



St. Theresa's Primary School, Glebe

Anti-Bullying Policy

School Mission Statement:

In St. Theresa's, we want each individual to reach their full potential, in a secure and happy environment.

Adopted by the Board of Governors of St Theresa's Primary School

(Signed): _____ Dated: _____
(Head Teacher)

(Signed): _____ Dated: _____
(Chair Board of Governors)

Ratified October 2022

St. Theresa's Primary School

Glebe

ANTI-BULLYING POLICY

RATIONALE

We the staff of Saint Theresa's Primary School accept that we have a significant role to play in the emotional and personal development of our pupils.

We believe that education should promote understanding, tolerance and friendship.

We aim within our school to:

- ✚ Ensure an increased awareness in bullying behaviour.
- ✚ Involve the whole school community as bullying behaviour is everybody's business, including the staff, pupils and parents of St Theresa's.
- ✚ Reach a shared understanding of what constitutes bullying and how to respond to it.
- ✚ Ensure there is consistency in prevention and a response in dealing with bullying behaviours, as well as providing appropriate interventions.
- ✚ Develop an anti-bullying culture consistent with St Theresa's:
 - Positive ethos,
 - Pastoral Care Policy,
 - Special Needs Policy,
 - Safe-Guarding and Child Protection Policy,
 - Health & Safety Policy
 - ICT, E-Safety and Acceptable Use of Internet Policy
 - Promoting Positive Behaviour.
- ✚ Bullying of any kind, among staff, staff and pupils or pupils themselves will not be tolerated in our school.

This policy has been developed and updated using:

- 2003 Statutory Requirements (Education and Libraries NI Order).
- Specific articles in the legislation include Article 17- Duty to Safeguard and Promote the Welfare of Pupils, Article 18 – Child Protection Measures, Article 19 – School Discipline: Measures to prevent Bullying.
- Reference is also made from the DE Circular 2003/13- Welfare and Protection of Pupils Education and Libraries (NI) Order 2003 as well as Pastoral Care in Schools: Promoting Positive Behaviour (2001) and Pastoral Care in Schools: Child Protection (1999).
- Reflection on the UNCRC (United Nations Convention on the Rights of the Child) in our processes and practices. Thus this policy is mindful of Article 6, "Every child has the right to life and to be enabled to develop to their full potential.", and Article 19, "Every child has the right to protection from violence, abuse and neglect."
- 'Addressing Bullying In Schools Act (Northern Ireland) 2016 – Statutory Guidance for Schools & Board of Governors – August 2018

DEFINITION OF BULLYING

The Legal Definition of Bullying for Northern Ireland as outlined in the 2016 Act:

“(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 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.**”

LANGUAGE OF BULLYING

In accordance with Statutory Guidance for “The Addressing Bullying in Schools Act (Northern Ireland) 2016, the language of Bullying is as follows:

- Refer to the behaviour not the pupil
- Instead of ‘bully’ refer to ‘**pupil displaying bullying behaviour**’
- Instead of ‘victim’ refer to ‘**target**’ or ‘**pupil experiencing bullying behaviour**’
- ‘Perpetrator’ is not an acceptable term.

PRINCIPLES AND PURPOSE

Through our Anti Bullying Policy we aim to promote and sustain:

- A Positive self-image for all
- A Happy, safe place for all
- An anti-bullying culture in order to protect the children in our school from harm and to safeguard their happiness and welfare so that they can learn in a relaxed and a safe environment.
- A school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- A ‘whole school’ approach, where signs of bullying behaviour are identified and swift and effective action is taken.
- Where the school community, pupils, staff and parents, have an understanding and agreement of what bullying behaviour is and what to do if it arises. Through this we hope to foster a productive partnership, which will help maintain a bully-free environment.
- To ensure that those affected by bullying behaviour are listened to and supported
- To ensure that those who engage in bullying behaviour are listened to and supported to accept responsibility and change their behaviour.
- To develop procedures for noting and reporting incidents of bullying behaviour.

The principles and purposes of our policy are pastorally infused into the curriculum. Teachers will foster self-esteem, self-confidence, self-respect and worth among pupils and also promote respect for others, respect for differences and respect for the property of others throughout the day to day running of the school.

SOCIALLY UNACCEPTABLE BEHAVIOURS

We recognise that within schools there can be a continuum of socially unacceptable behaviours. These unacceptable social behaviours infringe on everyone's right to be safe. After consultation with staff, parents, pupils, Governors and observation of specific incidents, these include the following:

PHYSICAL BULLYING

- Hitting, pushing, kicking, tripping, spitting, hair pulling, throwing things or any other physical contact which may include use of weapons
- Interfering with another's property by stealing/hiding/damaging/intruding upon
- extortion/threatening demands for money or other items
- writing or drawing offensive notes/graffiti about another

VERBAL BULLYING

- name calling, insulting or offensive remarks, accusing, taunting, put downs, ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/gender/sexual orientation
- humiliating another publicly
- spreading malicious or nasty rumours, threatening, intimidating, mocking, using sarcasm

EMOTIONAL (INDIRECT) BULLYING

- excluding/ shunning others from group activity/ social setting or play
- belittling another's abilities or achievements, mobbing the individual
- menacing looks, stares, rude signs or gestures, negative body language
- Invading others' space, and continuing to when asked not to.

CYBER BULLYING

including the misuse of:

- school apps, e-mails, on-line gaming, images, text, blogs, tweets, forums and chat rooms; to hurt, embarrass, demean, harass, provoke, threaten, isolate or humiliate another using perceived anonymity
- mobile phones by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke, threaten, isolate or humiliate another using perceived anonymity
- unauthorised publication or manipulation of private information; impersonation

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

The school intends to protect all children including those most at risk such as travellers, the disabled, ethnic minorities, children with Special Educational Needs.

All socially unacceptable behaviours listed above will be dealt in line with the school's Positive Behaviour's Policy procedures. **It must be noted that the school will take the approach of always investigating the whole scenario, involving the relevant pupils, that leads to the socially unacceptable behaviour.**

However, these become bullying behaviours when the information gathered clearly demonstrates that the unacceptable behaviours **does meet** the legal definition of Bullying as outlined on **Page 1 of this policy**. We recognise bullying as repeated towards the same targeted person over a period of time that is intentional and hurtful.

ONE-OFF INCIDENTS

Following consultation with staff, parents, pupils and Governors, the school shall consider the following criteria when assessing “one-off incidents” as a form of Bullying.

- Severity and significance of the incident
- Evidence of premeditation to cause significant harm
- Impact of incident on wider school community
- Previous relationships between those involved
- Any previous incidents involving individuals

OUTSIDE SCHOOL INCIDENTS

Following consultation with staff, parents, pupils and Governors, it has been agreed that St Theresa’s will **take responsibility and not take responsibility** of the following outside school incidents with pupils displaying bullying behaviours to pupils experiencing bullying behaviours

Responsibility

- The pupil is travelling to and from school during school term.
- The children are the responsibility of the school to the children arrive home from school.
- Staff agree that P1-3 children are dropped and picked up by a responsible adult at 2pm finishing time.
- The pupil is in lawful control or charge of a member of staff from the school outside the school premises.
- The pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school (E.g. Shared Education or Trip to Magee)
- The pupil is involved in a community incident organised by the school (E.g. PTA Event)

Not Responsibility

- The pupil is involved in a cyberbullying issue outside the school using apps that are not associated with the school. (E.g. SnapChat and WhatsApp)
- Incidents that happen outside school (in the evening/weekend) – However, if this incident has an impact on school life, the parents will be informed by the school as part of our Pastoral Care Policy.

With the above two points, St Theresa’s will inform the parents of these incidents if they become aware of scenarios, particularly if it is having an effect on the child’s learning and there are signs of stress as indicated below.

SIGNS OF STRESS IN PUPILS WHICH MAY INDICATE BULLYING

- Child’s unwillingness to attend school/ lateness/ erratic attendance.
- Avoidance, hanging back from playground or staying late at school
- Deterioration of work/ ‘mislaid’ books, money, equipment or belongings/ under achievement.
- Spurious illness/ non specific pains, headaches, tummy upsets, withdrawn, loss of appetite
- Nail biting/ flinching/ jumpiness/ forgetfulness/ distractibility/
- Impulsive hitting out/ out of character temper ‘flare up’ or restlessness/ sudden aggressiveness
- Stresses manifested at home – bed wetting/ insomnia/ nightmares/ restlessness and irritability

- Reluctance to sit beside or near certain pupils/ hesitant to walk home

(NB. Whilst these behaviours may be symptomatic of other problems – BULLYING may be one reason!)

LINKS WITH OTHER POLICIES

This Anti-Bullying Policy is linked to the following policies:

- Pastoral Care;
- Safe-Guarding and Child Protection Policy
- Health And Safety;
- PDMU;
- Promoting Positive Behaviour;
- Special Educational Needs;
- ICT, E-Safety and Acceptable Use of the Internet.

PARTICIPATION AND CONSULTATION PROCESS

The views of all stakeholders are gathered to create the policy and to monitor and evaluate the effectiveness. The following methods are used:

- Parental, and staff views
- Discussion and policy review at BoG meetings.
- Obtaining pupils' views through small group focus on behalf of all pupils, Circle-time activities, class discussions, assemblies, etc.
- Awareness raising information evenings for parents. E.g Internet Safety and Anti-Bullying
- Meetings with parents / Parental Surveys
- Staff meetings.

PREVENTION

If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly and efficiently. We are a telling school and all staff will explain to children regularly that if they know of any bullying occurring or are themselves being bullied or are unhappy about anything they should talk to any member of staff they choose.

Teachers will take opportunities as they arise in the curriculum to promote the principles and purpose of our policy.

We aim to prevent bullying through;

- The implementation of our Special Needs Policy, our Positive Behaviour Policy, PD&MU Policy, Child Protection Policy, Pastoral Care Policy and classroom management strategies.
- The use of rewards and sanctions.
- Consultation and involvement of pupils in our policy development.
- Promoting and supporting inclusion.
- Demonstrating an ethos of respecting young peoples' views.
- Focussing on a child's personal, social and emotional development from Year One on.
- Promoting an ethos that acknowledges that children should have the right and opportunity to express their views and opinions.
- Encourage children to be independent and take responsibility
- Teach strategies for conflict resolution and dealing with inappropriate behaviour.

- Develop skills that young people need to recognise and understand their emotions, build and sustain relationships, communicate their understanding, listen, take turns.
- Helping children to understand that their actions affect others.
- Encouraging children to participate as fully as possible using various forms of expression in line with their emotional and intellectual development.

We aim to develop these preventative strategies through;

- Promote the school's anti-bullying ethos at all times.
- Recognition and reward for good behaviour e.g. Star Pupil each week, Golden Time and individual class incentives.
- Review of Promoting Positive Behaviour Policy with input from staff, parents and pupils (October 2021).
- Annual dissemination of Positive Behaviour Policy to all members of staff; teachers, assistants, supervisors etc.
- Display of Behaviour Code (Agreements) throughout the school.
- Participation in Anti-Bullying week and other platforms that encourage the opportunity to discuss and share thoughts and ideas on dealing with bullying behaviour
- Participation in Internet Safety Week
- Positive Behaviour Assemblies and Promoting Golden Rules within St Theresa's
- Using opportunities within the school curriculum to address bullying behaviour/concerns e.g. RE Curriculum to highlight the aspect of showing love; acting out situations in literacy/drama/role-play that demonstrates how bullying behaviour can be hurtful and what to do if it happens to you; highlight the importance of fair play through P.E., table games, class games etc; working together in peer groups e.g. maths investigations etc.
- Creative writing, Care of the environment, The music curriculum, Shared Reading and Discussion of novels
- Art lessons, Playground Pals
- Helping pupils be assertive (teaching them to stand up for themselves) within the classroom context and through the curriculum wherever possible
- Developing co-operative play and using c-operative learning groups
- Health Education Curriculum (PDMU)
- Peer support arrangements for pupils who may be vulnerable to bullying behaviour e.g. buddies, mentors etc.
- Opportunities to develop positive peer relationships e.g circle time, buddies, monitors/mentors and School Council
- Pupil audits or surveys
- Analysing PASS data
- Ensure that all staff have the same viewpoint and are in agreement with all procedures.
- Encourage the pupils, especially those targeted by bullying behaviour, to speak out.
- Vigilant supervision - playground / general school environment.
- Good Parental Communication – Consultation and Questionnaire
- Use of Outside Agencies – NSPCC, Childline, PSNI, Social Emotional Behaviour Support Team (SEBD), Children and Young People Services (CYPS), Educational Welfare Support Team etc.
- Staff Training / Effective Communication.
- Information workshops on E-Safety and Cyber bullying for pupils, parents and teachers

Reactive Strategies

The following steps will be taken when dealing with incidents:

- If bullying behaviour is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve the situation quickly
- Reports will be taken seriously
- Steps will be taken to ensure child feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account must be reported to the Class Teacher/ Designated Teacher for Child Protection/ Vice Principal/ Principal
- Significant or repeated incidents will require parents being informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used.

