

Carrick Primary School



Anti-Bullying Policy

March 2022

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Revised March 2022

Rationale

As a Rights Respecting School, respect for self and respect for others are core values within Carrick Primary School and reflect a range of articles within the United Nations Convention for the Rights of the Child.

Bullying in any form is caused by a lack of respect for another person's dignity and rights. It can take the form of psychological pressure, verbal or non-verbal acts, omission, electronic acts, physical aggression or seeking control over others in unacceptable ways. In Carrick Primary School, we aim to provide a safe, inclusive and secure learning environment for everyone in the school community. We believe that all forms of bullying behaviour are unacceptable and that all pupils have the right to learn in a safe and supportive environment.

*This policy is in accordance with the Addressing Bullying in Schools Act (NI) 2016:
DENI Circular 2021/12 and the Statutory Guidance for Schools and Boards of Governors (DE,
2019)*

CONTEXT

This policy takes account of the appropriate statutory requirements.

The Legislative Context

- 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

The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 and 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)
- Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)

Participation and Consultation Process

This policy has been developed in consultation with pupils, through the School Council, and with Parents, Staff and Governors.

Aims:

As a Rights Respecting School we will:

- Encourage all pupils to exercise self-control and self-respect and to show, respect for others, the environment and the local community and to take personal responsibility for their actions, in line with Article 29 of UNCRC *‘Education must encourage the child’s respect for human rights as well as respect for others’*;
- Provide a systematic, consistent, prompt and appropriate response to addressing bullying concerns in school;
- Encourage pupils to fulfil their responsibility as outlined in the School Charter;
- Model mutual respect, empathy and kindness towards others;
- Support the health and safety of all pupils and all staff;
- Foster a learning culture that celebrates and rewards positive behaviour, achievement and success;
- Create a stimulating learning environment which encourages and rewards personal endeavour and achievement;
- Encourage pupils to act in a socially acceptable manner at all times in school, travelling to or from school and when representing the school at events and/or competitions; and
- Actively promote Anti-Bullying activities and the preventative curriculum.

Supportive and Caring Ethos:

As a Rights Respecting School we:

- Believe bullying is unacceptable and every pupil has the right to be safe from any form of bullying;
- Are committed to having a preventative, responsive and restorative anti-bullying ethos;
- Celebrate pupil diversity where pupils’ views and contributions are actively sought and respected;
- Understand that everyone in the school community has a role to play in challenging bullying behaviour and in creating a safe and welcoming environment for all; and
- Promote anti-bullying and safeguarding messages and implement a preventative curriculum across the whole school community.

Structures and Procedures:

- Staff lead by example in promoting respect for each other, forming positive relationships and developing resilience;
- Pupils learn in a Rights Respecting learning environment where they feel accepted and valued;

- We consistently aim to provide a child centred learning environment, which promotes inclusion, where diversity is cherished and where the needs of all pupils are met;
- All staff receive Child Protection Training in line with EA guidelines and are familiar with the Child Protection Guidelines and Procedures. All staff are kept informed of new pastoral legislation and procedures;
- Emotional health and well-being is an integral part of the school curriculum and the Pastoral Programme;
- The school ethos is rooted in the Christian values of respect and inclusion;
- The school works in partnership with a range of external agencies for support and guidance;
- Lunchtime supervision is provided by non-teaching members of staff who have completed Child Protection training and are fully vetted;
- Staff treat all incidents of socially unacceptable and alleged bullying behaviours seriously and investigate each incident impartially in a non-judgmental manner;
- Any pupil experiencing socially unacceptable or bullying behaviour is supported;
- Any pupil identified as displaying socially unacceptable or bullying behaviour is supported;
- We reward and promote socially acceptable behavior;
- The Anti-Bullying Policy is shared with parents, staff, pupils and Governors and is published on the school website; and
- The Personal Development and Mutual Understanding Programme encourages pupils to explore key issues such a self-respect, acceptable behaviour and respect for others.

Definition of Bullying:

Addressing Bullying in Schools Act (NI) 2016

1- In this Act 'bullying includes (but 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 purpose of subsection (1), 'act' includes omission

Bullying Behaviours:

Bullying is behaviour that is usually repeated, targeted and carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of other pupils. The following unacceptable behaviours when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

Verbal or Written acts	<ul style="list-style-type: none"> • 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; • Trying to make other pupils dislike another pupil/s.
Physical acts	<ul style="list-style-type: none"> • Hitting; • Kicking; • Pushing; • Shoving; • Material harm, such as taking/stealing money or possessions or causing damage to possessions.
Omission (Exclusion)	<ul style="list-style-type: none"> • Leaving someone out of a game; • Refusing to include someone in group work.
Electronic acts	<ul style="list-style-type: none"> • Using online platforms or other electronic communication to carry out many of the written acts noted above; • Impersonating someone online to cause hurt; • Sharing an image(s) (eg photographs or videos) online to embarrass someone.

This list is not exhaustive and other behaviours which fit in with the definition may be considered bullying behaviour.

The school understands that there are various motivations behind bullying behaviour, and these may include (not exclusive);

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Age ▪ Appearance ▪ Breakdown in peer relationships ▪ Community background ▪ Political affiliation ▪ Gender identity ▪ Sexual orientation | <ul style="list-style-type: none"> ▪ Race ▪ Religion ▪ Disability/Ability ▪ SEN ▪ Looked After Child status ▪ Young Carer status |
|--|--|

Cyber Bullying:

- If any alleged cyber bullying behaviour has an impact on relationships between pupils in school, staff will investigate the incident/allegations and will provide support for all pupils involved.
- If a parent/carer discovers that their daughter is being bullied via the internet or mobile phone, the school advises that the parent should notify the school. Advice is also available for parents from the PSNI.

One-Off Incidents

While Bullying is usually repeated behaviour, one off incidents may also be classified as bullying, considering the following criteria:

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

Bullying is an emotive issue requiring understanding and support. For this reason this policy and the school will not use the terms ‘a bully’ or ‘a victim’. The school community will use the following language:

- A child displaying bullying behaviours; or
- A child experiencing bullying behaviours.

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.

Preventative Measures:

The focus of all anti-bullying strategies is on prevention of bullying during school and when travelling to and from school. This includes:

- Consistent promotion of the whole school ethos of respect, tolerance and inclusion;
- Development of a culture where pupils take pride in their school and are viewed as ambassadors of their school;
- Raising awareness and understanding of the positive behaviour expectations of all pupils and staff;
- Promotion of anti-bullying messages, e.g. Personal Development and Mutual Understanding lessons, whole school assemblies, school charter, Anti-Bullying Week and the school’s Positive Behaviour Programme;
- Raising awareness of the various forms of bullying, including how and why it can happen, through curriculum areas such as: Personal Development and Mutual Understanding, RE, Circle Times etc;
- Actively promoting positive emotional health and wellbeing of all pupils and staff;
- Participation in the NIABF annual Anti-Bullying Week activities and ongoing Anti-Bullying Activities;
- Engagement in national campaigns including Safer Internet Day to promote the importance of online safety and appropriate behaviour;
- Support from external organisations to promote anti-bullying messages including, PSNI’s Safety Programme and Action Mental Health’s Healthy Me Programme (Focus on the effects of Bullying on Wellbeing and Mental Health);
- Lunchtime supervision by non-teaching members of staff who have completed Child Protection training and are fully vetted;

- Pupil engagement in the School Council activities;
- Regular engagement with transport providers to ensure early identification of any concerns and promote effective communication; and
- Appropriate supervision arrangements are in place throughout the school, including the playground and the dining hall.

Responsibilities:

Everyone in the school community, including pupils, their parents/carers and the staff of the school, is expected to respect the rights of others.

Responsibilities of the Board of Governors:

- Ensure that a safeguarding ethos is maintained within the school environment and arrangements are reviewed on an annual basis;
- Ensure that the school has an Anti-Bullying Policy which has been developed following consultation with pupils, parents, staff and Governors;
- Review the Anti Bullying Policy every three years or earlier if required;
- Ensure appropriate measures are taken to prevent and address bullying behaviour;
- Ensure that Governors undertake appropriate Child Protection training;
- Ensure that the school records incidents of bullying or alleged bullying; and
- Ensure that the Board of Governors receives termly updates regarding bullying and alleged bullying incidents, including the identification of any trends and patterns to inform further development of the policy and procedures.

Responsibilities of all Staff:

- To promote an ethos of respect for self, for others and the environment;
- To set the highest possible standards for positive relationships among staff, pupils and parents;
- To ensure a safe environment for staff and pupils;
- To encourage openness about any form of socially unacceptable and/or bullying behaviour;
- Listen sensitively to anyone who raises a bullying concern, take what is said seriously and provide reassurance that an appropriate investigation will take place;
- Investigate all bullying concerns, gather evidence which is then matched against bullying criteria to determine if the behaviour is (a) socially unacceptable or (b) bullying;
- If the concern is deemed to be socially unacceptable behaviour, the Positive Behaviour Policy will be implemented;
- If the concern is deemed to be bullying behaviour, the Anti-Bullying Policy will be implemented;
- To involve parents when necessary;
- To support and help the pupil experiencing bullying behaviour and the pupil displaying bullying behaviour;
- To resolve difficulties through restorative practices to meet the needs of all the parties involved and to prevent recurring behaviour (see appendix 2 and appendix 3);
- To address issues firmly, fairly and promptly, in accordance with the school's Anti-Bullying Policy;

