HOLY TRINITY COLLEGE

ANTI-BULLYING POLICY

College Mission Statement

"Holy Trinity College is a Catholic Maintained school committed to high quality educational opportunities for each pupil to develop his/her unique talents to the full in a secure, caring environment"

Promoting: Inspiration, Innovation, Excellence

(Revised: June 2023)

Section 1: Introduction

At Holy Trinity College, we believe that the safeguarding of all our pupils is paramount, and that this policy supports our work in creating a secure and caring environment. We believe that everyone in our school community has a role to play in creating a safe, inclusive, and welcoming environment for all. We acknowledge that bullying type behaviour exists in all school communities and the wider society. Therefore, we seek to provide an open climate where pupils, staff and parents are free to talk, to address and support these behaviours. Our aim is to embed and develop a culture were bullying type behaviour is not tolerated .

The purpose of this policy is to define bullying type behaviour, outline roles and responsibilities, clarify the preventative curriculum, highlight processes for reporting, explain recording formats and depict effective responses to bullying type behaviour.

Bullying type concerns relating to school staff, other staff or parents is managed through our complaints policy.

If you are unsatisfied with the school response regarding a bullying type concern, complaints should be managed in line with the school's complaints policy accessible on the school website.

Ethos and Values

Holy Trinity College is a Catholic school whose ethos permeates the life of the school. We recognise the uniqueness of every pupil and celebrate the diversity of all the young people within our community.

- *We acknowledge the fundamental dignity of each person and aim to promote respect for self, for others, the school, the wider community, and the environment.*
- *We aim to create a safe, stable, and harmonious atmosphere within which the values of truth, trust, freedom, and responsibility are honoured.*
- *Within the context of a purposeful learning community, and recognising the uniqueness of everyone, we aim to offer a curriculum which enables every student to reach their full potential; academically, socially, and aesthetically.*
- *We endeavour to equip all pupils with the self-confidence and skills which will enable them to make informed and responsible choices in life and appreciate the value of the contribution they can make to society.*
- *We encourage parental support in promoting the ethos and aims of the school and in building up the life of the school community.*

Context

This policy takes account of specific Legislation and Education Authority/Department of Education guidance (Appendix 1)

Links to Other Policies

This policy should be read in conjunction with the wider pastoral care and safeguarding suite of policies. In the development and implementation of this Addressing Bullying Policy, and to ensure consistency, the Board of Governors has been mindful of all the related policies, including:

- Promoting Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Pupil Attendance Policy
- Health and Safety Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits Policy
- Staff Code of Conduct/Staff Handbook

(These policies are available to view on the school website)

Section 2: What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used to assess all allegations and incidents reported.

Addressing Bullying in Schools Definition of "bullying":
(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.**

Criteria for assessing allegations of bullying type behaviour are outlined below:

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met:	
Is the behaviour Targeted at a specific pupil or group of pupils?	Yes / No
Is the behaviour Repeated?	Yes / No
Is the behaviour Intentional?	Yes / No
Is the behaviour causing Physical or emotional harm?	Yes / No
Does the behaviour involve omission? (*may not always be present)	Yes / No
Does this incident meet the legal definition of bullying	Yes / No

The Legislation acknowledges that occasionally a ***One-off Incident*** will be considered as bullying type behaviour, pending the severity and significance of the incident, evidence of pre-meditation, significant level of physical/emotional impact on individual/s and the wider community. A one-off electronic communications, can constitute bullying type behaviour through repeated viewing and sharing of a post.

Omission must also be considered when addressing all bullying type concerns. This is where a pupil/s is or are deliberately left out, and where there is a wilful failure to include a pupil/s in a game or activity. Pupils don't have to be friends, but friendly.

Imbalance of power is not included within the legal definition (Act 2016) However, when ***someone seen with lesser power***, is identified as an object of attention, attack or is

targeted, this factor must be considered to determine whether bullying type behaviour has occurred.

Socially Unacceptable Behaviour

The following are examples of socially unacceptable behaviours, which, when repeated, targeted, intentional and harm causing, may be considered as bullying type 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 or activity • 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 (eg. photographs or videos) online to embarrass someone

(The list is not exhaustive and there are other behaviours which may be considered socially unacceptable/bullying type behaviour)

In determining 'harm' we define:

- **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.

(Guidance from DE).

DISCRETION:

The 2016 Act requires schools to consider the following when assessing whether an incident/s meet the legal definition of bullying type behaviour:

- pupil/s capacity to understand the impact of their behaviour.
- developmental age
- Additional needs, SEN, behaviours displayed (diagnosed or undiagnosed e.g. SBEW, ASD, FASD, MLD etc.)
- Individual challenges e.g family circumstances, trauma ect
- Levels of resilience.