But is it bullying?

Sometimes incidents will occur which are incidents of unacceptable behaviour. These will be dealt with in accordance to our school's Positive Behaviour Policy, in particular the section 'Consequences'.

We will take the utmost care to ensure that the school's definition of bullying is applied when deciding whether incidents are deemed as bullying behaviour or unacceptable behaviour, this will be done using the Assessment of Alleged Bullying Concern form (see Appendix 3).

Incidents of Unacceptable Behaviour will be recorded in Incidents of Pastoral/Parental Concern Sheet (see Appendix 4) which will be completed by the adult who is dealing with the incident and passed onto the Vice Principal/Deputy Designated Teacher for Child Protection who will keep these on file.

ROLES AND RESPONSIBILITIES

Teachers have a responsibility to;

- Foster self-esteem, self-respect and respect for others;
- Demonstrate by example high standards of personal and social behaviour we expect from pupils;
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is the target and to the child displaying bullying behaviour, and the importance of telling a teacher about bullying when it happens. In early years this can be done without actually using the term 'bullying';
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- Report suspected cases of bullying to Mr Brogan (Principal), Mr McNulty (Vice-Principal) or Miss Duffy (Designated Teacher)
- Follow up any complaint by a parent about bullying, firstly completing an incident form and then report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively in accordance with agreed procedures.

All Staff have a responsibility to;

- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying behaviour to the class teacher at an appropriate time, who will then complete the Incident form Appendix 4 and give a copy to Mr Brogan (Principal), Mr McNulty (Vice-Principal) or Miss Duffy (Designated Teacher).
- Deal with observed cases of bullying behaviour promptly and in accordance with agreed procedures.

Pupils' Responsibilities

We expect pupils to:

- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is the target of bullying behaviour, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes a target of bullying behaviour should;

- Not suffer in silence, but have the courage to speak out, to put an end to his/her own suffering and that of other potential targets.

The Responsibility of Parents

We ask parents to support their children and the school by;

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying behaviour.
- Advising their children to report any bullying behaviour to their teacher or
 - Mr Brogan (Principal),
 - Mr McNulty (Vice-Principal)
 - Miss Duffy (Designated Teacher)

and explain the implication of allowing the bullying behaviour to continue unchecked, for themselves and for others.

- 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 incidences of bullying behaviour.
- Inform the school of suspected bullying behaviour, even if their children are not involved.
- Co-operate with the school if their children are accused of bullying behaviour, try to ascertain the truth and point out the implications of bullying behaviour, both for the children who are the target and for the pupil who is displaying bullying behaviour themselves.

The Responsibilities of All

Everyone should work together to combat and hopefully, in time to eradicate bullying behaviour.

RECORD KEEPING

PROCEDURE FOR DEALING WITH ALLEGED BULLYING BEHAVIOUR

STEP 1

REPORTING OF AN INCIDENT

(significant/repeated/intentional incidents)

When alleged bullying behaviour is reported, the initial investigation will be carried out by the person informed and the information will be passed on to following people:

- The teacher of any child involved
- The Vice-Principal/ Deputy designated teacher for child protection
- The Principal

This information must be recorded in Record of Pastoral/Parental Concern (see Appendix 4).

STEP 2

INVESTIGATION OF AN INCIDENT

Gather Information and clarify the facts

- This will normally be carried out by the Vice-Principal/ Deputy Designated Teacher for child protection, in co-operation with the class teacher / adults involved.
- Pupils involved will be interviewed and a record made of their responses.
- At this point we need to check that the behaviour constitutes bullying behaviour as defined in our policy with the Assessment of Alleged Bullying Concern form being used to help inform the way forward (see Appendix 3).
- School records will be checked for any previous incidents.

STEP 3

AGREEING A PLAN FOR RESOLUTION

Assess appropriate interventions and plan with reference to the NIABF Interventions Framework and Guidance Documents- Responding to Alleged Bullying Behaviour.

- Vice-Principal/Deputy Designated Teacher/Principal will devise a plan for resolution of conflict (based on levels 1-4 from NIAMF Framework).
- Any disciplinary action required will use system of sanctions as set out in the school's Positive Behaviour Policy.
- Parents/guardians of pupils involved will be informed of the school's action if the issue is deemed as bullying behaviour and kept informed of subsequent action.