- Ensure the delivery of a robust preventative curriculum at an age appropriate level e.g., PDMU activities, Grow in Love, Circle Time, etc; and
- Report and record suspected cases of bullying to Mrs Kelly (Designated Teacher) or Mrs McPolin or Mr Keenan (Designated Deputy Teachers) or Mrs Cassidy (Principal). Use the Bullying Concern Assessment Form (BCAF) appropriately (see Appendix 1).

Responsibilities of Parents:

- To encourage their child to talk to staff;
- To promote respect for self, others and property and to follow the school and class Covenants;
- To discuss with their children any fears or experiences of what may be and what is bullying behaviour;
- To help their child work out, non-aggressive strategies for dealing with what appears to be inappropriate or bullying behaviour on the part of another person;
- To actively promote socially acceptable behaviour at all times;
- To inform the school of any concern regarding bullying or inappropriate behaviour and to encourage their child to react appropriately and refrain from retaliating;
- To co-operate with the school in resolving any concerns involving socially unacceptable and bullying behaviour;
- To understand that the term ‘Bullying’ can and is often used loosely and can be based solely on a child’s perception of events; and
- To accept that the school will always seek to establish an accurate account of events, when determining whether or not an incident of Bullying has occurred.

Responsibilities of Pupils:

- To respect themselves, others, the environment and all property;
- To know their rights and responsibilities regarding personal safety;
- To behave towards others in a respectful manner;
- To report any concerns regarding socially unacceptable or bullying behaviour to a member of staff;
- To tell parents/carers or a trusted adult if he/she thinks they are being bullied including through any electronic device e.g. mobile phone;
- To avoid any behaviour which could be interpreted by others as bullying: (e.g. giving ‘dirty looks’, calling names, spreading rumours, teasing, threatening);
- To refrain from retaliating to any form of bullying or inappropriate behaviour;
- To cooperate with adults in a truthful manner when working towards resolution; and
- To build relationships and move forward in a spirit of mutual support.

Reporting concerns of Bullying:

Pupils:

- Pupils may report their concerns about potential bullying behaviour to any member of staff (teaching or non-teaching); and
- Pupils need to be aware that this member of staff may not be involved in the investigation of the concern and subsequent follow up.

Parents/Carers:

- Parents/Carers must report all potential bullying concerns to the school as soon as possible;
- Where the Parent/Carer is not satisfied that appropriate action has been taken, their concern should be reported to the Principal; and
- 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 or carers will be responded to in line with this policy and feedback will be made to the person who made the report.

Due to pupil confidentiality, no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and the parents/carers.

Carrick Primary School's Response to Bullying:

Bullying incidents will be dealt with firstly by the class teacher and then by the Principal. If potential bullying behaviour is reported to another member of staff by a pupil or parent, or a bullying concern is suspected by a member of staff, the concern will be initially referred to the pupil's class teacher.

The main aim of any intervention is to **RESPOND** to the bullying that is allegedly taking place and to take action to **RESTORE** the well-being of all those involved.

Teacher/ Principal:

When the teacher or Principal receives details of any alleged bullying incident they will:

- Meet with the pupils separately (pupil who has allegedly experienced bullying behaviour, witnesses, pupil who is allegedly displaying bullying behaviour) connected with the incident;
- Record details in writing - dates, times, the type of behaviour, the name of any pupil who witnessed what was happening, where the incidents occurred (in the classroom, outside);
- Collect other related information, where appropriate;
- When the investigation has been concluded there will be a 'Bullying Concern Assessment Meeting' to review the collected evidence by the teacher and/or Principal Part 1 of the Bullying Concern Assessment Form will be completed (BCAF);
- On the basis of the evidence gathered **all** of the following criteria must be met:
 - The behaviour is intentional?
 - The behaviour is targeted at a specific pupil or group of pupils?
 - The behaviour is repeated?
 - The behavior is causing physical or emotional harm?
 - Behaviour that is deliberate omission?
- If the above criteria are met, Part 2 and 3 of the BCAF is completed;
- Parents/Carers may be notified during the investigation stage;

- If the criteria have not been met, the behaviour will be deemed as socially unacceptable and will be managed through the Positive Behaviour Policy. The teacher/Principal will continue to monitor and support the pupil/s involved as outlined in the Positive Behaviour Policy;
- When the investigation is complete, the Principal will formally advise the Board of Governors at their next scheduled meeting;
- If bullying or serious socially unacceptable behaviour has occurred all the parents/carers of the children involved will be contacted, explaining what has been happening, the actions taken to date and how the incident will be resolved; and
- Determine appropriate restorative measures and sanctions with a review date.

