



ANTI-BULLYING POLICY

Updated: December 2021

Section 1 – Introduction and Statement

At Castle Gardens Primary School, we repudiate bullying behaviour of any kind, to any member of the school community, by any member of the school community.

We believe that it is the right of the child to be educated in an environment where they are respected and where they feel safe and valued. We believe that this can only be achieved in a positive environment where mutual respect and trust are encouraged. This is outlined in our Positive Behaviour Policy which is understood and ratified by all members of the school community.

Section 2 – Context

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

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

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 incidents 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)

Implications Arising - “All schools will need to be satisfied that their current discipline policy deals with the PREVENTION OF BULLYING among pupils in a sufficiently clear and robust way to satisfy the new legal requirement “ (Article 19:15)

Section 3 – Ethos & Principles

- * We are committed to a society where children and young people can live free and safe from bullying.
- * We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- * We believe that every child and young person should be celebrated in their diversity.
- * We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- * We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- * We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Section 4 – Consultation and Participation

In the redrafting of the school policy in consideration of the new legislation, training was attended by the Designated Teacher for Child Protection and the policy rewritten in line with advice given by the Education Authority.

The redrafted policy has been approved by the Board of Governors with follow actions for groups within the school community:

Pupils

- Class-based activities to ascertain the views of the pupils.
- A whole school questionnaire distributed to all pupils

- Creation of a reference group of pupils - the School Council

Staff

Staff can contribute through a survey for all staff, teaching and non-teaching. This will also serve to demonstrate training needs within school.

Parents

The process of how consultation with parents/carers take place questionnaires distributed to all parents/carers online

Section 5 – What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

Addressing Bullying in Schools Definition of “bullying”:

In this Act “bullying” includes (but is not limited to) the repeated use of

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), “act” includes omission.

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- * severity and significance of the incident
- * evidence of pre-meditation
- * impact of the incident on individuals (physical/emotional)
- * impact of the incidents on wider school community
- * previous relationships between those involved
- * any previous incidents involving the individuals

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

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- * *Verbal or written acts*
 - *saying mean and hurtful things to, or about, others*
 - *making fun of others*
 - *calling another pupil mean and hurtful names*
 - *telling lies or spread false rumours about others*
 - *try to make other pupils dislike another pupil/s*
- * *Physical acts*
 - *Hitting*
 - *kicking*
 - *pushing*
 - *shoving*
 - *material harm, such as taking/stealing money or possessions or causing damage to possessions*
- * *Omission (Exclusion)*
 - *Leaving someone out of a game*
 - *Refusing to include someone in group work*
- * *Electronic Acts*
 - *Using online platforms or other electronic communication to carry out many of the written acts noted above*
 - *Impersonating someone online to cause hurt*
 - *Sharing images (e.g. photographs or videos) online to embarrass someone*

This list is not exhaustive and other behaviours which fit with the definition may be considered bullying behaviour.

There may be various motivations behind bullying, these 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 Child status
- * Young Carer status

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- * A child displaying bullying behaviours
- * A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

Action will be taken:

- If on the basis of the information gathered all of the criteria are met then the incident is addressed through the school's Anti-Bullying Policy
- If conversely some but not all of the criteria are met then the incident is addressed through the school's Positive Behaviour Policy.

'Harm' is defined as:

- Emotional or psychological harm such as distress or anxiety caused for example by intentionally scaring, humiliating or affecting a pupil's self-esteem
- Physical harm as intentionally hurting a pupil causing injuries such as bruises, broken bones, burns or cuts.

As a school we must also identify if there was an intention to cause harm and as such we will consider the following:

- The pupil's capacity to understand the impact of their behaviour and how this could have been affected by developmental age/delay/diagnosis (e.g. ASD, ADHD, MLD)
- Discretion will be applied on an individual case basis accounting for any individual pupil's developmental age or capacity to understand the impact of their behaviour.

