



**ANTI BULLYING POLICY  
(FULL STAFF VERSION WITH GUIDANCE AND RESOURCES)**

**Revised:** August 2017  
**Next Revision:** August 2019



**A version of this policy for parents and pupils is available:**

**ANTI-BULLYING POLICY  
(COPY FOR PARENTS / PUPILS)**

**ALL staff have a responsibility to be alert to, and to deal with, anti-social behaviour; however, Class Teachers will assume the lead role when dealing with incidents of bullying.**

**Anti-Bullying Coordinators:** Mrs H Jennings & Mrs E Gwynne

**Head of Junior School:** Miss A Brown

**MISSION**

- *To ensure that every member of the school feels valued and respected, has positive feelings about the school, is able to concentrate on work and is free from any intimidation*
- *To develop a culture in which bullying is not tolerated and is challenged. Bullying can only thrive in a climate of silence. We will encourage all pupils to 'Speak Out' and not to 'Suffer in Silence'*
- *To inform pupils, staff and parents of the school's expectations and to foster a productive partnership, which helps maintain a bullying free environment*
- *To tackle incidents of bullying systematically, consistently and effectively*

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## **1. INTRODUCTION:**

This policy has been developed consistent with 2003 Statutory Requirements (Education & Libraries NI Order) which requires Board of Governors and Principals to consult with all key stakeholders (pupils, parents, and staff) regarding positive Behaviour and bullying prevention measures which must be in place. Specific articles of the Legislation include the following:

### **ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS**

### **ARTICLE 18 – CHILD PROTECTION MEASURES**

### **ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING**

Reference DE Circular 2003/13

### **WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003**

*'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)*

*'Pastoral Care in Schools: Child Protection' (1999)*

## **RATIONALE**

Campbell College Junior School regards bullying as unacceptable since it can cause unhappiness to members of the school community, preventing them from developing their full potential. People flourish in a secure and caring environment. Consequently, there is a collective responsibility amongst the Campbell Junior School community to contribute in whatever way possible to the protection and maintenance of such an environment.

## **PRINCIPLES**

Principles and values held by the College::

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs, whether the pupil(s) displaying bullying behaviour or the targeted pupil, need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focussed way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention
- Where a concern arises, staff will receive ongoing support from Anti-bullying Co-ordinators and Head of Junior School with Pastoral responsibility.

Parents will be made aware of our school's practice to prevent and to respond to concerns through parent evenings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

## **THE ANTI-BULLYING COORDINATORS**

Although all staff have the responsibility to deal with incidents of bullying, the Anti-Bullying Coordinators in consultation with the Head of Junior School will monitor the effectiveness of this policy.

The role includes:

- Ensuring that all staff are aware of the content of this policy and it's procedures are understood
- To monitor the effectiveness of the policy by considering the frequency of bullying incidents and the time-frame involved in resolving them
- To explore further the ways to continue to support pupils by researching best practice
- To liaise with appropriate staff to consider whole-school initiatives to highlight aspects of bullying (e.g. National Anti-Bullying week)
- To consider and lead targeted training for staff

## **LINKS WITH OTHER SCHOOL POLICIES**

Good Conduct and Discipline Policy / Mobile Phone Policy / Child Protection Policy / Special Educational Needs Policy / Suspension and Expulsion Policy

## **PARTICIPATION AND CONSULTATION PROCESS**

Consultation with pupils on topic of bullying / Use of pupil council / Parental feedback sought and appropriate alterations made on draft policy / Review with whole staff / Review with Board of Governors

## **PROCESS OF REVIEW**

This policy is reviewed annually in consultation with Class Teachers, Classroom Assistants and pupils and in the light of experience and records of bullying incidents.

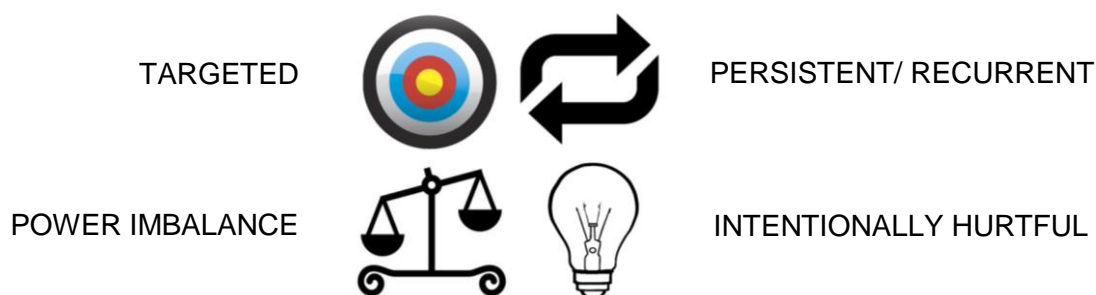
## 2. DEFINITION OF BULLYING

We have adopted the Northern Ireland Anti-Bullying Forums definition of bullying:

**“The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others”**

### Bullying is:

1. **Persistent/Recurrent behaviour**
2. **Targeted**
3. **Involves a power imbalance**
4. **Intentionally hurtful**



### Types of Bullying Behaviour

The following are unacceptable behaviours **BUT** only constitute bullying behaviours when they are recurrent/persistent, targeted with intent and where a power imbalance between pupils is evident.

#### **Type of incident:**

1. **Physical bullying** (includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons)
2. **Verbal bullying** (includes name calling, insults, jokes, threats, spreading rumours)
3. **Indirect bullying** (includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property) and includes Cyber-bullying: misusing mobile phones and internet programmes to humiliate, threaten and isolate another.

Pupils may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation.

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

## **POSSIBLE SIGNS OF BULLYING**

Pupils may

- be reluctant to go to school and complain of frequent minor illnesses
- become withdrawn at home
- have problems sleeping
- have unexplained cuts or bruises
- have books, schoolbags or clothing damaged
- have possessions go missing
- become uninterested in school work

### **3. PREVENTATIVE MEASURES TO CREATE A BULLYING FREE ETHOS**

- Publication of the anti-bullying policy and recognition of the need to have the co-operation of parents
- Adequate provision within the Pastoral Care of the school; having a coherent and consistent framework to address bullying incidents
- Anti-bullying week which includes art work (posters) and drama scenarios acted out in Assembly
- Classroom management practices encourage a restorative ethos rather than punitive.
- The Curriculum content within PDMU has a commitment to anti-bullying.
- Staff supervision system encouraging good group dynamics whilst pupils are outside of class. Staff identification of 'Hot Spots' for concentrated supervision during break and lunch.
- School involvement in Anti-Bullying Week
- Reward system which encourages good behaviour and conduct within the school community by celebrating effort, achievement and success in all areas of school life.
- Co-ordination with Campbell College Junior School to create a consistent ethos across Kindergarten and both Key Stages in Junior School and allow for smooth transition to Senior school
- Parent information evening
- Yearly timetable of events to provide regular reminders to pupils and staff
- Weekly Key Stage meetings to address any issues
- Regular events to encourage a positive working environment for staff
- Content of Whole School and Key Stage Assemblies
- A welcoming ethos and atmosphere built on the principles of inclusivity, respect for others and an embracing of diversity within their own school culture
- Outdoor Learning Days when pupils are in mixed year teams (Prep 1-7) and learn to look after each other
- Prep 1 and Prep 7 Buddy System
- Older pupils looking after younger boys at their dinner tables, making sure fair sharing and all pupils are content
- Encouragement of inclusivity eg. all involved in school plays, in House sport, as many as possible in school teams and on school residential trips
- Pupils and parents agree to and sign "Anti-bullying Agreement"

## **4. RESPONSIBILITIES**

### **The responsibilities of staff**

Our staff will

- be fair and consistent in the treatment of pupils
- be aware of the school's anti-bullying policy
- take opportunities to talk to classes about bullying and the effects on the target of bullying and the pupil exhibiting bullying behaviour
- foster in pupils self-esteem, self respect and respect for others
- be alert to signs of distress and other possible indications of bullying
- listen to children who have been bullied, take what they say seriously and act to support and protect them
- report suspected cases of bullying to Head of Key Stage
- follow up any complaint by a parent about alleged bullying, and report back within an agreed timescale
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

### **The responsibilities of pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying
- Not retaliate violently to any form of bullying
- Report to a member of staff any witnessed or suspected incidences of bullying, to dispel any climate of secrecy and help to prevent further incidences
- Not suffer in silence but have the courage to use the "Stop it!" strategy, to put an end to their own suffering and that of other potential targets

To encourage people to use the "Stop It!" strategy with confidence and to make the reporting of incidents as easy as possible, we aim to provide a wide range of initial contacts. Pupils may choose to discuss their concerns with any of the following:

Friends, Parents, Teachers, Heads of Key Stage, Head of Junior School, Learning Support Staff, Breakfast Club Staff, After-School Staff, Medical Staff, Ancillary or Office Staff.

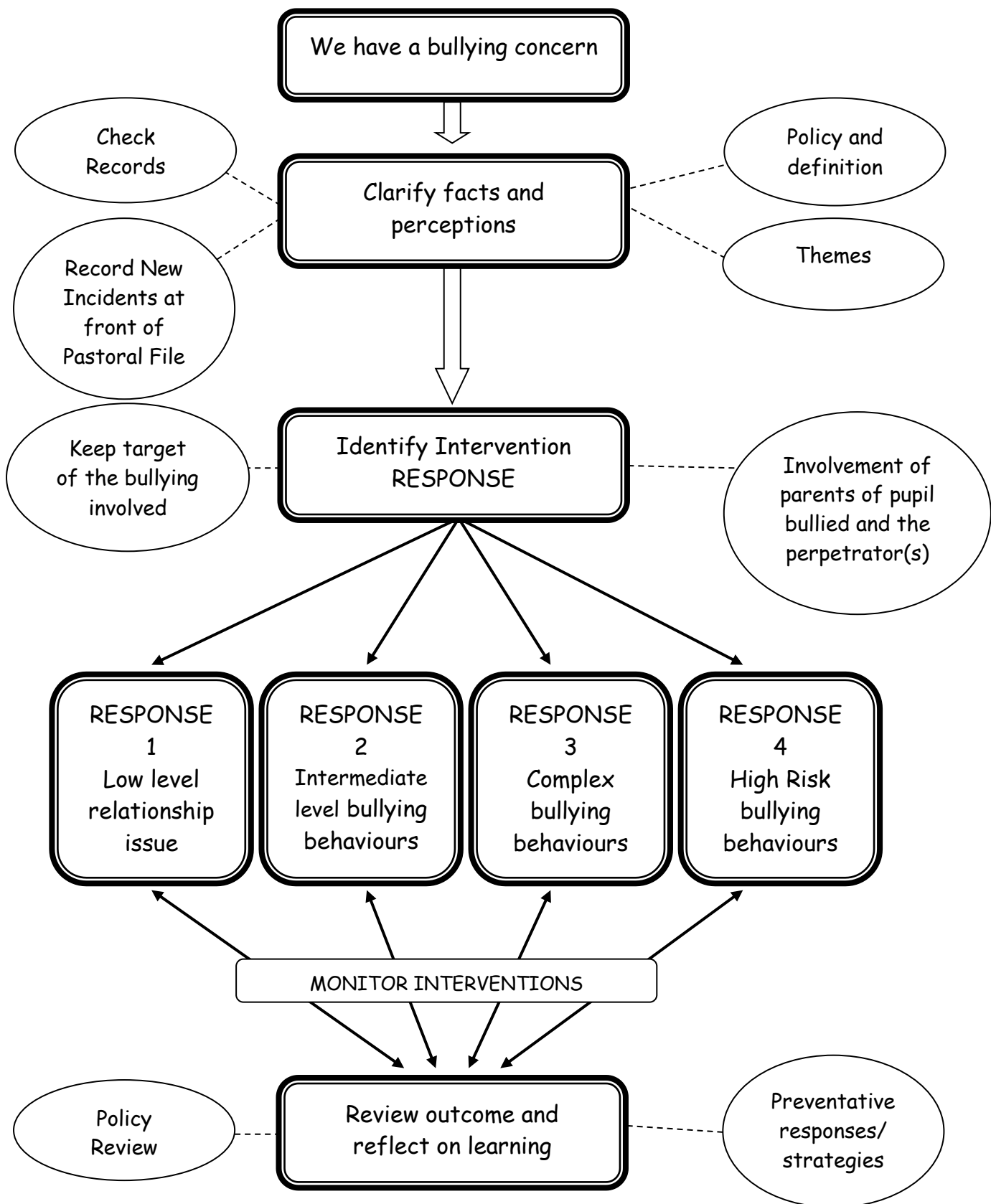
We value a good working relationship with parents in order to resolve any issues raised by their children.

### **The responsibilities of parents**

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

- watching out for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- advising their children to report any bullying and explain the implications of the bullying to continue unchecked, for themselves and other pupils
- advising their children not to retaliate violently to any forms of bullying
- informing the school of any suspected bullying, even if their children are not involved
- To be aware of the dangers of mobile phone messaging and social media sites and know how inappropriate contact or messages can be reported on-line.
- To support measures put in place by school to deal with a pupil who has bullied.

5. EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR





## **6. RESPONDING TO ALLEGED BULLYING INCIDENTS**

### **LEVELLED RESPONSES**

#### **RESPONSE 1 CLASS TEACHER**

- Initial response and follow up action completed by Class Teacher
- Incident judged to be a relationship issues even though it may have been reported as alleged bullying
- Pupil's reaction to the incident of alleged bullying represents a low level of concern

#### **RESPONSE 2 HEADS OF KEY STAGE 1 OR 2 (SUPPORTED BY CLASS TEACHER)**

- Continued relationship issues which have been assessed as bullying
- Pupil's reaction to the bullying behaviour represents a higher level of concern

#### **RESPONSE 3 HEAD OF KEY STAGE 1 OR 2 (SUPPORTED BY HEAD OF JUNIOR SCHOOL)**

- Severe Bullying Behaviours – resistant to change
- Pupil's reaction to the bullying behaviour is severe

#### **RESPONSE 4 HEAD OF KEY STAGE 1 OR 2, HEAD OF JUNIOR SCHOOL, HEADMASTER, CHILD PROTECTION OFFICER**

- Severe Bullying Behaviours - leading to suspension/expulsion
- There are significant mental health and/or Child Protection "safeguarding concerns" for the pupil involved

## RESPONSE 1

### INITIAL REPORT AND FOLLOW UP ACTION CLASS TEACHER

- Initial response and follow up action completed by the Class Teacher
- Incident judged to be a relationship issues even though it may have been reported as alleged bullying
- Pupil's reaction to the incident of alleged bullying represents a low level of concern

## PROCEDURES

Member of staff, parent or pupil passes on a bullying concern to a Class Teacher or a Class Teacher becomes aware of a concern in their class:

Class Teacher will carry out an initial investigation by completing an initial report (*Appendix 1, page 15 + 16*)

The initial report will include the following:

- WHO – Person(s) involved?
- WHAT – What happened?
- WHERE – Where did the incident(s) happen?
- WHEN – Time, Day, Date?

The initial report will also attempt to assess the impact of the bullying behaviour on the target

- IMPACT – What has been the pupil's reaction to the bullying behaviour?  
(Low level of concern, Higher level of concern, Severe concern)  
This is an important factor in determining the seriousness of the situation as **it may be a single event but this can have a significant impact on the pupil involved.**

The Class Teacher will pass on the initial report to the Head of Key Stage and together they will determine if this is a Level 1 incident that will be dealt with by the Class Teacher or a Level 2 incident that will be dealt with by the Class Teacher and Head of Key Stage.

If it is deemed to be a Level 1 incident the Class Teacher will

- ✓ Retain the initial report until completion then forward to Head of Key Stage for filing (the report is kept in the 'Anti-Bullying File')
- ✓ E-mail class teachers and classroom assistants to ask them to be aware of the relationship issue that exists
- ✓ Monitor the situation carefully
- ✓ Check in with the target pupil at regular intervals, at least once a week for at least three weeks
- ✓ Work to build/improve relationships with pupils involved e.g. peer support, team building activities, PDMU activities
- ✓ Pass on to Head of Key Stage if it becomes a Level 2 incident.
- ✓ Highlight antibullying in Assembly

## SUMMARY OF LEVEL 1 INTERVENTION – CLASS TEACHER

- Incidents judged to be relationship based
- Pupil's reaction to the bullying behaviour represents a low level of concern

Support	Precise Procedures	Appendix
<b>Pupil Who Has Allegedly Been Bullied</b>	<ol style="list-style-type: none"> <li>1. Complete Initial Report.</li> <li>2. Consult the Head of Key Stage to clarify if incident requires Level 1 or Level 2 intervention.</li> <li>3. Check in with student every week for three weeks if deemed Level 1.</li> <li>4. Introduce proactive measures to develop relationships and build resilience.</li> <li>5. Pass on to Head of Key Stage if it becomes Level 2 issue</li> </ol>	1
<b>Pupil displaying inappropriate behaviour</b>	<ol style="list-style-type: none"> <li>1. Think time discussion sheet</li> <li>2. Follow discipline policy</li> <li>3. Additional supportive measures if appropriate</li> </ol>	B1
<b>Additional Support</b>	<ol style="list-style-type: none"> <li>1. Inform all teachers and classroom assistants of need for ongoing vigilance</li> </ol> <p>Suggested script:                      “There is currently a <b>relationship issue</b> with pupil X and pupil Y. Please monitor both pupils carefully and let me know if you have any concerns about either of them”</p> <ol style="list-style-type: none"> <li>2. Retain copy of Relationship Initial Report</li> </ol>	

\*Sometimes the pupil displaying bullying behaviour does not target one pupil but can affect several pupils in different ways at different times. In such a case the targeted pupil could be at Level 1 but the pupil displaying bullying behaviour at Level 2.

## **RESPONSE 2**

### **INTERVENTION – INTERMEDIATE** **HEAD OF KEY STAGE**

- Continued relationship issues which have been assessed as bullying (*Note: The issue can be initially assessed to require a Level 2 response*)
- Pupil's reaction to the bullying behaviour represents a higher level of concern

#### **PROCEDURES:**

If necessary the Head of Key Stage will interview the student(s) who displayed bullying behaviour, any witnesses and the student who has been bullied and prepare individual reports from each boy (Appendix 5 may be appropriate to use)

Head of Key Stage will complete Bullying Concern Assessment Form with the Class Teacher (*Appendix 2*)

#### **SUPPORT FOR PUPIL WHO HAS BEEN BULLIED**

The pupil will be supported by the Class Teacher and Head of Keystage.

The Head of Key Stage will have follow up meetings with the pupil.

These meetings will follow a suggested script. (*Appendix 3*)

There will be an initial meeting with the pupil after one week. Additional meetings will be arranged at the Head of Key Stage's discretion.

The Head of Year may arrange for the pupil to receive additional support from

- Peer Support
- Another member of staff (possibly Classroom Assistant)

The Head of Key Stage will have a conclusion meeting with the student after a period of approximately four weeks.

This meeting will follow a suggested script. (*Appendix 4*)

#### **SUPPORT FOR PUPIL DISPLAYING BULLYING BEHAVIOUR**

- The pupil will be supported by the Head of Key Stage.
- The Head of Key Stage will engage the student in a Restorative Programme leading to the completion of a Think Time Discussion Sheet - (*Appendix 5*). This will be completed with the pupil in advance of the initial meeting with their parents.
- The pupil may receive a consequence dictated by the School Positive Behaviour Policy.
- The pupil may be placed on an Individual Behavioural Plan (IBP)
- The Head Key Stage may also ensure that the student participates in a Small Group Intervention Programme such as Peer Support.
- The Head of Key Stage will have follow up meetings with the pupil. (*Appendix 6*)
- There will be an initial meeting with the pupil after one week. Additional meetings will be arranged at the Head of Key Stage's discretion.
- The Head of Key Stage will complete the Final Review Meeting report after approximately 4 weeks (*Appendix 7*).

## **SUPPORT FOR PARENTS**

The Class Teacher/Head of Key Stage will notify the parents of both pupils as soon as possible, preferably on the day of the reported incident.

The parents of both students will be invited to explore the issue(s) and to agree intervention strategies. The Head of Key Stage will share the Think Time Discussion Sheet that has been completed by the pupil displaying bullying behaviour at the initial meeting with parents and agree further intervention strategies to be used.

The Head of Key Stage will provide updates to parents and will make contact with parents to discuss outcomes.

## **ADDITIONAL PROCEDURES**

Head of Key Stage will e-mail class teachers to ask them to be aware of the relationship issue that exists.

Head of Key Stage will retain the initial report prepared by the Class Teacher and keep it on pupil's file.

Head of Key Stage will retain the Bullying Concern Assessment Form.

Head of Key Stage will retain records of all interventions and follow up discussions.

Head of Key Stage will record details of incident and of intervention strategies employed on pupil.

## SUMMARY OF RESPONSE 2 – HEAD OF KEY STAGE INTERVENTION

- Continued less severe bullying behaviours
- Pupil's reaction to the bullying behaviour represents a higher level of concern

Support	Precise Procedures	Appendix
<b>Pupil Who Has Been Bullied</b>	1. Complete Bullying Concern Assessment Form 2. Conduct follow up meetings as required and maintain records of same (Appendix 3) 3. Organise additional pastoral support where relevant: -Classroom assistants -Support from Peers 4. Organise a conclusion meeting/phone call with Parent and pupil. Maintain record of same (appendix 4)	2 3 4
<b>Pupil Displaying Bullying Behaviour</b>	1. Complete Bullying Concern Assessment Form 2. Complete Think Time Discussion Sheet 3. Administer appropriate consequence 4. Conduct follow up meetings as required and maintain records of same 5. Organise additional pastoral support where relevant: -Small Group Intervention (Peer Support) -Individual Behavioural Plan (IBP) -Classroom Assistant support 6. Organise a review after an agreed period of time and complete the Final Review Meeting report	2 5 6 7
<b>Support for Parents</b>	1. Invite both sets of parents to discuss concerns and support strategies. 2. Invite parents to comment on relevant documents if required 3. Make contact with parents after conclusion meetings have been conducted, share results of these meetings	2,5,6 3,7
<b>Additional Support</b>	1. Inform all Teachers and Classroom Assistants of need for ongoing vigilance 2. Maintain all records 3. Record details on file and tracking	

## **RESPONSE 3**

### **INTERVENTION - COMPLEX** **HEAD OF KEY STAGE, HEAD OF JUNIOR SCHOOL AND SENCO**

- Severe Bullying Behaviours – resistant to change
- Pupil's reaction to the bullying behaviour is severe

#### **PROCEDURES**

The Head of Key Stage will refer issue to the Head of Junior School  
If the issue is an ongoing issue, the Head of Key Stage will pass on initial report completed by Class Teacher, Bullying Concern Assessment Form and all other relevant records from Stage 1 or 2  
If it is a new issue and is deemed to be at Level 3, the Head of Key Stage will complete the Bullying Concern Assessment Form and the Think Time Discussion Sheet (*Appendix 2/5*)

#### **SUPPORT FOR PUPIL WHO HAS BEEN BULLIED**

The target will be supported by the Head of Key Stage and Head of Junior School.

The Head of Key Stage and Head of Junior School will have weekly meetings with the pupil targeted.

These meetings will follow a suggested script (*Appendix 3*)

The Head of Key Stage and Head of Junior School may arrange for the pupil to receive additional support from

- Counselling services

The Head of Key Stage and Head of Junior School may arrange for the pupil to receive Peer Support

The Head of Key Stage and Head of Junior School will have a conclusion meeting with the student after a period of four weeks.

This meeting will follow a suggested script. (*Appendix 4*)

#### **SUPPORT FOR PUPIL DISPLAYING BULLYING BEHAVIOUR**

The pupil will receive a consequence in line with Positive Behaviour Policy.

The Head of Key Stage will meet with the SENCO to develop an Individual Behaviour Plan for the pupil.  
The plan will outline the support package which may be a combination of internal and external support.

The pupil may be offered counselling from external agency.

The pupil may also participate in Emotional Well Being programmes

- e.g. Conflict Resolution
- Mood Management
- Anger Management

The pupil will be placed on report to the Head of Key Stage. There will be a daily meeting with the Head of Key Stage to review targets set on Individual Report Card. (Report cards will be retained and passed on to the SENCO)

The pupil will be placed on report for a four week period at which point conduct will be reviewed.

If a student has been suspended there will be a meeting with the student and their parents so that a personalised pupil contract can be signed before a return to school.

The Head of Key Stage and Head of Junior School will have weekly meetings with the student. These meetings will follow a suggested script (*Appendix 6*)

The Head of Key Stage will complete the Final Review Meeting report after 4 weeks (*Appendix 7*)

## **SUPPORT FOR PARENTS**

The Head of Key Stage and Head of Junior School will invite parents of the student who has been bullied to a meeting with them to explore the issue(s)

The Head of Key Stage and Head of Junior School will invite parents of the student displaying bullying behaviour to a meeting to explain the consequence given and to explain the support package being offered within the Individual Behaviour Plan

The Key Stage and Head of Junior School will provide parents with weekly updates, based on records of conversations with pupils involved (*Appendix 3/6*)

The Head of Key Stage and Head of Junior School will invite parents to a conclusion meeting once issue has been resolved. *Appendix 3/7* will be shared.

## **ADDITIONAL PROCEDURES**

Head of Key Stage will e-mail class teachers to ask them to be aware of the relationship issue that exists.

Head of Key Stage will complete the Bullying Concern Assessment Form (*Appendix 2*) if required.

Head of Key Stage will retain records of all interventions and follow up discussions

Head of Key Stage will record details of incident and of intervention strategies file and monitor through tracking.



