



Building a Legacy

Andrews Memorial Primary School

Policy on

Anti-bullying

Our school ethos

Andrews Memorial believes in the potential of every child: to create; to achieve; to celebrate; to make a difference. We believe in blending and balancing the traditional elements of literacy and numeracy with a stimulating, up-to-date and challenging curriculum. We recognise the potential for ICT to enhance learning across the curriculum.

We aim to ensure that we provide a welcoming, caring and happy learning environment, in and beyond the classroom; also that we deliver learning that is valued by the whole school community and which develops an understanding and an appreciation of the world around us.

Ultimately, we hope to nurture well-rounded young people, who can engage with each other and with adults; who respect everyone and who have a sense of moral responsibility.

We believe it is our duty to:

- ✓ *Enthuse and enable pupils to reach their full potential by developing independence, self-discipline, self-confidence and self-esteem*
- ✓ *Create a positive atmosphere of encouragement and high expectations*
- ✓ *Build and nurture relationships between home, school and the community*
- ✓ *Provide a well-balanced, exciting and meaningful curriculum in a safe, caring and happy environment*
- ✓ *Promote an ethos of engagement and achievement built on effort*
- ✓ *Instil a sense of purpose in making a contribution to life in and beyond school*

Building a Legacy

Anti-Bullying Policy Statement

In Andrews Memorial Primary School, we aim to provide a happy, caring and safe environment in which all pupils will have opportunities to develop their potential. This can only happen if the children feel safe, happy and engaged with school. A child who is experiencing bullying behaviour is most certainly an unhappy child and we will do all that we can to resolve such an experience or feeling.

From time-to-time pupils may experience bullying behaviour, despite our caring ethos and consistent promotion of positive behaviour. If we allow bullying behaviour to go unchallenged, we are not providing our pupils with the safe and educationally stimulating learning environment they deserve.

Experiencing bullying behaviour can result in fear, depression and feelings of worthlessness and anger. The school will promote positive relationships by encouraging pupils to report incidents and to accept responsibility for the welfare of other pupils. All staff, both teachers and support staff, should be respected, should manage behaviour positively, be alert to the dangers of bullying behaviour and aim to provide positive role models for our pupils.

Bullying will not be tolerated in Andrews Memorial Primary School.

We will act swiftly when a case of bullying occurs. Reported incidents will be taken seriously and thoroughly investigated.

We strive to create a learning environment, supported by the principals of PERMA (see below). If successful, positive behaviour is the norm, children relate positively with each other and have a purpose to their learning. All achievements, inside or outside the classroom, are celebrated.

The 5 Pillars of PERMA - from Seligman (2012):

P - POSITIVITY

E - ENGAGEMENT

R - RELATIONSHIPS

M - MEANING

A - ACHEIVEMENTS

In focussing on PERMA as a framework for pastoral care, both through practical actions and discussion amongst pupils and teachers, the school aims to create an environment where positivity is always a focus and the conditions in which bullying-type behaviour can develop are minimised.

However, in line with recent legislation (see below), the school recognises the need for a revised Anti-bullying Policy and set of procedures that follow the legislative protocols, particularly in relation to reporting and communicating, and the formal recognition of the processes/actions at Board of Governors' meetings.

Context

This policy aims to implement the legislation as set out in the Addressing Bullying in Schools Act (Northern Ireland) 2016.

In Andrews Memorial Primary School we must:

- ✓ Have a preventative Anti-Bullying Policy which is updated at least every four years
- ✓ Involve the Board of Governors in developing and ensuring effective implementation of the Anti-Bullying Policy
- ✓ Engage with pupils, parents/carers and the school community when developing and reviewing the Anti-Bullying Policy

- ✓ Record incidents of bullying and alleged bullying behaviours including the motivation, method, how the incident was addressed and the outcome

This policy is informed and guided by current legislation and Department of Education NI (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
- 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

Defining Bullying

Our definition of bullying is as follows:

Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.

Methods of Bullying

Bullying includes (but is not limited to) the repeated use of:

(a) Any verbal, written or electronic communication

These methods can be described as, but are not limited to saying, writing or using online contact and platforms to:

- say mean and hurtful things to, or about, others
- make fun of others
- call another pupil mean and hurtful names
- tell lies or spread false rumours about others
- try to make other pupils dislike another pupil
- extort from, blackmail or exploit another
- engage in homophobic or racial bullying
- make derogatory comments about a pupil's faith or religious beliefs
- cause harm to another pupil by making fun of their disability

The use of electronic communication as a method of bullying behaviour is most commonly identified as cyberbullying. Cyberbullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and online platforms.