Omission

The Act specifies that methods of bullying behaviour include omission. This is where a pupil is deliberately left out and where there is wilful failure to include a pupil. Other examples include a pupil being excluded from or left out of a group of friends' activities/games/group work in class.

The Imbalance of Power

The NI definition does not include an imbalance of power as a characteristic of bullying behaviour despite it traditionally being a key factor in differentiating between socially unacceptable and bullying behaviour.

However, an imbalance of power or lack of resilience is still an important factor to be considered in assessing whether behaviour is to be considered bullying behaviour.

Section 6 – Preventative Measures

As a school we aim to promote a strong anti-bullying ethos within the school and the wider school community.

Under the legislation, the focus for all anti-bullying work should be on prevention. The following strategies are employed in an effort to prevent bullying and create a safe learning environment. Examples of these include:

- * Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- * Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- * Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- * Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- * Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. mindfulness training)
- * Participation in the NIABF annual Anti-Bullying Week activities
- * Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.
- * Development of peer-led systems (e.g. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- * Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, and provision of a variety of play options to meet the needs of all pupils.
- * Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- * Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
- * Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.

Under the new legislation, we must outline the preventative measures we have put in place to prevent bullying behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways we can further build upon this related specifically on the journey to and from school. This includes:

- * Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- * We empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school and report any incidents to a trusted adult.
- * Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- * Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, residents, etc.), including information on how to raise any concerns with the school.
- * Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate)

As a school we can prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. We can raise awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way. This includes:

- * Addressing key themes of online behaviour and risk through PDMU including understanding how to respond to harm and the consequences of inappropriate use.
- * Participation in Anti-Bullying Week activities.
- * Engagement with key statutory and voluntary sector agencies (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- * Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- * Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

It is important to remember that the Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies. As such, it is essential that these policies align and provide a consistent message. For example, the measures set out here, to prevent bullying behaviour through the use of electronic communication, are also included in the school's e-Safety Policy and Acceptable Use of the Internet Policy.

Given the nature of technology, as constantly changing and developing, it is important that we monitor policy and message and make changes when necessary.

Section 7 – Responsibility

Everyone in our school has responsibility for creating a safe and supportive learning environment for all members of the school communities.

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- * foster positive self-esteem
- * behave towards others in a mutually respectful way
- * model high standards of personal pro-social behaviour
- * be alert to signs of distress* and other possible indications of bullying behaviour
- * inform the school of any concerns relating to bullying behaviour
- * refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- * refrain from retaliating to any form of bullying behaviour
- * intervene to support any person who is being bullied, unless it is unsafe to do so.
- * report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- * emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- * explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- * listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- * know how to seek support – internal and external
- * resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Section 8 – Reporting a Bullying Concern

Below are the various ways in which pupils, parents and anyone else with concerns can make these known to the school.

Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust.

In Castle Gardens we encourage the children to raise concerns with any member of staff, including teaching and non-teaching staff. All staff are trained in school procedure and have access to the policy which details the actions that should be taken in the instance of a disclosure from someone with a concern.

Pupils can report bullying concerns:

- * Verbally- by talking to a member of staff
- * By writing a note to a member of staff (eg. in a homework diary)
- * By sending an email to a member of staff or to a dedicated email address
- * By posting a comment in a 'worry box'

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

It is also the responsibility of parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

- * In the first instance, all bullying concerns should be reported to the Class Teacher
- * Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head of Key Stage.
- * Where the parent is not satisfied that appropriate action has been taken by the Head of Key Stage to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

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

This involves making a formal, written application to the Chair of the Board of Governors via the school Principal – Mr J. Gray.

While many reports of bullying concerns will come from pupils and their parents/carers, our school is open to receiving such reports from anyone who is an active member of our school community.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Section 9 – Responding to a Bullying Concern

The focus of any intervention we deem appropriate must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.

Using the Northern Ireland Anti-Bullying Forum (NIABF) Effective Responses to Bullying Behaviour resource (see Appendix 2), the member of staff responsible shall...

