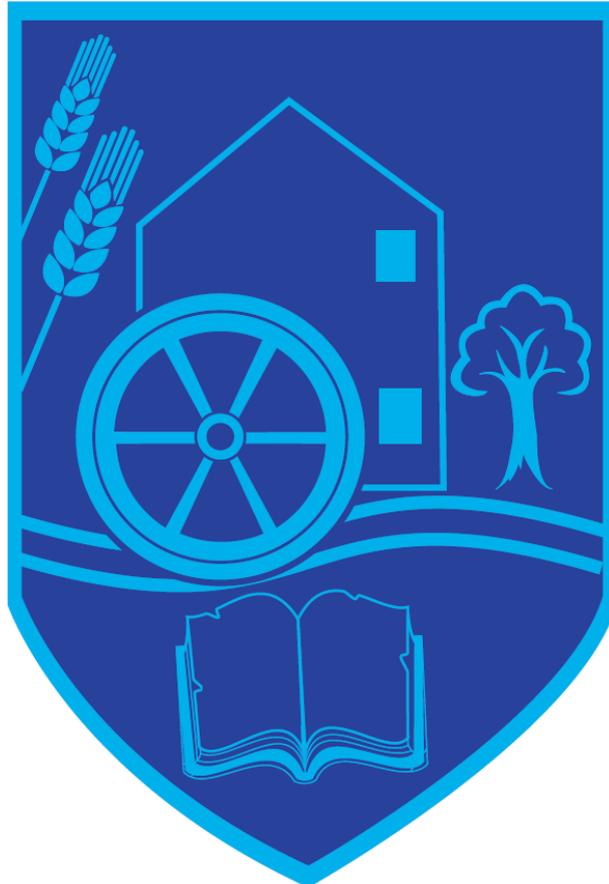


# **Kingsmills Primary School**



## **Anti-Bullying Policy-**

**Jan 2017**

## **Introduction**

In Kingsmill's Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying 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 the staff.

We are also a LISTENING school. This means that we want children to be able to express any concerns with the confidence that staff will listen and act in their (the child's) best interests.

The Principal and staff will use training and resources from the EA /Northern Ireland Anti-Bullying Forum to deal with any incidences of bullying in our school. The Principal and staff will refer to the guidance contained within the resource and follow the procedures contained therein. A programme of staff training will be on-going.

In using these resources (EA/NIABF), we are making clear that we will go beyond punitive measures in dealing with bullying. Our responses will be restorative and solution focused. We will seek to repair relationships and change behaviours to create a positive environment for all.

The review of this policy will include an extensive consultation process involving pupils, staff, parents and governors.

## **What Is Bullying?**

**There are a number of appropriate definitions of what constitutes bullying. These are:**

- **“The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others.”  
(Adopted by the Northern Ireland Anti-Bullying Forum)**
- **“ A person is bullied when he or she is exposed regularly and over time to negative actions on the part of one or more persons” Olweus (1987)**
- **“An attitude rather than an act. It can be defined as bullying only by measuring the effects the acts have on the vulnerable child” Besag (1989)**
- **“Bullying behaviour is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself” DE (1999)**

**After consultation the Kingsmill's Primary School definition of bullying is an unwanted, deliberate, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated over a period of time.**

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence Types of Bullying.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing  
(This is the most common form of bullying)
- Cyber - All areas of internet, such as e-mail & internet chat room misuse
  - Mobile threats by text messaging & calls
  - Misuse of associated technology, i.e. camera & video facilities

Cyber bullying is becoming much more prevalent in society in general. This policy should work in conjunction with ICT and e-safety guidance to ensure children know how to remain safe online.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are displaying bullying behaviour need to learn different ways of behaving and understand how their behaviour impacts on others.

### **Objectives of this Policy:**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated
- The child displaying bullying behaviour will also be supported and given opportunity to change their behaviour

### **Signs and Symptoms:**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning too often
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**Once an alleged bullying incident has occurred:**

1. Gather and clarify the facts.

2. Check:

- That the behaviour constitutes bullying behaviour as defined in our current policy
- Records for any previous incidents

3. Complete the **Bullying Concern Assessment Form. (Appendix 1)**

4. On the basis of this initial assessment:

- Choose an appropriate intervention(s) from the Intervention Levels (see below)

- Ensure effective communication amongst all parties.

Consider the possible need for:

- Parental involvement
- Special Educational Needs Coordinator (SENCO) involvement
- Risk assessment
- External agency involvement e.g. the Child Protection Support Service for Schools (CPSS)

5. Monitor and evaluate the on-going effectiveness of your chosen intervention/strategy.

6. Record actions taken and outcomes achieved using your school's recording system.

7. Review the outcomes to determine whether further action is required and progress accordingly.

### **Responding to a bullying concern**

Staff should adopt a positive mind set when responding to bullying concerns.

They should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Confronting pupils who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important factors when managing a bullying situation.

- **Be calm.** It is important to be clear thinking and emotionally in control.
- **Be positive.** Have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.
- **Be assertive.** Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been bullied.
- **Be confident.** It is important to trust that you will be successful in implementing practices that can have an impact on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil.

Ensure that the specific behaviour is in fact bullying behaviour which conforms to the school's agreed definition of bullying as identified in our school's anti-bullying policy.

Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.

Once the Incident Level has been determined, select one or more responses from the appropriate column(s) (see Levels 1- 4 Responses below)

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

- The **nature** of the bullying behaviour, for example, deliberate teasing, excluding or hitting. There is a tendency among those who have a duty of care to rate some bullying, particularly violence, as more serious than other subtle forms. This can be a dangerous mistake and leave us vulnerable to ignoring 'teasing' or 'exclusion'
- The **frequency** of the bullying behaviour: daily, weekly or less often
- The **duration** of the bullying behaviour: whether over a short or prolonged period of time
- The **perceptions** of the child being bullied – The seriousness of bullying can only be, measured by the degree of distress suffered by the target. ***“It can be defined as bullying only by measuring the effects***

### **Choosing an Appropriate Intervention:**

Action depends on the nature of the bullying, the availability of resources, the skills level of staff and the readiness of the school community to support the chosen approach. Remember, the main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

In selecting an intervention staff should take account of:

- The level of severity, using this as a guide to select appropriate intervention(s).
- The legal status of the act e.g. assault.
- The age and ability of those involved.
- Whether an individual pupil or a group is involved.
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- The willingness to engage in a group intervention such as the Support Group Method
- 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

### **Understanding the Levels of Intervention**

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

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and

supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.**

**Staff should:**

- Explain the inappropriateness of the behaviour in line with the school's values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

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

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

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess on-going effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

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

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

This planning may occur through a multi-agency discussion, involving 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, along with individual support and strength building programmes.

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

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

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

#### **Outcomes:**

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

#### **Prevention:**

We will use various methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules

- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

**Bullying Concern Assessment Form**

Part 1 – Assessment of Concern

Date: \_\_\_\_\_

	Name(s)	Gender	DOB/Year Group (of pupil)
Person(s) recording concern			
Name of targeted pupil(s)			
Name of pupil(s) involved			
Does the behaviour involve? <ul style="list-style-type: none"> <li>• Individual to individual</li> <li>• Individual to group</li> <li>• Group to individual</li> <li>• Group to group</li> </ul>			

Type of incident and Theme (if applicable)

- Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact)
- Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others.
- Disability
- Cyber

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- Homophobic

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- Racist
- 

- Sectarian
- 

- Other
- 

Is there persistence/recurrence of this behaviour?

Is it targeted behaviour?

Is there a power imbalance?

Is it intentionally hurtful behaviour?

Does the incident meet KPS definition of bullying?

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Check records for previously recorded incidents:

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

<b><u>Record of support and interventions</u></b>		
Date	Details of intervention	Action required/taken (dated and signed)
Name and designation of the teacher completing this form:		
Signed _____		Date:
The concern is now resolved: Yes/No Signed _____		Date:

## Level 1- Low Level Bullying Behaviour

Pupil displaying bullying behaviour	The pastoral curriculum	Interventions	Targeted pupil	Target interventions
<p>When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions.</p> <p>If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern).</p> <p>Parents/carers will need to be informed of this decision.</p>	<p>Select <b>whole-class</b> approaches 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:</p> <p>PDMU</p>	<p><b>SCRIPTS: for use with individual pupils</b>  <b>A Rights Respecting Script:</b> This reminds the pupil who is bullying of everyone's right to be safe.  <b>Rule Reminder Script:</b> This reminds the pupil who is bullying of the appropriate rule which has been broken.  <b>Expectation Discussion:</b> A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</p> <p><b>ONE-TO-ONE INTERVIEW INTERVENTIONS</b>  Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour.  <b>Restorative Questioning:</b> The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents.  <b>Worth a Re-Think:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences  <b>Shared Control Discussion:</b> This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour.  <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 discussion may inform a behaviour plan.</p>	<p>Pupil whose reaction to the bullying behaviour represents a low level of concern.</p> <p>Few if any additional needs and risk factors are present at this stage.</p>	<ul style="list-style-type: none"> <li>- Informal chat to enable pupil to identify possible solutions to current situation.</li> <li>- Parental support if felt appropriate at this stage.</li> <li>- If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention.</li> </ul> <p><b>Regular monitoring and review of situation by class/form teacher.</b></p>

## Level 2- Intermediate Level Bullying Behaviour

Pupil displaying bullying behaviour	The pastoral curriculum	Interventions	Targeted pupil	Target interventions
<p>Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan.</p> <p>If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2.</p> <p>Parents/carers will need to be informed of this decision and involved in providing support.</p>	<p>Select <b>whole-class</b> approaches 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:</p> <p>PDMU</p>	<p><b>SMALL GROUP INTERVENTIONS</b>            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 bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly.</p> <p><b>Quality Circles:</b> Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s).</p> <p><b>THE SUPPORT GROUP METHOD</b>            This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time.</p> <p><b>Individual Behaviour Support Plan (COP Stage 2/SENCO)</b></p>	<p>Pupil whose reaction to the bullying behaviour presents a higher level of concern.</p> <p>Some additional needs and risk factors may be present at this stage.</p>	<p>Meet to:</p> <ul style="list-style-type: none"> <li>- Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence.</li> <li>- Receive feedback on intervention outcomes.</li> </ul> <p>Agree, teach and practice coping skills (e.g. Fogging).</p> <p>Strength-Building Plan for Pupil</p> <p>If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.</p>

### Level 3- Complex Bullying Behaviour

Pupil displaying bullying behaviour	The pastoral curriculum	Interventions	Targeted pupil	Target interventions
<p>Following assessment, if the bullying behaviour is more complex and/or resistant to change.</p> <p>Pupil presenting with many additional needs and risk factors.</p>	<p>Select <b>whole-class</b> approaches 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.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within: PDMU</p>	<p><b>INDIVIDUAL PUPIL INTERVENTION</b></p> <p><b>Monitoring</b> by key member of staff.</p> <p><b>Behaviour Management Programmes</b>, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences.</p> <p><b>Social and Emotional Mentoring</b> by an identified member of staff.</p> <p><b>Individualised</b> strength and emotional well-being building programmes eg: Conflict resolution Solution focussed conversations Empathy training, mood management, anger management</p> <p><b>Peer support</b>/befriending/mentoring/mediation.</p> <p><b>PARENTAL INVOLVEMENT</b> At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.</p> <p><b>ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES</b> Independent Counselling Service for Schools. Restorative meetings. Contact relevant EA.</p>	<p>Pupil whose reaction to the bullying behaviour is severe. Many additional needs and risk factors present.</p>	<p>Individual Pupil work</p> <p>Monitoring by key member of staff.</p> <ul style="list-style-type: none"> <li>- Individual Support Plan for strength and emotional well-being building programmes.</li> <li>- Peer support/mentoring and befriending/mediation.</li> <li>- Support Group Method.</li> <li>- PIKAS interview.</li> </ul> <p><b>Parental Involvement</b> At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change.</p> <p><b>Additional advice/support from EA Services and External Agencies</b> Is there a need for parent to consult with GP about child?</p>

### Level 4- High Risk Bullying Behaviour

Pupil displaying bullying behaviour	The pastoral curriculum	Interventions	Targeted pupil	Target interventions
Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.	<p>Select <b>whole-class</b> approaches 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.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within: PDMU</p>	<p>Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams.</p> <p>Refer to the school's Positive Behaviour Policy and scheme for the suspension and expulsion of pupils.</p>	Pupil presenting with significant mental health, criminal and/or child protection concerns.	Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams.

## **Level 1 Interventions – Low Level Bullying Behaviour**

Scripts/Exemplars: adapt according to age and ability of pupil.

Rights Respecting Script:

*'Name-calling (or whatever the hurtful behaviour is) must stop now, thank you. In this school we all have a right to be safe and a responsibility to keep others safe. I expect you to be thoughtful in how you speak to others.'*

### **Rule Reminder Script:**

*Teacher: Hitting is unkind. It must stop now. Tell me the rule about how we play with others?*

*Pupil: We are kind to each other*

*Teacher: That's right. Good, you've remembered our rule. Now off you go and play nicely thank you.*

### **Expectation Discussion**

This strategy requires the pupil to verbally commit to behaving appropriately thus taking greater responsibility for his/her subsequent behaviour. By referring to specific expectations it is less likely that the pupil will perceive the correction as a personal attack and therefore be more inclined to accept responsibility for his/her behaviour.

<b>Step 1:</b> Gain attention	<b>T</b> <b>P</b>	<b>Jessica come over here thank you.</b>  Yes Miss.
<b>Step 2:</b> Prompt expectation	<b>T</b> <b>P</b>	<b>What is the school's expectation about the way we speak to other people? (Prompt for verbal commitment.)</b> We talk to them with respect.
<b>Step 3:</b> Request the pupil identifies expected future behaviour	<b>T</b> <b>P</b>	<b>That's right. What are you going to do now?</b> Try and be more respectful.
<b>Step 4:</b> Praise his/her cooperation	<b>T</b>	<b>Well done. Thank you Jessica for choosing to behave respectfully.</b>

## **Restorative Questioning**

Use the five self-reflective, restorative questions in the sequence listed below. This approach should enable the pupil who bullies to take responsibility for his/her behaviour and to undertake action(s) to promote reparation.

*Give staff/supervisors a laminated set of the five questions to promote consistency.*

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

## **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

<b>What happened?</b>	<b>What did you think?</b>	<b>How did you feel?</b>	<b>What did you do?</b>	<b>Consequences</b>
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?

<b>What happened?</b>	<b>What did you think?</b>	<b>How did you feel?</b>	<b>What did you do?</b>	<b>Consequences</b>
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]*

<b>What happened</b>	<b>What did you think?</b>	<b>How do you feel?</b>	<b>What did you say?</b>	<b>Consequences</b>
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?

<b>What happened</b>	<b>What did you think?</b>	<b>How do you feel?</b>	<b>What did you say?</b>	<b>Consequences</b>
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.

### **Shared Control Discussion:**

This structured intervention requires the pupil to choose how he/she will respond to requests to change behaviour while being made aware of the consequences his/her choice of behaviour will have.

### **SCENARIO 1- Compliant pupil:**

Teacher notices that Jessica is verbally bullying another pupil.

<b>Step 1:</b> Bring attention to the behaviour	T P	Jessica you are being disrespectful, what should you be doing? Being respectful to that cow?
<b>Step 2:</b> Give choice and consequences for continuing and alternative	T P	Being disrespectful is not acceptable in this school. You can continue to be disrespectful and I'll make a note in your diary or you can choose to be more respectful and you can get on with what you are doing.
<b>Step 3:</b> Give positive expectation	T	I know you will make the right choice.
<b>Step 4:</b> Give time to choose	P T P	(Thinking)(Waiting briefly) What did you decide? I'll try to be more respectful.
<b>Step 5:</b> Praise	T	Excellent, thank you Jessica for being respectful to others.

### **Scenario 2- Non complainant pupil:**

Teacher notices that Jessica is verbally bullying another student.

<b>Step 1:</b> Bring attention to the behaviour	T P	Jessica you are being disrespectful, what should you be doing.
<b>Step 2:</b> Give choice and consequences for continuing and alternative	T P	Being disrespectful is not acceptable in this school. You can continue to be disrespectful and I'll make a note in your diary or you can choose to be more respectful and you can get on with what you are doing.
<b>Step 3:</b> Give positive expectation	T P	I know you will make the right choice.

<b>Step 4:</b> Give time to choose	T P	(Thinking)(Waiting briefly) What did you decide? I'll try to be more respectful.
<b>Step 5 :</b> Follow thorough	T P	I see you've decided Jessica thaty I should write in your diary about your behaviour for your parents.

### **Think Time Discussion:**

In a one-to-one meeting the pupil who has displayed bullying behaviour may be asked to complete a 'Think Time' Discussion and subsequent Review Sheet to promote reparation. In some circumstances such questions may also be appropriate to use with the pupil experiencing bullying, for example if they could change something about their own behaviour which may reduce the likelihood of them being bullied. For obvious reasons this would have to be handled very sensitively. Please note - this should NOT be treated as a sanction

### **Think Time Discussion Sheet:**

A pupil may be asked to complete this independently prior to meeting with a member of staff; alternatively the pupil may be asked to complete it together with a member of staff during a one-to-one meeting.

The information generated can be used to inform the development of a Behaviour Plan.

Depending on age and ability individual pupils may need greater support in completing this document.

Works best when it is used as a non-punitive intervention giving the pupil an opportunity to self-reflect on his/her behaviour in a positive way. When associated with detention it may be seen as a punishment and therefore result in negative outcomes.

While it is unnecessary to share the specific details of the agreed actions with the target(s) it is important to reassure the target that action has been taken, that the situation will be monitored and that there is an expectation that things will improve.

In a group bullying situation it is advisable that each pupil completes and discusses the form on an individual basis.

While space has been left for up to three restorative actions less may suffice.

If a pupil is not able to suggest an appropriate action to make things better, staff will need to offer some suggestions and ask pupils to prioritise these.

It is at the discretion of the school whether or not a parent's signature is required.



## 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

**Signatures**

**Staff** \_\_\_\_\_

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

**Date** \_\_\_\_\_

**Parents Informed? YES/NO**

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

### **Group Support:**

- **Quality Circles:**

This problem-solving approach provides pupils with a forum in which issues surrounding bullying can be addressed.

### **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 3 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
- In the interim before the next meeting, pupils may choose to collect data by:  
Interviewing a sample of pupils
  - Making observations during an agreed time slot
  - Conducting a survey.

#### **Step 3: Reviewing and evaluating the solution(s) offered:**

- Following the presentation, the teacher and/or Principal decide on the suitability of the proposed solution/s.
- If adopted the teacher implements the solution/s and following evaluation meets with the group to give feedback. If the teacher chooses not to adopt the solution/s they meet with the group to discuss the matter and explain their decision.

### **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 target. This is followed by holding a meeting with the group of pupils who have engaged in the bullying 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 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 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 refer to the table of interventions to select another approach. It is not recommended that you repeat this intervention.

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

It is clear that more complex bullying situations, which may be resistant to change, require the school to collaborate and network with parents/carers and other agencies, in addition to working with individual pupils.

Consequently, at this level, concerns regarding a pupil's bullying behaviour require a formal referral to the Pastoral Coordinator or other identified individual, who will assume overarching responsibility for the implementation, monitoring and evaluation of school-based interventions. In addition, he/she will have a lead role when liaising with external agencies. Normally this referral would be accompanied by a form that details the history of the problem. This may be from the C2k SIMS Behaviour Management Module or the NIABF Bullying Concern Assessment Form.

The Pastoral Coordinator will refer to the school's Positive Behaviour/Discipline and Anti-Bullying Policies to ensure that the response is consistent with the provisions in these policies.

These pupils will be at Stage 3 of The SEN Code of Practice requiring that the SENCO, in partnership with the Pastoral Coordinator determine appropriate interventions.

The inappropriate pupil behaviour should be identified within an Individual Education Plan (IEP) with the intervention detailed in the **Behaviour Support Plan**. It is imperative that other school staff implementing discrete interventions have been assigned responsibility accordingly.

At this level, the Pastoral Coordinator should use all available information to inform a **Risk Assessment**. This assessment should involve an analysis of the presenting **Risk Factors and Protective Factors**. This risk analysis will determine the level of risk and needs and appropriate intervention from the framework. We consider these in terms of the following:

- School Environment

- Family Environment
- Peer Environment
- Psycho-social characteristics of the individual pupil

Education & Library Boards and schools may have individual Risk Assessment Forms which determine a plan of intervention and risk management that would be communicated to the pupil, teacher(s) and parents/carers.

A Risk Assessment Form & Action Plan is also available online from the NIABF website and in the Regional Policy Framework on the Use of Reasonable Force/Safe Handling.

This planning may also occur through a multi-agency discussion. For vulnerable pupils at higher risk the Pastoral Coordinator should further liaise with the Designated Teacher for Child Protection and consider whether a UNOCINI assessment for Family Support by The Health and Social Care Trust is required.

### **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 or form teachers, SENCO or senior teacher with pastoral responsibility and may involve support from other professionals, such as the school counsellor or 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.

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 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 Pastoral Coordinator, other professionals from community agencies can assist in providing suggestions for connecting the pupil to the community.

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

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

School's Pastoral Co-ordinators will need to liaise with the Designated Teacher for Child Protection and members of schools leadership team, pupils, their parents and work together in partnership with a range of external professionals and agencies to develop an inter-agency risk management and/or safeguarding plan. This may incorporate intensive support services to the pupils involved and their families.

Appropriate staff with specific responsibility, such as SENCO and Designated Teacher for Child Protection, should be involved where concerns are of this level. Schools should respond to pupils' needs and presenting risk, consistent with the SEN Code of Practice (Social, Emotional and Behavioural) Stages 3/4 and with reference to the Department of Education's (DE's) most current Child Protection guidance.

DE's guidance 'Pastoral Care in School: Child Protection' (issued under covering Circular 1999/10) states:

*"Where a pupil's bullying behaviour is persistent and defies attempts by the school to address it satisfactorily by behaviour management strategies or disciplinary methods within a reasonable time, the child protection procedures should be instigated. The victim's needs should always be paramount."* (Paragraph 87)

Schools should be cognisant of the Regional Child Protection Policy and Procedures and legislative requirements.

#### **ACPC Regional Child Protection Policy and Procedures 9.50 (2005)**

- *"The framework in accordance with Chapter 5 of these Procedures should be instigated in the following circumstances:*
- *anti-bullying procedures have failed to be effective*
- *bullying is persistent and severe, resulting in the victim suffering/likely to suffer significant harm*
- *there are concerns that the bullying behaviour is indicative of the bully suffering/likely to suffer significant harm*
- *where concerns exist in relation to the parent's/carer's capacity to meet the needs of the child"*

The Trust is required to *"make enquiries regarding children where there is reasonable cause to suspect that a child has suffered or is likely to suffer significant harm"*. Children (NI) Order 1995 Article 66. 46

*“The Trust has a duty to safeguard and promote the welfare of children within its area who are in need and provide a range of services appropriate to these needs”*. Children (NI) Order 1995 Article 18.

In some circumstances, parents/carers may be experiencing their own challenges which contribute to their child’s behaviour in school or their capacity to engage and contribute to the strengthening programme.

Referral to inter and multi-agency liaison and integrated working with other external agencies are required at this stage. Referral to and/or liaison with other EA support services may also occur during this time such as the Behaviour Support Team, Education Welfare Service and Educational Psychology.

External agencies may include the Gateway Team in the Health and Social Care Trust, GP/Child and Adolescent Mental Health Services (CAMHS) and other voluntary and community services. Where it is thought a crime has been committed PSNI involvement is essential. Pupils may or may not be attending school where difficulties present at this level, but schools continue to have a ‘Duty of Care’ and need to continue to provide support for all those affected. Schools must ensure they keep accurate evidence of all support provided. Schools must continue to refer to their Pastoral Policies (Pastoral, Positive Behaviour and Anti-Bullying) in managing pupils’ behaviour, providing on- going monitoring and support, as well as applying relevant sanctions in response to the behaviour.