(b) Any other act

Other methods of bullying behaviour commonly include physical bullying and can be described as, but are not limited to:

- hitting
- kicking
- pushing
- shoving
- material harm such as taking/stealing money or possessions
- other direct/indirect acts

(c) Any combination of those

The Act acknowledges that various methods of bullying behaviour can occur separately or together.

(d) Omission

Methods of bullying behaviour include omission. This includes where a pupil is intentionally left out (eg 'they stopped him playing with them') and where there is a wilful failure to include a pupil (eg 'they purposefully did not ask him to join the game'). Other examples include a pupil being excluded or left out of:

- a group of friends
- activities
- games
- group work in class

This list of bullying behaviours is non-exhaustive and may be added to should 'new' behaviours arise.

Bullying behaviours are not limited to repetition

While repetition is internationally recognised as an important element in establishing bullying behaviours, there may be occasions where repetition is not required to be defined as bullying. School staff will assess whether the one-off incident should be addressed through the Anti-Bullying Policy or

Positive Behaviour Policy. The following criteria will be considered to make a professional judgement on which policy to follow:

- 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

When alleged incidents fail to meet the criteria for bullying behaviour, the Positive Behaviour Policy will be used to address unacceptable behaviour.

It should be noted that in managing behaviour through the Positive Behaviour Policy, this in no way reduces the severity of the behaviour, nor the school's approach to resolving it. Its purpose is to make the management of the incident(s) accountable to a policy and set of procedures more fitting to the nature of the behaviour.

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 spreading false rumours about others
- trying to make other pupils dislike another pupil/s

Physical acts:

- hitting
- kicking
- pushing
- shoving
- exercising 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 (eg. photographs or videos) online to embarrass someone

Intention to Cause Harm

The school will aim to determine the intention of the pupil allegedly demonstrating bullying behaviours to cause harm. Intention to harm may be determined by the continuation of identified bullying behaviour after interventions have been implemented to respond to the situation, resolve the concern and restore the relationships.

In determining intent to cause harm, the school will use discretion in assessing an individual pupil's capacity to understand the impact of their behaviours, eg due to developmental age, disability or delay.

The following definitions will be used to determine 'harm':

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

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.

What the School Aims to do about Bullying

In Andrews Memorial Primary School we aim to:

- emphasise the importance of and encourage the earliest possible reporting of bullying by the child who experiences bullying behaviours, or fellow pupils to any member of staff
- emphasise the importance of and strengthen communication links between parents and the school
- foster an ethos of responsibility and caring among staff and pupils irrespective of race, creed or age
- involve all members of staff in creating a 'listening school'
- provide an adequate level of supervision in areas where bullying and intimidation is likely to occur, eg playground, toilets and cloakrooms; train all supervisory staff and/or pupils to be aware of the need to supervise these areas particularly
- incorporate materials into class teaching which will help pupils think about the problems of bullying (eg NSPCC Keeping Safe programme, Barnardo's Paths programme), PERMA within PDMU curriculum).

- meet regularly with lunchtime supervisors and classroom assistants to review procedures and discuss any problematic situations

Preventive Measures

The focus for all anti-bullying work should be on preventing bullying and creating a safe learning environment. In Andrews Memorial we do this by:

- ✓ Addressing issues such as the various forms of bullying, including the how and why it can happen, through our focus on PERMA, PDMU and RE
- ✓ Addressing key themes of online behaviour and risk through PDMU, RE and ICT, including understanding how to respond to harm and the consequences of any inappropriate use of online platforms, including social media
- ✓ Development and implementation of robust and appropriate policies in related areas, eg E-Safety and Responsible use of the Internet
- ✓ Development of a culture where pupils take pride in their school and are viewed as ambassadors for Andrews Memorial within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school
- ✓ Development of effective strategies for playground management, eg training for supervisors, zoning of playgrounds, inclusion of specific resources to meet the needs of all pupils
- ✓ Development of peer-led systems, eg through our School Council, Sports Captains, Librarians and other initiatives that develop and support 'the pupil voice'
- ✓ Engagement in key national and regional campaigns, eg Safer Internet Day, Anti-bullying Week

- ✓ Engagement with key statutory and voluntary sector agencies, eg C2k, PSNI, Public Health Agency, NSPCC Keeping Safe Programme, Action for Mental Health, to support the promotion of key messages
- ✓ Focused assemblies to raise awareness and promote understanding of key issues related to bullying
- ✓ Promoting anti-bullying messages through the curriculum, eg inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- ✓ Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- ✓ Consistently promoting the messages and ethos of PERMA, our framework for promoting and maintaining positive behaviour and engagement by both staff and pupils throughout the school

The Role of the Board of Governors

The Board of Governors have an oversight of the Anti-Bullying Policy and they ensure its effective implementation. In Andrews Memorial, the Board of Governors aim to do this by:

- Ensuring there is a standing item on the agenda of each meeting where a report on bullying is presented
- Recording in the minutes the numbers of recorded incidents of bullying including method, motivation and how the incident was addressed
- Keeping a record of how pupils, parents/carers, teachers and Governors are consulted if and when changes are made to the Anti-Bullying Policy
- Identifying trends and patterns to inform further development of policy and practice
- Providing written responses to relevant pupils or parents/carers, when appropriate

The Board of Governors will seek to consult and review the Anti-Bullying Policy at least every four years. A survey will be circulated for pupils, parents/carers, teachers and Governors to seek and act upon their views.

The Anti-Bullying Policy will be published on the school website, ensuring that it is accessible to all stakeholders.

Roles and Responsibilities

School Leadership Team (SLT)	<ul style="list-style-type: none"> • Implementation of the Anti-Bullying Policy • Training staff on anti-bullying policy and procedures • Monitoring alleged and recorded incidents of bullying • Reporting bullying incidents to Board of Governors monthly • Liaising with external agencies for Level 3 or 4 incidents
Teaching Staff	<ul style="list-style-type: none"> • Attend Anti-Bullying and Child Protection/Safeguarding Training • Follow the recording procedures outlined in the policy should a bullying concern be raised • Evaluate whether an incident meets the criteria to be addressed through the Anti-Bullying Policy or the Positive Behaviour Policy • Put in place appropriate intervention strategies using the guidelines from NIABF Intervention Levels • Monitor progress and email BCAF to SLT • Seek advice from SLT if required • Teach anti-bullying messages through the NI curriculum • Be alert to signs of bullying
Non-Teaching Staff	<ul style="list-style-type: none"> • Attend Anti-Bullying and Child Protection Training

	<ul style="list-style-type: none"> • Report any incidents of bullying behaviour to the class teacher • Be alert to signs of bullying
<p>Parents</p>	<ul style="list-style-type: none"> • Understand that they can speak to the class teacher if they have a bullying concern • Advise their children to report any form of bullying behaviour to their class teacher • Advise their children not to retaliate to any bullying behaviours • Contribute to consultations/surveys on Anti-Bullying Policy reviews • Work with the school to eliminate bullying behaviours • Parents must NOT approach another child about an alleged bullying incident; all concerns must be brought directly to school staff in line with school policy
<p>Pupils</p>	<ul style="list-style-type: none"> • Understand that they have a responsibility to inform an adult in school if they witness a bullying-type incident • Tell an adult if they are experiencing bullying behaviour • Model positive behaviour and assist a pupil who is experiencing bullying behaviour

Where does the Anti-Bullying Policy apply?

The Anti-Bullying policy will be applied in the following circumstances:

(a) On the premises of the school during the school day

This will include all areas of the school grounds, including classrooms, corridors and playgrounds.

(b) While travelling to or from the school during the school term

When pupils are travelling to and from school they must follow the school's code of conduct.

(c) While the pupil is in the lawful control or charge of a member of the staff of the school

This will include school trips and external events.

(d) Education provision arranged on behalf of the school and provided away from the school premises

This will include another school, alternative educational providers and home (during exceptional teaching arrangements, eg remote learning).

(e) Online activity (cyberbullying) which is likely to have an impact on the pupil's education in school

This will include any form of cyberbullying, regardless of the location of the offence, if it meets the threshold for having an impact on the pupil's education in school.

Reporting a Bullying Concern

Pupils Reporting a Concern

Pupils will be made aware that they can report a bullying concern to their class teacher. They will be encouraged to raise concerns with any member

of staff, including teaching and support staff. Pupils can report bullying concerns:

- ❖ *Verbally - by talking to a member of staff*
- ❖ *Written - by writing a note to a member of staff*

Parents/Carers Reporting a Concern

Parents have a responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. They should encourage their children to react appropriately to bullying behaviour and not do anything to retaliate.

- In the first instance, all bullying concerns should be reported to the class teacher.
- Where a parent/carer 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 a member of the School Leadership Team.
- Where the parent is not satisfied that appropriate action has been taken by the Vice Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to and discussed directly with the Principal.
- Where the parent remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. Information on how to make this complaint can be found in the relevant policy and on the school's website.

Recording Incidents of Bullying

Andrews Memorial ensures that all incidents that are reported as bullying are recorded. The school will be able to record whether the alleged incident of bullying is confirmed and responded to through the Anti-Bullying Policy, or if the alleged incident is responded to under another policy.

The class teacher will complete Part 1 of the Bullying Concern Assessment Form (BCAF) to establish which policy the alleged incident should be addressed under. If the incident meets the threshold, then Parts 2 and 3 of the BCAF should be completed. The BCAF should then be emailed to the Principal. This will allow the school to gather information on how many alleged incidents were reported and how many were confirmed as bullying incidents. This information will be presented to the Board of Governors as a standing item on their agenda.

The motivation behind the bullying behaviour will also be recorded by the school. Motivations include, but are not limited to:

- ability
- age
- appearance
- cultural
- disability
- family circumstance
- gender identity
- looked after status
- peer relationship breakdown
- race
- sexual orientation
- other

Deciding if an alleged incident meets the school's agreed definition of bullying

While most bullying incidents will demonstrate a repetitive nature, one-off incidents may be addressed through the Anti-Bullying Policy if they meet the threshold using the criteria below.

If 3 or more of the answers are 'yes' then the incident will meet the school's agreed definition of bullying and **Parts 2 & 3 of the BCAF should be completed.**

If less than 3 answers are 'yes' then the incident will not meet the criteria and will be dealt with through the school's Positive Behaviour Policy.

The criteria for assessing a one-off alleged incident of bullying are set out below:

Criteria	Yes	No
Could the incident be classed as severe or significant?	<input type="checkbox"/>	<input type="checkbox"/>
Is there evidence of pre-meditation?	<input type="checkbox"/>	<input type="checkbox"/>
Has the incident had a negative physical/emotional impact on the individual?	<input type="checkbox"/>	<input type="checkbox"/>
Has the incident had a negative impact on the wider school community?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been previous relationships between those involved?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any previous incidents between the individuals?	<input type="checkbox"/>	<input type="checkbox"/>

Difference between socially unacceptable behaviours and bullying behaviours

Professional judgement will be used by the teacher to decide if the incident is classified as a bullying behaviour or a socially unacceptable behaviour. Teaching staff can seek guidance from the SLT should they wish to discuss an incident. Socially unacceptable behaviours will be dealt with using the school's Positive Behaviour Policy.

Socially unacceptable behaviours **become bullying behaviours** when the information gathered clearly demonstrates that it was:

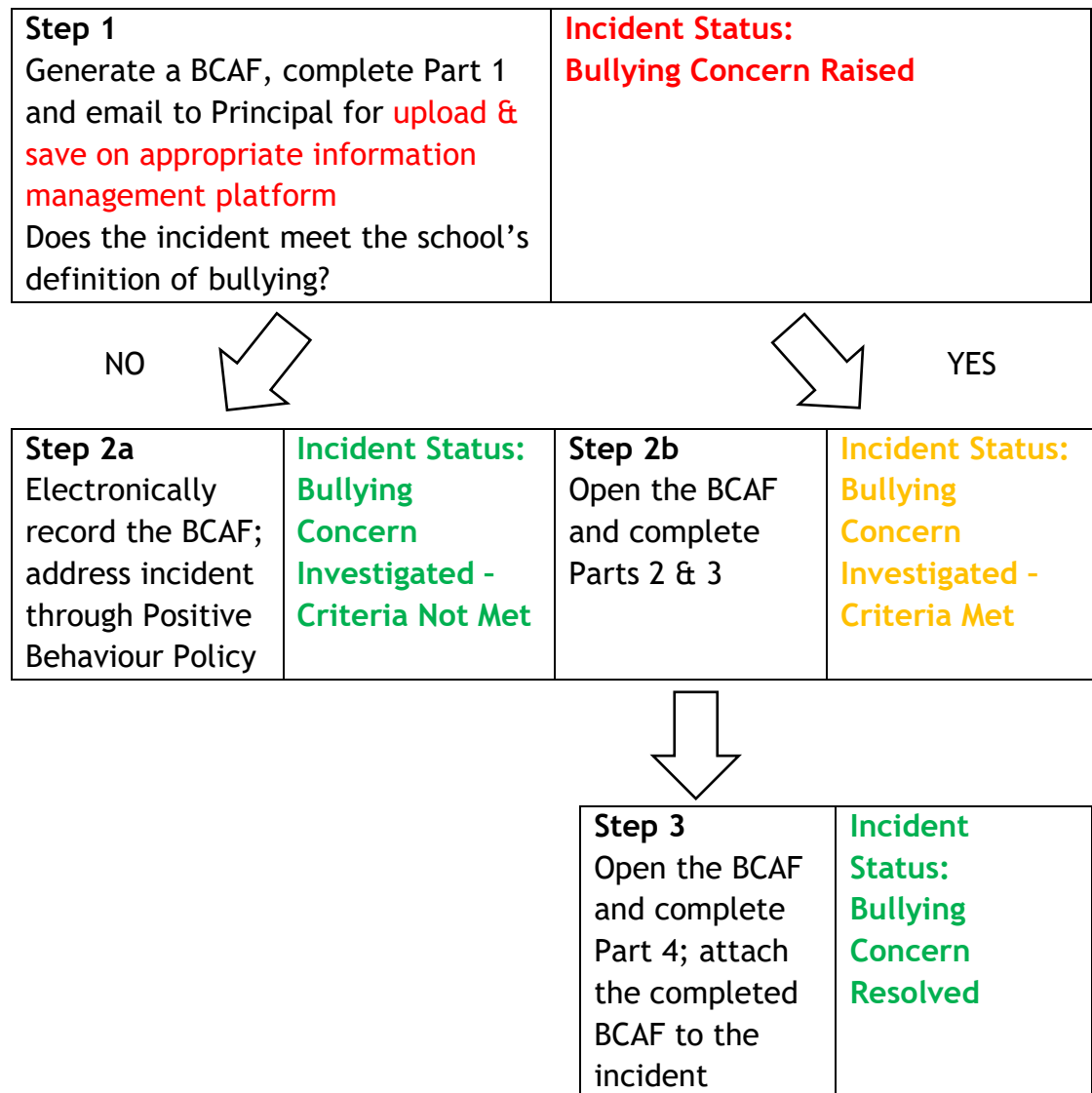
- intentional
- targeted at a specific pupil or group of pupils
- caused physical or emotional harm

- omission

Teaching staff should keep a record of socially unacceptable behaviours occurring in their class. Should any of these socially unacceptable behaviours cross the threshold to become a bullying behaviour, then the Bullying Concern Assessment Form (BCAF) should be completed and the recording process followed fully.

Recording Process

The following diagram outlines how the status can change from the bullying concern being raised to the bullying concern being resolved:



Intervention Tables

Where an incident(s) has been deemed to meet the school's criteria of bullying behaviour, then the school will endeavour to support both the pupil experiencing bullying behaviour (PEBB) and the pupil displaying bullying behaviour (PDBB). Depending on the severity of the incident, appropriate interventions will be selected from the intervention tables included below:

- ❖ **Level 1** interventions deal with **low levels** of bullying behaviour

- ❖ **Level 2** interventions deal with **intermediate levels** of bullying behaviour

- ❖ **Level 3** interventions deal with **complex** bullying behaviour

- ❖ **Level 4** interventions deal with **high-risk** bullying behaviour

Level 1 Interventions: Low Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	PDBB Interventions	Pupil Experiencing Bullying Behaviour	PEBB Interventions
<p>When the bullying behaviour has been assessed and is perceived to be minor or a first-time occurrence select one or more of these Level 1 interventions.</p> <p>If the pupil is proving somewhat resistant to change, he/she may be placed on the COP Stage 1 (Record of Concern). Parents/carers will need to be informed of this decision.</p>	<p>SCRIPTS: for use with individual pupils</p> <p>A Rights Respecting Script: This reminds the pupil who is bullying of everyone's right to be safe.</p> <p>Rule Reminder Script: This reminds the pupil who is bullying of the appropriate rule which has been broken.</p> <p>Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</p> <p>ONE-TO-ONE INTERVIEW INTERVENTIONS Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour.</p> <p>Restorative Questioning: The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents.</p> <p>Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviours and consequences.</p> <p>Shared Control Discussion: This five-step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour.</p> <p>Think Time Discussion Sheet: Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.</p>	<p>Pupil whose reaction to the bullying behaviour represents a low level of concern.</p> <p>Few if any additional needs and risk factors are present at this stage.</p>	<ul style="list-style-type: none"> - Informal chat to enable pupil to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - If a trained effective Buddy/Peer Mediation support is available the pupil may wish to use this intervention. <p>Regular monitoring and review of situation by class/form teacher.</p>