- * Clarify facts and perceptions
- * Check records (SIMS)
- * Assess the incident against the criteria for bullying behaviour
- * Identify any themes or motivating factors
- * Identify the type of bullying behaviour being displayed
- * Identify intervention level
- * Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
- * Track, monitor and record effectiveness of interventions
- * Review outcome of interventions
- * Select and implement further intentions as necessary
- * Set an appropriate time for a review with the parent/s involved
- * Keep close records of interventions, outcomes and meetings using the school recording proforma

In Castle Gardens we adhere to the guidance provided by the NIABF which advocates a restorative approach to responding to bullying behaviour. We use the interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Sanctions will be in line with the Positive Behaviour Policy and will take into consideration the age, ability and needs of the child/children involved. These sanctions will be discussed with the parent in advance, and explained to the child at their level.

Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers. This will be made clear to all involved.

Section 10 – Recording

In light of the Northern Ireland Addressing Bullying in Schools Act (NI) 2016, the legal requirement is to maintain a record of all incidents of bullying and alleged bullying behaviour.

These records will be kept by the Designated Teacher for Child Protection, Mrs Paula Harbinson in a locked filing cabinet in classroom number 4. The records will be maintained in accordance with the Schools Disposal of Records Schedule published by DENI in January 2013.

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

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

Concerns will be recorded on the Bullying Concern Assessment Form (BCAF) in the first instance (see Appendix 1). School will also maintain an evidence file to demonstrate action taken and support provided which may include the following:

- * communication records (telephone records/emails/letters etc.)
- * Risk Assessment/Risk Reduction Plan
- * Minutes from meetings
- * Personal learning plan
- * Support from EA agencies e.g. consultations with Educational Psychologist, Educational Welfare Service, Behaviour Support Service
- * Support from external agencies, e.g. Family Support, CAMHS, Counselling

Records will also be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access i.e. teaching staff.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Records will be kept until the youngest child involved is 26 years old and destroyed at the appropriate time as marked on the file.

Manual records should be closed as soon as they cease to be of active use other than for reference purposes. When a file is due to be closed an appropriate member of staff should consult the disposal schedule and mark the front cover of the file, indicating the date on which the file can be destroyed, or whether it should be reviewed by a member of staff. Closing a file simply means that no further papers can be added but the file can be used for reference.

Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Section 11 – Professional Development of Staff

There is now a need for appropriate and adequate training for staff in light of the updated NI legislation, including teaching and non-teaching school staff. We must ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions. These CPD records will be kept and updated regularly.

Staff will be audited to determine the level of training that is required, and it must be noted that this training may have an impact on both policy and procedure within school requiring further adjustments to suit our needs.

It is the duty of the Pastoral Care Team to ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching.

Section 12 – Monitoring and Review of Policy

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

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

The Board of Governors have a duty to secure measures to prevent bullying under the revised NI Legislation of 2016. They must ensure that there is consultation with stakeholders on the preventative measures to be put in place; that these measures are fully implemented and kept under review at intervals of no more than 4 years. They also must ensure the records detail all incidents of bullying or alleged bullying, the underlying motivation and any action taken. It is also their responsibility to ensure that the policy is kept under review e.g. following a serious incident; in light of statistical analysis and as part of the ongoing recommended annual review of the suite of Safeguarding Policies.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, annually by the Board of Governors.

Section 13 – Links to Other Policies

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

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

Incident Date:

| | | | | |
|---|----------------|---------------|-----------------------|-------|
| <u>PART 1 - Assessment of Concern</u> | | | | Date: |
| Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows: | | | | |
| <i>"bullying" includes (but is not limited to) the repeated use of —</i> | | | | |
| <ul style="list-style-type: none"> (a) any verbal, written or electronic communication (b) any other act, or (c) any combination of those, | | | | |
| <i>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.</i> | | | | |
| | 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, CPOMS record.