**SUMMARY OF RESPONSE 3 – HEAD OF KEY STAGE/HEAD OF JUNIOR SCHOOL/SENCO INTERVENTION**

- Severe Bullying Behaviours – resistant to change
- Pupil’s reaction to the bullying behaviour is severe

<b>Support</b>	<b>Precise Procedures</b>	<b>Appendix</b>
<b>Pupil Who Has Been Bullied</b>	1. Complete Bullying Concern Assessment Form if required	2
	2. Conduct weekly meetings and maintain records of same	
	3. Organise additional pastoral support where relevant: -External Counselling -Support from Peers/Classroom Assistants	3
	4. Organise a conclusion meeting and maintain record of same	3
<b>Pupil Displaying Bullying Behaviour</b>	1. Complete Bullying Concern Assessment Form if required	2
	2. Complete Think Time Discussion Sheet if required	
	3. Administer appropriate consequence	5
	4. Develop contract for student if required	
	5. Conduct weekly meetings and maintain records of same	
	6. Organise additional pastoral support where relevant: - Individual Behaviour Plan -Small Group Intervention Programme	6
	7. Organise a review after 4 weeks and complete the Final Review Meeting report	
		7
<b>Support for Parents</b>	1. Invite both sets of parents to meet the Head of Key Stage and Head of Junior School individually to discuss concerns and support strategies (including IBP)	
	2. Invite parents to comment on and sign all relevant documents (if appropriate).	2,5,6
	3. Organise a conclusion meetings with both sets of parents and maintain records of the same	3,7
<b>Additional Support</b>	1. Inform all teachers of need for ongoing vigilance 2. Maintain all records 3. Record details on file and tracking	

## **RESPONSE 4**

### **INTERVENTION – HIGH RISK** **HEAD OF JUNIOR SCHOOL, SENCO and HEADMASTER**

- Severe Bullying Behaviours
- There are significant mental health and/or Child Protection “safeguarding concerns” for the student involved

#### **PROCEDURES**

The child displaying bullying behaviour will receive a consequence.  
The sanction applied will be dictated by the School Positive Behaviour Policy.  
The recommended sanctions at Level 4 will be suspension and with the approval of the Board of Governors may include expulsion.

The matter will be referred to relevant investigative agencies – PSNI, Health and Social Care Trust Gateway Teams if appropriate.

#### **SUPPORT FOR PUPIL WHO HAS BEEN BULLIED**

The pupil will be supported by the Head of Junior School  
(Internal and external support will be provided as appropriate)

The Head of Junior School will have weekly meetings with the pupil.  
These meetings will follow a suggested script (*Appendix 3*).

The Head of Junior School may arrange for the pupil to receive additional support from external counselling.

The Head of Junior School may arrange for the pupil to be twinned with a Peer Mentor.

The Head of Junior School will have a conclusion meeting with the pupil after a period of four weeks.  
This meeting will follow a suggested script. (*Appendix 4*)

#### **SUPPORT FOR STUDENT DISPLAYING BULLYING BEHAVIOUR**

The Head of Junior School will develop a reintegration programme for the student if appropriate.

The Head of Junior School will meet with the SENCO to develop an Individual Behaviour Plan for the student.

The Individual Behaviour Plan will outline the support package which may be a combination of internal and external support.

On returning from suspension there will be a meeting with the student and their parents so that a personalised pupil contract can be signed before a return to school.

The pupil may be offered counselling from New Life Counselling  
He may also be challenged to participate in Emotional Well Being programmes e.g.  
Conflict Resolution  
Mood Management  
Anger Management

He will be placed on report to the Head of Junior School. He will have a daily meeting with the Head of Junior School to review targets set on Individual Report Card. (Report cards will be retained and passed on to the SENCO). The pupil will be placed on report for a four week period at which point conduct will be reviewed.

## **SUPPORT FOR PARENTS**

The Head of Junior School will invite parents of the pupil displaying bullying behaviour to a meeting to explain the consequence given, to explain the plans for the reintegration programme and to explain the support package being offered within the Individual Behaviour Plan.

The Head of Junior School will provide parents with weekly updates, based on records of conversations with students involved (*Appendix 3/6*).

The Head of Junior School will invite parents to a conclusion meeting once issue has been resolved. *Appendix 3/7* will be shared.

## **ADDITIONAL PROCEDURES**

The Head of Junior School will e-mail class teachers to ask them to be aware of the relationship issue that exists

The Head of Junior School will complete the Bullying Concern Assessment Form (*Appendix 2*) if required

The Head of Junior School will retain records of all interventions and follow up discussions.

The Head of Junior School will provide the Head of Key Stage with copies of all relevant documents so that they can be kept on the pupil's file.

**SUMMARY OF RESPONSE 4 – HEAD OF JUNIOR SCHOOL/ SENCO/DESIGNATED TEACHER and HEADMASTER’S INTERVENTION**

- Severe Bullying Behaviours
- There are significant mental health and/or Child protection “safeguarding concerns” for the student involved

<b>Support</b>	<b>Precise Procedures</b>	<b>Appendix</b>
<b>Pupil Who Has Been Bullied</b>	1. Complete Bullying Concern Assessment Form if required.	2
	2. Conduct weekly meetings and maintain records of same.	
	3. Organise additional pastoral support where relevant: -External counselling -Support from Peers	3
	4. Organise a conclusion meeting and maintain record of same.	
		4
<b>Pupil Displaying Bullying Behaviour</b>	1. Complete Bullying Concern Assessment Form if required.	2
	2. Complete Think Time Discussion Sheet if required.	
	3. Organise suspension.	5
	4. Develop contract for student as part of reintegration process.	
	5. Conduct weekly meetings and maintain records of same.	
	6. Organise additional pastoral support where relevant: - Individual Behaviour Plan - Small Group Intervention Programme - Report to Head of Junior School	6
	7. Organise a review after 4 weeks and complete the Final Review Meeting Report	
		7
<b>Support for Parents</b>	1. Invite both sets of parents to meet the Head of Junior School individually to discuss concerns and support strategies (including IBP).	
	2. Invite parents to comment on and sign all relevant documents.	2,5,6
	3. Organise a conclusion meetings with both sets of parents and maintain records of the same.	3,7
<b>Additional Support</b>	1. Inform all other staff of need for ongoing vigilance.	
	2. Maintain all records.	
	3. Record details on file and tracking.	
	4. Refer to relevant agencies, PSNI, Gateways teams if required.	