It is the aim of the school to support the pupil experiencing bullying behaviour and the pupil who is displaying bullying behaviour.

Serious Incident

Bullying behaviours assessed as being complex or high risk will always involve the Principal. There may be a significant threat to the safety and welfare of any or all the pupils involved. Incidents of this nature must be assessed in relation to the risk posed and the school's Child Protection and Safeguarding procedures may be invoked. The school will promptly report to parents/carers, informing them fully of the incident/action taken/to be taken.

The school will always take immediate action if a pupil's personal safety is under threat.

Outcome of the Bullying Investigation:

Whenever the investigation has concluded and completion of Part 1 of the BCAF has established that bullying behaviour has taken place, the school will implement appropriate interventions for the pupil experiencing bullying behaviour and for the pupil(s) displaying bullying behaviour. Part 3 of the BCAF (Record of Support and Interventions) will be completed by members of the Leadership Team. The team will establish a timeframe for review and complete Part 4 of the BCAF (Review of Bullying Concern and Actions to Date).

When responding to a bullying concern, the school will implement interventions aimed at responding to the behaviour, resolving the concern and restoring the well-being of those involved.

Strategies may include:

- Contacting parents/carers;
- Restorative questioning and discussions;
- Completion of Think Time Discussion Sheet (Northern Ireland Anti Bullying Forum – NIABF);
- The pupil who is displaying bullying behaviour will be encouraged to apologise to the pupil who has been bullied;
- Ongoing parental involvement;
- Mentoring by Teachers/Designated Teachers/Vice Principal/Principal;

- Support from external agencies e.g. CAMHS, EA Behaviour Support, Social Services, NIABF, PSNI; and
- Counselling.

Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

This may include:

- Placed on detention after school or during break time/lunchtime;
- Placed on Behaviour Report;
- Remain in the care of the Principal for an agreed period of time, with school work provided; and/or
- Suspended from school for three days.

Recording

- The school will centrally record all relevant information related to reports of bullying as recorded in the Bullying Concern Assessment Form (see Appendix 1).
- All records will be maintained in line with relevant data protection legislation and guidance.

Professional Development of Staff

The school recognizes the need for appropriate and adequate training for all staff. This will include:

- a commitment to ensuring that staff are regularly provided with appropriate opportunities for professional development;
- noting the impact of the training on both the policy and its procedures - e.g. any amendments made, inclusions added etc. and disseminating to staff;
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching; and
- ensuring awareness of the importance of a robust system of record keeping.

Dissemination of the Policy

The Anti-Bullying Leaflet along with a selection of Pastoral Policies/leaflets are shared annually with all families and are available on the school's website. Hard copies are also available on request from the school office.

Related Whole School Policies

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- Pastoral Care Policy
- Positive Behavior Policy
- Drugs Education Policy
- Personal Development and Mutual Understanding Policy
- RSE Policy

- Child Protection Policy
- Esafety and Acceptable Use of Internet Policy
- SEN Policy
- Educational Visits Policy
- Health and Safety Policy
- Class Charters
- School Charter
- Safe Handling Policy

Appendices

Appendix 1: Bullying Concern Assessment Form

Appendix 2: Restorative Action

Appendix 3: Anti-Bullying Project – Behaviour I like

- Behaviour I Don't Like

Monitoring, Evaluation and Review:

The Principal, Vice Principal and Designated Teacher, are responsible for monitoring, evaluating and reviewing the implementation of the Anti-Bullying Policy. The policy will be revised every three years although it may be updated in light of any further guidance and legislation as necessary or following any incident which may highlight the need for review. This will be done in consultation with the Board of Governors, Leadership Team, staff, pupils and parents. On-going evaluation will ensure the effectiveness of the Policy.

Signed by Chair of Governors: Mr G Murdock

Date: March 2022

Signed by Principal: Mrs A Cassidy

Date: March 2022

Date of Review: March 2025

Appendix 1
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:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

“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.

	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 .
<p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>	

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 3a

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/carers: _____

Other Agencies: _____

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

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

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

Bullying Concern Assessment Form

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

Appendix 2
Restorative Action

Name of Child/Children Involved	
What happened?	
Why do you think this happened?	
How did you feel?	
What did you do next?	
What would help to make things better?	

Signed: _____ Date: _____

Appendix 3
Anti-Bullying Project

Behaviour I Like

Behaviour I Don't Like