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 behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
 Any other physical contact which may include use of weapons)
 Verbal (includes name calling, insults, jokes, threats, spreading rumours)
 Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
 Electronic (through technology such as mobile phones and internet)
 Written
 Other Acts
Please specify _____

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

Select one or more of the following:

- Age
 Appearance
 Cultural
 Religion
 Political Affiliation
 Community background
 Gender Identity
 Sexual Orientation
 Family Circumstance (pregnancy, marital status, young carer status)
 Looked After Status (LAC)
 Peer Relationship Breakdown
 Disability (related to perceived or actual disability)
 Ability
 Pregnancy
 Race
 Not known
 Other _____

| | |
|---|-----------------|
| Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: | |
| Is the behaviour intentionally hurtful? | YES / NO |
| Is the behaviour targeted at a specific pupil or group of pupils? | YES / NO |
| Is the behaviour repeated? (if Yes, complete One-off incident section) | YES / NO |
| Is the behaviour causing physical or emotional harm? | YES / NO |
| Is there an imbalance of power between the parties | YES / NO |
| Does the behaviour involve omission? (*may not always be present) | YES / NO |

One-off Incident

| | |
|---|------------------------------|
| When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process: | |
| Criteria: | Information gathered: |
| <ul style="list-style-type: none"> • severity and significance of the incident | |
| <ul style="list-style-type: none"> • evidence of pre-meditation | |
| <ul style="list-style-type: none"> • Significant level of physical/emotional impact on individual/s | |
| <ul style="list-style-type: none"> • Significant level of impact on wider school community | |
| <ul style="list-style-type: none"> • Status/nature of previous relationships between those involved | |
| <ul style="list-style-type: none"> • Records exist of previous incidents involving the individuals | |

| | |
|--|--|
| YES the above criteria have been met and bullying behaviour has occurred. | NO the above criteria have not been met and bullying behaviour has not occurred. |
| Proceed to complete Part 2 of this Bullying Concern Assessment Form | The criteria having not been met, proceed to record the details in CPOMS. Refer to the Positive Behaviour Policy, continue to track and monitor to ensure the behaviour does not escalate. |

| |
|--|
| Agreed by _____ Status _____ On ____/____/____ |
|--|

Part 3a

| RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR: | | | | | | |
|--|---------------------------|--------------|-------------------|-------------------------------|--------------------------|--------|
| Pupil Name: | | | Year Group/Class: | | | |
| REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR | | | | | | |
| Parent/ carer informed: | | | Date: | | By whom: | |
| Staff Involved: | | | | | | |
| Date | Stage on Code of Practice | Intervention | Success Criteria | Action taken by whom and when | Outcomes of Intervention | Review |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Record of participation in planning for interventions | | | | | | |
| Pupil: | | | | | | |
| Parent/carers: | | | | | | |

| | | |
|---|--------------|-----------------|
| Other Agencies: | | |
| Continue to track interventions until an agreed satisfactory outcome has been achieved | | |
| | | |
| Parent/ carer informed: | Date: | By whom: |
| Staff Involved: | | |

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

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

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

Record of participation in planning for interventions

Pupil:

Parent/carer:

Other Agencies:

Continue to track interventions until an **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

ANTI-BULLYING STAFF CONTINUING PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

| |
|--|
| 1. Are you aware of the changes in Anti-Bullying legislation in Northern Ireland? |
| 2. How aware are you of the current arrangements for the prevention of bullying in Castle Gardens PS? |
| 3. How confident do you feel in dealing with a disclosure of bullying in your class? |
| 4. When was the last time you received any anti-bullying training? |
| 5. Can you identify the areas in which you need further support? E.g. Policy, school procedure, recording, dealing with parents |
| 6. Are you aware of what needs to be recorded and how? |
| 7. When did you last receive Safeguarding Training? Where and by whom? |
| 8. Are you aware of the school suite of Safeguarding policies? |

9. Please detail any further training needs you may have in relation to Safeguarding.