

Toreagh Primary School



Addressing Bullying (Anti Bullying) Policy Sept 2021

Update: September 2024

The Toreagh Primary School community believes that any form of bullying behaviour, to any member of the school community, is totally unacceptable. We believe that all members of the school community have the right to live and learn within a safe, secure and supported environment. In such an environment, each individual will be able to learn and develop their unique talents and abilities to their full potential. Positive behaviour and self discipline are expected whether in or out of school.

The emphasis is on caring relationships and positive constructive behaviour, ensuring a safe and supportive environment where children, staff and parents feel valued and respected.

Children are encouraged to be helpful and considerate towards adults and their peers; to foster self-discipline, self-respect, self-confidence, independence and personal responsibility; to engage in fair play and to do their best at all times.

Context

This policy is informed and guided by current legislation and Department of Education Guidance listed below:

Legislative context

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

Guidance context

- * The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- * Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- * Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
 - Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
 - Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

- * United Nations Convention on the Rights of the Child (UNCRC)

The key points to note are:

1. Addressing Bullying in Schools Act (NI) 2016

- Duty of the Board of Governors to secure measures to prevent bullying behaviours.
- Duty to keep a record of incidents of bullying behaviour or alleged bullying behaviour involving a registered pupil at the school.

2. Welfare and Protection of Pupils Education and Libraries (NI) Order 2003 – DE Circular Number 2003/13 – which amends Article 3 of 1998 NI Order as follows:

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 is required to:

- 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).

3. The Education ((2006 Order) (Commencement No.2) Order(NI) 2007 – DE Circular 2007/20.

- The Board of Governors must safeguard and promote the welfare of all pupils attending their school, whether registered or not when they are on the premises of the school or in the lawful control or charge of a member of staff of the school. (Article 19)
- Policies to promote good behaviour and discipline among registered pupils are extended to cover all pupils attending the school whether registered or not. (Article 20).
- Misdemeanours should be reported to the school at which a pupil is registered. (Article 21).

Ethos & Principles

- * Our motto, “Achieving, Believing and Caring” is the basis for what we stand for at Toreagh
- * 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 feel 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.
- * In Toreagh Primary School the emphasis is on caring relationships and positive, constructive behaviour, ensuring a safe and supportive environment. Children will be encouraged to be helpful and considerate towards adults and their peers; to foster self-discipline, self-respect, self-confidence, independence and personal responsibility; to engage in fair play and do their best.
- * Each child will be encouraged to fulfil his/her intellectual, spiritual, physical, social, aesthetic and emotional potential. The unique talents and abilities of each child will be embraced and celebrated.

Consultation and Participation

In Toreagh Primary School, we welcome and encourage the views of all members of the school community in reviewing, influencing and informing current/ future policy and practice.

On a three-year cycle, parents, staff (teaching and non-teaching) and pupils are asked for their opinions on a range of issues pertaining to school life through anonymous questionnaires. Analysis of the questionnaires is fed back to the school community and used to inform the School Development Plan for the next three -year cycle – addressing concerns, improve support provided, inform and guide amendments to policy and procedures, identify CPD requirements, monitor and evaluate policy efficacy.

Pupils have regular opportunities to participate in decision making processes through School Council meetings and through class discussions etc.

Parents consulted through focus groups.

Consideration of the draft policy by all Staff (teaching and non -teaching) and by the Governors.

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Definition of Bullying

The Addressing Bullying in Schools Act (NI) 2016 defines 'bullying' as follows: -

(1) In this Act "bullying" includes (but is not limited to) the repeated use of—

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

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

Bullying is a behaviour that is usually *repeated*, an *intentional* act of aggression causing embarrassment, pain, discomfort or to adversely affect the rights and needs of another or others. It can take a number of forms: physical, verbal, electronic, making gestures, extortion and exclusion. It is an abuse of power. It may be perpetrated by individuals or by groups of pupils.

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

When assessing a one-off incident, to make a decision on whether to classify it as bullying behaviour, 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.

Forms of Bullying Behaviour.

The following unacceptable behaviours, when repeated (usually), targeted and intentionally harmful, may be considered a bullying behaviour. The list is not exhaustive, other behaviours which fit the definition may be considered bullying behaviour.

- ❖ Physical violence such as hitting, pushing or spitting at another pupil;
- ❖ Interfering with another pupil's property by stealing, hiding or damaging it;
- ❖ Using offensive names when addressing another pupil;
- ❖ Teasing or spreading rumours about another pupil or his/her family;
- ❖ Belittling another pupil's abilities and achievements;
- ❖ Writing offensive notes or graffiti about another pupil;
- ❖ Excluding another pupil from a group activity/game.
- ❖ Ridiculing another pupil's appearance, way of speaking or personal mannerisms;

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- ❖ Using online platforms or other electronic communication to carry out many of the written acts noted above
- ❖ Impersonating someone online to cause hurt
- ❖ Sharing images (eg. photographs or videos) online to embarrass someone

Intention to cause harm:

In the DE Guidance 'harm' is defined as: -

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

The Addressing Bullying Act 2016 requires the school to ascertain the intention to cause harm of the pupil displaying bullying behaviours. In determining the intention to cause harm the school will assess an individual pupil's capacity to understand the impact of their behaviours, eg due to developmental age, disability or delay.

There are various motivations behind bullying, these may include, but are not limited to|:

- ✳ Age
- ✳ appearance
- ✳ breakdown in peer relationships
- ✳ community background
- ✳ political affiliation
- ✳ gender identity
- ✳ sexual orientation
- ✳ 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. In line with legislation, 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, 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.

Signs of Bullying Behaviours

It can be hard for adults, including parents, to know if a child is experiencing bullying behaviour. A child might not tell anyone because they are scared the bullying behaviour will get worse. They might think that they deserve to experience bullying behaviour, or that it is their fault. You cannot always see the signs and no one sign indicates for certain that a child is experiencing bullying behaviour. But you should look out for:

- ❖ belongings getting “lost” or damaged.
- ❖ physical injuries such as unexplained bruises.
- ❖ being afraid to go to school, being mysteriously 'ill' each morning, or skipping school.
- ❖ not doing as well at school
- ❖ asking for or stealing, money (to give to another who is displaying bully behaviour).
- ❖ being nervous, losing confidence, or becoming distressed and withdrawn.
- ❖ problems with eating or sleeping.
- ❖ displaying bullying behaviours to others.

Preventative Measures

In Toreagh Primary School the emphasis is on caring relationships and positive constructive behaviour, ensuring a safe and supportive environment where children, staff and parents feel valued and respected. However, we recognise that at times unwanted or negative experiences may occur.

Incidents which may be addressed under the Addressing Bullying Policy may occur during the school day while on school premises, attending events (day/residential visits) under the care of a member of school staff or travelling to and from such events. While travelling to and from school pupils should ensure that their actions and behaviour comply with the school's code of conduct/ expectations/rules.

We want our children and members of our school community, to be well equipped to deal with such unwanted or negative experiences if they occur, by ensuring they are well-informed and have already explored scenarios, feelings, background, reasons surrounding certain experiences.

For example in..

- ❖ Circle time
- ❖ Focused Assemblies
- ❖ Class and school rules
- ❖ PDMU
- ❖ Art and Drama activities.
- ❖ Playground activities.
- ❖ Wall displays – in classrooms, corridors and toilet areas. Who to speak to in school and phone numbers/ web addresses for help (Childline).
- ❖ Conflict resolution through practical problem solving/ PDMU activities
- ❖ Health and well-being activities – Fit on Friday, exercise, active clubs, calming and breathing activities, nurturing events and strategies.
- ❖ Knowing who they can talk to in school if they feel unsafe
- ❖ Celebrating and raising awareness e.g. Safer Internet Day, Anti-Bullying Week, e-safety lessons.
- ❖ School Values and promoting resilience eg. PDMU activities
- ❖ Shared education projects with St. John's, Carnlough (supporting pupils to explore, understand and respond to difference and diversity.)
- ❖ Inviting visitors into school about staying safe– PSNI, NSPCC etc.