## INITIAL REPORT (Level 1)

PUPIL	
CLASS	
MEMBER OF STAFF	
WHO REPORTED INITIAL CONCERN	

### KEY QUESTIONS

**WHO** – Who was involved in the incident(s)?

**WHAT** – What happened during the incident(s)?

**WHERE** – Where did the incident(s) occur?

**WHEN** – When did the incident(s) occur?

**IMPACT** – What has been the pupil's reaction to the bullying behaviour?

Would you consider the pupil's reaction to be of

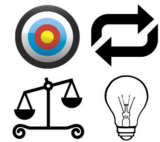
Low level concern	
High level of concern	
Severe level of concern	

Please tick

**TO BE COMPLETED BY CLASS TEACHER AND HEAD OF KEY STAGE TOGETHER**

Is there persistence/recurrence of this behaviour?
Is this targeted behaviour?
Is there a power imbalance?
Is it intentionally hurtful behaviour?

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
YES	<input type="checkbox"/>	NO	<input type="checkbox"/>



Does this incident therefore conform to the school's agreed definition of bullying?

YES  Consult your Head of Keystage who will complete a **BULLYING ASSESSMENT FORM**

NO  Complete the **FOLLOW UP ACTION** below

**LEVEL 1 FOLLOW UP ACTION**

- Log a Level 1 incident on SIMS
- Email class teachers to make them aware of the issue

'Check in' with the pupil on a minimum of three occasions – this can be done during morning registration, tutor time, before or after an assembly.

REVIEW	DATE	Any Issues?
1		
2		
3		

- Staff may wish to enact further supportive measures outlined in this document
- Now that the 3<sup>rd</sup> review is complete, please answer the following questions:

Have relationships improved?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Has the relationship issue been resolved?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

If the relationship issue has not been resolved, please indicate if this issue has been referred to the Head of Year

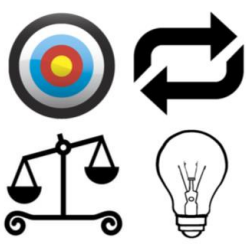
Has the issue been referred?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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Head of Key Stage's Signature \_\_\_\_\_

Date \_\_\_\_\_

**A copy of this document should be place in the Bullying Incident Section of Pastoral File**

## BULLYING CONCERN ASSESSMENT FORM (Level 2)

<b>Our school's definition of Bullying</b>		
Bullying is any deliberate act, repeated over a period of time which results in a member of the school community feeling unhappy, insecure, threatened or excluded.		
	Name(s)	Year Group
Person(s) reporting incident/concern		
Person(s) involved in incident/concern		
Assessment of the dynamics of incident/concern Does the bullying behaviour involve: <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to individual		
<b>Type of incident and theme</b> (if applicable):  <input type="checkbox"/> <b>Physical bullying</b> (includes jostling, physical intimidation, interfering with personal property, Punching/kicking, and other physical contact which may include use of weapons) <input type="checkbox"/> <b>Verbal bullying</b> (includes name-calling, insults, jokes, threats, spreading rumours) <input type="checkbox"/> <b>Indirect bullying</b> (includes isolation, refusal to work with/talk to/play with/help others) <input type="checkbox"/> <b>Cyber</b> (through technology such as mobile phones and internet) <input type="checkbox"/> <b>Disability</b> (related to perceived or actual disability) <input type="checkbox"/> <b>Homophobic</b> (related to perceived or actual sexual orientation) <input type="checkbox"/> <b>Racist</b> (related to skin colour, culture and religion) <input type="checkbox"/> <b>Sectarian</b> (related to religious belief and/or political opinion) <input type="checkbox"/> <b>Other</b>		
<b>Does this incident conform to the school's agreed definition of bullying?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		
Is there persistence/recurrence of this behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is it targeted behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is there a power imbalance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Is it intentionally hurtful behaviour?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

**Outline of incident(s)** (Attach relevant materials, e.g. written accounts of incidents completed by targeted pupil, including date(s) of events, if known)

**Outline of action/support of pupil(s) who have been targeted**

(Please tick all that apply)

Intervention re bullying concern with individual(s)  peer group  whole class

Ongoing support/monitoring from named staff \_\_\_\_\_

Have parent(s) been informed/involved Yes  No  (Give details)

\_\_\_\_\_

Referral to other agencies (please specify) \_\_\_\_\_

\_\_\_\_\_

Other actions (please specify) \_\_\_\_\_

**Outline of action/support for pupil(s) who has been displaying bullying behaviour** (Please tick all that apply)

Intervention re bullying concern with individual(s)  peer group  whole class

Ongoing support/monitoring from named staff \_\_\_\_\_

Have parent(s) been informed/involved Yes  No  (Give details)

\_\_\_\_\_

Referral to other agencies (please specify) \_\_\_\_\_

Other actions (please specify) \_\_\_\_\_

Suspension  Expulsion

**This record is now:**

Filed

Passed to Head of Junior School

Passed to external agency (please specify) \_\_\_\_\_

**Signed (Head of Key Stage):** \_\_\_\_\_

**Date:** \_\_\_\_\_



## KEEPING IN TOUCH (FOLLOW-UP MEETING)

PUPIL:

\_\_\_\_\_

CLASS TEACHER/HEAD OF KEY STAGE/  
HEAD OF JUNIOR SCHOOL:

\_\_\_\_\_

DATE:

\_\_\_\_\_

### **KEY QUESTIONS:**

How have things gone for you this week?

Have there been any incidents that have upset you this week?

In what ways, if any, have things got better for you this week?

Can you tell me what has helped to make things better for you this week – family, friends, school?

Is there anything else that I/we can do to help/support you?

Can you remind me what you should do if you have any problems between now and our meeting next week?

**PUPIL'S COMMENT** *(optional)*

**PUPIL'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**CLASS TEACHER/ HEAD OF KEY STAGE/HEAD OF JUNIOR SCHOOL COMMENT**

**CLASS TEACHER/ HEAD OF KEY STAGE/HEAD OF JUNIOR SCHOOL SIGNATURE:**

\_\_\_\_\_

**DATE:** \_\_\_\_\_

## KEEPING IN TOUCH (CONCLUSION MEETING)

**PUPIL:**

\_\_\_\_\_

**CLASS TEACHER/HEAD OF KEY STAGE/  
HEAD OF JUNIOR SCHOOL:**

\_\_\_\_\_

**DATE:**

\_\_\_\_\_

### **KEY QUESTIONS:**

How have things gone for you this month?

In what ways, if any, have things got better for you this month?

Can you tell me what has helped to make things better for you this month – family, friends, school?

Are you happy that the situation has now been fully resolved?

Can you remind me what you should do if you have any problems after this meeting?

\_\_\_\_\_

**PUPIL'S COMMENT** *(optional)*

\_\_\_\_\_

**PUPIL'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**CLASS TEACHER/ HEAD OF KEY STAGE/HEAD OF JUNIOR SCHOOL COMMENT**

\_\_\_\_\_

**CLASS TEACHER/ HEAD OF KEY STAGE/HEAD OF JUNIOR SCHOOL SIGNATURE:**

\_\_\_\_\_

**DATE:** \_\_\_\_\_

**PARENTS (Meeting or Phone call home)**

\_\_\_\_\_

**Are you happy that the situation has now been fully resolved?**

Yes

No

**PARENT'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**INITIAL MEETING  
(THINK-TIME DISCUSSION SHEET)**

**PUPIL:**

\_\_\_\_\_

**CLASS TEACHER/ HEAD OF KEY STAGE/  
HEAD OF JUNIOR SCHOOL:**

\_\_\_\_\_

**DATE:**

\_\_\_\_\_

This is what happened:

This is what I was thinking/feeling at the time

This is what I chose to do

These are the people who were affected by my actions

This is how people were affected by my actions

These are the action/s that I need to take now to make things better/right

PUPIL'S SIGNATURE: \_\_\_\_\_

HEAD OF KEY STAGE SIGNATURE: \_\_\_\_\_

PARENT'S COMMENT (Optional – If present)

PARENT'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

## KEEPING IN TOUCH (FOLLOW-UP MEETING)

PUPIL/CLASS \_\_\_\_\_

CLASS TEACHER/ HEAD OF KEY STAGE/  
HEAD OF JUNIOR SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

### KEY QUESTIONS:

How have things gone for you this week?

Have there been any incidents this week?

Think about our earlier meeting, can you remember the actions that you said you would take to make things better/right?

Which of these actions have you taken?

Which of these actions do you still need to work on?

Can you remind me what you should do if you have any problems between now and our meeting next week?

**PUPIL'S COMMENT**

**PUPIL'S SIGNATURE:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**CLASS TEACHER/ HEAD OF KEY STAGE/HEAD OF JUNIOR SCHOOL COMMENT**

**CLASS TEACHER/ HEAD OF KEYSTAGE/HEAD OF JUNIOR SCHOOL SIGNATURE:**  
\_\_\_\_\_ **DATE** \_\_\_\_\_

**PARENT'S COMMENT** (Optional – If present)

**PARENT'S SIGNATURE:** \_\_\_\_\_ **DATE** \_\_\_\_\_



## KEEPING IN TOUCH (FINAL REVIEW MEETING)

PUPIL/CLASS \_\_\_\_\_

HEAD OF KEY STAGE/HEAD OF JUNIOR SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

The actions I decided to take to make things better were:	Done	Not Done	Results/Consequences of my actions

**PUPIL'S COMMENT**

**HEAD OF KEY STAGE COMMENT**

**Further action required**

No further action is required at this stage	
Ongoing monitoring of the situation is necessary e.g. weekly review with both target/bully is required	
The pupil has agreed to participate in The Support Group Method – level 2 intervention	
An Individual Behaviour Plan (Code of Practice) will be devised and implemented – level 3 intervention	
Level 3 intervention will be required	

**PUPIL'S SIGNATURE:** \_\_\_\_\_

**HEAD OF KEY STAGE SIGNATURE:** \_\_\_\_\_

**PARENT'S COMMENT (if required)**

**PARENT'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_