

St Therese of Lisieux Primary School



# Anti-Bullying Policy

Article 19

You have the right to be protected from being hurt and mistreated.

Jan 2022

# St Therese of Lisieux Primary School

## Anti-Bullying Policy

### Mission Statement

We, the Governors and staff of St Therese of Lisieux Primary school, are committed to providing our pupils with a positive attitude towards Catholic education. Christ's values and gospel message are an intrinsic part of our ethos, daily running of the school and our curriculum. We try to ensure that we work in partnership with the home, parish and the wider community to strengthen our pupils' vision of their role as part of the Catholic community.

*"With a smile and a helping hand we inspire the children of today to become the adults of tomorrow".*

### Principles, Ethos and Values Statement

St Therese of Lisieux Primary School aims to provide a nurturing, supportive, positive learning environment which fosters pupil growth and development. This ethos is underpinned by our code of faith and pastoral care. As a Catholic school we believe that the essence of good behaviour is respect for self, and care and consideration for others. We place high regard on the personal well-being of all members of our learning community. We believe in the paramountcy of each pupil's welfare and dignity, and the inherent worth of each individual. We believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

In our school we do not want to label pupils unfairly so we use the term '*child who has been bullied*', or '*target of bullying*' instead of Victim. Also instead of describing any pupil as '*a bully*', we will use the term '*child who is displaying bullying behaviour*'. In this way we are separating the pupil from their unacceptable behaviour, emphasising that this pupil's unacceptable, inappropriate and unkind behaviour can change.

Pupils who are targeted will be listened to, supported and strengthened. Pupils who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour. Interventions will be implemented to meet the needs of all pupils involved or impacted. We believe all our pupils should feel physically and emotionally safe, enabling them to be 'available to learn' and confident and secure members of our school community.

Our school ethos, culture and practice proactively promotes pupils pro-social skills development, positive behaviour and their continuing personal and social development and positive self-esteem. We promote values that help develop caring, responsible citizens. These values are enshrined in our school's 'Golden Rules' which are our 'Positive Behaviour

Expectations' and essential foundations to preventing unkind, unacceptable and bullying behaviour occurring.

Relationships are at the heart of everything we do in St Therese of Lisieux and as a nurturing school we believe that all behaviour is communication. Our practice and interventions in response to any behavioural concerns are restorative and solution focused and are about :-

- Developing, maintaining and repairing positive relationships
- Helping young people learn and develop pro-social skills, emotional intelligence, resilience, problem solving and making good choices—these skills are taught.
- Encouraging pupils to become self-aware and consider the impact of their behaviour on others
- Enabling pupils to acknowledge when they have hurt or harmed another and to think about what they need to do to repair harm caused and 'put things right'-repairing relationships
- Encouraging pupils to consider their own feelings and those of others (developing self-awareness, empathy & promoting emotional well-being)

St Therese of Lisieux Primary School is working towards becoming a 'Rights Respecting School' and we emphasise the mutual rights and responsibilities of everyone in this learning community.

Our Promoting Positive Behaviour, Anti-Bullying, Pastoral Care and Special Educational Needs Policies contain guidelines which support our ethos and practice to prevent bullying behaviour occurring, and informs school community members on how to respond appropriately and effectively to resolve any bullying concerns which may arise.

This policy is informed and guided by current legislation and DE Guidance listed below:

#### **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)

### **Consultation With Stakeholders**

This Policy has been developed initially in 2016/7 after the publication of the Addressing Bullying in Schools Act (Northern Ireland) 2016 and revised through a process of consultation involving pupils, parents/carers, school staff and governors, consistent with the statutory requirements of Articles 17 & 19 of The Education & Libraries (NI) order 2003.

Our revised policy complies with the requirements of the Addressing Bullying in Schools Act (Northern Ireland) 2016 in relation to our definition of bullying behaviour, consultation with key stakeholders, measures taken to prevent bullying behaviour, recording concerns which arise and undertaking a policy review.

Parents are made aware in our 'Safeguarding and Child Protection Policy' summary leaflet of how to report any concern they may have in relation to their child's safety or well-being. Information sent out annually and always available on our website, as well as posters displayed in the school, remind pupils that we are 'a listening school' and that pupils and parents/carers should tell a member of staff if they have any worries or fears.

Pupils and parents are made aware of our school's policy and practice to prevent bullying behaviour occurring, and how we respond constructively to any concerns or issues which may arise. Pupils, parents, staff and governors views on these and other issues are sought every three years as part of our School Development Plan consultation through online questionnaires and when major changes are made to policies. The results of these surveys are used to inform development priorities and identify professional development requirements.

This policy has been updated in Oct 2021 to reflect the introduction of the Addressing Bullying in Schools Act (Northern Ireland) 2016 and the guidance provided by the Education Authority, after consultation with governors, pupils, parents and staff.

## Defining Bullying Behaviour

1. *In the 2016 Addressing Bullying In Schools (NI) 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.*

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as *‘the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights of and needs of another or others’.*

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.

**Bullying behaviour can take the following forms, although the following statements are not exhaustive and other behaviours which meet the definition may be considered bullying behaviour:**

### Physical:

This includes physical violence such as hitting, poking, shoving, jabbing, touching, blocking, pinching and tripping. It may also involve interfering with another pupil's property by stealing, hiding or damaging it.

### Verbal:

Teasing or spreading rumours about another pupil and his or her family, name calling, belittling another pupil by making fun of their achievements, mocking and putting them down. These are all forms of verbal bullying.

### Emotional:

All bullying behaviour contains an element of emotional abuse! Writing offensive notes or graffiti about another child. Deliberately excluding a pupil. Ridiculing another’s appearance, his/her way of speaking or personal mannerisms.

### Cyber Bullying:

Cyber Bullying is using any form of technology to abuse or threaten another person. Examples include sending harassing, unkind messages/comments using social media, making malicious/abusive phone calls and writing threatening e-mails.

According to the 2016 Addressing Bullying In Schools (NI) Act bullying may be motivated by

- (a) differences of religious belief, political opinion, racial group, age, sex, sexual orientation or marital status;
- (b) differences between persons with a disability and persons without;
- (c) differences between persons with dependants and persons without;
- (d) differences between persons based on gender reassignment;
- (e) differences between persons based on pregnancy.

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

However, there are instances of one-off incidents may constitute bullying. When assessing a one-off incident, to make a decision on whether to classify it as bullying, we will consider the following criteria:

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

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

### **Signs of Bullying**

Signs of bullying could be evident in any aspect of school life and may include some of the indicators below. Whilst these may be symptomatic of other problems, they may also be signs of bullying:

- deterioration in a child's work
- a child complaining of feeling ill in the mornings
- a child wanting to stay/play by themselves – appearing to favour isolation
- showing a desire to remain with adults
- erratic attendance

### **Prevention Strategies and Effective Interventions (Appendix 3)**

In St Therese of Lisieux Primary School, our Promoting Positive Behaviour Policy and practice is the foundation for preventing bullying behaviour. We promote, model, teach and reinforce pro-social skills and behaviour. We remind pupils of our 'Positive Behaviour Expectations' which are reflected in our Golden Rules. These Golden Rules, developed with the pupils, are displayed throughout the school and form an integral part of school life. Our Golden Rules are positive values reinforcing positive behaviour (kindness, working hard, honesty, respect for self, others and the school environment). Through class discussion, stories, role play, drama, and assemblies, pupils are encouraged to reflect on what the Golden Rules look like in the classroom, playground, canteen, corridors, stairs and online, as well as on the way to and from school. Staff respond restoratively to behavioural issues or concerns which arise, supporting pupils return to positive behaviours.

All staff in the school, both teaching and support staff, carefully monitor pupil behaviour to ensure that children feel safe, happy and secure and are encouraged to behave positively. Staff are vigilant when supervising in the classrooms, playground, corridors and canteen. We respond to issues when pupils 'make behavioural mistakes', by intervening early and restoratively, in a supportive and nurturing way.

As a 'Rights Respecting School' we encourage pupil's awareness of their rights, as well as their responsibilities, promoting and developing their understanding, accountability and independence.

We place great importance on the emotional health and wellbeing of pupils and staff. We are a nurturing school and all staff have received a comprehensive programme of Whole School Nurture Training from the EA. This approach helps develop resilience in pupils and the capacity to respond more confidently to challenges presented today and in the future. We aim to embed the six nurture principles throughout our school. They are:-

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. The importance of transition in children's lives.
5. Language is a vital means of communication.
6. All behaviour is a communication.

We recognise the need to meet the attachment and the social and emotional needs of our children, by offering a consistently nurturing and predictable approach from reliable, attuned adults to help build resilience and appropriate coping skills. We teach positive values and skills, and encourage pupils' growing self-awareness and self-discipline. As pupils develop and practice positive behaviour and skills they are encouraged and empowered to reflect and learn.

We help pupils become increasingly socially skilled and self-disciplined as they progress through the school and to appreciate the consequences of their actions.

Awareness of the unacceptability of bullying behaviour is reinforced through our taught and hidden curriculum:- In Religious Education, Language and Literacy, Circle Time, in Personal Development Mutual Understanding, during School Assemblies, Anti Bullying Month and Internet Safety Week.

All classes have a 'Jokes, Worries and Concerns' box. The school provides a trained counsellor based in school one day per week. All classes take part in daily 'Take Ten'. The Roots of Empathy programme which develops emotional literacy and understanding is delivered in P5.

Pupils are given opportunities to develop their leadership skills through the School Council, Eco Team, P1 Buddies, Reading Buddies, Digital Leaders and Anti Bullying Ambassadors.

Pupils are taught, encouraged and empowered to develop skills to respond appropriately and assertively to unkind or bullying behaviour, using the following strategies and procedures:

- *Tell the pupil behaving unacceptably to stop. Try to be calm and move away from any danger.*
- *If a pupil teases you, try not to retaliate or become distressed- People behaving unkindly often like to get a reaction.*
- *It is very important to talk to someone you trust about what is happening e.g. a parent/guardian, a teacher, an assistant, a friend or a relative*
- *Always Tell Someone—Remember you have a right to feel safe and happy. If you need to, ask a friend to come with you to talk to the teacher about what has been happening.*
- *If you can, write down what a pupil has said or done to you and how you feel about this.*
- *Remember this is not your fault and this hurtful behaviour needs to be stopped.*

Whilst most of our pupils are brought to school and collected by their parents, a number of older pupils make their own way to and from school. Staff regularly remind pupils of our positive behaviour expectations whilst travelling to and from school. They are encouraged to take pride in their uniform and to be ambassadors for our school. Pupils are also reminded that our Golden Rules must be adhered to when they are on trips outside of school, including matches, swimming lessons and visiting our Shared Education partner school.

If we are notified of any behaviour issues/alleged bullying involving our pupils during the home to school journey or while under the lawful control or charge of a member of the staff of the school, we contact parents to inform them of the matter, assess the situation in line with this policy and discuss effective solutions.

Older pupils are also reminded of the importance the Golden Rules when interacting with others online. Our 'Code of Safe Practice and Online Safety Rules' are sent home at the start of



each school year for parental discussion and signature. Parents are invited to an Online Safety presentation during Internet Safety Week each year and relevant publications and internet links are forwarded periodically to parents. Community events and information regarding online safety concerns are communicated to parents through the school newsletter, website, twitter account and through ClassDojo.

### **Responsibility (See Appendix 2)**

Everyone in the school community, including pupils, parents/carers, staff and governors has responsibility for creating a safe and supportive learning environment for all and are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

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

### **Reporting a Bullying Concern**

#### **Pupils Reporting a Concern**

Pupils are encouraged to report their concerns about any bullying behaviour whether it involves them or another member of the school community:

- Verbally- talking to any member of staff or a family member
- By writing a note to a member of staff
- By posting a comment in a 'Jokes, Worries and Concerns Box'

### **Parents/Carers Reporting a Concern**

Parents/carers are strongly encouraged to inform their child's class teacher(s) if they have any concerns about their child in school, whether this be about experiencing/displaying bullying behaviour or any other pastoral/academic concerns.

Bullying is an emotive issue and no parent likes to think of their child being either the target of bullying or displaying bullying behaviour. These situations can be complicated and to find a solution it is essential that it is dealt with as calmly as possible. Parents/carers must encourage their child to react appropriately to bullying/unacceptable behaviour, and not to retaliate or 'hit back'. Only by working in partnership can we have a successful outcome.

Parents should make an appointment with the class teacher to explain the situation. The teacher will talk to those involved to clarify the issues and will complete a Bullying Concern Assessment Form (BCAF-Appendix 4). If the teacher believes that bullying behaviour has taken place they will meet with the Vice Principal/Principal and discuss appropriate interventions for the pupils involved. However, not all inappropriate behaviours meet the definition of bullying. If the unacceptable behaviour is not considered to be bullying, it will be addressed through our Promoting Positive Behaviour Policy and/or our Special Educational Needs/Disability Policy. We ask that parents/carers are patient and allow staff time to clarify the issues and for appropriate interventions to be put in place.

Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Vice-Principal/Principal.

If after further interventions the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors. Details of how to make a complaint can be found on our school website.

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

### **School Procedures for Dealing with Alleged Bullying Concerns (See Appendix 1)**

Our procedures and practice in response to alleged bullying concerns is informed by the NIABF resource 'Effective Responses to Bullying Behaviour' and by the DE SEN Resource File, in particular the chapter on 'Understanding and Managing Social, Emotional and Behavioural Difficulties'. We aim to provide support and respond to the needs of all pupils involved; those who are targeted and those who engage in bullying behaviour. Interventions focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

- Staff will **listen** to the pupil or parent/carer, taking their concern seriously, recording key facts (what allegedly happened, where and who was involved/observed) and pupil and/or parent perceptions.
- Staff will use Appendix 4 to record incidents.
- Staff will **Assess the Bullying Concern, referring to the criteria for bullying behaviour, to school records** of previous incidents and the NIABF best practice guidance for 'Effective Responses to Bullying Behaviour'.
- Staff will **identify and plan an appropriate response**, selecting from a menu of interventions (Appendix 3) and other school policies.
- Key staff roles and responsibilities will be defined and recorded on The Bullying Concern Assessment Form, ensuring a coordinated response and that communication between all involved is maintained.
- Level 1 and 2 interventions will be implemented by teaching and support staff. More complex behaviours requiring Level 3 or 4 interventions will be coordinated by the Key Stage Coordinators, SENCO, VP, DT and/or Principal, as appropriate.
- Staff may need obtain advice, support or make a referral to a relevant Support Services eg. Primary Behaviour Support and Provisions Team, EWO, Education Psychology, Child Protection Support Services in complex cases.
- Staff will select and implement further interventions as necessary, tracking, monitoring and reviewing the effectiveness of interventions.
- Following interventions school staff will carefully monitor and review progress made to ensure this is sustained, that there are no further incidents of bullying behaviour and that relationships are repaired.

Information about any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

### **Recording**

As required by the Addressing Bullying in Schools Act (NI) 2016, we maintain a central record of all reported incidents of bullying and alleged bullying behaviour, including the BCAF and relevant information.

***Records will be kept in the Principal's office and only shared with members of school staff on 'a need to know basis'.*** 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.

### **Professional Development of all Staff**

Any bullying concerns which arise are subject to analysis to ensure continuous learning and improvement occurs and training needs are identified. Awareness of this policy will be raised with all staff at least annually and training will be provided as necessary. **We are committed to ensuring that staff and governors are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.**

### **Monitoring and Review**

The Board of Governors, in liaison with the Principal, will monitor the effectiveness of the Anti-Bullying Policy by:-

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

This Anti-Bullying Policy shall be reviewed as required, in consultation with staff, governors, pupils and their parents/carers, at intervals of no more than four years or when directed to by the Department of Education in light of new guidance.

### **Links with other School Policies**

Pupil welfare embraces all aspects of pastoral care. Our duty to safeguard and promote the welfare of pupils is addressed through school policies. In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including: Promoting Positive Behaviour, Pastoral Care, Safeguarding and Child Protection, Acceptable Use of the Internet, Online Safety, Special Educational Needs and Inclusion, Health and Safety, PDMU, RSE, Educational Visits, Code of Conduct, Reasonable Force/Safe Handling, Risk Assessment and the CCMS Scheme for the Suspension and Expulsion of Pupils.

Our Promoting Positive Behaviour Policy outlines the behaviours which are considered appropriate, together with the measures which the school uses to promote these behaviours, as well as the interventions used to address and resolve concerns. In this way we aim to actively prevent bullying behaviour occurring.

**SIGNED:**

**DATED:**

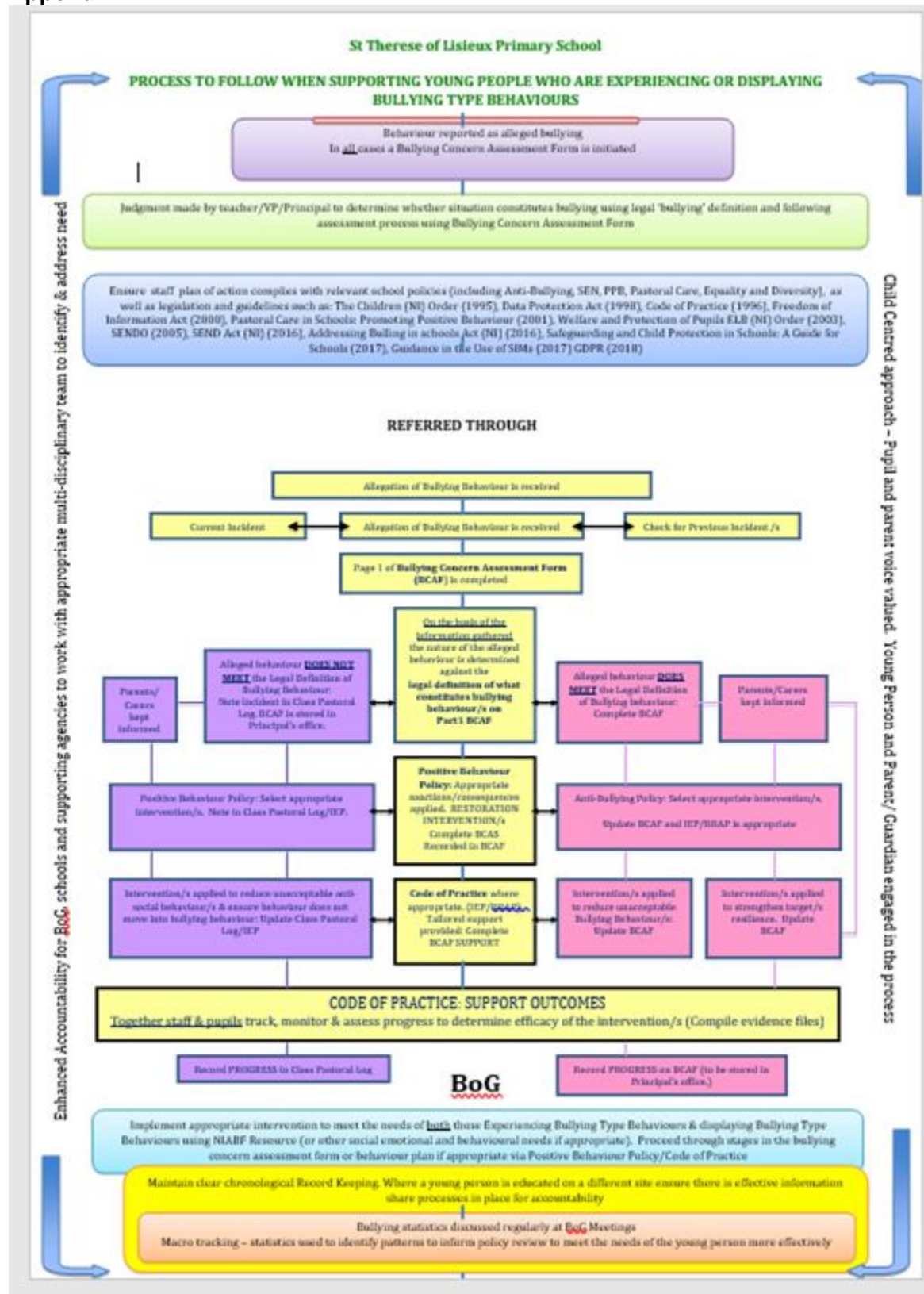
**Principal**

**Chair of Board Governors**

## **Appendices**

1. Anti-bullying Assessment Flow Chart
2. Roles & Responsibilities
3. School Procedures For Effectively Responding To Incidents Of Bullying Behaviour and Implementing Effective Interventions.
4. Bully Concern Assessment Form

# Appendix 1



## **Appendix 2 Roles & Responsibilities**

### **The Responsibilities of Staff**

In St Therese of Lisieux Primary School, our staff will:

- foster in our children confidence, self-esteem, self respect and respect for others
- demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- expect high standards of personal and social behaviour at all times and in all places including the classroom, playground, dinner hall and in the corridors
- discuss bullying during circle time and other areas of the curriculum, so that every pupil learns about the damage bullying can cause.
- discuss with the children the importance of telling a teacher if they are being bullied
- listen to a child who has been bullied, take what they say seriously and act to support and protect them
- deal with instances of bullying promptly and effectively, in accordance with agreed procedures
- follow up any concern from a parent about bullying and report back promptly on the action taken
- keep a written record of any reported instances of bullying
- be alert to signs of distress, which may be possible indications of bullying.
- follow our Safeguarding and Child Protection Policy at all times
- report issues requiring level 3 or 4 interventions to the Principal

### **The Responsibilities of Parents**

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

- watching for signs of distress or unusual behaviour in their child, which might be evidence of bullying
- advising their child to report any bullying to his/her class teacher, and explain the implications for themselves and others of allowing the bullying to continue unchecked
- advising their child NOT to retaliate against any form of bullying
- trying to ascertain the truth if their child is involved in an incidence of bullying.
- being sympathetic and supportive towards their child and reassuring them that appropriate action will be taken
- informing the school of any suspected bullying, even if their child is not involved
- working in partnership with the school, in the best interest of their child.

### **The Responsibilities of Pupils**

In St Therese of Lisieux Primary School, we expect our pupils to:

- show respect for each other and follow our Golden Rules at all times
- refrain from becoming involved in any kind of unkind behavior or bullying
- support each other, by reporting any witnessed or suspected instances of bullying to a member of staff.

## Appendix 3

### **School Procedures For Effectively Responding To Incidents Of Bullying Behaviour and Implementing Effective Interventions.**

Staff should adopt a positive mind set when responding to bullying concerns. They should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. The following are important factors to consider when managing a bullying situation.

**Be calm.** It is important to be clear thinking and emotionally in control.

**Be positive.** Have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.

**Be assertive.** Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been bullied.

**Be confident.** It is important to trust that you will be successful in implementing practices that can have an impact on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil.

Check that the specific behaviour is in fact bullying behaviour which conforms to the definition of bullying. Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.

Once the Incident Level has been determined, select one or more responses from the appropriate column(s) (see Levels 1-4 Responses, p16-19 of Effective Responses to Bullying Behaviour).

**To determine level of severity, staff should take account of the following:**

The **nature** of the bullying behaviour- for example deliberate teasing, excluding or hitting.

The **frequency** of the bullying behaviour: daily, weekly or less often.

The **duration** of the bullying behaviour: whether over a short or prolonged period of time.

The **perceptions** of the child being bullied.

### **Working in Partnership with Parents/Carers**

Bullying is often reported to schools by parents/carers. We aim to deal with all parent concerns sympathetically.

**Consider the following when meeting with the parents/carers of pupils bullying others:**

Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff.

Remain understanding if the parent/carer expresses anger directed at the school.



Try to get clear facts from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.

Ensure that you have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying.

Ensure that the parents/carers understand how their child's behaviour conforms to the school's agreed definition of bullying.

Share your concern about what has been happening to the child experiencing bullying.

Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.

Be understanding but firm.

Make it clear that you care and will do what you can and will act in accordance with the school's anti-bullying policy.

Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.

Avoid getting into an argument. Try to avoid blaming the parent/carer for their child's behaviour.

(Adapted from 'Stop the Bullying' A Handbook for Schools, Ken Rigby, Jessica Kingsley Publishers, 2002)

## **Intervening**

The main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

### **Level 1 Intervention - Low Level Bullying Behaviour**

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.** Class teachers, assistants or supervisors who confront a low level incident of unkind or bullying behaviour (observed or reported) have an initial responsibility for taking positive action. This may include using one or more of the following intervention practices:-

Explain the inappropriateness of the behaviour in line with our values and Golden Rules.

Identify possible consequences if the bullying behaviour continues.

Point out the level of distress experienced by the bullied pupil.

Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.

Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.

Encourage reparation to be made, if appropriate.

Monitor the situation carefully.

Be prepared to intervene with a higher response level if the situation persists or deteriorates.

We can use-

- Rights Respecting Scripts
- Restorative Questioning
- Expectation Discussions
- One to One discussions and/or Think Time Discussions
- Whole class & Small group discussions using PDMU resources
- Quality Circle Time.

Records should be maintained of the incident and all staff interventions in response. Staff should enquire post-intervention to ensure pupil well-being & safety has been restored and is maintained, continuing to monitor and ensure no recurrence of unkind, unacceptable, targeted behaviour.

## **Level 2 Interventions**

### **Level 2 Interventions - Intermediate Level Bullying Behaviour**

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

The consent and involvement of the pupil being bullied.

To be planned and timetabled, session length dependent on age and ability.

Carefully selected group membership.

To take place in a suitable and comfortable environment.

To be uninterrupted if possible.

Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.

Decision and outcomes to be agreed and recorded, e.g. on a flipchart.

To facilitate the development of empathy amongst pupils.

A solution focused approach to the situation.

To provide opportunities for pupils to take responsibility.

Regular meetings of the group.

Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.

To ensure regular feedback is given on agreed actions.

Each staff member involved will maintain appropriate contemporaneous records of events and their intervention, to ensure effective communication in response to developments.

## **Level 3 Interventions - Complex Bullying Behaviour**

At this level, a “history” of on-going concerns and interventions may exist **or** this may be a newly emergent but a complex bullying concern. The targeted pupil or the pupil engaging in bullying behaviour may have additional needs or vulnerabilities.

Some members of the School’s Senior Leadership Team will be involved, as necessary including the KS Coordinator, SENCO, VP, Designated Teacher for Child Protection and

Principal as necessary. Members will be identified on the 'Assessment of Concern' form and their role and responsibilities, which will include:-

1. Gathering and assessing complex and dynamic information
2. Liaising with and making Referral to external professionals and agencies
3. Maintaining ongoing communication with pupil's, their parents and carers
4. Collaborating with, updating and advising school staff re implementing 'Pupil Strengthening' interventions.

This Role and Responsibility may include an integration of the following Plans:-

- Risk Assessment/Risk Management Plans
- Special Education Needs IEPs

Interventions at Level 3 will often involve collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving EA services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement as well as individual support and strength building programmes.

#### **Level 4 Interventions - High Risk Bullying Behaviour**

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Safeguarding and Child Protection Policy procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement strategies and interventions detailed at previous levels.

## Appendix 4