- ❖ Listening to their views of the whole School community partnerships – Staff, parents, pupils.
- ❖ School Council
- ❖ Playground “Buddy” scheme
- ❖ Zoning the playground

Preventative measures to prevent bullying on the way to and from school.

The children at our school either walk to school or are brought and collected by car. (There is no school transport available.)

- * pupils are encouraged to take pride in their school and are reminded that they are as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils when they leave school or are walking home from school.
- * Pupils are encouraged to challenge inappropriate and unacceptable behaviour of their peers when coming into or leaving school.
- * Staff are present in the playground and/or at the school gate at the beginning and end of the day.

At Toreagh, we will continue to 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 will include:

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

Responsibility

Statement of pupil rights and responsibilities

All pupils have a right to be taught in a secure, caring environment free from the threat of psychological and physical abuse.

All pupils have a responsibility to behave in a caring manner towards other members of the school community and to help create a climate where bullying behaviour is not accepted.

The School's View

Bullying behaviour is a highly distressing and damaging form of abuse and will not be tolerated in Toreagh Primary School. It is entirely contrary to the values and principles that we work and live by. All members of the school community have the right to work in a secure and caring environment. They also have a responsibility to contribute in whatever way they can to the protection and maintenance of such an environment.

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

The Responsibilities of the Board of Governors

Our Governors will:

- * Ensure that pupils have every opportunity to develop their full potential within a caring and stimulating learning environment.
- * Develop, review and maintain the School's Addressing Bullying (Anti-bullying) Policy and ensure suitable consultation within the school community.
- * Ensure measures are taken to prevent and address bullying behaviours.
- * Ensure that Addressing Bullying is a standing item for the Board of Governors and matters are suitably recorded in the minutes – through this channel Governors will ensure they have oversight of the Addressing Bullying (Anti Bullying) Policy and its effective implementation.
- * Be informed about the prevalence of bullying and alleged bullying incidents, as well as the motivation behind these behaviours. Identify trends to inform further development of policy and practice.
- * Governors must ensure that all incidents that are reported as bullying behaviour are recorded and action taken.
- * Demonstrate by example the high standards of personal and social behaviour we expect of our pupils and whole school community.

The Responsibilities of Staff

Our staff will:

- * Foster in our pupils' self-esteem, self-respect and respect for others through assemblies, Circle Time, PDMU, Art and Drama, e-safety lessons, wall displays and playground activities. Promote awareness that it is OK to be different.
- * Demonstrate by example the high standards of personal and social behaviour we expect of our pupils and whole school community.
- * Ensure that every pupil learns about the damage bullying behaviour causes, both the person who is experiencing bullying behaviour and to the person displaying bullying behaviour.
- * Instil the importance of telling a teacher/member of staff/parent about bullying behaviour when it happens.
- * Ensure pupils are aware that cyber-bullying is the use of on-line media i.e. social networks, gaming or mobile phones.
- * Be alert to signs of distress and other possible indications of bullying behaviour.
- * Listen to children who have been experiencing bullying behaviour, take what they say seriously and act to support and protect them. Protection will usually include ensuring that the child experiencing bullying behaviour is befriended and supported by another child or group of children during the school day.
- * Report suspected cases of bullying behaviour to the principal.
- * Follow up any complaint by a parent about bullying behaviour, and report back promptly and fully on the action which has been taken. The sanctions taken against a pupil who displays bullying behaviour will depend upon the severity of the case and the prevalence of such behaviour.
- * Be aware of times when bullying behaviour could occur and take measures to avoid their occurrence.
- * Deal with observed instances of bullying behaviour promptly and effectively, in accordance with agreed procedures.

