



Anti-Bullying policy

"Learning through Friendship"

Signed *N. Loughran* Date *15/4/26*
Ms Noreen Loughran
Designated Teacher for Child Protection

Signed *J. Toner* Date *15-4-26*
Mr Justin Toner
Principal

(Amended at term 2 - due to staff changes)

Signed ^{PP} *Kevin Mc Colton* Date *15/4/26*
Mr Kevin Curran
Chairperson of Governors

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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 Human Rights Act 1998*
- *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*
- *Special Educational Needs and Disabilities Act (Northern Ireland) 2016 (the SEND Act)*

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 Safety 2016*
 - *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*
- *Addressing Bullying in Schools: Responsibilities of Board of Governors and Schools Circular 2021/12*

CONTEXT: KEY LEGISLATION: DUTIES PLACED ON BOARDS OF GOVERNORS

1. Addressing Bullying In Schools Act (Northern Ireland) 2016

- ***Duty of Board of Governors to secure measures to prevent bullying***

Duty to keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school

2. WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003 - DE Circular Number 2003/13 - which amends Article 3 of 1998 N.I. Order as follows:

Article 17 DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS

The Board of Governors is required to:

“safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school” (Article 17: 2)

consult with registered pupils on the general principles which will be reflected in the school’s discipline policy (Article 19: 13 & 14)

The Principal

when deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among pupils (Article 19:14)

before deciding on measures to encourage good behaviour must consult with pupils registered at the school and their parents" (Article 19:14)

Introduction and Aims of this Policy

At Our Lady's Primary School we place high regard on the personal well-being of all members of our learning community. We believe that each pupil's welfare and dignity is paramount, whether pupils displaying bullying behaviour or a pupil who has experienced bullying behaviour and in the inherent worth of each individual.

This Anti-bullying policy reflects the school ethos, culture and practice with a view to providing a safe and secure environment.

The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

In Our Lady's Primary School bullying behaviour is contrary to the school ethos where we promote 'Learning through Friendship'.

We recognise that bullying is a concern for all of us, including pupils, teaching, non-teaching staff, parents/carers and governors.

Our Positive Behaviour and Anti-Bullying Policies contain guidelines which support our ethos and practice to prevent bullying behaviour occurring and informs school community members on how to respond appropriately and effectively to resolve any bullying concerns which may arise.

The aims of this policy are to:

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Enhance the self-esteem of all
- To enable pupils to articulate their fears and concerns and ensure that they receive a supportive response from adults with our school community
- Develop and implement appropriate measure and strategies to minimise and reduce incidents of bullying behaviour in all its forms
- Seek to influence outlooks and attitudes toward bullying behaviour, positively, through example and curriculum teaching
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

Language around Bullying

Bullying is an emotive issue, therefore we feel it is essential that we use appropriate and supportive language when discussing these matters.

In a school we will use the following terms:

- 'child experiencing bullying behaviour' instead of 'victim', 'target' or 'bullied'
- 'child displaying bullying type behaviour' instead of 'perpetrator' or 'bully'

In this way we are avoiding labelling and separating the pupil from their behaviour, emphasising that a pupil's unacceptable, inappropriate and unkind behaviour can change. We encourage all members of staff and our wider school community to use this language when discussing bullying concerns.

Consultation with Stakeholders

This Policy has been developed and revised through a process of consultation involving pupils (particularly the Student Council), parents/carers, school staff and Governors consistent with the legislation and guidance listed above. The school employs a range of consultation measures which are employed and reviewed on a regular basis.

Participation And Consultation Process

There will be:

- * Awareness raising through policy questionnaires and consultations; distributed to pupils, parents, governors and whole school staff.
- * Obtaining the views of elected student representatives i.e. school's council.
- * Monitoring, evaluation and review.

Definition of Bullying

As a school the definition outlined in the 2016 Addressing Bullying in Schools (NI) act is used to define and assess bullying type behaviours.

In the 2016 Addressing Bullying in Schools (NI) 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.