Level 2 Interventions: Intermediate Level Bullying Behaviour

Pupil Displaying Bullying Behaviour	PDBB Interventions	Pupil Experiencing Bullying Behaviour	PEBB Interventions
<p>Following assessment, if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan.</p> <p>If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2. Parents/carers will need to be informed of this decision and involved in providing support.</p>	<p>SMALL GROUP INTERVENTIONS</p> <p>Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly. These interventions work best when staff are trained.</p> <p>Quality Circles: Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to the School Leadership Team who subsequently implement and evaluate solution(s).</p> <p>THE SUPPORT GROUP METHOD</p> <p>This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time.</p> <p>Solution Focused Support Group (p32) Individual Behaviour Support Plan (COP Stage 2/SENCO)</p>	<p>Pupil whose reaction to the bullying behaviour presents a higher level of concern.</p> <p>Some additional needs and risk factors may be present at this stage.</p>	<p>Meet to:</p> <ul style="list-style-type: none"> - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practise coping skills (eg Fogging). - Strength-Building Plan for Pupil - If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

Level 3 Interventions: Complex Bullying Behaviour

Pupil Displaying Bullying Behaviour	PDBB Interventions	Pupil Experiencing Bullying Behaviour	PEBB Interventions
<p>Following assessment, if the bullying behaviour is more complex and/or resistant to change.</p> <p>Pupil presenting with many additional needs and risk factors.</p>	<p>INDIVIDUAL PUPIL INTERVENTION</p> <ul style="list-style-type: none"> • Monitoring by key member of staff • Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences • Social and Emotional Mentoring by an identified member of staff • Individualised strength and emotional wellbeing building programmes, eg: conflict resolution solution focussed conversations, empathy training, mood management, anger management • Peer support / befriending/ mentoring/ mediation. • The Method of Shared Concern (PIKAS) interview <p>PARENTAL INVOLVEMENT</p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.</p> <p>ADDITIONAL ADVICE/SUPPORT FROM EA SERVICES AND EXTERNAL AGENCIES</p> <ul style="list-style-type: none"> • Independent Counselling Service for Schools • Restorative meetings; contact relevant staff in the EA 	<p>Pupil whose reaction to the bullying behaviour is severe.</p> <p>Many additional needs and risk factors present.</p>	<p>INDIVIDUAL PUPIL INTERVENTION</p> <ul style="list-style-type: none"> • Monitoring by key member of staff • Individual Support Plan for strength and emotional well-being building programmes • Peer support/mentoring and befriending/ mediation • Support Group Method • PIKAS interview <p>PARENTAL INVOLVEMENT</p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.</p> <p>ADDITIONAL ADVICE/SUPPORT FROM EA SERVICES AND EXTERNAL AGENCIES</p> <p>Is there a need for parent to consult with GP about child?</p>

Level 4 Interventions: High Risk Bullying Behaviour

Pupil Displaying Bullying Behaviour	PDBB Interventions	Pupil Experiencing Bullying Behaviour	PEBB Interventions
<p>Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> • PSNI • Health and Social Care Trust • Gateway Teams <p>Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.</p>	<p>Pupil presenting with significant mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> • PSNI • Health and Social Care Trust • Gateway Teams

Links with other Policies

This Anti-Bullying Policy should be seen as being closely linked to the school's full suite of pastoral policies; all such policies are published on the school's website and available as hard copies on request.

Monitoring and Reviewing the Effectiveness of the Anti-Bullying Policy

The policy in general will be reviewed annually. The reported incidents will be reviewed over the same period with a view to establishing any potential pattern. It is important to remember that the Board of Governors, staff, pupils and parents have an active part to play in the evolution, development and maintenance of this Policy.

Other Resources

Staff should use the Bullying Concern Assessment Form to keep a record of (alleged) bullying incidents. This form can be found on the school's information management system.

Staff should also use the NIABF Effective Responses to Bullying Behaviour to find more information about the intervention strategies outlined in the intervention tables.

References

- DENI (2021) Addressing Bullying in Schools Act Northern Ireland 2016: Statutory Guidance for Schools and Boards of Governors
- Northern Ireland Anti-Bullying Forum (2021) Effective Responses to Bullying Behaviour
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