St Columba’s College



Anti-Bullying Policy

**Anti-Bullying Policy**

*“Understanding what bullying is and how it affects students allows us to be better equipped to effectively stop bullying behaviours”*

*(Finger, Craven, Parada & Yeung, 2007).*

**In St Columba’s 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.** We aim to create a caring community in which all pupils are encouraged to fulfil their spiritual, intellectual, physical, social, aesthetic and emotional potential.

Central to this aim is the recognition of the worth and value of every child, the fostering of Catholic/Christian values and the promotion of mutual understanding and respect for others.

We aim to establish a community wherein all pupils, staff and parents enjoy a sense of belonging and each has an important role to play in the success of that community.

The policy reflects the following Articles from the UNCRC:-

**Article 17**

Every child has the right to reliable information from the media. This should be information children can understand. Governments must help protect children from materials that could harm them.

**Article 18**

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child’s parents work

**Article 19**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them

This policy has been developed, to include the legislative and policy/guidance framework applicable. This includes:

**The Legislative Context:**

* [The Addressing Bullying in Schools Act (Northern Ireland) 2016](http://www.legislation.gov.uk/nia/2016/25/contents)
* [The Education and Libraries Order (Northern Ireland) 2003](http://www.legislation.gov.uk/nisi/2003/424/contents/made) (A17-19)
* [The Education (School Development Plans) Regulations (Northern Ireland) 2010](https://www.education-ni.gov.uk/sites/default/files/publications/de/annex-a-school-development-plans-regulations-2010.pdf)
* [The Children (Northern Ireland) Order 1995](http://www.legislation.gov.uk/nisi/1995/755/contents/made)
* [The Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42/contents)
* [The Health and Safety at Work Order (Northern Ireland) 1978](https://www.legislation.gov.uk/nisi/1978/1039)

**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)](https://www.education-ni.gov.uk/sites/default/files/publications/de/pastoral%20care%20in%20schools.pdf)
* [Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)](https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection-in-Schools-A-Guide-for-Schools.pdf)
  + [Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)](https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland)
  + [Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)](https://www.proceduresonline.com/sbni/)

**The International Context**

* [United Nations Convention on the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.109765637.1827233515.1552648186-274690600.1552648186) (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)
  + 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)

**Ethos & Principles**

Our Mission is to develop the whole person in a Catholic learning community, to provide a loving Christian environment and to strive for excellence, equality, justice and fairness.

We are committed to a society where children and young people can live free and safe from bullying.

* We believe in a society where bullying is unacceptable and where every child and young person is safe and fees safes from bullying.
* We believe that every child and young person should be celebrated in their diversity.
* We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
* We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
* We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

**Consultation and Participation**

Form / Class based workshop to negotiate and agree a Code of conduct for Positive behaviours within group.

* Awareness raising programmes through Curriculum and involvement in NI Anti-bullying Week
* Obtaining the views of elected student representatives e.g .form class and student council
* Survey/questionnaires distributed to pupils, parents and whole school staff (teaching and non- teaching). Whole school questionnaires were distributed to all pupils and sent out to parents.
* Work with the Parent Focus Group
* Awareness raising programmes: Anti- Bullying leaflet for pupils, Anti – Bullying advice leaflet for parents and Cyber bullying leaflets for parents and pupils
* Ongoing Professional Development and support for staff
* Monitoring effectiveness of our preventative policy - when issues arose how effective were our interventions? What learning is there from these - identify and implement improvement/changes eg we reviewed the positive behaviour policy in January and a revised policy as a result.
* Collect data and maintain/review records to monitor and evaluate effectiveness of policy and intervention strategies
* Formal review/update of policy (every 2 years or as required), formally adopted by Board of Governors, signed and dated.

**What is Bullying?**

**Bullying is the repeated and intentional use of physical, verbal, electronic, written or psychological acts of omissions, or any combination thereof, by one or more pupils against another pupil or group of pupils with the intention of causing hurt, harm, fear, distress or adversely affecting the rights or needs of that pupil or group of pupils”**

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the staff 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 Positive Behaviour Policy.

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 spread false rumours about others
  + try to make other pupils dislike another pupil/s
* Physical acts
  + Hitting
  + kicking
  + pushing
  + shoving
  + material harm, such as taking/stealing money or possessions or causing damage to possessions
* Omission (Exclusion)
  + Leaving someone out of a game
  + Refusing to include someone in group work
* Electronic Acts
  + Using online platforms or other electronic communication to carry out many of the written acts noted above
  + Impersonating someone online to cause hurt
  + Sharing images (eg. photographs or videos) online to embarrass someone

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

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion these matters. For this 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 b describing the situation surrounding that child, for example:

* A child displaying bullying behaviours
* A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussion bullying incidents.