Bullying is behaviour that is usually repeated, carried out intentionally, causes harm or hurt, and adversely affects the rights and/or needs of another or others. When assessing a one-off incident, to make a decision on whether to classify as bullying, the school shall consider the following criteria:

- Severity and significance
- Evidence of premeditation
- Impact on individuals involved whether physical or emotional
- Impact on school community
- The history of the relationship amongst those involved

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

Bullying can take the following forms:

Bullying can take many different forms and is behaviour that **intentionally** and **persistently** causes distress to others.

- **Gesture bullying:** Whereby a child is threatened by gestures from another/others.
- **Verbal bullying:** Calling a child names and mocking other members of his/her family.
- **Physical bullying:** Gaining power over another by punching, kicking etc.
- **Extortion bullying:** Demanding and taking from another child e.g. money, pens, or other personal belongings.
- **Exclusion bullying:** A group makes sure that a child is excluded.
- **Cyberbullying:** Inappropriate use of mobile phones and other digital technology including the internet (social networking).

Potential Motivations for Bullying:

There are various potential motivations for bullying type behaviours, these may include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Young person status
- Young Carer status
- Family circumstances,
- Migrant Status,
- Newcomer,
- Socio Economic Circumstances,
- Free School meal recipient.

Signs of bullying:

Signs of bullying could be evident in any aspect of school life and may include *some* of the indicators below.

- Child's unwillingness to attend school / lateness / erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work or mislaid books, money, equipment or belongings / under achievement.
- Spurious illness / non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home – bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

NB – whilst these may be symptomatic of other problems, they may also be the early signs of bullying.

RESPONSIBILITIES OF ALL STAKEHOLDERS

The Responsibilities of Staff

Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the anti-bullying policy and positive behaviour policy

Our staff will aim to:

- ✓ Foster in our pupils' self-esteem, self-respect and respect for others.
- ✓ Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- ✓ Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the child displaying bullying behaviour and the importance of telling a teacher about bullying when it happens.
- ✓ Be alert to signs of distress and other possible indications of bullying.
- ✓ Listen to children who have been experiencing bullying behaviour, take what they say seriously and act to support and protect them.
- ✓ Teacher may wish to record incidents of potential bullying behaviour or reported incidents of alleged bullying behaviour in their own class in their own journal/notebook/diary.
- ✓ Report suspected cases of bullying to our Designated Teacher for Child Protection or Principal, who will record according to protocol described in stage two.
- ✓ Follow up any complaint by a parent about bullying, document, report back promptly and fully on the action which has been taken using either Appendix 1 or 2 as appropriate.
- ✓ Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures and based on the principles of respond, resolve and restore.

The Responsibilities of Pupils

We expect our pupils to:

- ✓ Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- ✓ Intervene to protect the pupil who is the pupil experiencing bullying type behaviour, unless it is unsafe to do so. We encourage our students to act as an 'upstander' and not a 'bystander' when it comes to situations of bullying incidents, this may mean challenging directly those people displaying bullying behaviour or telling a close-by adult.
- ✓ Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances of bullying.

Anyone who is experiencing bullying behaviour is encouraged and supported to:

- Not suffer in silence, but have the courage to speak out*, to put an end to their own suffering and that of other potential students experiencing bullying behaviour.

*Please see the section on 'procedures for dealing with bullying' below

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- ✓ Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying behaviour.
- ✓ Advising their children to report any bullying behaviour to their class teacher, Designated Teacher or Principal and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- ✓ Advising their children not to retaliate but to seek help and support from a trusted adult.
- ✓ Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- ✓ Keeping a written record of any reported instances of bullying.
- ✓ Informing the school of any suspected bullying, even if their children are not involved.
- ✓ Co-operating with the school, if their child(ren) are accused of displaying bullying behaviour, try to ascertain the truth and point out the implications of bullying behaviour, both for child experiencing bullying behaviour and for the child(ren) displaying bullying behaviour.

NB: When raising a concern with school, parents are encouraged to in the first instance:

- 1) Contact the class teacher
- 2) If concerns are ongoing or continue**; contact a member of the school leadership or safeguarding team about your continued concern.

**if a parent feels their initial request or concern has not been dealt with fully, parents/carers are encouraged to refer to our School Complaints Policy.

The Responsibilities Of All

Everyone should:

- ✓ Work together to promote our school ethos, combat and, hopefully, eradicate bullying.
- ✓ Foster the positive development of self-esteem
- ✓ Behave towards others in a mutually respectful way
- ✓ Model high standards of personal behaviour in line with school rules and expectations
- ✓ Be alert to signs of distress and indicators of bullying as highlighted above
- ✓ Inform a member of the school staff/team if there any concerns relating to bullying behaviour
- ✓ Refrain from any form or involvement in bullying behaviour
- ✓ Intervene and support those who are being bullied, unless it is unsafe to do so
- ✓ Emphasise the importance of seeking help, support and/or guidance should any issues arise about bullying
- ✓ Listen and empathise to anyone who has experienced bullying behaviour, take it serious and provide reassurance that appropriate action can and will be taken
- ✓ Know how to seek support
- ✓ Remember the focus is on resolving difficulties and challenges through restorative ways to prevent and eradicate the behaviour and meet the needs of all involved.

Preventative Strategies

The focus of this section is to set out the measures taken by Our Lady's to prevent bullying behaviour, as defined in the previous section.

The measures below aim to promote a strong anti-bullying ethos within the wider school community and positive behaviour and relationships amongst everyone. The focus is always on preventative actions and measure we can make as a school.

We aspire to create a safe learning environment and prevention of bullying, and aim to do the following:

- ✓ The encouragement of genuine involvement of all pupils in classroom activity by recognising their different abilities so that pupils regularly achieve success.
- ✓ The recognition and encouragement of children's individuality and the importance of self-esteem.
- ✓ The use of positive rather than negative language to communicate expectations and feedback to pupils.
- ✓ Giving regular praise and encouragement to pupils particularly those pupils displaying challenging behaviours, as soon as acceptable behaviour is observed.
- ✓ Promote anti-bullying messages through whole school implementation of Personal Development Mutual Understanding (PDMU) subject area, embracing the Grow in Love Religious programmes, promoting Anti-Bullying week, participating in Internet Safety workshops and Circle Time whereby all pupils have a voice.
- ✓ Ensuring pupils are clearly aware of class charters, school rules and expectations.
- ✓ Ensure children are adequately supervised at all times.
- ✓ Involve our school community in meaningful and supportive Shared Education Projects with Killylea PS and other schools or organisations, supporting pupils to appreciate difference and diversity.
- ✓ Through our preventative curriculum approaches we actively promote wellbeing e.g. Movement breaks, Daily Mile, Mindfulness and Breathing Practices, etc.
- ✓ Participate in the NI Anti-Bullying Forum (NIABF) annual Anti-Bullying Week initiative
- ✓ Engage in key preventative curriculum campaigns such as Safer Internet Day and Anti Bullying Week.
- ✓ Develop peer led systems such as Student Council, Eco Committee, Digital Leaders and other Pupil Leadership roles to promote positive messages amongst the student body
- ✓ Have effective playground management such as buddy benches, various play options outside, resources for different skills and talents, zoning of playgrounds and effective application of outdoor supervisors.
- ✓ Hold regular focused assemblies around key areas of wellbeing, positive friendships and anti-bullying messages.
- ✓ Provide a range of extra-curricular activities in response the needs, interests and talents of our community and pupils e.g. sports clubs, creative Arts, Dance, Gaelic games and ICT.

New legislation also gives schools the authority to take appropriate steps to prevent bullying using electronic communication amongst pupils at any time during term, where the school believes that behaviour is likely to have a detrimental effect on pupil's education at school. Considering this, Our Lady's will take the following preventative strategies:

- Raise awareness of the nature and impact of online bullying
- Address key themes of online behaviour and risk through PDMU and UICT (Using Information & Communications Technology) Lessons including responding to harm and consequences of inappropriate use
- Participate in NIABF Anti-Bullying Week as a whole school preventative curriculum initiative
- Engage with statutory and external agencies to aid in facilitating the staying safe online messages
- Participate in Safer Internet Day and promote key E-Safety Messages throughout the year
- Develop robust and appropriate policies that encourage partnerships in areas related to online bullying e.g. Acceptable Use Policy, Positive Behaviour Policy, and E-Safety Policy.

Teaching About Bullying

Teaching about bullying will be delivered and reinforced through various areas of the curriculum:

In Foundation and Key Stage 1 classes (P1-P4) children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.

This message will be reinforced in Key Stage 2 classes (P5-P7) when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

Resources For The Prevention Of Bullying

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Teachers are aware of useful resources available online for the delivery of Anti-Bullying teaching, including the Northern Ireland Anti-Bullying forum (<https://www.ncb.org.uk/about-us/who-we-are/meet-ncb-family/northern-ireland-anti-bullying-forum>) and participation in 'Anti-Bullying Week'.
- Awareness raising posters are displayed in our school and on notice boards.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of a child who has been bullied and to practise the skills they need to avoid bullying.
- Parents will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

Responsive Strategies

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Steps will be taken to ensure the child feels safe and secure.
- Significant incidents will involve further clarifying and recording. A clear account reported to the appropriate members of staff i.e. class teacher / head of Key Stage / Vice Principal / Principal / Designated Teacher for Child Protection.
- Significant or repeated incidents will require parents to be informed.
- Additional follow up measures, perhaps including consequences of behaviour actions or disciplinary measures which are proportionate and clearly set out in the Positive Behaviour Policy, will be explained and used.

Procedures For Dealing With Bullying

98.5% of pupils have highlighted in the 'Wellbeing and Pastoral Care Questionnaire' (conducted in Term one of Academic Year 2022/23) consultation that they know who to speak to if they have a problem at school and feel safe in school. Over 90% of respondents also reported that they would 'tell a trusted adult 'Or 'speak out' if they were experiencing bullying behaviour (see Appendix 3) if they experience an incident or witness an incident of bullying.



Ms Noreen Loughran
Designated Teacher



Mrs Karina O'Hara Deputy
Designated Teacher



Mr Justin Toner School Principal

Bullying behaviour is identified as a safeguarding concern and as such the key staff involved in leading specific supports and intervention are Mr Justin Toner, Ms Noreen Loughran and Mrs Karina O'Hara. However, we also make known to all pupils that it is essential that they raise any concerns with any member of staff they feel comfortable with, teaching or non-teaching. The key message here being that they should never delay, they should always 'reach out' if they have a concern about bullying that they experience or witness i.e.

IT DOESN'T MATTER WHO OR WHY – IT JUST MATTERS TO 'REACH OUT'!

Pupils can raise concerns, communicate with staff and can report bullying concerns in any way they find appropriate, including verbally talking to a staff member or writing a note to a staff member e.g. on a homework book.

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to "encourage good behaviour and respect for others" and prevent all forms of bullying.

When dealing with bullying behaviour the school will aim to:

1. Protect and support the child who has been the target of bullying behaviour (**Respond**).
2. Stop the bullying behaviour (**Resolve**).
3. Change the attitude and behaviour of the child displaying bullying behaviour (**Restore**)

All people can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of learning and growing up. We believe much can be achieved by talking with the child who is displaying bullying behaviour and the child who has been bullied to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a variety of responses as outlined by the levels of response in the guidance Effective Responses to Bullying Behaviour and the school's positive behaviour policy.

Stage System in response to Reports of Bullying

In Our Lady's Primary School if any type of bullying is highlighted, the following strategies will be implemented by staff in two stages. Using the NIABF Effective Responses to Bullying Behaviour resource as a basis for the below process, which recommends a restorative approach, staff will implement the following two stage process when dealing with incidents of bullying. Advice may be sought from any member of the Senior Management Team prior to implementing strategies.

STAGE 1 – All staff will: -

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk. The discussion will focus on finding a solution and stopping the bullying from recurring (**respond, resolve and restore**).
- Staff will remain neutral, avoid direct, closed questions and ensure restitution.
- The pupils are helped to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Other appropriate members of staff will be informed as appropriate i.e. class teacher, non-teaching staff, head of Key Stage, Vice-Principal, Principal. Incidents will be recorded as appropriate (Appendix 1)
- A follow-up meeting/discussion is useful to find out whether the solution has been effective or not.

STAGE 2 - If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of follow ups as outlined in the Positive Behaviour Policy.
2. Continue to monitor the situation and follow procedures as agreed.
3. Seek advice from the Designated Teacher for Child Protection (Ms Noreen Loughran) or Principal (Mr Justin Toner) who staff will assist to complete an Alleged Bullying Incident Form (i.e. Principal or Vice-Principal will be responsible for the completion of Appendix 2).
4. Principal/Vice-Principal will record details as appropriate (See Appendix 2 – Bullying Concern Assessment Form – significant/repeated/or serious one-off incidents). This will include record of support and interventions used to support individuals involved (parts 3a & 3b).
5. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request for interview by class teacher / Head of Key Stage / Vice Principal / Principal.
6. Contact outside network of support at any stage of the procedures e.g. Education Welfare Officer, Education Psychology, Behaviour Support Team, Social Services and PSNI. Records are kept in line with relevant data protection legislation and guidance.
7. The Principal/Vice-Principal will report all Stage Two incidents of Bullying behaviour at Board of Governor meetings.

Other Information

Links with other school policies

Our Anti-Bullying policy is set in context with our Pastoral Care and Safeguarding policies, including:

- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Pastoral Care Policy
- Health and Safety Policy
- SEN Policy
- RSE Policy
- E-Safety and Acceptable Use of Internet Policy
- Educational Visits
- Staff Code of Conduct

This is our suite of policies dedicated to the wellbeing and welfare of the pupils in our care in Our Lady's.

Continuous Professional development of staff

All staff will be trained regularly through our Pastoral Care and Safeguarding programme including Child Protection and Positive Behaviour as appropriate.

Monitoring and Review

This policy will be reviewed within the Pastoral review cycle or as necessary.

Appendix 1

Our Lady's P.S.



Please record any incidents involving a child which require further action (sending a child to another teacher/VP/P and meetings with a child's parents/carers).

Teacher: - _____ Class: - _____

Name	Date	Issue	Action

Appendix 2

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 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 .

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 or 2 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

Continue to track 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 or 2 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent/ carer informed:

Date:

By whom:

Staff Involved:

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

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

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

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give details:

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

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

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

Appendix 3 – Student Survey October 2022 – Academic Year 2022/23

Summary of 66 respondents from pupils

Questions Responses **66** Settings

66 responses

[Link to Sheets](#)

Accepting responses

Summary

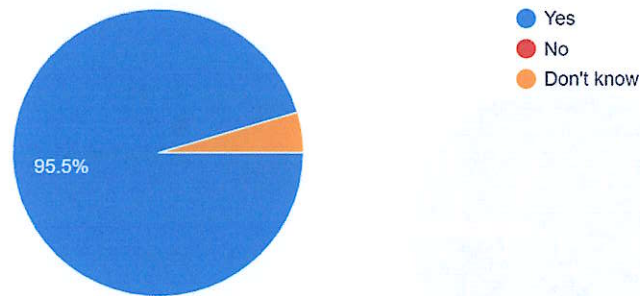
Question

Individual

I feel happy at school most of the time

66 responses

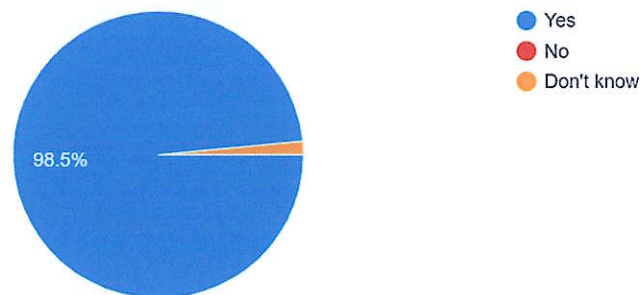
[Copy](#)