STEP 4

REVIEWING THE SITUATION

- Situation monitored and formally reviewed within one month of initial report.
- This will involve the vice-principal/ deputy designated teacher, class teacher, staff community, pupils and parents concerned.

STEP 5

INVOLVEMENT OF OTHER AGENCIES

Where necessary the school will draw on support of the Education Welfare Officer, Behaviour Management Team, Educational Psychology Service, Pupil Person Development Services etc.

RESOURCES AND TRAINING

Mr Brogan attended training regarding 'The Implementation of The Addressing Bullying in Schools Act (Northern Ireland 2016)' and staff have received an overview of the training from Mr Brogan.

The updated policy has been consulted with and disseminated to all members of staff and training will continue as necessary. Some useful resources and contacts are available within the policy.

Staff were also involved in the consultation process for the Positive Behaviour Policy, which is referenced to throughout this policy.

All staff have been trained on our Child Protection Policy and Procedures in May 2021 and will receive refresher training annually. The designated and deputy designated teachers will receive refresher training bi-annually. Where staff identify a need for further training or support the WELB Behavioural Support Team will be contacted.

COMPLAINTS

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors, Mrs Orla Quinn

MONITORING AND REVIEW OF ANTI-BULLYING POLICY

Implementation of this policy will be monitored by the Principal and Vice-Principal. The Board of Governors of St Theresa's will be kept informed about the implementation of the policy within the annual overall update on Pastoral Care provision.

This policy will be formally evaluated and reviewed with the whole staff every 4 years or when an incident occurs. Consultation and valuable input will be sought from the whole school community, parents/guardians and pupils within an appropriate time frame.

AT ALL TIMES CHILDREN'S CONCERNS ARE OUR CONCERNS

The school's Positive Behaviour Policy details the behaviour standards set within the school.

Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. However, children can sometimes be reluctant to seek help so they need a number of other options to get that help.

Assemblies, PDMU lessons and class circle time will be used to reinforce positive anti-bullying messages and to raise issues that are of concern. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils' understanding of bullying.

Children are taught that each person is unique and to be valued. Differences are to be celebrated and should not be the focus of negative behaviour. In order to build children's resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and how to respond positively to hurtful behaviour. Pupils are encouraged to look out for each other and to report their concerns for others.

Pupils who are targets of bullying behaviour will be reassured that they are not in any way to blame (unless there is good reason to think otherwise). Support and protection will be given.

A child who has been involved in bullying behaviour will be expected to take ownership of their actions. The reasons for their behaviour will be explored and they will be expected to improve and change with any necessary support required. They will be encouraged to think and talk about the implications of their behaviour on the pupil who has been their target. Discussion will also involve the pupil's parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the Special Needs Co-Ordinator to address any behavioural problems through a behavioural programme (see Special Needs Policy). The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and any sanctions will be in line with the school's Positive Behaviour Policy.

APPENDIX 3

Alleged Bullying Behaviour Concern Form

Assessment of Alleged Bullying Concern in St Theresa's Primary School

Part 1 Assessment of Concern

Date: _____

Our school's definition of bullying is: -

The Legal Definition of Bullying for Northern Ireland as outlined in the 2016 Act:

“(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 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.**”

	Name(s)	Gender	D.O.B.	Year
Person(s) reporting concern		M / F		
Name of targeted pupil(s)		M / F		
Name of pupil(s) involved		M / F		
Does the behaviour involve: <input type="checkbox"/> individual to individual <input type="checkbox"/> individual to group <input type="checkbox"/> group to individual <input type="checkbox"/> group to group				

Type of incident and Theme (if applicable):

PHYSICAL BULLYING

- Hitting, pushing, kicking, tripping, spitting, hair pulling, throwing things or any other physical contact which may include use of weapons
- Interfering with another's property by stealing/hiding/damaging/intruding upon
- extortion/threatening demands for money or other items
- writing or drawing offensive notes/graffiti about another

VERBAL BULLYING

- name calling, insulting or offensive remarks, accusing, taunting, put downs, ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/gender/sexual orientation
- humiliating another publicly
- spreading malicious or nasty rumours, threatening, intimidating, mocking, using sarcasm

EMOTIONAL (INDIRECT) BULLYING

- excluding/ shunning others from group activity/ social setting or play
- belittling another's abilities or achievements, mobbing the individual
- menacing looks, stares, rude signs or gestures, negative body language

CYBER BULLYING

including the misuse of:

- school apps, e-mails, on-line gaming, images, text, blogs, tweets, forums and chat rooms; to hurt, embarrass, demean, harass, provoke, threaten, isolate or humiliate another using perceived anonymity
- mobile phones by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke, threaten, isolate or humiliate another using perceived anonymity
- unauthorised publication or manipulation of private information; impersonation

Theme (if applicable):

- Disability (related to perceived or actual disability)**
- Homophobic (related to perceived or actual sexual orientation)**
- Ethnicity (related to skin colour, culture and religion)**
- Sectarian (related to religious belief and/or political opinion)**
- Other: _____**

Is there persistence/recurrence of this behaviour?	Yes/No
Is it targeted behaviour?	Yes/No
Is there a power imbalance?	Yes/No
Is it intentionally hurtful behaviour?	Yes/No

Does this incident meet our school's agreed definition of bullying? Yes/No
(discussion with Safeguarding Team if necessary)

Are there any records of previously recorded incidents? (give details if relevant)

Outline of incident(s): attach all written accounts/drawings of incidents(s) completed by targeted pupil, witnesses (other pupils, staff), SIMS record etc.

Part 2 – Details of interventions

Name of action/support for pupil(s) who has been targeted: (please tick all that apply)

- Discussion of the incident with peers/class
- Defined on- going support/monitoring from staff
- Parents involved/informed (please specify) _____
- Counselling (please specify) _____
- Referral to other agencies (please specify) _____
- Any other details (please specify) _____

(refer to NIABF level 1-4 interventions if necessary)

Name of action/support for pupil(s) who has been displaying bullying behaviour: (please tick all that apply)

- Discussion of the incident with peers/class
- Defined on- going support/monitoring from staff
- Parents involved/informed (please specify) _____
- Counselling (please specify) _____
- Referral to other agencies (please specify) _____
- Any other details (please specify) _____

(refer to NIABF level 1-4 interventions if necessary)

- Suspension
- Expulsion
- Other (please specify) _____

Part 3 – On-going Record of Support and Interventions
(refer to NIABF level 1-4 interventions if necessary)

Date	Details of Intervention	Action required/taken

Signed: _____ **Date:** _____

Designation: _____

Part 4 – Status of Concern

This concern is now resolved: Yes/No

If yes **form to be filed.**

(interventions complete, issue resolved, record maintained).

If no **(tick as appropriate):**

- Further intervention required**
- Review information and action to date**
- Refer/discuss with Safeguarding Team**
- Re-assess level of interventions/implement other strategies as appropriate**
- Record and completed part 2 and part 3 again**

Name of person completing form: _____

Signed: _____ **Date:** _____

Designation: _____

APPENDIX 4

Record of Pastoral/Parental Concern Reported to a Member of Staff

Teacher's Name:

Child's Name:

Year:

DATE	ISSUE	REPORTED BY	ACTION TAKEN	MONITORING	OUTCOME

Signed: _____ Position: _____ Date: _____

APPENDIX 5

INFORMATION, WEB SITES AND PHONE HELP LINES

DEPARTMENT OF EDUCATION

The Education Authority regards bullying, in whatever form and for whatever reason, as having no place in our schools.

It guides parents, teachers, pupils and the whole school community to the following contacts:

1) NIABF Northern Ireland Anti Bullying Forum

The Education Authority helps fund and is a member of the Northern Ireland Anti-Bullying Forum (NIABF). This forum is hosted and chaired by Save The Children.

The NIABF has information and links regarding bullying for the whole school community and parents and can be got at <http://www.niabf.org.uk>.

2) Anti-Bullying Helpline

The Department funds CHILDLINE NI (0800 1111)

This is a free and dedicated anti-bullying helpline for pupils and young people who have concerns about bullying.

It is available 24 hours / 7 days a week.

3) NSPCC

To help those who have suffered child abuse/ bullying and to advise children about bullying concerns (0808 800 5000)

4) Cyber Bullying

We also use CEOP's www.thinkuknow.co.uk site to help children become aware of the problem of cyber bullying and what to do should this happen.

RATIFICATION OF POLICY

Signed: _____ (Chair of Board of Governors)

_____ (Principal)

Date: _____