the Positive Behaviour Policy, including the promotion and rewarding of positive behaviour
- The creation and maintenance of positive relationships
- Creation and maintenance of an ethos which promotes aspiration, achievement and restoration
- Promotion of the welfare and wellbeing of students
- Provision of effective guidance and support
- Reduction/removal of barriers to learning
- A robust and relevant Personal Development Programme
- Active collaboration with external partners including transport services and specialist external agencies
- Whole school awareness of and participation in national Anti-Bullying initiatives such as Anti-Bullying Week/Anti-Bullying Ambassadors
- An expectation that all members of the College community works collaboratively to prevent bullying
- Appropriate and relevant staff training

Roles & Responsibilities:

The Board of Governors:

- Have oversight of the Anti-Bullying Policy
- Ensure that the policy is effectively implemented
- Ensure that the policy is reviewed at least every four years
- Ensure there is a whole-school Anti-Bullying approach though determining the preventative measures to be taken to prevent bullying
- Ensure that preventative measures are kept under review and are fit for purpose and consult with students and parents/carers as part of this review process e.g. through surveys
- Engage with Governor training as appropriate
- Monitor Anti-Bullying measures and reported incidents through a standing item on agendas, using this to inform the School Development Plan where necessary
- Identify trends and patterns to inform further development of policy and practice

Principal and Senior Team:

- Ensure that the school community, including students and parents/carers, are involved in the policy review process
- Ensure that all incidents of alleged bullying behaviours are recorded
- Ensure that records include motivation, method, how each incident was addressed and the outcomes

- Review the effectiveness of interventions used and their outcomes, amending them as required
- Ensure that the policy is as accessible to students and parent/carers as possible, in terms of language, content, placement and availability
- Analysis of data from SIMs to identify themes, trends and patterns to ensure early intervention and effective reporting to Governors
- Liaison with the Teacher in Charge of Personal Development to ensure that any themes, trends or patterns are addressed as part of the PD curriculum
- Ensure parents/carers are aware of the complaints process

Policy Review:
Legislation requires the College to review its Anti-Bullying Policy at least every four years. The Board of Governors will, however, review the policy every two years in order to be able to review current practices and issues in a timely and effective way. Students will be involved in this process via the Student Council, focus groups and student surveys; parents/carers via the PTA and staff through focus groups. As part of this process, all reports of alleged bullying behaviours will be taken into consideration. All students, parents/carers and members of staff will be provided with a copy of the policy.

Linked Documents:
Complaints and Concerns Policy
E-Safety Policy
Pastoral Care Policy
Positive Behaviour Policy
Safeguarding Policy
Safe Handling Policy
Special Educational Needs & Inclusion Policy
Suspension & Expulsion of Pupils Policy

Appendix 1: Legislation

Legislation & Guidance:

This policy is informed and guided by current legislation and DE Guidance listed below:
The legislative context:

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Education (Northern Ireland) Order 1998 Article 3- see DE 1998/25
- Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003
- The Education (2006 Order) (Commencement No.2) Order (Northern Ireland) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

DE Guidance:

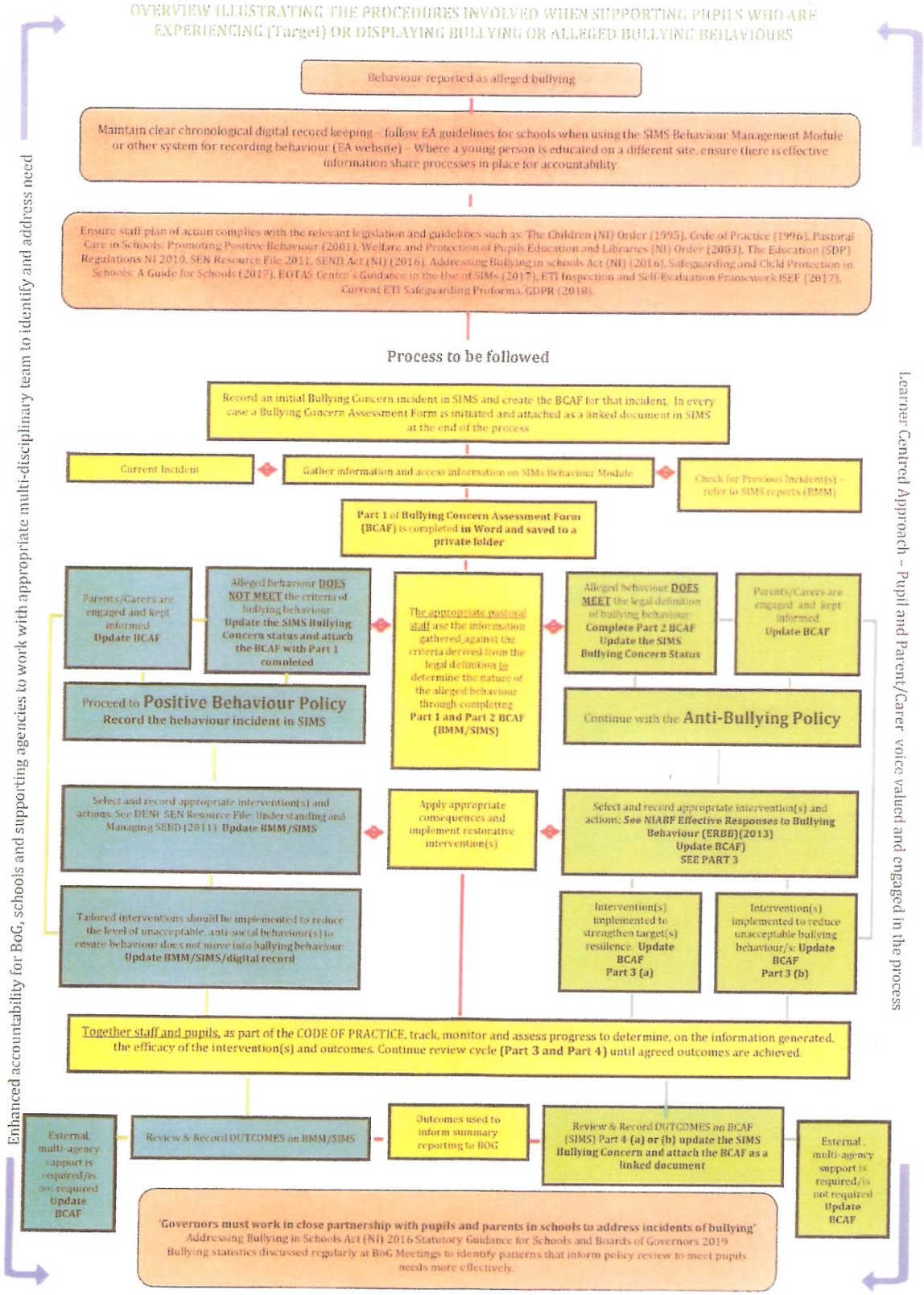
- Pastoral Care in Schools: Promoting Positive Behaviour DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017- to be read in conjunction with the following:

  Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Safety2016, Safeguarding Board for Northern Ireland's SBNI) Policies and Procedures 2017
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

Appendix 2: Bullying Behaviours

Examples of bullying behaviours may include, but is not limited to:

- saying mean or hurtful things to, or about others
- making fun of others
- calling another student mean and hurtful names
- telling lies or spreading false rumours about others
- trying to make other students dislike student(s)
- extortion, blackmail or exploitation
- hitting
- kicking
- pushing
- shoving around
- locking a student(s) inside a room, locker etc
- material harm such as taking money or possessions
- cyber bullying, for example on social media platforms
- excluding a student from a group of friends, activities, games or group work in class


OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING (Target) OR DISPLAYING BULLYING OR ALLEGED BULLYING BEHAVIOURS
Behaviour reported as alleged bullying
Maintain clear chronological digital record keeping – follow EA guidelines for schools when using the SIMS Behaviour Management Module or other system for recording behaviour (EA website) – Where a young person is educated on a different site, ensure there is effective information share processes in place for accountability.
Ensure staff plan of action complies with the relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils Education and Libraries (NI) Order (2003), The Education (SDP) Regulations NI 2010, SEN Resource File 2011, SEND Act (NI) (2016), Addressing Bullying in schools Act (NI) (2016), Safeguarding and Child Protection in Schools: A Guide for Schools (2017), EOTAS Centre's Guidance in the Use of SIMs (2017), ETI Inspection and Self-Evaluation Framework ISEF (2017), Current ETI Safeguarding Proforma, GDPR (2018).
Process to be followed
Record an initial Bullying Concern incident in SIMS and create the BCAF for that incident. In every case a Bullying Concern Assessment Form is initiated and attached as a linked document in SIMS at the end of the process
Current Incident
Gather information and access information on SIMs Behaviour Module
Check for Previous Incident(s) – refer to SIMS reports (BMM)
Part 1 of Bullying Concern Assessment Form (BCAF) is completed in Word and saved to a private folder
Parents/Carers are engaged and kept informed Update BCAF
Alleged behaviour DOES NOT MEET the criteria of bullying behaviour: Update the SIMS Bullying Concern status and attach the BCAF with Part 1 completed
The appropriate pastoral staff use the information gathered against the criteria derived from the legal definition to determine the nature of the alleged behaviour through completing Part 1 and Part 2 BCAF (BMM/SIMS)
Alleged behaviour DOES MEET the legal definition of bullying behaviour: Complete Part 2 BCAF Update the SIMS Bullying Concern Status
Parents/Carers are engaged and kept informed Update BCAF
Proceed to Positive Behaviour Policy Record the behaviour incident in SIMS
Continue with the Anti-Bullying Policy
Select and record appropriate intervention(s) and actions. See DENI SEN Resource File: Understanding and Managing SEBD (2011) Update BMM/SIMS
Apply appropriate consequences and implement restorative intervention(s)
Select and record appropriate intervention(s) and actions: See NIABF Effective Responses to Bullying Behaviour (ERBB)(2013) Update BCAF) SEE PART 3
Tailored interventions should be implemented to reduce the level of unacceptable, anti-social behaviour(s) to ensure behaviour does not move into bullying behaviour. Update BMM/SIMS/digital record
Intervention(s) implemented to strengthen target(s) resilience. Update BCAF Part 3 (a)
Intervention(s) implemented to reduce unacceptable bullying behaviour/s: Update BCAF Part 3 (b)
Together staff and pupils, as part of the CODE OF PRACTICE, track, monitor and assess progress to determine, on the information generated, the efficacy of the intervention(s) and outcomes. Continue review cycle (Part 3 and Part 4) until agreed outcomes are achieved.
External, multi-agency support is required/is not required Update BCAF
Review & Record OUTCOMES on BMM/SIMS
Outcomes used to inform summary reporting to BOG
Review & Record OUTCOMES on BCAF (SIMS) Part 4 (a) or (b) update the SIMS Bullying Concern and attach the BCAF as a linked document
External, multi-agency support is required/is not required Update BCAF
'Governors must work in close partnership with pupils and parents in schools to address incidents of bullying' Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools and Boards of Governors 2019
Bullying statistics discussed regularly at BoG Meetings to identify patterns that inform policy review to meet pupils needs more effectively.
Enhanced accountability for BoG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify and address need
Learner Centred Approach – Pupil and Parent/Carer voice valued and engaged in the process

Appendix 4: Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern Date:

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

"bullying" includes (but is not limited to) the repeated use of —

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

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

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

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

Date	Information gathered	Location (stored)

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

YES the above criteria have been met and bullying behaviour has occurred.	**NO the above criterial have not been met and bullying behaviour has not occurred.**
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .
Agreed by _____ Status _____ On ___/___/___	

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

☐ Individual to individual 1:1 ☐ Individual to group ☐ Group to individual
☐ Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property,

punching/kicking

☐ Any other physical contact which may include use of weapons)

☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)

☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)

☐ Electronic (through technology such as mobile phones and internet)

☐ Written

☐ Other Acts

Please specify:_____-

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

Select one or more of the following:

☐ Age

☐ Appearance

☐ Breakdown in peer relationships

☐ Cultural

☐ Religion

☐ Political Affiliation

☐ Community background

☐ Gender Identity

- ☐ Sexual Orientation
- ☐ Family Circumstance (pregnancy, marital status, young carer status)
- ☐ Looked After Status (LAC)
- ☐ Peer Relationship Breakdown
- ☐ Disability (related to perceived or actual disability)
- ☐ Ability
- ☐ Pregnancy
- ☐ Race
- ☐ Not known
- ☐ Other _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

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

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

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

Staff Involved:

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

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

Part 3b ‹ interventions until an **agreed** satisfactory outcome has been achieved

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

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

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

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

Staff Involved:

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

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

4a- Following the Review Meeting, to what extent have the success criteria been met?

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:

_____

Part 4b- If the success criteria have not been met, continue to:

☐ Re-assess Level of Interventions and implement other strategies from an appropriate level

☐ Track, monitor and review the outcomes of further intervention

☐ Keep under review the Stage of Code of Practice each pupil is on

☐ Follow Safeguarding Policy

☐ Seek multi-agency input (EA, Health and Social Services etc.)

☐ Engage with Board of Governors

Agreed by:

School	**Signed** **Date:**
Parent	**Signed** **Date:**
Pupil	**Signed** **Date:**

INTERVENTION TABLES

Level 1 – Low Level Bullying Behaviour (Page 20 – 27)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions. If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern). Parents/carers will need to be informed of this decision.	Select **whole-class** approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	**SCRIPTS: for use with individual pupils** • **A Rights Respecting Script:** This reminds the pupil who is bulling of everyone's right to be safe. • **Rule Reminder Script:** This reminds the pupil who is bulling of the appropriate rule which has been broken. • **Expectation Discussion:** A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour. **ONE-TO-ONE INTERVIEW INTERVENTIONS** Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour. • **Restorative Questioning:** The five sequential, self-reflective, restorative questions enable the pupil who is bulling to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents. • **Worth a Re-Think:** This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences • **Shared Control Discussion:** This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour. • **Think Time Discussion Sheet:** Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.	Pupil whose reaction to the bullying behaviour represents a low level of concern. Few if any additional needs and risk factors are present at this stage.	- Informal chat to enable pupil to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention. **Regular monitoring and review of situation by class/form teacher.**

INTERVENTION TABLES

Level 2 – Intermediate Level Bullying Behaviour (Page 28 – 36)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan. If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2. Parents/carers will need to be informed of this decision and involved in providing support.	Select **whole-class** approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	**SMALL GROUP INTERVENTIONS** Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly. These interventions work best when staff are trained. **Quality Circles:** Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s). **THE SUPPORT GROUP METHOD** This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time. **Solution Focused Support Group (p32)** **Individual Behaviour Support Plan (COP Stage 2/SENCO)**	Pupil whose reaction to the bullying behaviour presents a higher level of concern. Some additional needs and risk factors may be present at this stage.	Meet to: - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practice coping skills (e.g. Fogging). - Strength-Building Plan for Pupil - If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

INTERVENTION TABLES

Level 3 – Complex Bullying Behaviour (Page 37 – 44)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
Following assessment, if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.	Select **whole-class** approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	**INDIVIDUAL PUPIL INTERVENTION** - **Monitoring** by key member of staff. - **Behaviour Management Programmes**, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences. - **Social and Emotional Mentoring** by an identified member of staff. - **Individualised** strength and emotional well being building programmes eg: - Conflict resolution - Solution focussed conversations - Empathy training, mood management, anger management - **Peer support/**befriending/mentoring/mediation. - **The Method of Shared Concern** (PIKAS) interview. **PARENTAL INVOLVEMENT** At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change. **ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES** - Independent Counselling Service for Schools. - Restorative meetings. Contact relevant ELB.	Pupil whose reaction to the bullying behaviour is severe. Many additional needs and risk factors present.	**Individual Pupil Work** - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Support Group Method. - PIKAS interview. **Parental Involvement** At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change. **Additional advice/support from ELB Services and External Agencies** Is there a need for parent to consult with GP about child?

INTERVENTION TABLES

Level 4 – High Risk Bullying Behaviour (Page 45 – 46)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator /SENCO/ Designated Teacher for Child Protection. Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.	Select **whole-class** approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	Refer to relevant investigative agencies: - PSNI - Health and Social Care Trust - Gateway Teams. Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.	Pupil presenting with significant mental health, criminal and/or child protection concerns.	Refer to relevant investigative agencies: - PSNI - Health and Social Care Trust - Gateway Teams.