I feel safe at school

66 responses

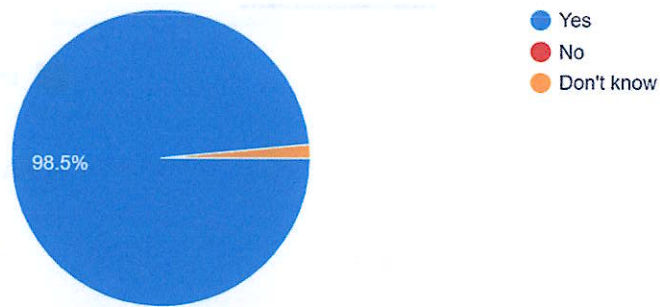
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I know who to speak to if I have a problem at school

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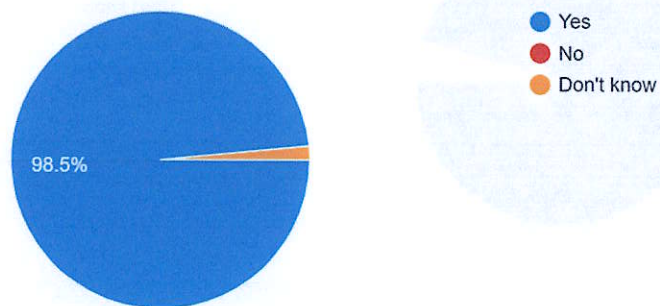
66 responses



I know how to behave in school and what is expected of me in class and outside

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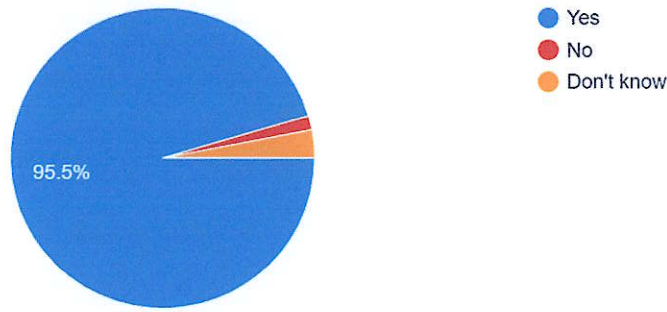
66 responses



The outdoor play areas are good places to be

66 responses

 Copy



Are you able to express and talk about your feelings in school, especially those that might be bothering you?

66 responses

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What would you do if you feel stressed or anxious?

66 responses

Tell a teacher

Talk to an adult

I would tell a teacher

Tell an adult

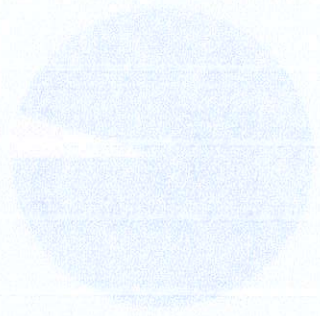
I would tell the teacher

Talk to a teacher

Exerise

Tell an adult

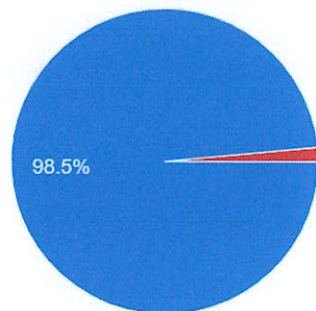
I feel a bit stressed



I have a friend in school I can talk to

66 responses

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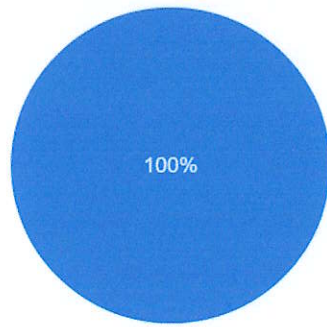


● Yes
● No

I know what to do if I see bullying in our school

Copy

66 responses



● Yes
● No

What would you do if you were being bullied?

Copy

66 responses