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.

**Preventative Measures**

* Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
* Promotion of 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 PD/LLW (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
* Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
* Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training)
* Participation in the NIABF annual Anti-Bullying Week activities
* Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
* Development of peer-led systems (School Council) to support the delivery and promotion of key anti-bullying messaging within the school
* Development of effective strategies for playground management, eg. training for supervisors.
* Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
* Development of effective strategies for the management of unstructured times (eg. break time, lunch)
* Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. Extended Schools programme, Peninsula Peace project and TBUC to include:- sporting activity, creative arts, leisure and games, diversity interaction.

The preventative measures in place to prevent bullying behaviour on the way to and from school includes:

* Developing of 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. This may include the implementation of peer monitoring systems on buses, trains and ferries, and for those walking.
* Regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
* Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, residents, etc), including information on how to raise any concerns with the school?
* Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops)

It is also necessary to prevent bullying through the use 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. We will continue to raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible and respectful way. The staff will do this by:

* Addressing key themes of online behaviour and risk through Personal Development programme, including understanding how to respond to harm and the consequences of inappropriate use.
* Participation in Anti-Bullying Week activities.
* Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
* Participation in annual Safer Internet Day and promotion of key messages throughout the year.
* Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy, Mobile Phone Policy, etc.)

**Responsibilities of all Stakeholders.**

**The Responsibilities of Staff**

Our staff will

* Foster in our pupils’ self-esteem, a sense of their rights and their responsibilities to others
* Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
* Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour.
* Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
* 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 respond appropriately.
* Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
* Respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change in accordance with agreed procedures.

**The Responsibilities of Pupils**

We expect our pupils to:

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

*Anyone who becomes the target of bullies should:*

* Have the courage to speak out, to put an end to their own suffering and that of other potential targets.

**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 children, which might be evidence of bullying.
* Advising their children to report any bullying to ***(their form teacher/Head of Year /Head of Pastoral Care or any member of staff)*** and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
* Advising their children not to retaliate violently to any forms of bullying behaviour.
* Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
* Keeping written records of any reported instances of bullying
* Informing the school of any suspected bullying, even if their children are not involved;
* Co-operating with the school, if their child is involved in a bullying concern, to resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all children

Everyone has the responsibility to work together to:

* + foster positive self-esteem
  + 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**

**Procedures for dealing with incidents of bullying**

ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour and can report bullying concerns by:

* Verbally- talking to a member of staff
* By writing a note to a member of staff (eg. in a homework diary)
* By sending an email to a member of staff
* In the first instance the bullied child is listened to sympathetically and offered reassurance that action will be taken to prevent a recurrence of the bullying behaviour. The Form Teacher/Head of Key Stage should investigate the complaint.
* Take the incident seriously.
* Take action as quickly as possible [Form Teacher/Head of Key Stage will determine appropriate action].
* Reassure the victim, giving help, support and advice.
* Make it plain to the bully you disapprove.
* Encourage the bully to see the victim’s point of view.
* Explain the consequences for the behaviour.
* Stress that it is the behaviour and not the person that is unacceptable.
* Where there are patterns of bullying incidents developing, the Vice Principal and Principal should be informed.
* Any bullying incidents should be recorded and the report handed to Designated Teacher
* The behaviour of the bully will be carefully monitored until the Form Teacher/Head of Key Stage is satisfied that the problem has stopped and the bullied pupil is happy.
* At all times the child’s happiness and security are paramount.
* Use school’s system for recording incidents eg C2k SIMS.
* If necessary obtain advice, support or make a referral to relevant Support Services e g. EWO, Behaviour Management Team, Education Psychology, Pupil Personal Development Team, Child Protection Support Services.
* Continue to monitor.

Assess appropriate interventions and plan with reference to the School’s Positive Behaviour Policy

**Parents/Carers Reporting a Concern**

Parents and carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to ‘hit back’.

:

* In the first instance, all bullying concerns should be reported to the Form Teacher
* 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 Head of Year or Vice-Principal, as applicable.
* Where the parent is not satisfied that appropriate action has been taken by the Head of Year/Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

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. (see Complaints policy)

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report? However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

**Responding to a Bullying Concern**

The focus of any intervention will be on responding to the bullying concern and restoring the wellbeing of those involved.

**The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.** Staff will use a restorative approach while responding to bullying behaviour, resolving the concern and restoring the wellbeing of those involved

**The member of staff responsible shall…**

* **Clarify facts and perceptions**
* **Check records (SIMS)**
* **Assess the incident against the criteria for bullying behaviour**
* **Identify any themes or motivating factors**
* **Identify the type of bullying behaviour being displayed**
* **Identify intervention level**
* **Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource**
* **Track, monitor and record effectiveness of interventions**
* **Review outcome of interventions**
* **Select and implement further intentions as necessary**

**When responding to a bullying concern, school staff shall implement interventions aimed at 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.**

It must also be noted that information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

**Recording**

**St Columba’s College 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 behaviour**
* **how each incident was addressed by the school**
* **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.**

**Professional Development of Staff**

* Staff will be provided with appropriate opportunities for professional development as part of the school’s ongoing CPD/PRSD provisions
* the impact of the training given will be noted on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
* Opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
* CPD records will be kept and updated regularly
* Safeguarding Training August 2019
* Training on dealing with incidents of bullying August 2019

**Monitoring and Review of Policy**

**To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:**

* **maintain a standing item on the agenda of each meeting of the Board where a report on 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**

Monitoring Process:

* Check to ensure that everyone is aware of the definition of bullying and its various forms.
* Heads of Key Stage/Form Teachers to meet once every month to scrutinise SIMS/SIMS Discover for incidents of bullying, bullying type and the action taken to resolve occurrences.
* Referrals to Learning Support Group to gauge the effectiveness of our interventions and to advise on next most appropriate steps.
* Highlight the most successful resolutions for sharing of ‘best practice’.
* Pupils, parents and whole staff surveyed to gauge effectiveness of our policy.

Review:

* the Number, type and frequency of bullying situations
* the quality of record keeping on SIMS
* the effectiveness of our interventions
* the outcomes of our monitoring process with a view to making changes
* the extent of our commitment to positive behaviour as modelled by pupils, parents, whole school staff

**Policy approved on**

**SIGNATURE/DATE**

Chair of the Board of Governors and the Principal.

The policy should be dated as a reminder as to when it was last reviewed.

* As for other policies e.g. annually and post any incident

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

**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**

Levels of Intervention

**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.

**Level 2 Intervention**

**Intermediate Level Bullying Behaviour**

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions.

**Level 3 Intervention**

**Complex Bullying Behaviour**

Interventions at Level 3 will often involve the Heads of Key Stage,Head of Pastoral Care, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change.

**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.

**Bullying Concern Assessment Form**

**PART 1 – Assessment of Concern Date** \_\_\_\_\_\_\_\_\_\_\_

Our School’s Definition of Bullying is: ***“Bullying is the repeated and intentional use of physical, verbal, electronic, written or psychological acts of omissions, or any combination thereof, by one or more pupils against another pupil or group of pupils with the intention of causing hurt, harm, fear, distress or adversely affecting the rights or needs of that pupil or group of pupils”***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name(s)** | **Gender** | **DOB/Year Group (if Pupil)** |
| Person(s) reporting concern |  | M/F |  |
| Name of targeted pupil(s) |  |  |  |
| Name of Pupil(s) involved |  |  |  |
| Does the behaviour involve?  Individual to individual 1:1  Individual to Group  Group to individual  Group to Group |  |  |  |

|  |
| --- |
| **Type of incident and Theme (if applicable):**  Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Disability (related to perceived or actual disability)  Cyber (through technology such as mobile phones and internet)  Homophobic (related to perceived or actual sexual orientation)  Racist (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 your school’s agreed definition of bullying? Yes / No |

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

**PART 2 – Details of interventions to be implemented in response**

**2.1 PUPIL(s) WHO HAS BEEN BULLIED:**

**REFER TO LEVEL 1-4 INTERVENTIONS (see policy)**

**OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide outline details of the level and type of intervention with:

peer group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

whole class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On-going support/monitoring to be provided \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(daily, weekly)

by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (named staff) and will be formally reviewed by

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)

Have parent(s) been informed /involved? Yes/No (Give details)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Referral to other agencies – If yes please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any other details (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART 3 –ON-GOING RECORD OF SUPPORT AND INTERVENTIONS**

**REFER TO LEVEL 1-4 INTERVENTIONS**

|  |  |  |
| --- | --- | --- |
| Date | Details of Intervention | Action Required/Taken  (Date and signed) |
|  |  |  |
| Name and designation of the teacher completing this form: | | |
| Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: | | |
|  | | |

**PART 4 – STATUS OF CONCERN**

**This concern is now resolved** yes

Copied to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Filed (Interventions complete, issue resolved, record maintained)

**When concern is not resolved:**

Further Intervention/Required

Review information and action to date

Refer to VP/Principal/Head of Pastoral Care

Re-assess Level of Interventions; Implement other strategies from appropriate level

Assign task, record and monitor as in part 2 & 3

Name and designation of the teacher completing this form

**Signed:**

**Date:**