

Omagh Academy



Anti-Bullying Policy

Date Approved by the Board of Governors: 16th June 2021

Date effective: 1st September 2021

Date of next review: June 2025

Signed: _____ (Chair of Board of Governors)

ANTI-BULLYING POLICY

Rationale:

We, at Omagh Academy, have a primary responsibility for the care, welfare, and safety of the pupils in our charge. The discharge of this responsibility is guided by our pastoral care policies, which aim to provide a safe and secure learning environment that is conducive to effective teaching and learning and free from intimidation and fear.

The school is completely opposed to bullying and will not tolerate it. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

Context of this Policy:

This policy has been developed in accordance with the legislative and policy/guidance framework. This includes:

The Legislative Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978
- United Nations Convention on the Rights of the Child (UNCRC)

The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017) Updated 2020
- Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, 2017)
- Safeguarding Board for Northern Ireland Regional Core Child Protection Policy and Procedures (2017)

Ethos and Principles

Our anti-bullying policy is consistent with the broader aims of the school and in particular with those stated below:

At the Academy we aim to:

- Provide an orderly and caring learning environment which combines high expectations with the support necessary to challenge and fully develop pupils intellectually, morally and socially.
- Engender a sense of community, loyalty and mutual respect within the School, and promote a partnership between pupils, staff and parents.
- Foster initiative and independent judgement, and encourage pupils to take responsibility for their conduct, learning and future plans.

- Promote the development of self-discipline, confidence, knowledge, and skills that are required to progress in modern society and the world of work, including entrepreneurial skills and those related to the use of new technologies.

At Omagh Academy, we are committed to a society where children and young people can live free and safe from bullying. We believe that every child and young person is unique and that their diversity is a strength to be celebrated. Bullying is unacceptable and will not be tolerated. When incidents of bullying occur, we will respond in-line with our preventative, responsive and restorative anti-bullying ethos. We believe that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Consultation and Participation

We value the views and contributions of our whole school community in the development of our policies and procedures and have consulted with our pupils, parents, staff and Board of Governors. We have consulted with our staff (teaching and non-teaching) through workshops and with our parents by questionnaire. We are especially keen to take on board the views of our pupils and to respond respectfully. To this end we have consulted with the school council, focus groups drawn from both our junior and senior school and by questionnaire and have raised awareness of the policy's development through our Personal Development programme. (See Appendix 1)

The Aims of this policy are to:

- State our opposition to bullying in all its forms
- Promote an understanding of what constitutes bullying behaviour.
- Indicate approaches to preventing bullying behaviour.
- Guide responses to bullying incidents

Definition:

In accordance with The Addressing Bullying in Schools Act (NI) 2016, Omagh Academy uses the following legal definition of bullying.

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.

The term “act” includes omission.

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.

Bullying is behaviour which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another and is usually repeated. However, one-off incidents may also be regarded as acts of bullying. When assessing if a one-off incident is bullying the following criteria will be considered:

- 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

Classifying a one-off incident as bullying will be evidence based and made only after a fair and balanced consideration of the facts.

Incidents of socially unacceptable behaviour, not deemed as bullying, will be addressed through the School's Positive Behaviour Policy and Procedures.

Forms of Bullying:

Bullying behaviour is entirely contrary to the values and principles we work and live by in Omagh Academy. Preventing and countering bullying requires an awareness of behaviours that constitute bullying and a collective vigilance on the part of all members of the school community.

Bullying can take different forms. The following are examples of how bullying may occur.

- Physical acts such as hitting, kicking, pushing, shoving or spitting at another pupil.
- Interfering with another pupil's property including stealing, hiding or causing deliberate damage to that property.
- Verbal abuse, for example, through racist or sectarian remarks, name calling, or demeaning comments.
- Emotional hurt, through isolating or excluding an individual from the activities and social acceptance of his/her peer group or through passing notes or spreading rumours.
- Intimidation and harassment, through pressure from members of a group against an individual so that he/she feels uneasy or frightened.
- Cyber-bullying, for example, through mobile phone calls, text messages, picture/video clips on mobile phone cameras, emails, chatrooms, instant messaging and websites.

This is not an exhaustive list; other behaviours that fit with the definition of bullying will be considered as bullying behaviour.

As a school we recognise that bullying is an emotive issue and so we will try to use supportive and understanding language, avoiding the use of terms such as "bully" and "victim". It is more helpful to use terms such as "a child displaying bullying behaviours" and "a child experiencing bullying behaviours".

Preventative Measures:

The School has put in place preventative measures in order to dissuade bullying and create a safe learning environment.

Pupils are educated about the boundaries of appropriate behaviour towards others through Assemblies, Personal Development, LLW classes, other lessons (where appropriate) and through learning experiences.

This includes:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy and Pupils' Code of Conduct.
- Promotion of Anti-Bullying messages through the curriculum, including the Personal Development programme, and the work of the School Council.
- Addressing issues related to bullying through PD/LLW.
- Involvement in meaningful and supportive shared education projects.
- Learning through the preventative curriculum to actively promote positive emotional health and wellbeing and how to avail of help and support.
- Participation in the NIABF annual Anti-Bullying Week activities.
- Engagement in key national and regional campaigns, e.g. Safer Internet Day.
- Learning through participation in extra- and co-curricular activities, the value of effective peer support relationships and networks.
- The development of peer-led systems e.g. School Council, to support the delivery and promotion of key Anti-Bullying messaging within the school;
- The promotion of an ethos of self-discipline and care of others.

A staff duty rota is compiled and published each year.

- Teachers supervise areas of the school, before and after school and at morning break in compliance with the rota.
- Lunchtime supervisors are responsible for the supervision of key areas of the school e.g. canteen, playground and corridors, during the lunch break.

When travelling to and from school pupils are expected to:

- Relate with courtesy to others, maintaining high standards of behaviour and acting as ambassadors for the School.
- Challenge any inappropriate and unacceptable behaviour of their peers and report the behaviour to a member of school staff.

The school aims to foster good relationships within the community and will investigate any reports of inappropriate behaviour by or on our pupils with the relevant body e.g. Translink, residents, keyholders and neighbouring schools.

Pupils are expected to communicate responsibly at all times through all mediums including electronic means. The School will exercise its authority to investigate and sanction, if appropriate, the use of electronic communication to hurt or harm another. For further detail refer to our Online Safety Policy.

Responsibilities within the School Community

All members of the school community have a role to play in helping to prevent bullying and in creating an atmosphere in which it is not allowed to develop. The school community should work together to combat bullying with the aim of eradicating this behaviour.

2.1 The Responsibilities of Staff:

Our staff will endeavour to:

- Promote and maintain an ethos which encourages consideration, self-respect and respect for others.
- Demonstrate, by example, the high standards of personal and social behaviour we expect of our pupils.
- Educate pupils about the boundaries of appropriate behaviour towards others and address bullying and related issues, e.g., through Assemblies, Personal Development and Citizenship classes and other appropriate lessons.
- Be alert to signs of distress and other possible indications of bullying. (See Appendix 2)
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the Head of Year/Vice-Principal (Pastoral) who will follow up any complaint.
- Use a restorative approach to resolving difficulties, with the aim of preventing a reoccurrence, while meeting the needs of all.
- Follow up any complaint by a parent about bullying and report back promptly on the concern. (Note: Action taken in relation to a pupil cannot be disclosed to anyone other than the child and his/her parents).
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Supervise areas of the School assigned to them on the Daily Supervision Rota.

2.2 The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any form of bullying, including retaliation, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, dispelling any climate of secrecy and so helping to prevent further instances.
- Listen to, support and help bullied pupils.
- Foster their own positive self-esteem and behave towards others in a mutually respectful way

Any pupil who becomes the target of bullying behaviour must not suffer in silence. They should seek help by speaking to someone they trust, thereby alerting the School and enabling an end to be brought to their suffering and that of other potential targets.

2.3 The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying. (See Appendix 2)
- Advising their children to report any incidents of bullying to a member of staff, explaining the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate to any form of bullying.
- 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. Parents should contact their child's Year Head or the Vice-Principal (Pastoral) in the first instance.
- Co-operating with the school in all investigations into alleged incidents of bullying.
- 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 Vice Principal (Pastoral).
- Further to this concerns can be raised with the Principal. (See Complaints Policy).

Procedures for responding to a Bullying Concern.

It is the responsibility of each member of the school community – pupils, staff, and parents to report instances of bullying or suspicions of bullying, in the understanding that all such reports will be listened to and taken seriously. In each instance, the priority will be responding to the bullying concern, restoring the wellbeing of those involved and preventing further incidents.

It is accepted that the precise action taken will vary from incident to incident. However, the broad guidelines below apply:

1. Instances of bullying behaviour or suspicions of the same should be reported by pupils, parents or other members of staff to the Head of Year. However, it is recognised that on occasion, the report may be made to a class teacher, Form Teacher, Vice-Principal or Principal. The Year Head will inform the Vice- Principal (Pastoral) of the incident, and she will keep an overview.
2. The Head of Year will in liaison with the Vice-Principal (Pastoral) clarify the facts and perceptions, check records and complete Section 1 of the Bullying Concerns Assessment Form. (See Appendix 5)
3. The evidence will be presented by the Head of Year to the Vice-Principal (Pastoral) and an assessment against the criteria for bullying behaviour will be made by a specially convened Anti-Bullying panel comprising of the Vice-Principal (Pastoral), Head of Year and Form Teacher. In the absence of the Vice-Principal (Pastoral), the Vice- Principal Curriculum (a Deputy Designated Teacher) will sit on the Anti-Bullying Panel.
4. Appropriate interventions (see Appendix 7) will be selected and implemented for all the pupils involved to resolve the concern and restore the well-being of those involved. Pupils will be given the opportunity to request support from the School Counsellor. If necessary, referrals to outside agencies will be made. Where appropriate, sanctions may be implemented for those displaying bullying behaviour including a verbal warning, detention and suspension.
5. On completion of the assessment, the Year Head will update the status of the Bullying Concern Assessment Form and save this to a designated Private folder.
6. In more serious cases, parents will be contacted and asked to visit the school to meet with the Head of Year, Vice-Principal (Pastoral) or the Principal.
7. The situation will be monitored and reviewed by the Head of Year to ensure the welfare of all the pupils involved.

Responses to Bullying

A range of responses may be used in dealing with instances of bullying. The response(s) to be used will depend upon the severity and persistence of the bullying. It is intended that the person(s) responsible will learn from what has happened and change his/her behaviour.

The School promotes a restorative approach to addressing bullying behaviour. A restorative meeting involving all parties may be convened. It will involve asking a pupil or a group of pupils, questions that promote reflective thinking and allowing others the opportunity to listen and empathise. The goal is for the pupil(s) to come to realisations themselves about why they behaved in the way they did and the consequences of it. The aim is to build understanding and empathy between the different pupils involved, so respect and consideration drive positive behaviour.

Education and awareness-raising are effective ways of challenging bullying and encouraging individual pupils to take responsibility for their own actions. This may include the pupil's involvement in a programme of mentoring, counselling, group work, community service, or referral to an outside agency. Class activities and Assemblies may also be used more generally for this purpose.

In responding to an instance of bullying the intention is to resolve the issue at the earliest stage. However more severe and/or persistent bullying behaviour will result in the imposition of increasingly severe sanctions and /or the involvement of parents. (See: Positive Behaviour Policy)

Recording

As set out in the Addressing Bullying in Schools Act (NI) 2016, there is a legal requirement to maintain a record of all incidents of bullying and alleged bullying behaviour. Staff will use the Bullying Concern Assessment Form (BCAF – see Appendix 5) and will centrally record all relevant information related to a bullying concern, including:

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

Records will be kept in a Private folder on the School's computer system. Access to these records will be restricted and only provided to members of the Pastoral and Senior Leadership Teams. All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in accordance with Education Authority guidelines. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of Anti-Bullying policy and practice within the school.

Professional Development of Staff

Omagh Academy is committed to ensuring that staff are provided with appropriate opportunities for professional development. All staff, teaching and non-teaching receive initial training in Safeguarding on appointment and annual refresher training thereafter. Governors are also trained in Safeguarding, in keeping with Education Authority guidance. The School maintains records of training undertaken by staff and governors.

Monitoring and Review of Policy

The Board of Governors, in liaison with the Principal, will monitor the effectiveness of the Anti-Bullying policy. Incidents of bullying behaviour are reported to the governors as part of the pastoral report, a standing item on the agenda. The Board of Governors will identify trends and priorities for action and assess the effectiveness of strategies aimed at preventing bullying behaviour and responding to bullying behaviour.

The policy will be kept under review by the SLT (Senior Leadership Team) and Year Heads on an ongoing basis.

Date of Next Review: June 2025 or earlier, if necessitated by revised guidance.

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

Appendix 1 Definitions of Bullying

Our pupils defined bullying as having the following characteristics:

- Bullying is making someone feel bad about themselves
- Bullying is calling names and teasing someone about their looks or beliefs
- Bullying is making someone feel uncomfortable for a long period of time
- Bullying is hurting someone physically or emotionally and spoiling their fun.
- Bullying is an offensive way of trying to appear superior to someone else.
- Bullying is an action with the purpose of harming someone physically or emotionally.
- Bullying is acting repeatedly in a nasty way to lower another person's self-esteem.
- Bullying is a behaviour inflicted on another which is somehow degrading in a physical, mental or emotional way.
- Bullying is doing to others what you wouldn't want done to you.

Appendix 2 Possible Signs of Bullying

The following behaviours may indicate that a pupil is being bullied and warrant investigation:

- An unwillingness to attend school.
- Anxiety about travelling to and from school/avoiding regular travelling times.
- Under achievement.
- Loss of concentration/enthusiasm/interest in school or changed behaviour.
- Repeated non-specific reasons for illness – headache/stomach pains.
- Unexplained changes in mood especially before returning to school after holidays or weekends.
- Physical signs of anxiety–stammering/nightmares/sleep difficulty/loss of appetite/nausea/withdrawal.
- Physical bruising/scratches/cuts/torn clothes.
- Loss of self-esteem/confidence/mood swings.
- Books torn or destroyed/missing possessions.
- Reluctance to say what is wrong.
- Request for extra pocket money.

Appendix 3 Guidance to Pupils on Responding to Bullying

What to do if you are being bullied:

- Talk to someone you can trust e.g. a parent, Head of Year, teacher, friend, prefect, or school counsellor.
- Write down what was said or done to you and how you feel about it. Be very careful to write down what actually happened.
- If you need to, ask a friend to come with you to talk to the Head of Year, teacher, etc.
- Always do something – usually bullying will not stop without intervention and you will only get more upset. This will encourage the bullying behaviour.
- If you are being bullied – Remember it is not your fault. The person demonstrating the bullying behaviour need to change, not you.

What you should not do:

- Do not suffer in silence – it is always best to seek help.
- Do not respond inappropriately – you could be accused of bullying behaviour.
- Always be truthful – do not exaggerate. If anything you say is untrue people may doubt your whole story.
- Do not believe any lies told as part of a bullying situation – you know they are not true.
- Retain evidence e.g. a text message, screen shot, note etc.

Appendix 4

Useful contacts

Pupils and parents can contact the following organisations for information and support:

- **Northern Ireland Anti-Bullying Forum**
www.endbullying.org.uk
Tel: 028 90875006
- **Childline**
www.childline.org.uk
Freephone: 0800 1111
- **Kidscape**
www.kidscape.org.uk
Helpline for Parents: 1071 730 3300 (10.00 am – 4.00 pm Monday – Friday)
- **The Family Coaching Consultancy**
www.familycoaching.co.uk
Tel: 028 92 639450
- **NSPCC**
www.nspcc.org.uk
Tel: 0808 800 5000
- **Contact Youth**
www.contactyouth.org
Tel: 028 90 320092
- **Samaritans**
www.samartians.org
Tel: 08457909090

For help and assistance with **cyberbullying**:

- **Thinkuknow**
<http://www.thinkuknow.co.uk>
- **Care for the family**
<http://www.careforthefamily.org.uk/pdf/supportnet/InternetSafety.pdf>
- **Child Exploitation and Online Protection Centre (CEOP)**
<http://www.ceop.gov.uk>

Appendix 5: The BCAF- Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern		Date:	
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <ul style="list-style-type: none"> <i>(a) any verbal, written or electronic communication</i> <i>(b) any other act, or</i> <i>(c) any combination of those,</i> <p><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></p>			
	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

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

Date	Information gathered	Location (stored)

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 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 (pregnancy, 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 _____

Part 3

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name: _____ **Year Group/Class:** _____

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	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

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

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

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	Outcome 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:

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
- 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:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

Appendix 6 Anti-bullying Curriculum

Year	Personal Development	Cross-curricular
8	Bullying Coping Strategies & Skills Feelings & Emotions Resilience Core Values Relationships Peer pressure Personal online safety	English -novels- The boy in the stripped pyjamas Kensuke's Kingdom RE - Judaism- Anti Semitism ICT - Internet safety HE - Types of family
9	Friendships & Relationships Personal safety Internet safety Bullying Coping Strategies & Skills Moral values Self-worth Difference Personal responsibility Assertiveness <i>Love for Life Conference</i>	English - poetry- My parents kept me from children who were rough, Truant Tich Millar English - Novels Fatboy Swim, The Tulip Touch RE - Islamophobia, Friendship ICT - Airbrushing & body image
10	Mental & Physical health Coping Strategies & Skills Change Bullying Friendships Abuse Healthy relationships Prejudice Self-reflection Personal responsibility Safe social networking	English -novels Roll of Thunder, Hear my cry ICT - cyberbullying, -digital footprint
11	Personal strengths & weaknesses Self –esteem Peer pressure Coping strategies Healthy relationships Family relationships Friendships Sexual relationships	Modern languages - School life English - novel--Of Mice and Men History - Attitude of Nazis to Jews and minorities.
12	On-line safety Coping strategies Emotions	ICT/DT - digital citizenship, harassment & bullying
13		Modern Languages - Relationships: Influences/Peer pressure, family Culture & Lifestyle: Physical wellbeing, risk taking behaviour, dealing with stress and challenges, social media
14		Modern Languages : Young people in society. Societal attitudes, causes, consequences & resolution of conflict. Geography - Ethnic diversity & discrimination

Source: NIABF - http://www.endbullying.org.uk/wp-content/uploads/2014/07/Effective_Responses_to_Bullying_Behaviour.pdf

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 ongoing 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, 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), 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.