All behaviour is communication to be addressed through a child/young person lens, for both those displaying and experiencing socially unacceptable/bullying type behaviour, no label or blame will be put on any individual. We will address all incidents in a relational, solution focused manner aligned to Safeguarding and SEND.

Methods & Motivations of Bullying Type Behaviour

Individuals who display bullying type behaviour may have various methods and motives. Some examples are, but not limited to:

Methods	Motivations
Methods: **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, hurtful comments, spreading rumours) **Social** (includes group manipulation, individual manipulation, controlling behaviour) **Indirect** includes omission, isolation, refusal to work with/talk to/play with/help others) **Electronic** (through technology such as mobile phones and internet) **Written**	***Motivations:*** • Ability • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status) • Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Pregnancy • Race • Religion • Sexual orientation • Other_____

Section 3: Preventative Measures

Legislation reinforces the importance of preventative measures. In Holy Trinity College, we aim to create and maintain a safe learning environment. We will put measures in place to prevent, address and support bullying type behaviour within our school and wider community. There follows some of the key actions that will be taken forward, to creating a safe, relational, nurturing 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 addressing bullying type behaviours through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to socially acceptable, positive behaviour and inclusion.
- Addressing issues such as the various methods, motivations, signs, and symptoms of bullying type behaviour including how and why it can happen.

- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference, diversity, and equality.
- Through the preventative curriculum actively promote positive emotional health and wellbeing.
- Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week.
- Development of effective strategies for pupil supervision outside the classroom, eg. training for supervisors and provision of a variety of recreational options and designated areas to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to socially unacceptable and bullying type behaviour.
- Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure, and games.

Under the legislation, all schools must put measures in place, to prevent and address the display and experience of bullying type behaviour on the ***journey to and from school***. To this end, we, in Holy Trinity College aim to:

- Promote and develop a culture where our pupils take pride in our school and are viewed as ambassadors for Holy Trinity College within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Empower all our pupils to challenge any socially unacceptable/bullying type behaviour among their peers, during the journey to and from school. This includes the implementation of peer monitoring systems on buses and for those walking.
- Continue to engage with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promote key addressing bullying messages and awareness of behaviour expectations of pupils amongst the local community, including information on how to raise any concerns with the school.
- Deploy staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops, where appropriate)

The new legislation gives schools the authority to take steps to prevent and address ***bullying type behaviour using electronic communication,*** amongst registered pupils at any time during term. Where that behaviour is likely to have a detrimental effect on the pupil's education and social behavioural emotional well-being in school. We, in Holy Trinity College, are committed to raising awareness of the impact of online bullying type behaviour and seek to support our pupils to make use of the internet in a safe, responsible, and respectful way. We aim to do this via our preventative approaches:

- Address key themes of online behaviour and risk through the taught pastoral care programme and with support from outside agencies.
- Engage 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.
- Participate in annual Safer Internet Day and the promotion of key messages throughout the year.
- Develop and implement robust and appropriate policies in related areas (BYOD Policy, E-Safety and Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy.)

The Addressing Bullying Policy is one of several 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. The measures set out here, to prevent bullying type behaviour using electronic communication, will also be included in the school's, Filtering and Blocking Policy, Mobile Phone Policy, E-Safety and Acceptable Use of the Internet Policy and BYOD Policies. Given the nature of technology, as constantly changing, and developing, we aim to monitor policies and make changes when necessary.

Section 4: Rights, Roles and Responsibilities

We believe that all members of our school community have the right to a safe, supportive, learning environment. We all have a role and responsibility to prevent and address bullying type behaviour in any form. Everyone must work together as outlined in the table below:

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
Rights: • Listened to, valued, and treated with respect. • Equality of opportunity within an inclusive environment. • Safe and secure working environment. • Emotional health and wellbeing promoted and supported by colleagues. • Access to ongoing PD -Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour. • Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. • Kept Informed and updated in relation to children and young people's progress and wellbeing, where and when appropriate.	***Rights:*** • Emotional health and wellbeing promoted and supported through a preventative curriculum. • Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. • Have equal opportunities for positive learning and social experiences . • Effective partnerships and positive relations with school staff, children, and young people. • Freedom from verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. • Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. • Participate in decision making processes that concern them – Addressing Bullying Policy review, support/intervention plans (BCAF, IEP,RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection . • Access to and consultation on appropriate and timely support and intervention, which incorporates a restorative, SEN, nurture, and trauma informed approach. Support both those displaying and experiencing socially unacceptable/bullying type behaviour. • Individual needs to be addressed through the suite of pastoral/safeguarding policies. • Access to EA/DE, external organisations (PSNI) , support groups (Family Hub) and agencies to address BTB when and where appropriate. • Opportunities for involvement in peer mentoring throughout the school day, across a variety of age groups.	***Rights:*** • Their child/young person receives a quality learning experience. • Their child/young person is taught in a relational, nurturing, and safe environment. • Their child/young person is treated fairly and with respect by all. • Effective partnerships and positive relations with school staff. • Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. • Consulted regarding Addressing Bullying Policy development and review processes. • Kept Informed and updated about their child's/young person's progress, wellbeing, relevant concerns and/or incidents as outlined in the Addressing Bullying Policy. • Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP,RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed . • Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Roles & Responsibilities: • Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. • Create opportunities to celebrate success, diversity, and equality to create a positive ethos. • Plan and deliver an ongoing Preventative curriculum, which is updated to address need/s. • Model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Create, implement, and publicise your Addressing Bullying Policy to enable easy access for all, clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. • Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. • Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). • Build effective partnerships and foster positive relations with staff, children, young people, and parents. • Take appropriate action to address children, young people, parent, and staff concerns. • Behave in a professional manner. Use restorative, SEN, nurture and trauma informed practice, to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding policies. • Work in partnership with Education Authority/Department of Education, external organisations (PSNI) , support groups (Family Hub) and agencies to address Bullying Type Behaviours. • Maintain open lines of communication with Senior Leadership Team and Board of Governors to share success and concerns.	***Roles & Responsibilities:*** • Report any allegations and/or bullying type concerns via the designated channels and platforms e.g email, QR code, Whisper button ect. • Seek appropriate support both within and outside school via the designated staff member as outlined in the Addressing Bullying Policy. • Contribute to learning and personal development targets on the BCAF, PLP, RRAP, Calm Plan with support. • Collaboratively and positively engage with the support and intervention offered. • Proactively and positively reflect on their behaviour and that of others. • Behave in a respectful, kind, empathetic manner to all. *Pupils don't have to be friends with everyone, but they must be friendly.* • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports.	***Roles & Responsibilities:*** • Raise concerns with staff in a timely and appropriate manner, using the school's system of response as outlined in their Addressing Bullying Policy. • Respond timely to staff communications and/or concerns. • Attend support and intervention meetings. • Engage and contribute to support of their child's/young person's programme of intervention - PLP, BCAF, RRAP, Calm Plan. • Encourage their child/young person to contribute to and support the school's expectations. • Report complaints appropriately using the school's complaints procedure as outlined in the Addressing Bullying Policy.

Section 5: Statutory systems and processes for reporting, responding and recording.

All concerns raised and/or allegations reported, by any member of the school community will be acted upon. There are several channels for raising a concern:

Pupils Reporting a Concern:

Pupils may report bullying type concerns in the following ways:

- Verbally
- By writing a note
- By sending an email

It should be noted that ***ANY pupil*** can raise a concern, not just the pupil who is experiencing the behaviour. Pupils should not view this as 'telling', the focus should be on 'getting help'. All pupils are encouraged to 'talk' if they have a concern about socially unacceptable/bullying type behaviour that they experience, display or witness.

Parents/Guardians Reporting a Concern:

Parents/guardians may report bullying type concerns in the following ways:

- In the first instance, all bullying type concerns should be reported to the child's form teacher or Head of Year
- If dissatisfied with the response report to the Head of Key Stage
- If dissatisfied with the response report to the Vice-Principal
- If you remain dissatisfied report to the Principal.
- Where the parent/guardian remains unhappy the school's complaints policy and procedure should be followed. This policy is available on the school website, or by contacting the office.

While most bullying type concerns will come from pupils and their parents/guardians, the school is open to receiving such reports from anyone within the school and wider community.

All reports of bullying type concerns received from pupils and/or parents/guardians will be responded to in line with legislative processes as outlined in this policy. It must be noted that **no information about action taken in relation to a pupil can be disclosed to anyone other than the individual pupil and their parents/guardians.**

Responding to and Recording a Bullying Concern (Appendix 2, 3 & 4) Concerns raised will be responded to using the ***legislative flow chart*** and will be assessed against the legal definition using the ***Bullying Concern Assessment Form*** part 1 and 2. If the legal definition and criteria are met, the school will proceed to part 3 of the Bullying Concern Assessment Form with supports and interventions. The effectiveness of the supports will be monitored through the completion of the Bullying Concern Assessment Form part 4.

If, however, on investigation, the incident reported does not meet the legal definition having completed the Bullying Concern Assessment Form part 1 and 2. Support will be implemented via the positive behaviour policy and the suite of pastoral, safeguarding and SEN policies.

Digital records of the Bullying Concern Assessment Form will be stored securely within the schools C2K folders. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The Principal will have oversight of these records.

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. 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.

The principal will report all bullying type incidents to the board of governors to support the ongoing review of preventative and responsive approaches. These reports will be anonymised and include general data. Board of Governors will only discuss specific pupils involved in a case if a formal complaint has been forwarded in writing to the school by the parent.

Professional Development of Staff

The school recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. The school is committed to:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff, teaching, and non-teaching.

Staff CPD records will be kept and updated regularly.

Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

- maintain a standing item on the agenda - incidents of bullying type behaviour will be noted.
- identify trends and priorities for action.
- assess the effectiveness of strategies aimed at preventing bullying type behaviour.
- assess the effectiveness of strategies aimed at responding to bullying type behaviour.

It is a legal requirement that the Addressing Bullying Policy be reviewed at intervals of no less than four years and following any incident, which highlights the need for such a review. It must also be reviewed when directed to by the Department of Education following new guidance. As such, the Addressing Bullying Policy will be reviewed as required, in consultation with the school community, on or before June 2025

Review date : June 2025.

Signatures:

Appendix

Appendix 1:

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

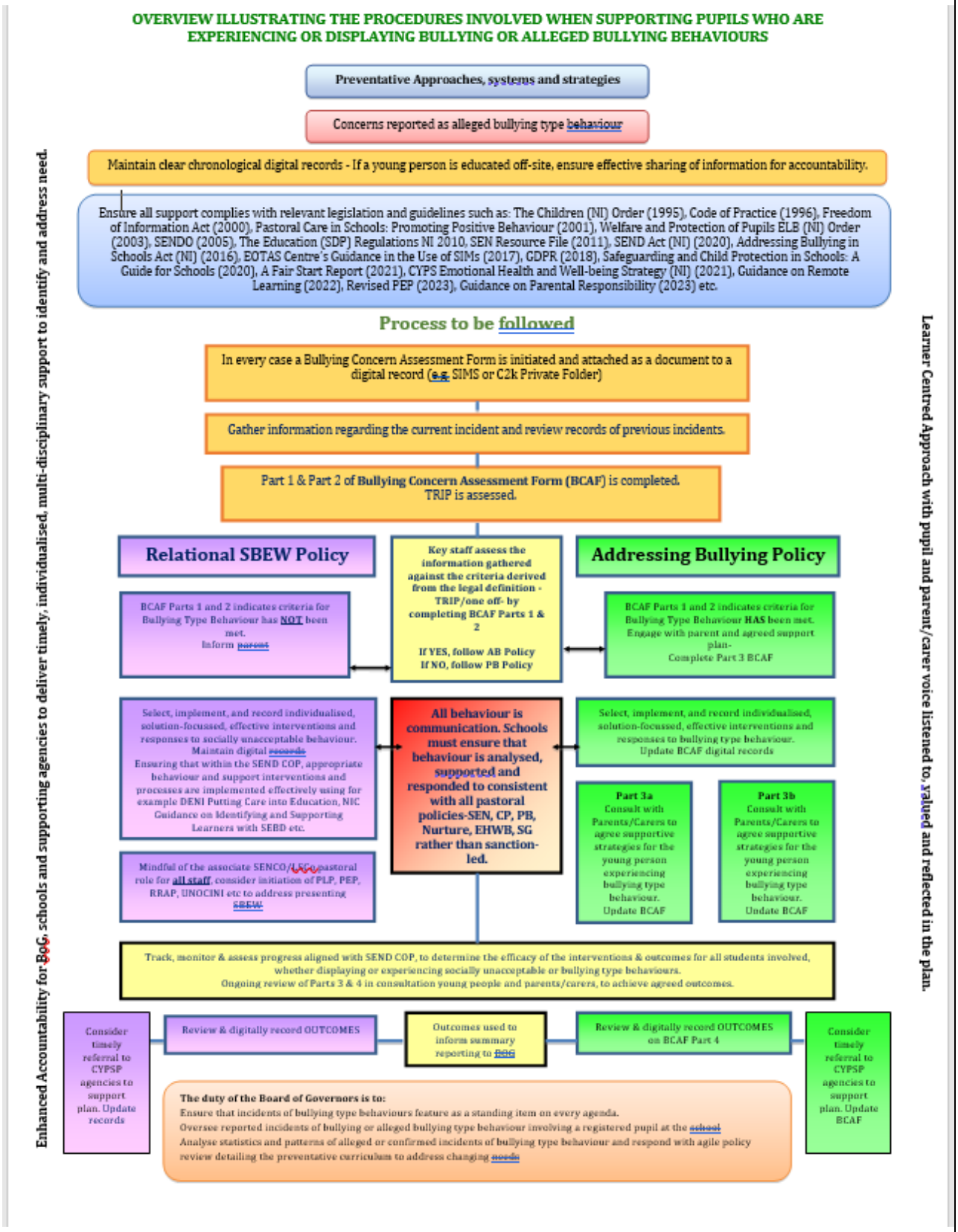
The Policy & Guidance Context

- 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)

Appendix 2: Legislative processes guidance flow chart



Appendix 3: Bullying Concern Assessment Form (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern *Date:*

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

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

(a) any verbal, written or electronic communication

(b) any other act, or

(c) any combination of those,

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

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

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

Date	Information gathered	Location (stored)

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

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 criterial have not been met and bullying behaviour has not occurred.**
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .
Agreed by _____ Status _____ On ___/___/___	

PART 2

2:1 Who was targeted by this behaviour?

Select one or more of the following:

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

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

Part 3a

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

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

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

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

Staff Involved:

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

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

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

Part 3b

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

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

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

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

Staff Involved:

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

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

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

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:

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

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

☐ Track, monitor and review the outcomes of further intervention.

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

☐ Follow Safeguarding Policy

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

☐ Engage with Board of Governors

Agreed by:

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

Appendix 4: Effective Responses, Support, and Interventions Level 1 & 2

Level 1 : Low Level	**Level 2**
• Explicitly teach expectations. • Visual reminder of key expectations • Weekly emotional literacy lessons • Use of praise and rewards • Explore friendship as a topic or discussion. • Develop a therapeutic environment though e.g. art, play • Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens. • Play group games, lego therapy to encourage positive interactions. • Circle time • Explore the importance of empathy and kindness. • Social skills/stories and emotional literacy work • Solution focussed meeting with parent. • SEND Code of Practice - Consider a PLP • Device a seeking help plan. • Circle of friends' activity • Alternative arrangements for unstructured time • Alternative arrangements for travelling to and from school. • Worth a rethink activity • Boxall • Other	• Social skills sessions to remind of positively framed expectations/routines. • Visual reminder of key expectations • Emotional literacy/Social Thinking programmes • Specific and targeted use of praise and rewards • Partner with a positive role model • Interventions focused on emotional well-being/literacy with elements of resilience work. • Reflective time with a key adult • Use role plays and problem-solving scenarios to practice and model appropriate social skills. • Integrate with unfamiliar children in a small group setting to build new friendships. • Praise and rewards for working alongside other students. • Build in opportunities for help to be requested. • Use visuals such as the Blob Tree poster. • Referral to community-based organisations e.g. Reach mentoring etc • Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc • Quality Circle • SEND Code of Practice - Consider PLP • Access School Counselling Service • Mediation • Team around the child • Conflict Resolution • Upstander and by-stander work with groups of students • Other

Effective Responses, Support, and Interventions Levels 3 and 4

Level 3	Level 4 : High Level
• Create opportunities for small group games/activities to be extended to accommodate additional people. • Offer the young person opportunities to take responsibility for younger peers under supervision. • Small group work to allow interaction between peers. • Interventions focusing on emotional wellbeing/literacy with elements of resilience work. • Intervention sessions with a focus on appropriate self-management/self-regulation • Regular check-ins with key adult • Intervention programme on the importance of empathy and kindness towards others • Social skills sessions to remind the young person of socially acceptable behaviour. • Provide opportunities to work one to one with a supportive adult. • Group work facilitated by an adult, to focus on reciprocal conversations. • Attend nurture. • Review and update PLP • Complete Risk Reduction Action Plan (RRAP) • PIKAS method of Shared Concern • Referral to external agencies/support programmes • Social and emotional mentoring • Multi-disciplinary meeting • Class/timetable changes	• Assign a mentor • Be aware of and implement strategies to prevent triggers impacting. • Practice positive reflection • Reflect on difficulties of situations with key worker/mentor. • Acknowledge and celebrate small step.s • Intervention and emotional well-being support with a particular focus on self-regulation • Work in small groups on social strategies • Refer to Child Protection Support Services CPSS • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Progress to the next stage of Code of Practice • Carry out early Annual Review • Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc • Refer to Independent Counselling Service for Schools ICSS • Other