The Responsibilities of Pupils

We expect our pupils to:

- * Seek help if they have a concern about bullying that they experience or is experienced by another.
- * Consider how the thoughts and feelings of others may be influenced by their words and actions.
- * Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- * Refrain from retaliating physically even when provoked.
- * Intervene to protect the pupil who is experiencing bullying behaviour, unless it is unsafe to do so.
- * Report to a member of staff any witnessed or suspected instances of bullying behaviour, to dispel any climate of secrecy and help to prevent further instances.
- * Be sensitive to the needs and problems of others.
- * Not to suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

The Responsibilities of Parents

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

- * Demonstrating by example the high standards of personal and social behaviour we expect of our pupils and whole school community.
- * Watching for signs of distress or unusual behaviour in their children, which might be evidence of experiencing bullying behaviour.
- * Advising their children to report any bullying behaviour to either the class teacher, the principal or any member of staff they want to confide in, and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
- * Advising their children not to retaliate violently to any form of bullying behaviour.
- * 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 behaviour.
- * Informing the school of any suspected bullying behaviour, even if their children are not involved.
- * Monitoring their child's use of the internet and/or mobile phone. [Thinkuknow](#) has advice on online safety for young people that is suitable for different age groups. [Block'em](#) is a free app for Android users that blocks unwanted calls and text messages from specified numbers
- * Co-operating with the school, if their children are accused of displaying bullying behaviour, try to ascertain the truth, and point out the implications of bullying behaviour, for both the children who are experiencing and displaying bullying behaviour.
- * Seeking help from various media eg. <https://www.bbc.co.uk/cbbc/curations/lifebabble-guide-to-bullying>, helps children understand how to spot bullying behaviour, why people display bully behaviour, how it makes others feel and what to do if they think they or a friend may be displaying bullying behaviour to others
- * Remembering to check in with your child often. Remind them they can talk to you about how they are feeling whenever they want.

Recording incidents of Bullying Behaviour

Procedure for Pupils

If a pupil is concerned about bullying behaviours towards themselves or others they should:

- * Raise their concerns with **any** member of staff in school. It is vital that every adult is available for every child.
- * Raise their concerns with a parent/carer.

Concerns can be raised by:

- * Verbally- talking to **any** member of staff.
- * By writing a note to a member of staff (eg. in class exercise book etc)
- * By posting a comment in a 'worry box'
- * By emailing the class teacher / Principal (age related)

Procedures for Parents

If a child tells a parent that bullying behaviour has occurred, the parent should:

- * Try to ascertain where, when and the nature of the bullying behaviour that has/is occurring.
- * Stage 1 – Contact the class teacher about your concerns. Many issues can be resolved informally by the class teacher.
- * Stage 2 - Depending on the nature of the incident the principal may be contacted rather than the class teacher OR if concerns persist following the outcome of speaking to the class teacher then contact the Principal.
- * A response to the parent's concern will be made as soon as possible after the incident is investigated, to the person who raised the concern. 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.
- * Stage 3 - If concerns persist, contact the Chair of the Board of Governors by making a formal complaint following the school's complaints procedure guidance

Procedure in school

Each member of staff, whether teacher, supervisor, ancillary or administrative, has a duty of care to the children. Consequently, if a child, parent or other individual makes an allegation of bullying behaviour it must be taken seriously.

The observations of other children who may have witnessed or have knowledge of the incident will be sought; pupils are encouraged to 'speak up' to report incidents so that even if the children who are experiencing bullying behaviour are too frightened to say anything the bullying behaviour will be identified and addressed.

We use a two-stage process. All problems should be reported to the class teacher who will decide whether a Stage One or Stage Two approach will be most appropriate:

Stage One: This approach is best suited for those issues that can best be resolved informally by the class teacher. The teacher will:

- * talk to the children involved.
- * talk with their parents, if appropriate;
- * discuss the incident with the Principal/ Senior Leadership Team; and
- * keep a simple written record.

