



# **Anti-Bullying Policy**

## **for**

# **Cedar Integrated Primary School and Nursery Unit**



Ratified November 2021

## **CONTENTS**

	<b>Page</b>
<b>Mission Statement</b>	<b>3</b>
<b>Ethos and Principles</b>	<b>4</b>
<b>Context</b>	<b>4</b>
<b>Consultation Process</b>	<b>6</b>
<b>Aims</b>	<b>6</b>
<b>Defining Bullying</b>	<b>7</b>
<b>Methods of Bullying</b>	<b>8</b>
<b>Preventative Measures</b>	<b>10</b>
<b>Responsibilities</b>	<b>15</b>
<b>Reporting a Bullying Concern</b>	<b>15</b>
<b>Responding to a Bullying Concern</b>	<b>16</b>
<b>Recording a Bullying Concern</b>	<b>17</b>
<b>Programme of Support</b>	<b>19</b>
<b>Professional Development of Staff</b>	<b>19</b>
<b>Monitoring and Reviewing of Policy</b>	<b>20</b>
<b>Appendix 1 - Overview Flowchart</b>	<b>21</b>
<b>Appendix 2 - Interventions</b>	<b>22</b>
<b>Appendix 3 - BCAF Sample Form</b>	<b>27</b>

## Mission Statement

At Cedar Integrated Primary School our purpose is learning together for life and celebrating diversity. We aim to provide child-centred education in an integrated environment, where our core focus is **together** we are **learning** and **caring** for each other. As an integrated school we seek to learn together, about and from one another, irrespective of creed, race, gender or ability.

Our children will be

- C**          Confident individuals
- E**          Effective contributors
- D**          Diverse learners
- A**          Aspirational thinkers
- R**          Respectful citizens

We value our strong links with

- I**          Individuals
- P**          Parents
- S**          Society

**#**ReadytotakeontheDigitalWorld

## **Ethos and principles**

We are committed to providing a supportive, caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. This is the ethos we wish to sustain. Bullying disrupts this ethos. **We, at Cedar IPS, believe that all forms of bullying are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.**

Bullying is unacceptable at our school. We promote good behaviour and a strong work ethic amongst our pupils. It is regularly made clear, both in class and at assembly, that Bullying Behaviour is wrong and will not be tolerated. If Bullying Behaviour does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. **We are a TELLING school.** This means that anyone who knows that bullying is happening is expected to tell a member of staff. **However, we should encourage the ethos of telling is getting help for someone rather than telling on someone.** We believe in eradicating Bullying Behaviour without victimising the child accused of displaying Bullying Behaviour.

This Policy is designed to ensure that as a school we are alert to the signs of bullying and act promptly and firmly against it. **All members of staff are responsible for maintaining an anti-bullying ethos.** All staff members have a duty to report, record and respond to concerns raised about alleged Bullying Behaviours. The Designated Teacher (Mrs Magee) and Principal (Deputy Designated Teacher Mrs Crichton) will deal with incidents of alleged and proven bullying behavior, depending on frequency and severity, as is discussed in the 'Reporting, Responding and Recording Anti-Bullying Concerns' section of this Policy.

## **Context**

**This Policy is informed by the legislation and guidance listed below;**

- Health and Safety at Work NI Order 1978
- The Children (NI) Order 1995
- The Human Rights Act 1998
- The Education (School development plans) Regulations (NI)2010
- Welfare and Protection of Pupils Education and Libraries (NI) Order 2003
- The Education (Schools Development Plans) Regulations (NI) 2007
- **Addressing Bullying in Schools Act (NI) 2016 (enacted September 2021).**

### **Guidance and Policy Context**

- Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools. A Guide for Schools (DE 2017)
- Addressing Bullying in Schools Act(NI) 2016Statutory Guidance for Schools and Boards of Governors 2019
- Cooperating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Policy 2016)
- Safeguarding Board for Northern Ireland Policies and Procedures (SBNI 2017).

### **The International context**

- United Nations Convention on the Rights of the Child (UNCRC)

As a Rights Respecting School, this Policy also takes cognisance of the UNCRC in terms of the following:

- **Article 2** You have the right to protection against discrimination
- **Article 19** You have the right to be protected from being hurt or badly treated
- **Article 39** You have the right to help if you have been hurt, neglected or badly treated.

The Board of Governors and all school staff recognise the very serious nature of bullying and the negative impact that it can have on the lives of pupils and therefore all stakeholders are fully committed to the following key principles of best practice in preventing and tackling Bullying Behaviour:

- A positive school culture and climate which:
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of Bullying Behaviour in a non-threatening environment and;
  - promotes respectful relationships across the school community.
- Effective leadership.
- A school-wide approach.
- A shared understanding of what bullying is and its impact.
- Implementation of education and prevention strategies (including awareness raising measures) that
  - build empathy, respect and resilience in pupils
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Support for staff.
- Consistent recording, investigation and follow up of Bullying Behaviour (including use of established intervention strategies).
- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

## **Consultation and Participation**

This Policy is subject to consultation which will be carried out in line with whole school development planning consultation to pupils, parents, staff and governors in the form of an online survey on a three-year cycle.

The Anti-Bullying Policy may be subject to interim review if required.

It was last reviewed in 2018 and will be due for review in Autumn 2024, or earlier if necessary.

Pupil voice will feed into the consultation and ongoing anti-bullying message through class lessons, assemblies and through pupil council and anti-bullying ambassador.

A draft copy of this Policy will be made available on the school website, and school staff and parents and all other stakeholders will be given a link via email and will be invited to add a comment prior to the ratification by Board of Governors.

## **Aims**

**The Anti-Bullying Policy aims:**

1. To protect the child experiencing bullying - their needs are paramount.
2. Change the behaviour of the child who is displaying Bullying Behaviour.
3. To ensure all children are free from fear and worry.
4. To promote a whole school approach to raising awareness of bullying.
5. To create an atmosphere where children feel confident about speaking out if they feel they are being bullied by others.
6. To develop and implement a programme and strategies to prevent bullying taking place.
7. Clarify procedures to be followed by all staff who work in the school, parents and pupils, in relation to a bullying incident.
8. Set down clear procedures to be followed in investigating bullying incidents.
9. Set down clear procedures for remedying bullying.
10. Ensure children and parents know we take allegations of bullying seriously.
11. Fully implement the legislation as set out in **Addressing Bullying in Schools(NI) Act 2016**.

This Anti-Bullying Policy will be reviewed at least every four years (or as required) and training for all staff will take place on a two-year cycle as part of Child Protection Training. However, the anti-bullying message will be discussed with staff throughout every school year.

## **Defining Bullying**

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

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as:

***'The repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others.'***

The Department of Education (DE) defines bullying as:

***'Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.'***

The **'Addressing Bullying in School Act' (Northern Ireland 2016)** provides the **legal definition** and this is the one that informs all future policies. It states;

"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 the pupil or group of pupils.

(2) For the purposes of subsection (1) "act" includes omission  
(**Addressing Bullying in Schools Act (NI) 2016.**)

- ***While repetition is internationally recognised as an important element in establishing Bullying Behaviour, The Act does not require repetition for behaviours to be defined as Bullying.***

**Taking account of The Addressing Bullying in Schools (NI) Schools Act a one off incident may be designated as Bullying Behaviour. In order to assess a one off incident, to make a decision on whether to classify it as bullying, the school will consider the following criteria:**

- Severity and significance of the incident
- Evidence of pre meditation
- Impact on individuals(physical/emotional)
- Impact 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.

## Methods of Bullying

To clarify, we understand that bullying is intentional negative behaviour i.e. verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is **usually** repeated **over time**. Pupils may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation.

The following types of Bullying Behaviour are included in the definition of bullying:

- **Emotional:** *being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, dirty looks, malicious gossip etc.)*
- **Physical:** *pushing, kicking, hitting, punching or any use of violence*
- **Verbal:** *name-calling, sarcasm, spreading rumours, teasing*
- **Indirect:** *getting someone to bully on your behalf, isolation, refusal to work/play with*
- **Racist:** *racial taunts, graffiti, gestures*
- **Cyber:** *all areas of the internet, such as email & internet, gaming or chat room misuse. Threats by text messaging & calls and/or misuse of associated technology i.e. camera & video facilities*
- **Sexual:** *unwanted physical contact or sexually abusive comments*
- **Homophobic/Transphobic:** *because of, or focussing on the issue of sexuality*
- **Disablist:** *because of, or focussing on a disability*
- **Educational:** *because of, or focussing on special educational needs*
- **Isolated or one-off** incidents of intentional negative behaviour, including a one-off offensive or hurtful text message or other private messaging, may not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with Cedar's Code of Conduct Policy.

However, taking account of The Addressing Bullying in Schools (NI) Schools Act a one off incident may be designated as Bullying Behaviour. The criteria used to determine if the incident will be addressed through Anti-Bullying Policy or Positive Behaviour Policy (see page 7).

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
- Try to make other pupils dislike another pupil.



### **Physical Acts**

- Hitting
- Kicking
- Pushing
- Shoving
- Material harm, such as taking/stealing money or belongings or causing damage to belongings.

### **Omission**

- Leaving someone out of a game
- Refusing to include someone in group work.

### **Electronic Acts**

- Using online platforms or other electronic communications to carry out many of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images (e.g. photographs or videos) online to embarrass someone.

This list is not exhaustive and other behaviours, which fit with the definition, will be considered Bullying Behaviour.

### **Motivations behind bullying**

These may include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity, Sexual orientation, race, religion, disability/SEN, LAC status.

When discussing Bullying Behaviour, the language we use is important. It should be supportive and understanding. For this reason, we will not use the terms "bully" or "victim". Instead we shall refer to the child describing the situation surrounding that child, for example;

- A child displaying Bullying Behaviours.
- A child experiencing Bullying Behaviours.

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

In determining "harm" we use the definitions set out in the DE Guidance

- 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 or cuts.

## **Preventative Measures**

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

**The Addressing Bullying in Schools Act** (Northern Ireland) 2016 states that schools must "determine the measures to be taken at the school with a view to preventing bullying involving a registered pupil at the school". This applies whether the pupil is

- **"\*On the premises of the school during the day.**
- **While travelling to or from school during the school term.**
- **While the pupil is in lawful control or charge of a member of staff.**
- **While receiving education provision arranged on behalf of the school and provided elsewhere."**

*\*The Addressing Bullying in Schools Act (Northern Ireland) 2016*

A school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of Bullying Behaviour is a key effective element of our practice. Bullying Behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community. In Cedar Integrated Primary School and Nursery Unit, we aim to promote an anti-bullying culture and we are constantly striving to develop a school climate in which bullying is seen as unacceptable and is viewed and treated as such.

We aim to achieve this by:

- Being a caring school in which pupils are encouraged to express their feelings, fears and concerns and feel safe to do so, for example, Circle Time lessons
- By modelling language of, "Please stop. I don't like that"
- Promoting school wide rules concerning Positive Behaviour expectations (e.g. classroom posters, displays, incentives, pupil awards, school assemblies.) By the use of visuals and modelling positive language of making a good choice in line with our Positive Behaviour Policy
- Using the school curriculum which addresses prejudice, discrimination and social and emotional learning. e.g. PDMU curriculum, Aspects of Forgiveness lessons as well as nurture sessions
- Everyone On Board (P6 and P7)
- E-Safety lessons from Primary 1 to Primary 7
- Use of Circle Time, suggestion/worry boxes, Spread a little kindness box (P3), School Council
- Deployment of Playground Buddies
- Anti-Bullying message via assemblies each week online taken by anti-bullying ambassadors
- School wide supervision and effective, consistent behaviour management by all staff
- Use of outside agencies e.g. PSNI, Bee Safe event/Radar, Uberheroes

- Creating "Safe Havens" for vulnerable pupils (e.g. through seating arrangements, Buddy Bench in playground, peer support programmes including Circle of Friends)
- Workshops from NSPCC every few years as part of a cycle and (Anti-Bullying workshops for P6 and P7)
- Workshops for parents on Resilience
- Participating in an annual Anti-Bullying Week
- Using NSPCC Speak out, Stay Safe workshops
- Consulting with, and making available the Anti-Bullying Policy to all parents/carers and staff
- Displaying posters around the school - Child Protection posters and Child Line posters and contact numbers
- Use of Staff Photograph Board - awareness raising of who to contact
- Dedicated assemblies through the year
- Being a Listening school. All adults will have a child centred approach
- Being a Listening and Telling school and promoting this culture.

### **Preventative measures through curriculum (examples)**

In Foundation Stage we promote diversity through topics such as Ourselves and global topics such as Arctic and Antarctic and Rainforests. We use books such as *My Two Mums*, *Families*, *It's Ok to be Different*, *Tango Makes Three*, *Counting on Katherine*, *Girls Can Do Anything*. We promote exploration of feelings through a variety of ways, PDMU lessons such as *Angry Arthur*, *Sad Sarah* and *Happy Hannah*, *Wellbeing Wednesdays*, *Neuronimo* and a range of books to support this.

In Key Stage 1, through topics such as World War II, PDMU lessons, use of books such as *Bully*, *Kind and Honest*, *Don't Do That*, *Yertle the Turtle*, *Carries War*, we promote understanding and tolerance of religious beliefs, and in P3 and P4 all of the children support and participate in Sacrament services by performing as a choir to accompany the Catholic children.

In Key Stage 2 books such as *The Boy in the Back of the Class*, *Wonder*, *I've Got This* and lessons involving outside agencies such as *Community Relations in Schools*, *Uber Heroes*, *Bee Safe* event are used. We also have introduced the children to online resource *Still I Rise*, which promotes tolerance, empathy and diversity through story telling. New programmes have been introduced such as *Neuronimo* and a designated day for well-being and resilience. In P7 global topic and conflict topics give opportunities to explore important issues to help to promote an understanding of and empathy for people in different situations. In P5 a PDMU topic of *I Have Feelings* and use of the book *I've Got This*. In P6 there are a number of topics which explore diversity such as *Community*, where the children look at global and local communities and families; PDMU topic *Speaking for ME* which looks diversity and speaking out, including advice, role play and conflict resolution strategies; *Fairtrade* topic, where children explore this concept and look at how we can all play a role to promote this and they also support the *Lend a Hand* charity. P6 have also been involved in the *Roots of Empathy* programme.

We also participate in Integrated Education week, Anti-Bullying week, Speak Out, Stay Safe (NSPCC), Internet Safety Week and International Women's Day activities as well as promoting all of these through the year.

We have P7 Anti-Bullying Ambassadors who take an online assembly (during covid restrictions) or participate weekly in assemblies promoting a positive message and giving awards for helpfulness and showing kindness to others. Designated Teacher, Mrs Magee, visits all classes termly to remind them of her role, drawing attention to the posters around the school and letting them know how to speak out if they have any worries or concerns.

In addition to teachers, and on a regular basis throughout a school year, all non-teaching staff, secretaries, assistants, the caretaker, kitchen staff, cleaners, outside providers/visitors will be advised that they have a duty to report any incidents of Bullying Behaviour witnessed by them, or mentioned to them.

Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:

- Fear of reprisals
- Concerns about being perceived as a 'tell-tale' for reporting bullying
- Concerns about 'getting into trouble' with the principal or teacher for reporting bullying
- Not having evidence to back up a bullying allegation
- Not knowing how the matter will be dealt with by the school
- Not feeling fully confident of being believed
- Not understanding the incident is a bullying matter
- These issues are addressed through the various curriculum areas referred to in the examples.

In addition to the role of management and staff, parents and pupils also have a role and responsibility in helping the school to prevent and address school-based Bullying Behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

Bullying Behaviour thrives in an atmosphere of uncertainty and secrecy in which the pupil often feels a sense of hopelessness and futility against the power being exercised by the person engaged in Bullying Behaviour. A high degree of school-wide vigilance and openness is important in ensuring that Bullying Behaviour can be adequately tackled.

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying. We need to and do maintain vigilance with regard to:

- **Cyber-bullying:** Access to technology means that cyber-bullying can happen around the clock and the pupil's home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.
- **Areas of unstructured activity:** Bullying in schools frequently takes place in the playground. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. The playground provides the opportunity for older pupils to pick on younger pupils, and also more confident children against a quieter member of the class. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration. Toilets, corridors and cloakrooms may also be the scene of verbal, psychological and physical bullying. The behaviour of pupils in these areas needs careful monitoring.
- **Bullying in the classroom:** Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It can also be by omission, being left out of partner or group activities.
- **Coming to and from school:** The area immediately outside the school, the local shops and local neighbourhood and, in particular, the local park are often the scenes of bullying. Bullying can also take place on the journey to and from school whether the individuals are walking or cycling. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying off the school premises we will:
  - Talk to pupils about how to avoid or handle bullying outside of school
  - Talk to the Principal of any other school whose pupils are bullying
  - Talk to the police where this is deemed necessary.

Under the **Addressing Bullying in schools (NI) Act 2016** this Policy should be applied to the following areas;

- **Bullying that takes place in school, during the school day**
- **While travelling to and from school**
- **While under the control of school staff, but away from school, (e.g. school trip)**

- **When receiving education organised by the school but happening elsewhere (e.g. another school).**

**As much as we practically can to prevent bullying, particularly in the school building and playgrounds, we ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation. However, as with all aspects of life this cannot be guaranteed 100%.**

Teachers can influence attitudes to Bullying Behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The PDMU curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.

### **Northern Ireland Anti-Bullying Forum (NIABF)**

The NIABF is a local organisation whose aim is to promote the anti-bullying message. It does this effectively, but probably only rises to general public prominence in November each year when it promotes Anti-Bullying Week. However, it often issues releases to organisations who deal with children throughout the year. In February 2017, it released a document called 'Effective Responses to Bullying Behaviour' for use by schools. The purpose of the document is to promote an anti-bullying culture in schools and to help staff provide support to pupils who have been bullied and pupils who engage in Bullying Behaviour. It provides examples of anti-bullying strategies within 4 levels of intervention and provides schools with practical suggestions on how bullying can be addressed. We have utilised this document to inform this Policy. The levels of intervention can be accessed from NIABF online.

### **Record of incident forms**

Each class (From June 2018) has a form on which any incidents may be recorded. This could be as informal as a phone call from a parent about a one off incident or an observation of an incident from a teacher or any member of staff or pupil. By recording this from the onset, we may see a pattern emerge and can then follow the necessary steps to address this. This gives staff an opportunity to decide if an incident meets the criteria of bullying. It also provides us and parents with evidence that all complaints are taken seriously and investigated. We can also establish if a pattern is apparent and to see the severity and significance of a One off incident which may fall under the Bullying definition. **However, all reports of a bullying concern will now be recorded on SIMS using The Guidance for Schools 2020-2021, Using SIMS Behaviour Management to Record a Bullying Concern Forms.**

## **Responsibilities**

All members of the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe. Everyone has a responsibility to work together to:

- Foster and promote 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 any form of Bullying Behaviour
- Refrain from becoming involved in any form 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 others
- Listen sensitively to anyone who has experienced Bullying Behaviour, take what is said seriously and provide reassurance that appropriate action will be taken
- Know how to seek support
- Resolve difficulties in a restorative way to prevent recurring Bullying Behaviour and meet the needs of all parties.

## **Reporting a Bullying Concern**

**Pupils reporting a concern** need to have the opportunity to discuss this with a member of staff that they trust. Pupils will, therefore, be encouraged to raise any concerns with any member of staff. However, during class visits the Designated Teacher will make it clear that she is available for any child to raise a concern with her at any time. Any pupil can raise a concern, not just the child experiencing the Bullying Behaviour. All pupils should be encouraged to get help if they have any concerns.

Pupils can do this by;

- Speaking to a member of staff
- Writing note to a member of staff e.g. in a home learning book or diary or on a piece of work
- Posting a comment in a worry box
- Emailing a member of staff (older children)
- Through an online forum.

Through our preventative measures it should be made clear to all pupils that they can raise concerns. This can be about themselves or another person. This should not be about "telling", rather the focus should be on "getting help".

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

- In the first instance, bullying concerns should be reported to the class teacher. This can be in person, via a phone call, email or other electronic communication
- Where a 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 Head of Key Stage
- If a parent is still not satisfied it should be referred to the Principal
- Where a parent/carers remains unsatisfied that the concern has not been appropriately dealt with, the schools complaints procedure should be followed. This usually involves writing a formal, written complaint to the Chair of Board of Governors
- While the majority of reports will come from pupils or their parents/carers, the school is open to receiving reports from anyone. All reports of bullying concerns should be dealt with in line with this Policy and feedback will be made to the person who made the report. However, no information about action taken in relation to a pupil can be disclosed to anyone other than his/ her/ their parents or carers.

### **Responding to a Bullying Concern**

The focus on any intervention must be on responding to the bullying concern and restoring the well-being of all those involved. As such, any strategy for responding must focus on prevention of further incidents.

In the first instance, when responding to a concern raised about possible bullying the staff member should:

- Clarify facts and perceptions
- Check records on SIMS Behaviour Management Module (or in the case of incidents that may have occurred before September 2021 class incident forms). Assess the criteria against the criteria for Bullying Behaviour.

A decision will need to be made as to whether the alleged behaviour is deemed by the school to constitute Bullying. Teachers may make this decision in consultation with the Designated teacher or Deputy Designated Teacher. If the first respondent to a concern is either of these staff members then they will consult with the other.

If criteria for Bullying Behaviour has not been met, based on an assessment, but falls under the category of socially unacceptable behaviours, then it should be dealt with under our Positive Behaviour Policy.

If the criteria for bullying has been met, then staff will use the following measures to work toward resolving the issue:

- Identify any themes and motives
- 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
- Track, monitor and record effectiveness of interventions



- Review outcome of interventions
- Select and implement further intentions as necessary.

In the first instance we will attempt to use a restorative approach to resolve bullying issues. If, through discussion, an agreement and acceptance of responsibility is reached, agreement of a resolution will be sought.

In the event of a situation where a satisfactory restorative resolution cannot be achieved, or in cases where the severity of the behaviour is such that it is felt necessary to take a more consequential approach, interventions may include sanctions such as time out, temporary removal of privileges such as play time or participation in events or other sanctions in line with our Positive Behaviour Policy.

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

## **Recording a Bullying Concern**

Schools are legally required, under the Addressing Bullying in Schools Act (NI) 2016 (enacted September 2021) to maintain a record of all incidents of Bullying and alleged Bullying Behaviour.

The school will centrally record, using SIMS, all relevant information related to reports of bullying concerns, including:

- How bullying was displayed -the method
- The motivation, if any, for the bullying
- How each incident was addressed by the school
- The outcome of interventions employed.

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

Records will be kept and disposed of in line with schools 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 our school.

1. Complete the **Bullying Concern Assessment Form** (Appendix 1).
2. On the basis of this initial assessment choose an appropriate intervention(s) from the Intervention Levels (Appendix 2). In selecting an intervention, we will take account of:

- The level of severity according to the Intervention Levels
  - 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
  - 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.
3. Where the relevant person has determined that a pupil has been engaged in Bullying Behaviour, it will be made clear to him/her how he/she is in breach of Cedar's Anti-Bullying Policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
  4. Ensure effective communication amongst all parties e.g. internal staff, the child who has been bullied, the child who is displaying Bullying Behaviour, parents, CPSS, Social Services, PSNI etc. *(This list is not exhaustive.)*
  5. Monitor and evaluate the on-going effectiveness of your chosen intervention/strategy by updating the **Bullying Concern Assessment Form**. (Appendix 1) *(Timescale should be no longer than two to three weeks)*
  6. In determining whether a bullying case has been adequately and appropriately addressed the relevant person must, as part of his/her professional judgement, take the following factors into account:
    - Whether the Bullying Behaviour has ceased
    - Whether any issues between the parties have been resolved as far as is practicable
    - Whether the relationships between the parties have been restored as far as is practicable and
    - Any feedback received from the parties involved, their parents or other school staff.
  7. Record outcomes achieved, again using the **Bullying Concern Assessment Form**. (Appendix 1)

## **Programme of Support**

A programme of support for pupils who have been bullied is in place. Such pupils may need external counselling, however it is more likely most pupils will require the school to provide them with opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. (Appendix 2)

A programme of support for those pupils involved in Bullying Behaviour is also part of the school's intervention process. Pupils involved in Bullying Behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. Pupils who engage in Bullying Behaviour may need external counselling to help them learn other ways of meeting their needs without violating the rights of others. **Nurture Group plays an important role in this.**

Pupils who observe incidents of Bullying Behaviour will be actively encouraged to discuss them with their teacher.

Parents can support their children and the school by:

- Advising their children to report any bullying to the class teacher, Principal or any trusted adult 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
- 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.

## **Professional Development for Staff**

Cedar Integrated Nursery and Primary School recognises the need for appropriate and adequate training for staff, including teaching and non-teaching staff.

The school is committed to providing staff with appropriate opportunities for the schools ongoing CPD/PRSD provision as resources and operational capacity allows.

Records of all training will be maintained as part of the schools in service training log and training will feed into Policy review and procedural development.

## **Monitoring and Review of Policy**

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy.

To appropriately monitor this 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.

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. It is our intention to review this Policy on a three-year cycle, or sooner if any incident or external Policy changes occur which highlights the need for such a review or if directed to by Department of Education and in light of any new guidance. The next review is due to take place in Autumn 2024.

It is important to remember that staff, pupils and parents/carers have an active part to play in the implementation and the maintenance of this Policy.

### **Links to other Policies**

The Anti-Bullying Policy forms part of the schools overall Pastoral Care framework. It links with:

- Safeguarding/Child Protection Policy,
- The E Safety Policy
- The Positive Behaviour Policy.
- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Policy
- Educational Visits
- Staff Code of Conduct.

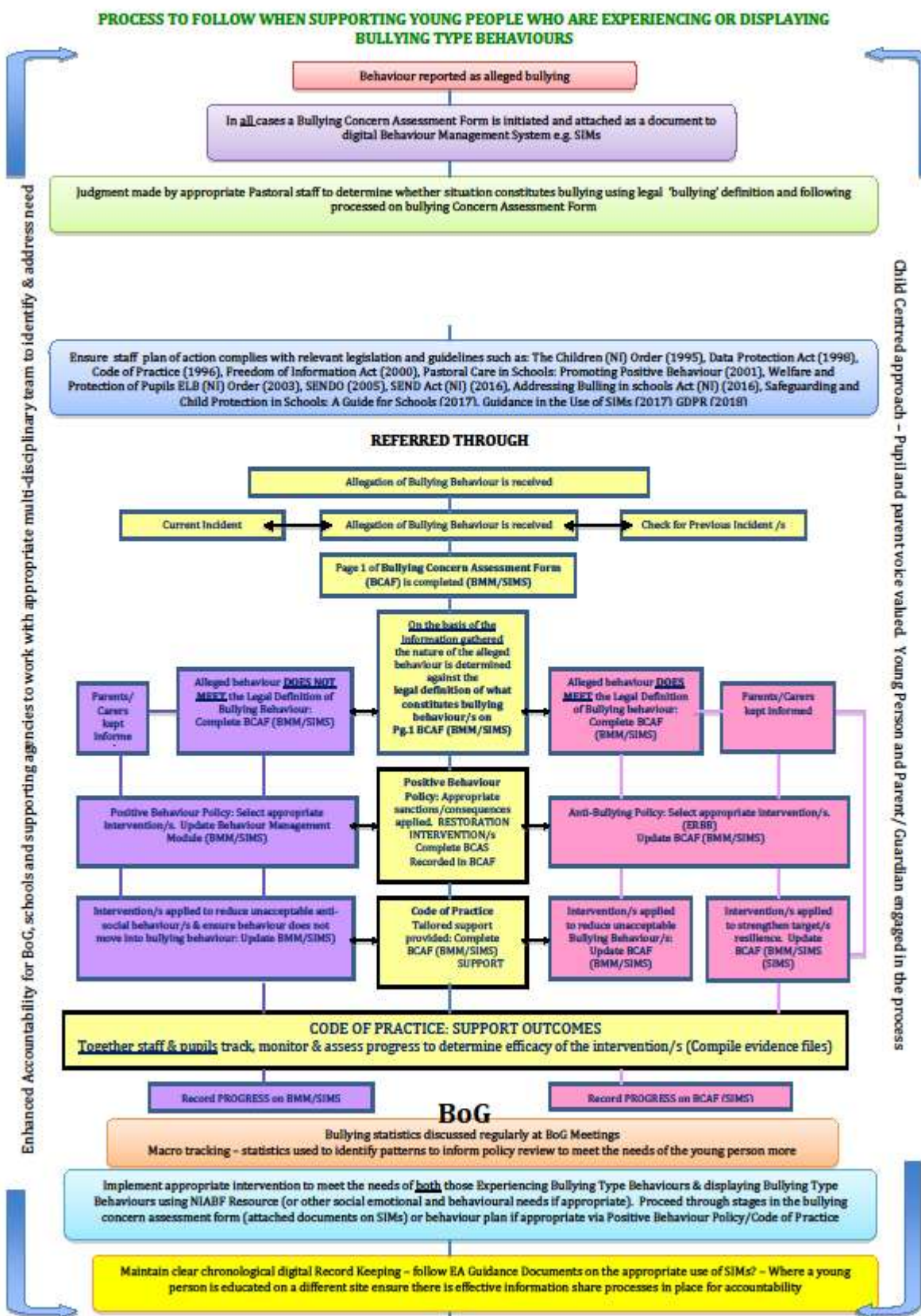
## **Signed by Governors**

Signed \_\_\_\_\_ (Chair of Board of Governors)

Signed \_\_\_\_\_ (Principal)

Date \_\_\_\_\_

## Appendix 1





## Appendix 2

### Northern Ireland Anti-Bullying Intervention Flow



Level 1	
<p>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. <b>NEVER ignore low level Bullying Behaviour.</b></p> <p>Staff should:</p> <ul style="list-style-type: none"> <li>• Explain the inappropriateness of the behaviour in line with the school's values.</li> <li>• Identify possible consequences if the Bullying Behaviour continues.</li> <li>• Point out the level of distress experienced by the pupil experiencing bullying.</li> <li>• Help the pupil displaying Bullying Behaviour to identify ways in which he/she can avoid such situation and/or make amends - see below.</li> <li>• Talk with the pupil experiencing bullying to explore whether he/she has in any way provoked the Bullying Behaviour.</li> <li>• Help the pupil experiencing bullying to identify ways in which he/she may be strengthened and supported - see below.</li> <li>• Monitor the situation carefully.</li> <li>• Be prepared to intervene with a higher response level if the situation persists or deteriorates.</li> </ul>	<p><b>Pupil Experiencing Bullying</b></p>
<p><b>A Rights Respecting Discussion:</b> This reminds the pupil who is displaying bullying of everyone's right to be safe.</p> <p><b>Rule Reminder Discussion:</b> This reminds the pupil who is displaying bullying of the appropriate rule which has been broken.</p> <p><b>Expectation Discussion:</b> This requires the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</p>	<p><b>Worth a Rethink:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences. (See Appendix 4)</p> <p><b>Whole Class Approaches:</b> Such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU, Literacy &amp; RE .</p>

<p><b>Restorative Questioning:</b> The five sequential, self-reflective, restorative questions enable the pupil who is displaying bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution:</p> <ol style="list-style-type: none"> <li>1. Tell me what happened?</li> <li>2. What were you thinking which led you to behave in that way?</li> <li>3. Who has been affected by what you have done?</li> <li>4. Can you tell me how that person has been affected by your behaviour?</li> <li>5. What do you think you need to do to make things right?</li> </ol> <p><b>Worth a Rethink:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences. (See Below)</p> <p><b>Think Time Discussion Sheet:</b> Completing this encourages the pupil to reflect on his/her negative behaviour, identify how to rectify the situation and act accordingly. This sheet is age or ability dependent. It should be completed by the pupil prior to a meeting with a teacher. (See Below)</p>	
<p><b>A Rights Respecting Discussion:</b> This reminds the pupil who is displaying bullying of everyone's right to be safe.</p> <p><b>Rule Reminder Discussion:</b> This reminds the pupil who is displaying bullying of the appropriate rule which has been broken.</p> <p><b>Expectation Discussion:</b> This requires the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</p> <p><b>Restorative Questioning:</b> The five sequential, self-reflective, restorative questions enable the pupil who is displaying bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution:</p>	<p><b>Worth a Rethink:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences. (See Appendix 4)</p> <p><b>Whole Class Approaches:</b> Such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU, Literacy &amp; RE.</p>



1. Tell me what happened?
2. What were you thinking which led you to behave in that way?
3. Who has been affected by what you have done?
4. Can you tell me how that person has been affected by your behaviour?
5. What do you think you need to do to make things right?

**Worth a Rethink:** This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences. (See Below)

**Think Time Discussion Sheet:** Completing this encourages the pupil to reflect on his/her negative behaviour, identify how to rectify the situation and act accordingly. This sheet is age or ability dependent. It should be completed by the pupil prior to a meeting with a teacher. (See Below)

**Worth a Re-Think (For Pupil Displaying Bullying Behaviour)**

A process for helping pupils, either individually or in small groups, to develop more appropriate responses to a range of situations through reflecting on:

Happenings ➡ Thoughts ➡ Feelings ➡ Behaviour ➡  
Consequences

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Billy called me a name.	I can't stand this. This is terrible. No one likes me. I must be a real loser.	Very angry. Very down.	I hit Billy.	I was told off/suspended for my Bullying Behaviour.

Next time Billy calls you names what could you do differently so that the consequences changed and you don't get in trouble?

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Billy called me a name.	I can cope with this. Things could be worse. I have friends who like me.	Not so angry. More confident.	Told Billy to stop. Talked to my teacher.	Billy stopped calling me names.

**Worth a Re-Think (For Pupil Experiencing Bullying Behaviour)**

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Sue called me a stupid, fat ginger.	Everybody hates me. I hate my hair.	Terrible. I hate school. Everybody hates me.	I ran off and cried. Everybody laughed. I felt daft.	I felt embarrassed and stupid.

Next time Sue calls you names what could you do differently so that the consequences change and you don't get so upset and feel stupid?

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Sue called me a stupid, fat ginger.	Sue is just trying to wind me up. She's not very nice.	Terrible but maybe she has a problem.	Ignore her. Try to avoid her. Make a joke of it. Tell the teacher.	Still feel embarrassed but not so bad. Maybe she'll stop, or the teacher can stop her.

**Incident Date:**

## Think Time Discussion Sheet

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This is what happened

---

---

This is what I was thinking/feeling at the time \_\_\_\_\_

---

This what I chose to do \_\_\_\_\_

---

Who was affected by what I did? \_\_\_\_\_

How were they affected by my actions? \_\_\_\_\_

---

**What action(s) do I need to take now to make things better/right?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Staff Member:** \_\_\_\_\_

**Pupil:** \_\_\_\_\_

**Parents Informed? YES / NO**

### Follow Up

The actions I decided to take to make things better	Done	Not Done	Results of my Actions
1.			
2.			
3.			

**Staff Member:** \_\_\_\_\_ **Pupil:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Levels of Intervention

### Level 2

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

- The consent and involvement of the pupil being bullied.
- To be a planned and timetabled, session length dependent on age and ability.
- Parental 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.
- 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 pupil experiencing bullying to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

### Interventions

*(Following assessment if the Bullying Behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions)*

#### **SMALL GROUP INTERVENTIONS**

Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is displaying Bullying Behaviour. The agreement of the child experiencing bullying is essential. Parents of all participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly using the 'Bullying Concern Assessment Form' Section 3 and Section 4.

#### **Quality Circles**

This problem-solving approach provides pupils with a forum in which issues surrounding bullying can be addressed. There is a requirement for a teacher to be present to ensure the process is facilitated and orderly, however the session is developed by the pupils.

#### **Application**

The group comprising 6-8 pupils meets weekly for approximately 45 minutes. To deal with a specific problem the Quality Circle works through the following five steps:

**Step 1: Determining the problem**

Pupils take turns to mind shower issues/problems arising from specific Bullying Behaviour.

A 'pass' rule operates if a pupil does not have a contribution to make.

A scribe lists the ideas on a flip chart.

There is no discussion at this stage.

On completion, the pupils vote to prioritise the listed items.

**Step 2: Mind showering possible causes**

Pupils look for possible causes of the problem, using a series of *WHY* questions

**Step 3: Developing a solution**

Pupils having identified causes, explore possible solutions using a series of *HOW* questions to formulate an action plan.

Members of the group take on three defined roles:

*The Inquirer* whose role is to ask *HOW* questions until all possibilities are exhausted

*The Respondent* whose role is to answer the questions

*The Observer* whose role is to record the answers given

Once the entire *HOW* questions have been answered pupils discuss the pros and cons of each proposal and evaluate how realistic each proposal is.

**Step 4: Offering solutions to the DT, Vice Principal or Principal (neither should have been involved as a facilitator)**

The group prepares a presentation outlining their agreed suggestions.

Group members answer the senior leader's questions and present arguments to justify their decisions.

**Step 5: Reviewing and evaluating the solution(s) offered**

Following the presentation, the senior teacher decides on the suitability of the proposed solution/s. If the senior teacher chooses not to adopt the solution/s they meet with the group to discuss the matter and explain their decision. The process will then need to be repeated.

**The Support Group Method**

This approach typically addresses cases of bullying in which there is some group involvement. It is important to recognise that although no one is being blamed for the bullying, this approach challenges pupils to accept joint responsibility to improve the situation for the pupil experiencing bullying. This approach works best when:

It is used to manage incidents of 'low' severity i.e. levels 1-2 incidents.

Positive peer pressure is constructively channelled.

**Application**

There are seven steps in the approach, beginning with a meeting with the pupil experiencing bullying. This is followed by holding a meeting with the group of pupils who have engaged in the Bullying Behaviour and a number of other pupils who can be expected to be supportive of the target. The target is not included in the group meetings.

**Step 1: Meet with the pupil experiencing bullying**

Establish the impact that the bullying has had.

Invite him/her to provide an account of the distress experienced. This may be verbalised, written or drawn.

Ask him/her to identify those involved in Bullying Behaviour towards them and suggest the names of people to form a group who could help solve the problem.

Assure him/her that no one will be blamed.

**Step 2: Convene a group meeting comprising 6-8 pupils**

Include those who have been identified as being involved in the Bullying Behaviour and those who are expected to support the pupil experiencing bullying.

Ensure that all have consented to join the group, understand what is involved and will commit to attending required meetings.

**Step 3: Explain the problem**

Explain the problem to the group and especially the distress that the target is feeling using evidence provided by him/her.

Neither outline specific incidents nor make accusations.

**Step 4: Promote shared responsibility**

Emphasise that no one is going to be blamed.

Everyone is here to work collaboratively to solve the problem.

Everyone has a responsibility to improve the situation.

**Step 5: Ask for ideas**

Ask for suggestions as to how things may be made better for the pupil being bullied.

Invite each member to state specifically what action he/she will take to help the him/her.

**Step 6: Leave it up to them**

Give responsibility to the group expressing expectation that each will act according to his/her commitment.

Thank each member for their support.

Tell pupils that there will be further individual meetings with group members to see how things are going.

**Step 7: Final meetings**

Meet with members individually to ascertain progress.

Meet with pupil experiencing bullying as part of the monitoring process.

Assess and record the intervention's level of success.

Review situation. If unsuccessful, it is not recommended that you repeat this intervention.

## Levels of Intervention

### Level 3

Interventions at Level 3 will often involve all or some of the following, the Designated Teacher, SENCO, and Principal in collaboration with pupil(s) and parents to determine the way forward in affecting change. Cedar will use its 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. These will often require group interventions as discussed in Level 2 (see Support Group Method) and/or The PIKAS Method of Shared Concern (see below), along with individual support and strength building programmes.

### Interventions

*(Following assessment, if the Bullying Behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.)*

#### Strength Building

It is clear that pupils who engage in repetitive and/or severe Bullying Behaviour require additional measures in order for their behaviour to be influenced. This is especially the case for 'at risk' pupils who present with many risk factors and few protective factors.

Research shows that such pupils often have 'delays' in one or more of their social and emotional capabilities, as well as being disconnected from positive relationships, programmes and opportunities in their school, home and community. Such pupils require Strength Building interventions. Individual action plans for 'strengthening' such pupils should focus on developing their social emotional skills and values.

Responsibility for strengthening these skills can be assumed by class teachers, SENCO or senior teacher and may involve support from other professionals, such as the Education Welfare Officer and, as appropriate, external agencies.

Parents/carers will be informed of the programme, their consent obtained and wherever possible parents will be involved and contribute to this intervention, reinforcing these skills beyond the school setting.

**Pupils who are functioning at a high level of wellbeing**

Such pupils have higher levels of achievement and come from generally supportive school, home and community backgrounds. The plan could involve promoting their connections to positive peer role models and opportunities to collaborate with these peers in improving the wellbeing of the pupil who was targeted. This could be achieved by using Small Group Interventions such as The Support Group Method and the PIKAS Method of Shared Concern.

An intervention should be restorative in orientation. The use of a behavioural contract linked to an IEP and/or the School's Risk Assessment Action Plan should also include social and emotional mentoring to strengthen this pupil's resilience, teach conflict resolution skills and develop empathy. Intensive work with this pupil's parents will also be required at this level.

**Pupils who are functioning at lower levels of wellbeing**

Such pupils have few protective factors and many risk factors and consequently experience additional emotional and behavioural difficulties. They are likely to under-achieve, have poorer resilience, social skills and values, learning capabilities and have weaker connections with positive adults and programmes in their school, home, and community. Individualised, strength-building plans and strengthening connections should be developed and implemented.

It is often the case that in addition to the Designated Teacher, other professionals from community agencies can assist in providing suggestions for connecting the pupil to the community.

**PIKAS - Method of Shared Concern**

The Method of Shared Concern aims to change the behaviour of pupils involved in bullying incidents and improve the situation of the pupil being bullied. The method employs a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents. Each pupil involved in the bullying incident participates in a series of individual discussions with a staff member, beginning with the pupil who engaged in the bullying incident. Clearly defined steps are used to reach a point where the pupil displaying Bullying Behaviour agrees that the pupil being bullied is having a difficult time. The pupil is then encouraged to suggest and try out ways of helping to improve the situation for pupil being bullied. The pupil being bullied is also provided with the opportunity to discuss the incident and encouraged to consider ways in which they can improve their own situation.

This method of managing bullying incidents is based on the following principles:

Bullying occurs in a group context.

Changing the social dynamics that maintain bullying will prevent further bullying incidents.

Promoting a shift in behaviour by encouraging empathy and concern for others.

Punitive measures model and reinforce the use of power to meet needs and wants and put the pupil experiencing bullying at risk of revenge.



## **Application of PIKAS Method of Shared Concern**

Pupils who have engaged in Bullying Behaviours are assisted through individual and group meetings. The PIKAS Method of Shared concern is more complex than the Support Group Method, and involves a number of stages.

### **1. The pupil(s) displaying Bullying Behaviours are interviewed individually**

Pupils who have been identified as being involved in the bullying of a fellow pupil are interviewed individually, starting with the person who is thought to most closely fill the role of 'ringleader'. The member of staff explains that the purpose of this meeting is to discuss the distressing situation of the pupil who has been harmed or upset in some way. It is important that no accusations are made, simply that there is an acknowledgement that the target is experiencing distress. When there is this acknowledgement from the pupil being interviewed the staff member invites the pupil to suggest how the situation can be improved. Suggestions are reinforced and arrangements are made to meet again to ascertain progress. This process is repeated with each pupil involved.

### **2. Meeting with the pupil being bullied**

Only after each pupil involved has been interviewed does the member of staff arrange to meet with the target. In talking with him or her, the member of staff discovers more about the situation and explores the dynamics involved. This may, to some extent, include exploring the possibility that they may have acted so as to provoke the Bullying Behaviour. Importantly, this is not viewed as an excuse for the Bullying Behaviour, and the he/she is never blamed for provoking the behaviour. The member of staff explains that in conversation with the individual pupils displaying Bullying Behaviour there was a readiness on their part to help resolve the problem.

### **3. Follow up individual meeting with pupils involved in Bullying Behaviour**

In individual meetings with these pupils, the member of staff asks about actions that have been undertaken to improve the situation.

### **4. Meeting with pupils displaying Bullying Behaviours as a group**

As soon as there is evidence of progress a meeting is convened with the identified group. They are congratulated on the positive things they have done and asked what could be done next. The member of staff leads the group to a point where it is appropriate to consider inviting the target to join them, to reach a solution. Pupils must be carefully prepared for this meeting. They are required to indicate what they are prepared to say and agree to as part of this. If they believe that concessions are needed from the target (if they believe he/she has acted to provoke the Bullying Behaviour) a plan is drawn up by the group members to handle the situation.

### **5. The target is invited to join the group**

The pupil experiencing bullying is duly invited to join the group and, if necessary, prepared for the meeting. This could include discussing how he/she might respond to what the pupils in the group might have to say.

#### **6. Final meeting with the all pupils involved**

This meeting provides an opportunity for the identified pupils to resolve their differences. In some cases, a mediated solution may be brought forward. To reduce the chances of any recurrence of the problem, the participants may be asked to draw up an agreement or contract stating what they have undertaken to do.

The assumptions underlying the PIKAS - Method of Shared Concern are:

In cases of group bullying it is better to begin with meetings with pupils individually rather than as a group. In part this is because working with a group tends to be difficult in bullying situations. It is often possible to connect with pupils as individuals and gain their acknowledgement that the pupil being bullied is distressed and needs to be helped.

As individuals, pupils who have bullied someone are much more likely to feel empathy for the target and to offer to help if they are not in a group. Some, at least, may come to want to see the problem solved, so that they no longer feel any responsibility for an enduring distressing situation.

Some pupils that experience bullying are provocative (a minority) and this need to be explored. However, it is important that this is never seen as an acceptable excuse for Bullying Behaviour, and that these pupils are never blamed for the Bullying Behaviour. This may require mediation before any solution is possible.

Enduring solutions to Bullying Behaviours are much more likely when the pupils displaying Bullying Behaviours, as a group, have agreed to a course of action that will result in all pupils being safe.

## Levels of Intervention

<b>Level 4</b>
<p>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.</p> <p>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.</p>
<p><b>Interventions</b></p> <p><i>(Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.)</i></p>
<p>Refer to relevant investigative agencies:</p> <p>PSNI Health and Social Care Trust Gateway Teams.</p> <p>Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.</p>

<b>BOG Annual Review Instrument</b>	<b>Y</b>	<b>N</b>	<b>Evidence</b>
Has the BOG formally adopted an anti-bullying Policy that fully complies with the requirements of DENI?			
Has the BOG published the Policy on the school website?			
Has the BOG ensured that the Policy has been made available to school staff (including new staff)?			
Is the BOG satisfied that school staff are sufficiently familiar with the Policy and procedures to enable them to effectively and consistently apply the Policy and procedures in their day to day work?			
Has the Board ensured that the Policy has been adequately communicated to all pupils?			
Has the policy documented the prevention and education strategies that the school applies?			
Have all of the prevention and education strategies been implemented?			
Has the effectiveness of the prevention and education strategies that have been implemented been examined?			
Is the BOG satisfied that all teachers are recording and dealing with incidents in accordance with the Policy?			
Has the Board received and minuted the periodic summary reports of the Principal?			
Has the BOG received any complaints from parents regarding the school's handling of bullying incidents?			
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?			
Have any NI Public Services Ombudsman investigations into the school's handling of a bullying case been initiated or completed?			
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in Bullying Behaviour?			
Has the BOG identified any aspects of the school's Policy and/or its implementation that require further improvement?			
If required, has the BOG put in place an action plan to address any areas for improvement?			

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

## PART 1

<b>ASSESSMENT OF CONCERN</b>		<b>Date:</b> <input type="text"/>	
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>			

**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: <b>The school will treat any incident which meets these criteria as Bullying Behaviours.</b>	
<b>Is the behaviour intentional?</b>	<b>YES / NO</b>
<b>Is the behaviour targeted at a specific pupil or group of pupils?</b>	<b>YES / NO</b>
<b>Is the behaviour repeated?</b>	<b>YES / NO</b>
<b>Is the behaviour causing physical or emotional harm?</b>	<b>YES / NO</b>
<b>Does the behaviour involve omission? (*may not always be present)</b>	<b>YES / NO</b>

### 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:	
<b>Criteria:</b>	<b>Information gathered:</b>
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	

<b>YES the above criteria have been met and Bullying Behaviour has occurred.</b>	<b>NO the above criteria 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:	

## 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:

## PART 3A

### RECORD OF SUPPORT AND INTERVENTIONS FOR **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



## PART 3B

### RECORD OF SUPPORT AND INTERVENTIONS FOR **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

## PART 4

### 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: