



# Victoria College Belfast

## Anti-Bullying Policy September 2021

Policy Date – Sept. 2021  
Agreed by Governors – 13<sup>th</sup> Sept. 2021  
Review Date – May 2024  
*Update 1 –*  
Drafted by – Mrs F Cromie

## **Anti-Bullying Policy**

### **Section 1 – Introduction and Statement**

At Victoria College 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 where positive behaviour is promoted and where each individual is valued and respected so that their abilities and talents can be nurtured and developed to their full potential.

The College therefore wishes to promote an anti-bullying culture where all pupils feel free from the threat of abuse of any kind.

### **Section 2 – Context**

This policy has been developed in line with the legislative and policy/guidance framework context which is applicable. This includes:

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)

The key points to note are:

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- provides a legal definition of bullying.
- places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- sets out under which circumstances this policy should be applied, namely:
  - in school, during the school day
  - while travelling to and from school
  - when under control of school staff, but away from school (eg. school trip)
  - when receiving education organised by school but happening elsewhere (eg. in another school in the ALC)

The act also sets out that the school may consider measures to be taken at school with a view to prevent bullying of a pupil at the school which takes place outside the circumstances above and is likely to have a detrimental effect on the pupil's education at the school.

The act requires that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

- 'safeguard and promote the welfare of registered pupils' (A.17)

The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:

- be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
- be protected from discrimination. (A.2)
- express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
- education. (A.28)

### **Section 3 – Ethos & Principles**

Victoria College is committed to being a society where children and young people can live free and safe from bullying. The College believes in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying. The College believes that every child and young person should be celebrated in

their diversity and is committed to a preventative, responsive and restorative anti-bullying ethos across the whole school. The College values the views and contributions of children and young people; staff will actively seek these views and respect and take them into account. The College understands that everyone within the school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

#### **Section 4 - Aims of the Policy**

- To ensure all stake holders are aware of and follow the Anti-Bullying Policy in Victoria College Belfast.
- To create greater understanding of what constitutes bullying behaviour and the different types of bullying.
- To identify the impact of bullying for others including the person who has harmed and the person who has been harmed.
- To support the Positive Behaviour Policy with the aim of providing strategies to prevent acts of bullying.
- To create an environment where pupils feel safe and secure in reporting acts of bullying and to outline the procedures a pupil should follow
- To ensure a suitable and consistent response to all reported incidents of bullying.

#### **Section – 5 Consultation**

Consultation has taken place to inform the development and review of the School Development Plan and the anti-bullying policy.

1. Annual base-line audit about positive behaviour/safeguarding and anti-bullying involving pupils, parents, carers and staff took place in May 2021 via an on-line survey.
2. Results of the survey were discussed with pupil, parent and staff focus groups.
3. Results were analysed and feedback was provided to all participants.
4. Results were used to inform and guide amendments to policy and procedures and inform the SDP.
5. Policy engagement activities took place with staff and pupils .
6. Policy was ratified by Governors.



## **'Ethos of Participation'**

**(DE circular 2014/14)**

### **Section 6 – What is Bullying?**

In line with The Addressing Bullying in Schools Act (NI) 2016, Victoria College uses the legal definition of bullying as outlined below:

Addressing Bullying in Schools' definition of "bullying":

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

**(a) any verbal, written or electronic communication,**

**(b) any other act, or**

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

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

*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.*

While bullying is usually repeated behavior, there are instances of one-off incidents that the College will consider as bullying.

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.

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

the College shall consider the following criteria:

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

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

All members of the school community are expected to use this language when discussing bullying incidents.

For the purposes of this policy “harm” is defined as:

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

The 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

- causing 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 cause hurt or distress.

This list is not exhaustive and other behaviours which fit with the definition may be considered bullying behaviour.

### **Motivation**

The various motivations behind bullying, named in the Act include, but are not limited to:

- |                                   |                               |
|-----------------------------------|-------------------------------|
| • age                             | • appearance                  |
| • breakdown in peer relationships | • community background        |
| • political affiliation           | • gender identity             |
| • sexual orientation              | • pregnancy                   |
| • marital status                  | • race                        |
| • religion                        | • disability / SEN            |
| • ability                         | • 'Looked After Child' status |
| • young carer status              |                               |

## **Section 7 - Language used when describing bullying behaviour**

Bullying is an emotive issue. Therefore, it is essential to ensure that 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

## **Section 8 – Preventative Measures**

The College places great value on educating its young people to understand what respect and collegiality looks like by:

- raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- 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
- addressing issues such as the various forms of bullying, including the how and why it can happen, through Learning for Life and Work and assemblies (eg. sectarian, racist, homophobic, transphobic, etc.)
- designing the preventative curriculum to promote actively positive emotional health and wellbeing
- participating in the NIABF annual Anti-Bullying Week activities
- engaging in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
- developing peer-led systems (eg. School Council ) to support the delivery and promotion of key anti-bullying messaging within the school. Anti-bullying ambassadors will play a key role in this and will be piloted in the next academic year.
- delivering assemblies which are planned to raise awareness and promote understanding of key issues related to bullying
- developing effective strategies for the management of unstructured times (eg. break time, lunch)
- promoting a varied programme of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks.

### **Prevention measures to and from school**

While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways Victoria College seeks to build upon this specifically related to the journey to and from school. This includes:

- developing a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- empowering pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school.

- regularly engaging with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- promoting key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.

## **Cyber bullying**

The College takes steps to prevent bullying by means of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school by:-

- addressing key themes of online behaviour and risk through Learning for Life and Work, form time and assemblies including understanding how to respond to harm and the consequences of inappropriate use.
- participating in Anti-Bullying Week activities.
- engaging with key statutory and voluntary sector agencies ( C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- participating in annual Safer Internet Day and promotion of key messages throughout the year.
- developing and implementing robust and appropriate policies in related areas (eg. Acceptable Use of ICT.)
- using Senitus software to capture any potential cyber-bullying in school.

## **Responsibilities of all Stake Holders**

### **Governor Responsibilities**

Head teachers and Governors have a legal duty of care to all personnel within the school community under the Schools Standards and Framework Act 1998 to create procedures in order to prevent and tackle bullying. All stake holders must be aware of these procedures. Keeping Children Safe in Education (2014) has further enhanced the duty of schools to safeguard and promote the welfare of pupils. This is delivered through staff inset days, policy reviews and staff professional development.

### **Pupils' Responsibilities**

We expect our pupils to:

- respect and value everyone within the school community
- be responsible members of the school community.
- report all incidents of suspected bullying to a member of staff within the school community.

### **Parent Responsibilities**

We expect parents to:

- be vigilant and watch for signs of distress or unusual behaviour displayed by their child
- inform the school of any suspected bullying or concerns about bullying for their own child or other pupils
- support staff within the school community in dealing positively with any suspected bullying.

### **Staff Responsibilities**

We expect staff to:

- foster in all pupils self-esteem, self-respect and respect for others
- create a safe and secure learning environment within classrooms
- be vigilant and alert to the signs of bullying and act accordingly.
- listen empathetically and respectfully to all reports of suspected bullying and reassure the student
- record the details of the suspected bullying, complete relevant forms and share information with either the Year Head, A Senior Leader or the Pastoral Vice Principal

## Bullying Concern Assessment Form

### Year Head/ Senior Leader Responsibilities

We expect Year Heads and Senior Leaders to

- follow up on every reported incident of suspected bullying
- offer reassurance and support for all pupils
- use appropriate strategies to reconcile and restore the relationships between those involved
- keep all stake holders within the school community informed where necessary
- monitor and review the situation regularly to ensure the safety of all pupils and keep relevant personnel informed.

It is important that pupils who report bullying are listened to, supported and protected. Pupils who engage in bullying behaviour should be given the opportunity to make amends and change their behaviour.

### **Section 9 – Reporting**

Pupils are encouraged to raise concerns with any member of staff they feel comfortable talking to. All staff have received training in supporting pupils who experience bullying. Form Teachers are often the first contact point and pupils should feel able to speak with them about any pastoral issues.

It is really important to ask somebody for help. Talk to someone in school that you are comfortable with. This might be your Form Teacher, Head of Year, the School Counsellor, the School Nurse or a Mentor. It could also be any other member of staff.

**These people cannot promise not to tell**

These people might have to tell your parents, Year Head or the Designated Teacher to ensure your safety.

The staff member will use anti-bullying strategies to help you. They will keep you informed about what action is being taken

## **Bullying Concern Assessment Form**

Pupils can report bullying by:

- talking to a member of staff
- writing a note to a member of staff (eg. in a homework diary)
- sending an email to a member of staff

In line with the College's commitment to ensure pupils receive appropriate help at the right time, any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

### **Parents Reporting a Concern**

If parents have a concern about bullying they should report such concern to the Form Teacher of their child. If the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the parent should report the concern to the Head of Year. Where the parent is not satisfied that appropriate action has been taken by the Head of Year, the Vice-Principal should be contacted to prevent further incidents. Should the parents remain concerned that appropriate action has not been taken or where further incidents have taken place, the concern should be reported to Principal.

Where the parent remains dissatisfied that the concern has not been appropriately responded to, the College's complaints procedure involving the Board of Governors should be followed. This can be accessed via the school website and by contacting the school office.

All reports of bullying concerns received from pupils and/or parents will be responded to in line with this policy and feedback will be provided to the person who made the report. No information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and their parents/carers.

## Bullying Concern Assessment Form

### Section 10 – Responding to a Bullying Concern

1

- Clarify facts and perceptions in a timely fashion. Check records (SIMS) .

2

- Assess the incident against the criteria for bullying behaviour. Identify any themes or motivating factors. Complete recording of incident on SIMS and a Bullying Concern Form. The Designated Teacher should be notified that a form has been completed.

3

- Identify the type of bullying being displayed and identify the intervention level using Effective Responses to Bullying Behaviour.  
[http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective\\_Responses\\_to\\_Bullying\\_Behaviour.pdf](http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective_Responses_to_Bullying_Behaviour.pdf) Select and implement appropriate interventions for all pupils involved including appropriate interventions, consequences and sanctions not listed in the Anti-bullying Toolkit. Parents will be informed.

4

- Track, monitor and record effectiveness of interventions.

5

- Review the outcome of interventions. This should be done by the staff member completing the initial record within a suitable time period. Bullying records will also be reviewed at Pastoral Leaders Meeting.

6

- Select and implement further interventions as necessary.

## **Bullying Concern Assessment Form**

When responding to a bullying concern, College staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, they may implement sanctions for those displaying bullying behaviour. As outlined in the Positive Behaviour Policy, this can include suspension. In such a case, the Vice Principal will be involved and a meeting will be held with the parents of the pupil displaying bullying behaviour and the pupil themselves.

### **Section 11 – Recording**

As set out in the Addressing Bullying in Schools Act (NI) 2016, the need to maintain a contemporaneous record of all incidents of bullying and alleged bullying behaviour is a necessary part of the procedure.

Staff will use the Bullying Concern Assessment Form (BCAF – see appendix 1) and will centrally record all relevant information related to reports of bullying concerns, including:

- how the bullying behaviour was displayed (the method)
- the motivation for the behavior where identified
- how each incident was addressed by the College
- the outcome of the interventions employed.

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

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.

For full recording procedure see Appendix 2.

### **Section 12 – Professional Development of Staff in Respect of Bullying**

The College is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions. Safeguarding and inclusion training is provided for teaching and non-teaching staff and also for governors at least annually.

### **Section 13 – Monitoring and Review of Policy**

The Board of Governors shall monitor the effectiveness of the Anti-Bullying Policy by maintaining a standing item on the agenda of each meeting of the Board, where a report will be received through the Education Committee on:

## **Bullying Concern Assessment Form**

- incident of bullying
- identifying trends and priorities for action
- assessing the effectiveness of strategies aimed at preventing bullying behaviour
- assessing the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the June 2023).

### **Section 14 – Links to Other Policies**

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct

## Bullying Concern Assessment Form

### Appendix 1

#### Bully concern assessment form (BCAF)

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

### PART 1

<i>ASSESSMENT OF CONCERN</i>		<i>Date:</i> <div style="border: 1px solid black; width: 150px; height: 20px; display: inline-block;"></div>	
Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:			
<i>“bullying” includes (but is not limited to) the repeated use of —</i>			
(a) <i>any verbal, written or electronic communication</i>			
(b) <i>any other act, or</i>			
(c) <i>any combination of those,</i>			
<i>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.</i>			
	<b>Name(s)</b>	<b>Gender</b> M / F	<b>DOB/Year Group</b>
Person(s) reporting concern			
<b>Check records for previously recorded incidents</b>			

## Bullying Concern Assessment Form

**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (i.e. on paper or in SIMS).

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

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

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

### One-off Incident

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

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

### Bullying Concern Assessment Form

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criterial have not been met and bullying behaviour has not occurred.</b>
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by:	
Status:	
On:	

## Bullying Concern Assessment Form

### PART 2

#### 2.1 Who was targeted by this behaviour?

Select one or more of the following:

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

#### 2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

## Bullying Concern Assessment Form

### PART 3A

#### RECORD OF SUPPORT AND INTERVENTIONS FOR A PUPIL EXPERIENCING BULLYING BEHAVIOUR:

**Pupil Name:**

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

**Parent / carer informed:**

**Date:**

**By whom:**

**Staff involved:**

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

#### Record of participation in planning for interventions

**Pupil:**

**Parent/carers:**

**Other Agencies:**

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

## Bullying Concern Assessment Form

### RECORD OF SUPPORT AND INTERVENTIONS FOR A PUPIL DISPLAYING BULLYING BEHAVIOUR:

**Pupil Name:**

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

**Parent / carer informed:**

**Date:**

**By whom:**

**Staff involved:**

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

#### Record of participation in planning for interventions

**Pupil:**

**Parent/carers:**

**Other Agencies:**

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

## Bullying Concern Assessment Form

### REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

#### Part 4A Following the Review Meeting, to what extent have the success criteria been met?

- ☐ 1 – Fully
- ☐ 2 – Partially
- ☐ 3 – Further intervention/support required

Give  
details:

#### Part 4B If the success criteria have not been met, continue to:

- ☐ Re-assess Level of Interventions and implement other strategies from an appropriate level
- ☐ Track, monitor and review the outcomes of further intervention
- ☐ Follow Anti-bullying policy
- ☐ Keep under review the Stage of Code of Practice each pupil is on
- ☐ Follow Safeguarding Policy
- ☐ Seek multi-agency input (EA, Health and Social Services etc.)
- ☐ Engage with Board of Governors

#### Agreed by:

<b>School</b>	Signed: Date:
<b>Parent</b>	Signed: Date:
<b>Pupil</b>	Signed: Date:

## Appendix 2 Interventions

### Choosing an Appropriate Intervention

When children and young people are involved in incidents of bullying, adults need to intervene. In practice there is a wide range of possible interventions available and there are significant differences in these in terms of the purpose of the intervention and the needs being addressed. A number of new hybrid approaches have been developed which incorporate aspects of two or more practices. Whilst many school staff will welcome the availability of a plethora of interventions, this diversity raises some important questions, most notably 'which is the most appropriate for this case?' Inappropriate interventions could risk further harming individuals who are already vulnerable or victimised.

Schools should ensure that their Anti-Bullying policy contains a description of the different interventions which will be used to respond to a bullying situation. There is no best method in the sense that one is always preferable. It depends on the nature of the bullying, the availability of resources, the skills level of staff and the readiness of the school community to support the chosen approach. Remember, 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.

In selecting an intervention schools should take account of:

- \* the level of severity, using this as a guide to select appropriate intervention(s).
- \* the legal status of the act e.g. assault.
- \* the age and ability of those involved.
- \* whether an individual pupil or a group is involved.
- \* the level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- \* the agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.
- \* whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- \* the willingness to engage in a group intervention such as the Support Group Method (see p30).
- \* whether it is realistic to expect that the bullied pupil can be strengthened adequately to deal with the situation.
- \* whether or not the pupil experiencing bullying has acted provocatively.

Refer to NIABF **Bullying Concern Assessment Form**

*(Adapted from 'BULLYING IN SCHOOLS, Six Methods of Intervention, A User's Guide', Ken Rigby,*

*2009) For more information see [www.loggerheadfilms.co.uk](http://www.loggerheadfilms.co.uk)*

## **Understanding the Levels of Intervention**

***Levels suggested within this document are for guidance only, and schools are advised to consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.***

### **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.**

#### **Staff should;**

- \* explain the inappropriateness of the behaviour in line with the school’s values. 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.

### **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, the session length dependent on age and ability.
- \* parental / carer consent and agreement from participating pupils.
- \* carefully selected group membership.
- \* to take place in a suitable and comfortable environment.
- \* to be uninterrupted.
- \* to be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- \* to have structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and to develop group identity.
- \* decisions 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 pupil who has experienced bullying behaviour to assess the ongoing effectiveness of agreed actions.
- ✳ to ensure that regular feedback is given on agreed actions.

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

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in 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 ELB 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. These will often require group interventions as discussed in Level 2 (see Support Group Method, p30) and/or The PIKAS Method of Shared Concern (see p40), along with 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 Child Protection policy and safeguarding 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 interventions detailed at Level 3 as appropriate.

## **Appendix 3**

### **Guidance on how to record a Bullying Concern on SIMS**

<http://www.c2kexchange.net/documentcentre/Documents/Anti-bullying%20-%20SIMS%20Quick%20Ref%20Helpsheet.pdf>