Stage Two: This approach is best suited for more serious / persistent issues. Such incidents will be investigated and resolved by the Principal or senior member of staff. The member of staff should:

- * talk to the children;
- * on the basis of evidence, complete page 1 of the 'Bullying Concern Assessment Form' to determine:
 - whether bullying behaviour has or has not occurred;
 - the type of bullying behaviour;
 - the motivation behind the bullying behaviour: and
 - details of what happened.
 - details of measures taken to address the situation.
- * Use the "effective responses to bullying" outlined in this policy or in the NIABF's guidance document "Effective Responses to Bullying Behaviour" to identify appropriate support interventions for resolving issues & repairing relationships; and
- * talk with the children's parents.
- * Keep a written record of the incident, investigation and outcomes using the 'Bullying Concern Assessment Form', initially on paper. The contents of this file will be confidential and the file will be stored securely.

Effective responses to Bullying Behaviours

A number of different strategies will be used depending upon the nature of the concern. Appropriate Intervention strategies will be chosen from the Intervention tables within the NIABF guidance document "Effective Responses to Bullying behaviour" and from the following approaches previously used effectively at Toreagh Primary School. The main aim is to RESPOND to the bullying behaviour, RESOLVE the concern and RESTORE the well-being of all those involved.

- * **Discussion** with the pupils involved - an apology may suffice; in most cases those displaying bullying behaviour do not appreciate the effect their behaviour is having and once this is understood, or indeed once they see that the situation is being taken seriously and regularly monitored, the problem stops.
- * **Involving Parents.** In all but the most minor of cases parents will be informed immediately if their child is experiencing or displaying bullying behaviour.
- * If the problem persists the parents of those displaying bullying behaviour will be asked to be involved in discussing the problem with school staff and in particular in agreeing a planned approach, setting out strategies, possible sanctions, and dates for review.
- * **Peer Support.** This involves identifying a small circle of friends who will be supportive to the child experiencing bullying and who will discreetly 'get help' the class teacher if the bullying behaviour continues.
- * **Withdrawal** of privileges such as playtime, jobs, after-school activities; etc;
- * **Redirection:** Identifying activities, where possible, to redirect the child displaying bullying behaviour's energies to more productive and social activities.

- * **External Support.** Involving the Education Welfare Officer, CIDS Team or other support services in working directly with the bully and his / her family.
- * **Exclusion** from playground at break and /or lunchtime;
- * **Temporary Exclusion.**
- * **Permanent Exclusion.**

Monitoring and review of this policy

The Board of Governors will ensure that Addressing Bullying is a standing item for each meeting of the Board of Governors and matters are suitably recorded in the minutes – through this channel Governors will ensure they have oversight of the Addressing Bullying (Anti Bullying) Policy and its effective implementation.

The Board of Governors will delegate the day- to -day implementation and management of the policy to the Principal and SLT.

The policy will be formally evaluated and reviewed every four years or sooner if necessary.
Planned review September 2025.

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

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 M / F	DOB/Year Group
Person(s) reporting concern			

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). Include dates of event(s), the type of information gathered and where the information is stored on paper.

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:

Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

YES the above criteria have been met and bullying behaviour has occurred.	NO the above criteria have not been met and bullying behaviour has not occurred.
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
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
- ☐ Cultural
- ☐ Religion
- ☐ Political Affiliation
- ☐ Community background
- ☐ Gender Identity
- ☐ Sexual Orientation
- ☐ Family Circumstance (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 – Please specify:

PART 3A

RECORD OF SUPPORT AND INTERVENTIONS FOR **PUPIL EXPERIENCING BULLYING BEHAVIOUR**:

Pupil Name:

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	Level of Intervention	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carers:

Other Agencies:

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

PART 3B

RECORD OF SUPPORT AND INTERVENTIONS FOR **PUPIL DISPLAYING BULLYING BEHAVIOUR**:

Pupil Name:

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	Level of Intervention	Type of Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carers:

Other Agencies:

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

PART 4

REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

Part 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
- ☐ Follow Anti-bullying policy
- ☐ 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: