

Anti-Bullying Policy

St Mary’s Primary School Aughnacloy

A red and white logo with black letters

Description automatically generated

**Date Ratified By Board of Governors: Tuesday 3rd October 2023**

(review recommended every 4 years)

Section 1 – Introduction and Statement

At St Mary’s Primary School, Aughnacloy we believe all forms of bullying behaviour are unacceptable. All members of the school community have a right to work in a secure and caring environment.

Section 2 – Context

The context in which the policy has been developed, including the legislative and policy/guidance framework applicable, 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 (e.g. school trip)
    - When receiving education organised by school but happening elsewhere (e.g. 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)

Section 3 – Ethos & Principles

In St Mary’s:

* 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 feels safe 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.

Section 4 – Consultation and Participation

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016 as follows:

* Class-based activities
* Whole school questionnaires distributed to all pupils
* Creation of a reference groups of pupils, e.g. the School Council, Care Crew
* Questionnaires distributed to all parents/carers
* Information events with parents/carers e.g. curriculum evening, open morning

While not required by legislation, it is good practice for schools to consult with all members of the school community when developing or reviewing policy. This includes, for example:

* Staff survey for all staff, teaching and non-teaching
* Engagement activity for all staff, teaching and non-teaching
* Representative members of staff involved in writing anti-bullying policy

Section 5 – What is Bullying?

Addressing Bullying in Schools Definition of “bullying”:

1.—(1) In this Act “bullying” includes (but is not limited to) the repeated use

of—

(a) any verbal, written or electronic communication,

(b) any other act, or

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

(2) For the purposes of subsection (1), “act” includes omission.

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

*When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:*

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

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

*The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour (This is not an exhaustive list and other behaviours can be added and considered):*

* *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 (e.g. photographs or videos) online to embarrass someone*

Motivations for bullying behaviours

* Age
* Appearance
* Breakdown in peer relationships
* Community background
* Political affiliation
* Gender identity
* Sexual orientation
* Pregnancy
* Marital status
* Race
* Religion
* Disability / SEN
* Ability
* Looked After Child status
* Young Carer status

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion these matters. For that reason we will not refer to a child as ‘a bully’, nor will we refer to a child as ‘a victim’. Instead, we will use language as follows:

* 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.*

Section 6 – Preventative Measurers

The following measures will be taken to promote a strong Anti-Bullying ethos within the school and creating a safe learning environment:

* 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 e.g. 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 PDMU.
* 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 (Verbal Wellbeing Programme, Grow in Love and Core Kids NI Wellbeing Portal).
* 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, Eco Committee, Care Crew and Digital Leaders) to support the delivery and promotion of key anti-bullying messaging within the school.
* Development of effective strategies for playground management, e.g. zoning of playgrounds, inclusion of specific resources (buddy benches) and provision of a variety of play option to meet the needs of all pupils.
* Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
* Development of effective strategies for the management of unstructured times (e.g. break time, lunch).
* Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.

In St Mary’s we will use the following preventative measures to help prevent bullying behaviour on the way to and from school:

* Development 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.
* Measures to empower 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.
* Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, 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 (e.g. staff duty at school gate/bus stops, where appropriate)

Addressing bullying behaviour through the use of electronic communication (cyber bullying)

In St Mary’s we will 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. This will include:

* Addressing key themes of online behaviour and risk through PDMU, 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 (e.g. ICT and E-Safety Policy, Acceptable Use of the Internet Agreement etc.)

Section 7 – Responsibility

Everyone in 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 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.

Section 8 – Reporting a Bullying Concern

Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. Pupils are therefore encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. As such, all pupils should be encouraged to ‘get help’ if they have a concern about bullying that they experience or is experienced by another.

Pupils can make staff aware of bullying related concerns:

* Verbally- talking to a member of staff
* By writing a note to a member of staff (e.g. in a homework diary)
* By sending an email to a member of staff or to a dedicated email address
* By indicating how they are feeling on Mood Tracker
* By posting a comment in a ‘worry box’

Parents/Carers Reporting a Concern

* In the first instance, all bullying concerns should be reported to the Class 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 Mrs Harper.
* Where the parent is not satisfied that appropriate action has been taken by Mrs Harper to prevent further incidents, or where further incidents have taken place, the concern should be reported to Mr McCaughey.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school’s complaints procedure should be followed.

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.

Section 9 - Professional Development of Staff

St Mary’s Primary School recognises the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:

* Providing staff with appropriate opportunities for professional development as part of the school’s ongoing CPD/PRSD provision as resource and operational capacity allows.
* Ensuring that opportunities for safeguarding training are afforded to Governors and all staff.
* Ensuring records of training will be maintained as part of the schools in service training log and training will feed into policy review and procedural development.

Section 10 – 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 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*

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the [date 4 years from now].

Section 11 – 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
* E-Safety Policy & Acceptable Use of Internet Policy
* Staff Code of Conduct

Appendix A

Section 12 – Responding to a Bullying Concern

When an incident of bullying behaviour is reported, the class teacher will:

* Clarify facts and perceptions
* Check any previous records
* Assess the incident against the criteria for bullying behaviour (see Appendix B)
* 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 (NIABF)
* Track, monitor and record effectiveness of interventions
* Review outcome of interventions
* Select and implement further interventions as necessary. Some unacceptable behaviours may not be deemed as bullying behaviours and will be managed through the positive behaviour and discipline policy. A decision will need to be made as to whether the alleged behaviour is deemed by the school to constitute bullying. Teachers will make this decision in consultation with a member of the school’s senior leadership team. If the first respondent to a concern is a member of the leadership team they will consult with a second member of the team. However, once it has been established that the incident/ incidences can be now deemed as bullying behaviour, details will be recorded using the school’s proforma (Appendix B). The class teacher will contact the parents of both the child displaying bullying behaviours and the child who has been experiencing bullying behaviours and inform them of the incident/incidences. A warning will be given to the child displaying the bullying behaviour and if appropriate, sanctions in line with the schools Positive Behaviour and Discipline Policy. The level of intervention needed will be determined and the ‘Effective Responses to Bullying Behaviour Resource’ will be used to support both the child displaying and experiencing bullying behaviour. The child experiencing the bullying behaviour and his/her parents will be reassured that if there is a reoccurrence the following procedures will be followed:
* If there is a repeated occurrence of bullying behaviour brought to a teacher’s attention, it is reported to Mr McCaughey, Acting Principal, or, Mrs Harper, Senior Leader. Copies of the school’s proforma will be forwarded to the principal/vice principal.
* The reported occurrence will be fully investigated;
* Notes of meetings will be made using Appendix B;
* All parties will be made aware of the effect of bullying behaviours and will be reminded of the school policy on bullying behaviour;
* The child experiencing the bullying behaviour will be reassured that the matter is being dealt with by school staff; Interventions will be planned and recorded in Appendix C.
* Parents of both the child displaying bullying behaviour and the child experiencing bullying behaviour will be informed when then bullying behaviour occurred and the action the school will be taking;
* An interview with parents of the child displaying the bullying behaviour will be arranged. The child displaying the bullying behaviour will also be present, if appropriate. Sanctions in line with the school’s Positive Behaviour and Discipline Policy will be administered as will support in an attempt to understand why the bullying behaviour has occurred. This will be informed by the Effective Responses to Bullying Behaviour resource (NIABF). This will be recorded in Appendix D. A review of bullying concerns will also be completed (Appendix E).
* 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 Guidance. 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.

Appendix B- Recording

St Mary’s Primary School

Bullying Concern Assessment Form

|  |  |
| --- | --- |
| Child’s Name |  |
| Class |  |
| Teacher |  |
| Date |  |

|  |  |
| --- | --- |
| Person’s Reporting Concern |  |
| Name of pupil(s) experiencing the bullying behaviour |  |
| Name of pupil(s) displaying the bullying behaviour |  |
| Person reporting the incident |  |
| Where did the incident occur? |  |
| What was the motivation of bullying behaviour? |  |

Record below the type of bullying behaviour displayed:

PHYSICAL BULLYING VERBAL BULLYING EMOTIONAL BULLYING

Hitting, punching Teasing / name calling Leaving people out

Pinching, scratching Making offensive remarks Spreading rumours

Kicking, pushing, tripping Insulting someone Excluding someone

Spitting Threatening someone Making fun of

someone

Damaging/Stealing Repeated teasing Stopping people

from property befriending someone

Throwing objects at Intimidating someone Excluding someone

someone

Other Other Other

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

|  |
| --- |
| Outline details of the incident/s: Attach all written accounts/drawings of incident(s) completed by child experiencing bullying behaviour and, witnesses including dates of events etc |
| Outline how the incident was addressed: |

|  |  |
| --- | --- |
| Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: The school will treat any incident which meets these criteria as bullying behaviours | |
| Is the behaviour intentional? | YES/NO |
| Is the behaviour targeted at a specific pupil or group of pupils? | YES/NO |
| Is the behaviour repeated? | YES/NO |
| Is the behaviour causing physical or emotional harm? | YES/NO |
|  |  |
| Does the behaviour involve omission? (\*may not always be present) | YES/NO |

**One-off Incident**

|  |  |
| --- | --- |
| When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process: | |
| Criteria: | Information Gathered: |
| severity and significance of the incident |  |
| evidence of pre-meditation |  |
| Significant level of physical/emotional impact on individual/s |  |
| Significant level of impact on wider school community |  |
| Status/nature of previous relationships between those involved |  |
| Records exist of previous incidents involving the individuals |  |

|  |  |
| --- | --- |
| YES the above criteria have been met and bullying behaviour has occurred. | NO the above criterial have not been met and bullying behaviour has not occurred. |
| The criteria having been met, proceed to complete Appendix C and D of this Bullying Concern Assessment Form. | 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 \_\_\_/\_\_\_/\_\_\_ | |

Parents Informed: YES NO Date: \_\_\_\_\_\_\_\_\_\_\_

**Appendix C**

**Date:**

|  |
| --- |
| Pupil who has experienced bullying behaviour. Outline success criteria and action/support to be implemented. (Include how the pupil, parent/carer and other agencies were involved as applicable).  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Have parents been informed/involved? Yes/No give details  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Referral to other agencies Yes/No give details  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Any other action  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*Complete progress review (Appendix E) |

**Appendix D**

**Date:**

|  |
| --- |
| Pupil displaying bullying behaviour. Outline success criteria and action/support to be implemented. (Include how the pupil, parent/carer and other agencies were involved as applicable).  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Have parents been informed/involved? Yes/No give details  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Referral to other agencies Yes/No give details  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Any other action  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \*Complete progress review (Appendix E) |

Appendix E – Review of Bullying Concern and Actions to Date

|  |  |
| --- | --- |
| Date of Review Meeting - | |
| Following the Review Meeting to what extent have the success criteria been met?   1. Fully 2. Partially 3. Further intervention/support required   Give details | |
|  | |
|  | |
|  | |
| If the success criteria have not been met, continue to:  Re-assess levels of interventions and implement other strategies from an appropriate level.  Track, monitor and review the outcomes of further interventions  Keep under review the Stage of the Code of Practice each pupil is on  Follow Safeguarding Policy  Seek multi-agency input (EA, Health and Social Services etc..)  Engage with the Board of Governors | |
| Agreed by: | |
| School | Signed:  Date: |
| Parent | Signed:  Date: |
| Pupil | Signed:  Date: |