

St Patrick's College, Bearnageeha



Draft Anti Bullying Policy

Revised: December 2014
Next Revision:

Building belief, Achieving success, Shaping the future



CONTENTS

	Page
1. School Aims/Statement of intent	3
2. Introduction	5
3. Definition of Bullying	6
4. Preventative Measures	8
5. Responsibilities	9
6. Effective responses to bullying behaviour (Flow chart)	11
7. Responding to Incidents of alleged bullying behaviour - Levelled Responses	12
RESPONSE 1 INITIAL REPORT AND FOLLOW UP ACTION	13
RESPONSE 2 INTERVENTION - INTERMEDIATE	15
RESPONSE 3 INTERVENTION - COMPLEX	18
RESPONSE 4 INTERVENTION – HIGH RISK	21
8. Appendices	
Appendix 1: Initial Report and Follow Up Action (A1)	24
Appendix 2: Bullying Concern – Assessment Form (A2)	26
Appendix 3: Follow up meeting (A3)	29
Appendix 4: Conclusion Meeting (A4)	31
Appendix 5: Think Time Discussion Sheet (B1)	33
Appendix 6: Follow up Meeting (B2)	35
Appendix 7: Final Review Meeting (B3)	37



ANTI BULLYING POLICY

1. School Aims

- To promote the spiritual, moral, intellectual, cultural and physical development of each student
- To prepare each student for the opportunities, responsibilities and experiences of adult, life both in his own community and within society at large
- To promote and develop each student's relationship with God and his fellow man
- To enable each student to assume responsibility for his own life and actions; to be a responsible member of the Body of Christ; to live responsibly as a student, neighbour, citizen and consumer
- To promote an awareness and understanding of the student's own and other cultures
- To develop each student's academic abilities and other gifts and talents to the fullest extent
- To provide each student with the skills necessary for employment and to foster the adaptability necessary to cope with changing patterns of work
- To encourage each student to develop a positive attitude to continuing education and training.

This mission statement encourages a culture of care, good discipline and tolerance, where young people of different cultures, abilities and backgrounds are educated together. Diverse identities are welcomed, respected and cherished under this common bond.

The College mission statement and school aims cannot be realised if any individual is a victim of bullying. It is incumbent on all members of the College community to be vigilant to the possibility of bullying occurring and to take immediate steps to stop it happening, to protect and reassure the victim and call to account the bully, as laid down in an agreed procedure.

We encourage all members of our school community to believe in themselves, in their talents and abilities; to believe in their hopes and dreams for the future. We proactively foster a culture which promotes high standards, sets ambitious and challenging goals, demands high achievement and actively engages all members of our College community. Our vision of excellence and equality for all ensures that each student in St. Patrick's becomes the best that he can be.



Statement of Intent

Within the College's Catholic Ethos we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that they will be listened to and appropriate action will be taken.

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. Students and students who are bullying need to be encouraged and supported in learning different ways of behaving. St. Patrick's College has a responsibility to respond promptly and effectively to issues of bullying. Every member of the St Patrick's College school community should feel valued and respected, has positive feelings about the school and is able to concentrate on work free from any intimidation.

It is of paramount importance to develop a culture in which bullying is not tolerated and is challenged. Bullying can only thrive in a climate of silence. We will encourage all students to 'Speak Out' and not to 'Suffer in Silence'. Students, staff and parents will be informed of the College's expectations and to foster a productive partnership, which helps maintain a bullying free environment. Incidents of bullying will be dealt with systematically, consistently and effectively.



2. INTRODUCTION:

This policy has been developed consistent with 2003 Statutory Requirements (Education & Libraries NI Order) which requires Board of Governors and Principals to consult with all key stakeholders (students, parents, and staff) regarding positive Behaviour and bullying prevention measures which must be in place. Specific articles of the Legislation include the following:

ARTICLE 17 – DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF STUDENTS

ARTICLE 18 – CHILD PROTECTION MEASURES

ARTICLE 19 – SCHOOL DISCIPLINE: MEASURES TO PREVENT BULLYING

Reference DE Circular 2003/13

WELFARE AND PROTECTION OF STUDENTS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003

'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

'Pastoral Care in Schools: Child Protection' (1999)

RATIONALE

St Patrick's College regards bullying as unacceptable since it can cause unhappiness to members of the school community, preventing them from developing their full potential. People flourish in a secure and caring environment. Consequently, there is a collective responsibility amongst the school community of St Patrick's College to contribute in whatever way possible to the protection and maintenance of such an environment.

PRINCIPLES

Principles and values that our College hold:

- Students have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and students' needs, whether bully or targeted student, need to be separated from their behaviour.
- When bullying concerns are identified our College will work in a restorative and solution focussed way to achieve the necessary change.
- Students who are targeted will be listened to and supported.
- Students who engage in bullying behaviour will be listened to and supported to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention
- Where a concern arises, staff will receive ongoing support from Leaders of Learning and/or Senior Leaders with Pastoral responsibility.

Parents will be made aware of our College's practice to prevent and to respond to concerns through parent evenings, consultation processes and where necessary, their active participation in partnership with the College to resolve concerns involving their child.

LINKS WITH OTHER SCHOOL POLICIES

Positive Behaviour for Learning Policy / Mobile Phone Policy / Child Protection Policy / Special Educational Needs Policy / Suspension and Expulsion Policy



3. DEFINITION OF BULLYING

We have adopted the Northern Ireland Anti-Bullying Forums definition of bullying (<http://www.endbullying.org.uk/>):

“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”

Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying. Bullying usually has three key elements:

- It is repeated behaviour that happens over a period of time
- It involves an imbalance of power
- It is intentionally hurtful behaviour

All unacceptable behaviour must be challenged, whether it is bullying or not.

Types of Behaviour associated with Bullying

The following are unacceptable behaviours **BUT** only constitute bullying behaviours when they are recurrent/persistent, targeted with intent and where a power imbalance between students is evident.

What Is Bullying?

Bullying can be:

Emotional:	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical:	Pushing, kicking, hitting, punching, taking another person's belonging or any use of violence
Racist:	Related to skin colour, culture and religion, racial taunts, graffiti, gestures
Sexual:	Unwanted physical contact or sexually abusive comments
Homophobic:	Focussing on the issue of sexuality
Verbal:	Name-calling, sarcasm, spreading rumours, teasing, insulting, making offensive remarks, making threats
Disability:	Related to perceived or actual disability
Sectarian:	Related to religious belief and/or political
Cyber:	All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls, Misuse of associated technology, i.e. camera & video facilities

These categories of bullying are often interrelated.

The 2003 Statutory Requirements (Education & Libraries NI Order) requires schools to “encouraging **good behaviour and respect for others**” and in particular **prevent** all forms of bullying.



POSSIBLE SIGNS OF BULLYING

Signs and Symptoms

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

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- 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
- Begins to do perform poorly in school work
- Comes home with clothes torn or schoolbags, books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has monies continually "lost"/have possessions go missing
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received
- Be reluctant to go to school and complain of frequent minor illnesses
- Become withdrawn at home
- Have problems sleeping
- Become uninterested in school work
- Gives improbable excuses for any of the above



4. PREVENTATIVE MEASURES TO CREATE A BULLYING FREE ETHOS

- A welcoming ethos and atmosphere built on the principles of inclusivity, respect for others and an embracing of diversity within their own school culture.
- Publication and launch of the anti-bullying policy with all stakeholders of St Patrick's College and recognition of the need to have the co-operation of all stakeholders to make it a success
- To develop a culture in which bullying is not tolerated and is challenged.
- We will encourage all students to 'Speak Out' and not to 'Suffer in Silence'.
- Students, staff and parents will be informed of the College's expectations and to foster a productive partnership, which helps maintain a bullying free environment.
- Adequate provision within the Pastoral Care of the school; Incidents of bullying will be dealt with systematically, consistently and effectively.
- Classroom management practices encourage a restorative ethos rather than punitive.
- To encourage a non shouting environment within the College
- The Curriculum content within LLW has a commitment to anti-bullying.
- Peer Mentoring system with Senior Students (to start 2015)
- Staff supervision system encouraging good group dynamics whilst students are outside of class.
- Staff identification of 'Hot Spots' for concentrated supervision during break and lunch.
- Prefect Supervision
- Pastoral Support Team supervision and Lunchtime Club, Chill out room and Learning Support Centre provision.
- Positive engagement in and promotion of the Northern Ireland Anti Bullying Forum's anti bullying campaign, particularly through their annual Anti Bullying Week
- Reward system which encourages good behaviour and conduct within the school community by celebrating achievement and success in all areas of school life.
- Parent information evenings
- Yearly timetable of events to provide regular reminders to pupils and staff
- Weekly staff meeting to address any school issues
- Regular events to encourage a positive working environment for staff
- Content of Whole School, Year Assemblies PSD lessons - Opportunities for students to discuss bullying through – Student Voice - School Council



5.RESPONSIBILITIES – STAFF, STUDENTS & PARENTS

The responsibilities of staff

Our staff will –

- Be aware of the school's anti-bullying policy and procedures
- Promote an ethos of respect for self and for others by greeting students and all members of the College Community
- Be on the corridors at the change of class and insist that students walk on the left and are not to run, to be quiet and mannerly. There should be a low level of noise. Language should be appropriate and there should be 'safe' contact between students.
- Staff should leave the staffroom promptly at the end of break and lunch and should be at their classroom ready to greet students.
- Ensure a safe environment for all and that it is EVERYONE'S responsibility to ensure that we work and learn in a safe and clean environment.
- Demonstrate by example the high standards of personal and social behaviour that we expect of our students
- Be alert to signs of distress and other possible indications of bullying
- Listen to children who have been bullied, take what they say seriously and respond appropriately
- Respond to bullying behaviour promptly and effectively, in an assertive and confident manner - systematically, consistently and effectively.
- Follow up any complaint by a parent about bullying and report back promptly within an agreed timescale and fully on the action which has been taken
- Involve parents as appropriate
- Support the student who has been bullied and the student who has displayed the bullying behaviour through the Pastoral Care system through the ladder of support as defined in the Positive Behaviour for Learning Policy
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures
- Highlight bullying behaviours and encourage openness about them through the Pastoral Programme and assemblies through embracing events such as Anti-Bullying Week

The responsibilities of students

We expect our students to:

- Respect themselves and others
- Refrain from becoming involved in any kind of bullying behaviour
- Practice self-control and not retaliate violently to any form of bullying
- Intervene to support any student who is being bullied, unless it is unsafe for them to do so
- Have the confidence to report to a member of staff any witnessed or suspected incidences of bullying, to dispel any climate of secrecy and help to prevent further incidences
- Not suffer in silence but have the courage to 'Speak Out', to put an end to their own suffering and that of other potential targets

To encourage people to 'Speak Out' with confidence and to make the reporting of incidents as easy as possible, we aim to provide a wide range of initial contacts. Students may choose to discuss their concerns with any of the following:

Friends, Subject Teachers, Form Teachers, Leaders of Learning (LOL), Leaders of Learning of Key Stage (LOLKS), Senior Leadership Team, School Counsellor, Learning Support Staff, Prefects, Medical Staff, Ancillary or Office Staff.



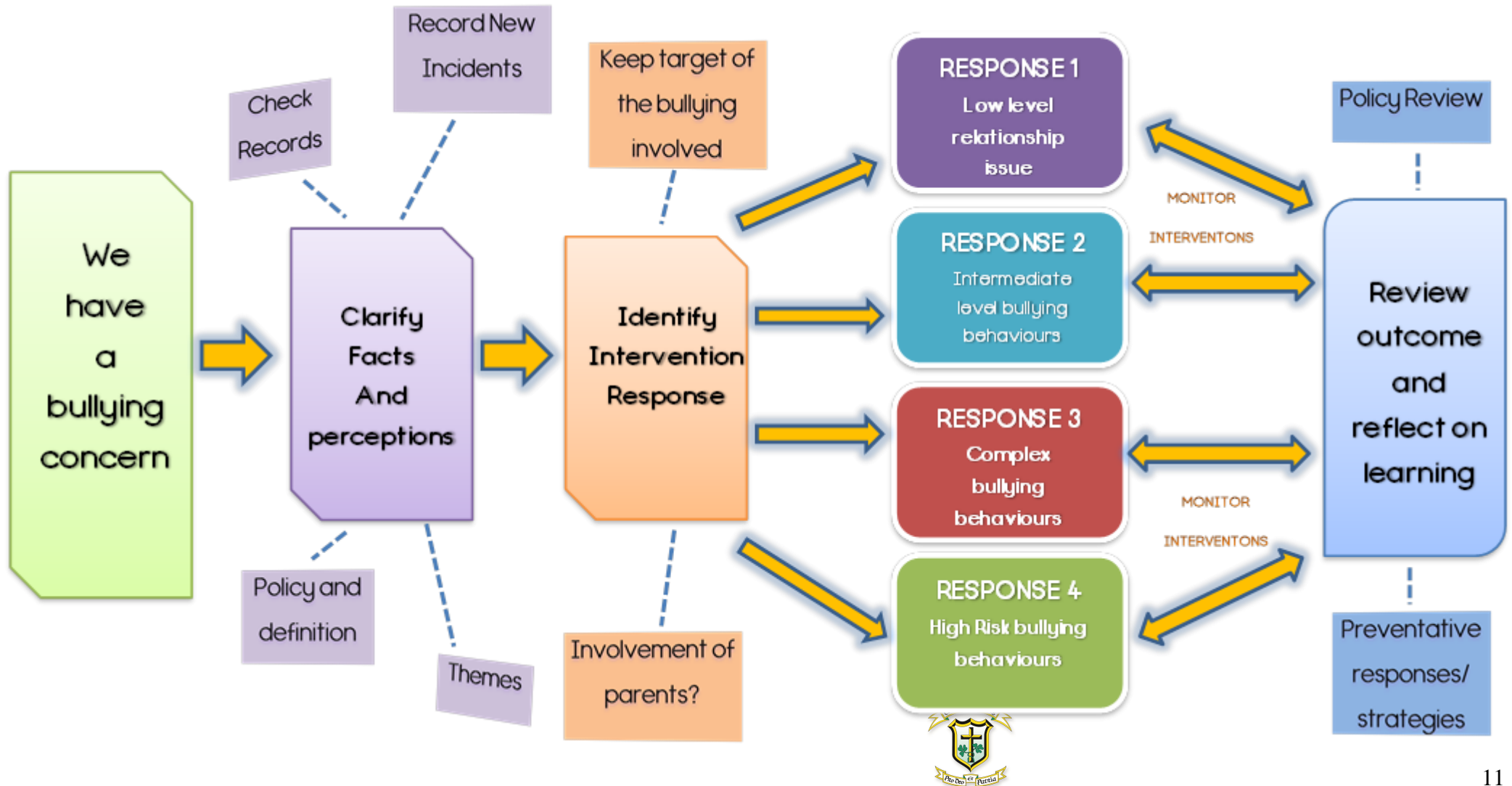
The responsibilities of parents

We ask our parents to support their children and St Patrick's College by:

- Promoting an ethos of respect for self and for others
- Discouraging in their son any tendency to exhibit bullying behaviour
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying
- Discussing with their child any fears/experiences of what appears to be bullying behaviour
- Being sympathetic and supportive towards their children, reassuring them that action will be taken to address any bullying concerns
- Advising their children not to retaliate violently to any forms of bullying behaviour
- Advising their children to report any incidents of bullying to their Form Teacher/Leader of Learning immediately
- Informing the school of any suspected bullying immediately
- Co-operating with the school, if their child is involved in a bullying concern even if their children are not involved
- Being aware of the dangers of mobile phone messaging and social media sites and know how inappropriate contact or messages can be reported on-line.



6. EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR



7. RESPONDING TO ALLEGED BULLYING INCIDENTS

LEVELLED RESPONSES

RESPONSE 1 FORM TEACHER (FT)

- Initial response and follow up action completed by Form Teacher
- Incident judged to be a relationship issues even though it may have been reported as alleged bullying
- Student's reaction to the incident of alleged bullying represents a low level of concern

RESPONSE 2 LEADER OF LEARNING (LOL - SUPPORTED BY FORM TEACHER)

- Continued relationship issues which have been assessed as bullying
- Student's reaction to the bullying behaviour represents a higher level of concern

RESPONSE 3 LEADER OF LEARNING AND LEADER OF LEARNING OF KEY STAGE (LOLKS)

- Severe Bullying Behaviours – resistant to change
- Student's reaction to the bullying behaviour is severe

RESPONSE 4 LEADER OF LEARNING AND LEADER OF LEARNING OF KEY STAGE, SENIOR LEADER OF LEARNING STUDENT WELLBEING (DESIGNATED TEACHER CHILD PROTECTION), VP AND PRINCIPAL

- Severe Bullying Behaviours - leading to suspension/expulsion
- There are significant mental health and/or Child Protection "safeguarding concerns" for the student involved



RESPONSE 1
INITIAL REPORT AND FOLLOW UP ACTION
FORM TEACHER

- Initial response and follow up action completed by Form Teacher
- Incident judged to be a relationship issues even though it may have been reported as alleged bullying
- Student's reaction to the incident of alleged bullying represents a low level of concern

PROCEDURES

Member of staff, parent or student passes on a bullying concern to a Form Teacher or a Form Teacher becomes aware of a concern in their Form Group:

Form teachers will carry out an initial investigation by completing an initial report (*Appendix 1*)

The initial report will include the following:

- WHO – Person(s) involved?
- WHAT – What happened?
- WHERE – Where did the incident(s) happen?
- WHEN – Time, Day, Date?

The initial report will also attempt to assess the impact of the bullying behaviour on the target

- IMPACT – What has been the student's reaction to the bullying behaviour?
(Low level of concern, Higher level of concern, Severe concern)
This is an important factor in determining the seriousness of the situation as **it may be a single event but this can have a significant impact on the student involved.**

The Form Teacher will pass on the initial report to the Leader of Learning (LOL) and together they will determine if this is a Level 1 incident that will be dealt with by the Form Teacher or a Level 2 incident that will be dealt with by the Form Teacher and LOL.

If it is deemed to be a Level 1 incident the Form teacher will

- ✓ Retain the initial report until completion then forward to Leader of Learning for filing
- ✓ E-mail class teachers to ask them to be aware of the relationship issue that exists
- ✓ Monitor the situation carefully
- ✓ Check in with the target student at regular intervals, at least once a week for at least three weeks
- ✓ Work to build/improve relationships with students involved e.g. peer support, team building activities, specific tutor time relationship development.
- ✓ Pass on to Leader of Learning if it becomes a Level 2 incident.



SUMMARY OF LEVEL 1 INTERVENTION – FORM TEACHER

- Incidents judged to be relationship based
- Student’s reaction to the bullying behaviour represents a low level of concern

Support	Precise Procedures	Appendix
Student Who Has Allegedly Been Bullied	<ol style="list-style-type: none"> 1. Complete Initial Report. 2. Consult the Leader of Learning to clarify if incident requires Level 1 or Level 2 intervention. 3. Check in with student every week for three weeks if deemed Level 1. 4. Introduce proactive measures to develop relationships and build resilience. 5. Pass on to Leader of Learning if it becomes Level 2 issue 	1
Person displaying inappropriate behaviour	<ol style="list-style-type: none"> 1. Think time discussion sheet 2. Follow discipline policy 3. Additional supportive measures if appropriate 	B1
Additional Support	<ol style="list-style-type: none"> 1. Inform all subject teachers of need for ongoing vigilance <p>Suggested script: <i>“There is currently a relationship issue with student X and student Y. Please monitor both students carefully and let me know if you have any concerns about either of them”</i></p> <ol style="list-style-type: none"> 2. Retain copy of Relationship Initial Report & send to student file in office 	



RESPONSE 2 INTERVENTION – INTERMEDIATE **LEADER OF LEARNING**

- Continued relationship issues which have been assessed as bullying *(Note: The issue can be initially assessed to require a Level 2 response)*
- Student's reaction to the bullying behaviour represents a higher level of concern

PROCEDURES:

If necessary the Leader of Learning will interview the student(s) who displayed bullying behaviour, any witnesses and the student who has been bullied and prepare individual reports from each boy (Appendix 5 may be appropriate to use)

Leader of Learning will complete Bullying Concern Assessment Form with the Form Teacher (Appendix 2) In the absence of the Leader of Learning (LOL), the Leader of Learning Key Stage (LOLKS) may stand in.

SUPPORT FOR STUDENT WHO HAS BEEN BULLIED

The student will be supported by the Form Teacher and Leader of Learning.

The Leader of Learning will have follow up meetings with the student.

These meetings will follow a suggested script. (Appendix 3)

There will be an initial meeting with the student after one week. Additional meetings will be arranged at the Leader of Learning's discretion.

The Leader of Learning may arrange for the student to receive additional support from

- New Life Counselling
- Peer Support (to start in 2015)
- Pastoral Support Team
- Another member of staff

The Leader of Learning will have a conclusion meeting with the student after a period of approximately four weeks.

This meeting will follow a suggested script. (Appendix 4)

SUPPORT FOR STUDENT DISPLAYING BULLYING BEHAVIOUR

- The student will be supported by the Leader of Learning.
- The Leader of Learning will engage the student in a Restorative Programme leading to the completion of a Think Time Discussion Sheet - (Appendix 5). This will be completed with the student in advance of the initial meeting with their parents.
- The student may receive a consequence dictated by the School Positive Behaviour for Learning Policy.
- The student may be placed on an Individual Behavioural Plan (IBP)
- The Leader of Learning will have follow up meetings with the student. (Appendix 6)
- There will be an initial meeting with the student after one week. Additional meetings will be arranged at the Leader of Learning's discretion.
- The Leader of Learning will complete the Final Review Meeting report after approximately 4 weeks (Appendix 7).



SUPPORT FOR PARENTS

The Form Teacher/LOL will notify the parents of both students as soon as possible, preferably on the day of the reported incident.

The parents of both students will be invited to explore the issue(s) and to agree intervention strategies. The Leader of Learning will share the Think Time Discussion Sheet that has been completed by the student displaying bullying behaviour at the initial meeting with parents and agree further intervention strategies to be used.

The Leader of Learning will provide updates to parents and will make contact with parents to discuss outcomes.

ADDITIONAL PROCEDURES

Leader of Learning will e-mail class teachers to ask them to be aware of the relationship issue that exists.

Leader of Learning will retain the initial report prepared by the Form Teacher and keep it on student's file.

Leader of Learning will retain the Bullying Concern Assessment Form.

Leader of Learning will retain records of all interventions and follow up discussions.

Leader of Learning will record details of incident and of intervention strategies employed on student.

All documentation must be placed in the students file in the office.



SUMMARY OF RESPONSE 2 - LOL INTERVENTION

- Continued less severe bullying behaviours
- Student's reaction to the bullying behaviour represents a higher level of concern

Support	Precise Procedures	Appendix
Student Who Has Been Bullied	1. Complete Bullying Concern Assessment Form	2
	2. Conduct follow up meetings as required and maintain records of same (Appendix 3)	3
Student Displaying Bullying Behaviour	3. Organise additional pastoral support where relevant: -New Life Counselling -Support from Peer or Mentor	4
	4. Organise a conclusion meeting/phone call with Parent and student. Maintain record of same (appendix 4)	4
Student Displaying Bullying Behaviour	1. Complete Bullying Concern Assessment Form	2
	2. Complete Think Time Discussion Sheet	5
	3. Administer appropriate consequence	6
Support for Parents	4. Conduct follow up meetings as required and maintain records of same	6
	5. Organise additional pastoral support where relevant: -Small Group Intervention (Peer Support) -Individual Behavioural Plan (IBP)	7
	6. Organise a review after an agreed period of time and complete the Final Review Meeting report	7
Support for Parents	1. Invite both sets of parents to discuss concerns and support strategies.	2,5,6
	2. Invite parents to comment on relevant documents if required	3,7
Additional Support	3. Make contact with parents after conclusion meetings have been conducted, share results of these meetings	3,7
	1. Inform all subject teachers of need for ongoing vigilance	
Additional Support	2. Maintain all records	
	3. Record details on file and tracking	



RESPONSE 3 INTERVENTION - COMPLEX

LEADER OF LEARNING (LOL), LEADER OF LEARNING KEY STAGE (LOLKS), SENIOR LEADER OF LEARNING STUDENT WELLBEING (SLOL)

- Severe Bullying Behaviours – resistant to change
- Student's reaction to the bullying behaviour is severe

PROCEDURES

The Leader of Learning (LOL) will refer issue to the Leader of Learning of Key Stage (LOLKS)/Senior Leader of Learning of Student Wellbeing (SLOL)

If the issue is an ongoing issue, the Head of Year will pass on initial report completed by Form Teacher, Bullying Concern Assessment Form and all other relevant records from Stage 1 or 2

If it is a new issue and is deemed to be at Level 3, the Leader of Learning will complete the Bullying Concern Assessment Form and the Think Time Discussion Sheet (*Appendix 2/5*)

SUPPORT FOR STUDENT WHO HAS BEEN BULLIED

The target will be supported by the Leader of Learning and LOLKS/SLOL.

The Leader of Learning and LOLKS/SLOL will have weekly meetings with the target.

These meetings will follow a suggested script (*Appendix 3*)

The Leader of Learning and Senior Leader of Learning of Student Wellbeing may arrange for the student to receive additional support from

- New Life Counselling
- Peer Mentors
- Pastoral Support Team

LOLKS/SLOL may arrange for the student to receive Peer Support

The Leader of Learning Key Stage and Senior Leader of Learning of Student Wellbeing will have a conclusion meeting with the student after a period of four weeks.

This meeting will follow a suggested script. (*Appendix 4*)

SUPPORT FOR STUDENT DISPLAYING BULLYING BEHAVIOUR

The student will receive a consequence in line with Positive Behaviour for Learning Policy.

The LOLKS/SLOL will meet with the SENCO to develop an Individual Behaviour Plan for the student. The plan will outline the support package which may be a combination of internal and external support.

The student may be offered counselling from New Life Counselling.

The student may also participate in Emotional Well Being programmes through SPSS
e.g. Conflict Resolution, Mood Management, Anger Management

The student will be placed on report to the LOLKS. There will be a meeting with the LOLKS to review targets set on Individual Report Card. (Report cards will be retained and passed on to the SENCO)

The student will be placed on report for a two week period at which point conduct will be reviewed.



If a student has been suspended there will be a meeting with the student and their parents so that a personalised student contract can be signed before a return to school.

The LOLKS/SLOL will have weekly meetings with the student. These meetings will follow a suggested script (*Appendix 6*)

The LOLKS will complete the Final Review Meeting report after 4 weeks (*Appendix 7*)

SUPPORT FOR PARENTS

The LOLKS/SLOL will invite parents of the student who has been bullied to a meeting with them to explore the issue(s)

The LOLKS/SLOL will invite parents of the student displaying bullying behaviour to a meeting to explain the consequence given and to explain the support package being offered within the Individual Behaviour Plan

The LOLKS/SLOL provide parents with weekly updates, based on records of conversations with students involved (*Appendix 3/6*)

The LOLKS/SLOL will invite parents to a conclusion meeting once issue has been resolved. *Appendix 3/7* will be shared.

ADDITIONAL PROCEDURES

LOLKS will e-mail class teachers to ask them to be aware of the relationship issue that exists.

LOLKS will complete the Bullying Concern Assessment Form (*Appendix 2*) if required.

LOLKS will retain records of all interventions and follow up discussions

LOLKS will record details of incident and of intervention strategies file and monitor through tracking.

All documentation to be forwarded to student files in the office.



SUMMARY OF RESPONSE 3 – LOLKS/SLOL INTERVENTION

- Severe Bullying Behaviours – resistant to change
- Student’s reaction to the bullying behaviour is severe

Support	Precise Procedures	Appendix
Student Who Has Been Bullied	1. Complete Bullying Concern Assessment Form if required	2
	2. Conduct weekly meetings and maintain records of same	3
	3. Organise additional pastoral support where relevant: -New Life Counselling -Support from Peer or Mentor	3
	4. Organise a conclusion meeting and maintain record of same	3
Student Displaying Bullying Behaviour	1. Complete Bullying Concern Assessment Form if required	2
	2. Complete Think Time Discussion Sheet if required	5
	3. Administer appropriate consequence	5
	4. Develop contract for student if required	6
	5. Conduct weekly meetings and maintain records of same	6
	6. Organise additional pastoral support where relevant: - Individual Behaviour Plan -Small Group Intervention Programme -Report to Leader of Learning of Key Stage	6
	7. Organise a review after 4 weeks and complete the Final Review Meeting report	7
Support for Parents	1. Invite both sets of parents to meet the LOLKS/SLOL individually to discuss concerns and support strategies (including IBP)	2,5,6
	2. Invite parents to comment on and sign all relevant documents (if appropriate).	3,7
	3. Organise a conclusion meetings with both sets of parents and maintain records of the same	3,7
Additional Support	1. Inform all subject teachers of need for ongoing vigilance 2. Maintain all records 3. Record details on file and tracking	



RESPONSE 4 INTERVENTION – HIGH RISK

SENIOR LEADER OF LEARNING WELLBEING (SLOL)/VICE PRINCIPAL, SENCO and PRINCIPAL

- Severe Bullying Behaviours
- There are significant mental health and/or Child Protection “safeguarding concerns” for the student involved

PROCEDURES

The child displaying bullying behaviour will receive a consequence. The sanction applied will be dictated by the School Positive Behaviour for Learning Policy. The recommended sanctions at Level 4 will be suspension and with the approval of the Board of Governors may include expulsion.

The matter will be referred to relevant investigative agencies – PSNI, Health and Social Care Trust Gateway Teams if appropriate.

SUPPORT FOR STUDENT WHO HAS BEEN BULLIED

The student will be supported by the LOLKS/Senior Leader of Learning of Student Wellbeing/VP (Internal and external support will be provided as appropriate)

The SLOL/VP will have weekly meetings with the student. These meetings will follow a suggested script (*Appendix 3*).

The SLOL/VP may arrange for the student to receive additional support from New Life Counselling.

The SLOL/VP may arrange for the student to be twinned with a Peer Mentor.

The SLOL/VP will have a conclusion meeting with the student after a period of four weeks. This meeting will follow a suggested script. (*Appendix 4*)

SUPPORT FOR STUDENT DISPLAYING BULLYING BEHAVIOUR

The SLOL/VP will develop a reintegration programme for the student if appropriate.

The SLOL/VP will meet with the SENCO to develop an Individual Behaviour Plan for the student.

The Individual Behaviour Plan will outline the support package which may be a combination of internal and external support.

On returning from suspension there will be a meeting with the student and their parents so that a personalised student contract can be signed before a return to school.

The student may be offered counselling from New Life Counselling. He may also be challenged to participate in Emotional Well Being programmes/support from SPSS Link e.g. Conflict Resolution, Mood Management, Anger Management

He will be placed on report to the SLOL/VP. He will have a daily meeting with the SLOL/VP to review targets set on Individual Report Card. (Report cards will be retained and passed on to the SENCO). The student will be placed on report for a two week period at which point conduct will be reviewed.



SUPPORT FOR PARENTS

The SLOL/VP will invite parents of the student displaying bullying behaviour to a meeting to explain the consequence given, to explain the plans for the reintegration programme and to explain the support package being offered within the Individual Behaviour Plan.

The SLOL/VP will provide parents with weekly updates, based on records of conversations with students involved (*Appendix 3/6*).

The SLOL/VP will invite parents to a conclusion meeting once issue has been resolved. *Appendix 3/7* will be shared.

ADDITIONAL PROCEDURES

SLOL/VP will e-mail class teachers to ask them to be aware of the relationship issue that exists

SLOL/VP will complete the Bullying Concern Assessment Form (*Appendix 2*) if required

SLOL/VP will retain records of all interventions and follow up discussions.

SLOL/VP will provide Head of Year with copies of all relevant documents so that they can be kept on the student's file.

All documentation must be forwarded to student files in the office.



SUMMARY OF RESPONSE 4 - SENIOR LEADER OF LEARNING WELLBEING/ VICE PRINCIPAL, SENCO and PRINCIPAL INTERVENTION

- Severe Bullying Behaviours
- There are significant mental health and/or Child protection “safeguarding concerns” for the student involved

Support	Precise Procedures	Appendix
Student Who Has Been Bullied	1. Complete Bullying Concern Assessment Form if required.	2
	2. Conduct weekly meetings and maintain records of same.	
	3. Organise additional pastoral support where relevant: -New Life Counselling -Support from Peer or Mentor	3
	4. Organise a conclusion meeting and maintain record of same.	4
Student Displaying Bullying Behaviour	1. Complete Bullying Concern Assessment Form if required.	2
	2. Complete Think Time Discussion Sheet if required.	
	3. Organise suspension.	5
	4. Develop contract for student as part of reintegration process.	
	5. Conduct weekly meetings and maintain records of same.	
	6. Organise additional pastoral support where relevant: - Individual Behaviour Plan - Small Group Intervention Programme - Report to SLOL/Vice Principal	6
	7. Organise a review after 4 weeks and complete the Final Review Meeting Report	7
Support for Parents	1. Invite both sets of parents to meet the SLOL/Vice Principal individually to discuss concerns and support strategies (including IBP).	
	2. Invite parents to comment on and sign all relevant documents.	2,5,6
	3. Organise a conclusion meetings with both sets of parents and maintain records of the same.	3,7
Additional Support	1. Inform all subject teachers of need for ongoing vigilance. 2. Maintain all records. 3. Record details on file and tracking. 4. Refer to relevant agencies, PSNI, Gateways teams if required.	



**INITIAL REPORT
(Level 1)**

STUDENT	
CLASS	
MEMBER OF STAFF	
WHO REPORTED INITIAL CONCERN	

KEY QUESTIONS

WHO – Who was involved in the incident(s)?

WHAT – What happened during the incident(s)?

WHERE – Where did the incident(s) occur?

WHEN – When did the incident(s) occur?

IMPACT – What has been the student's reaction to the bullying behaviour?

Would you consider the student's reaction to be of a:

Low level concern	
High level of concern	
Severe level of concern	

Please tick



TO BE COMPLETED BY F TEACHER AND LOL TOGETHER

Is there persistence/recurrence of this behaviour?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is this targeted behaviour?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is there a power imbalance?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is it intentionally hurtful behaviour?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Does this incident therefore conform to the school's agreed definition of bullying?

YES Consult your Head of Year who will complete a **BULLYING ASSESSMENT FORM**

NO Complete the **FOLLOW UP ACTION** below

LEVEL 1 FOLLOW UP ACTION

- Log a Level 1 incident on SIMS
- Email class teachers to make them aware of the issue

'Check in' with the student on a minimum of three occasions – this can be done during morning registration, tutor time, before or after an assembly.

REVIEW	DATE	Any Issues?
1		
2		
3		

- Staff may wish to enact further supportive measures outlined in this document
- Now that the 3rd review is complete, please answer the following questions:

Have relationships improved?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Has the relationship issue been resolved?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

If the relationship issue has not been resolved, please indicate if this issue has been referred to the Head of Year

Has the issue been referred?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
------------------------------	-----	--------------------------	----	--------------------------

FT/LOL Signature: _____

Date: _____

A copy of this document should be handed in to the school office for filing.



**BULLYING CONCERN ASSESSMENT FORM
(Level2)**

Our school's definition of Bullying		
Bullying is any deliberate act, repeated over a period of time which results in a member of the school community feeling unhappy, insecure, threatened or excluded.		
	Name(s)	Year Group
Person(s) reporting incident/concern		
Person(s) involved in incident/concern		
Assessment of the dynamics of incident/concern Does the bullying behaviour involve: <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to individual		
Type of incident and theme (if applicable): <input type="checkbox"/> Physical bullying (includes jostling, physical intimidation, interfering with personal property, Punching/kicking, and other physical contact which may include use of weapons) <input type="checkbox"/> Verbal bullying (includes name-calling, insults, jokes, threats, spreading rumours) <input type="checkbox"/> Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others) <input type="checkbox"/> Cyber (through technology such as mobile phones and internet) <input type="checkbox"/> Disability (related to perceived or actual disability) <input type="checkbox"/> Homophobic (related to perceived or actual sexual orientation) <input type="checkbox"/> Racist (related to skin colour, culture and religion) <input type="checkbox"/> Sectarian (related to religious belief and/or political opinion) <input type="checkbox"/> Other Give details: _____		
Does this incident conform to the school's agreed definition of bullying? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Is there persistence/recurrence of this behaviour?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is it targeted behaviour?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is there a power imbalance?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is it intentionally hurtful behaviour?	Yes <input type="checkbox"/>	No <input type="checkbox"/>



Outline of incident(s) (Attach relevant materials, e.g. written accounts of incidents completed by targeted student, including date(s) of events, if known)

Outline of action/support of student(s) who have been targeted

Intervention re bullying concern with individual(s):

-
-
-
-

Ongoing support/monitoring from named staff _____

Have parent(s) been informed/involved Yes No (Give details)

Referral to other agencies (please specify) _____

Other actions (please specify) _____

Outline of action/support for student(s) who has been displaying bullying behaviour (Please tick all that apply)

Interventions re bullying concern with individual(s):

-
-
-
-

Ongoing support/monitoring from named staff _____

Have parent(s) been informed/involved Yes No (Give details)

Referral to other agencies (please specify) _____

Other actions (please specify) _____

Suspension Expulsion



Part 3 – On-going record of support and interventions

Date	Details of Intervention	Action Required/Taken (Dates and staff responsible)

This record is now:

- Filed/Closed
- Passed to Senior Leader of Learning of Student Wellbeing
- Passed to VP/Principal
- Passed to external agency (please specify) _____

Signed (FT/LOL): _____

Date: _____





KEEPING IN TOUCH - FOLLOW UP MEETING (A3)

STUDENT: _____

FT/LOL/LOLKS/SLOL: _____

DATE: _____

KEY QUESTIONS:

How have things gone for you this week?

Have there been any incidents that have upset you this week?

In what ways, if any, have things got better for you this week?

Can you tell me what has helped to make things better for you this week – family, friends, school?

Is there anything else that I can do to help/support you?



Can you remind me what you should do if you have any problems between now and our meeting next week?

STUDENT'S COMMENT *(optional)*

STUDENT'S SIGNATURE: _____ **DATE:** _____

FT/LOL/LOLKS/SLOL COMMENT

FT/LOL/LOLKS/SLOL COMMENT SIGNATURE:

_____ **DATE:** _____





KEEPING IN TOUCH - CONCLUSION MEETING (A3)

STUDENT:

FT/LOL/LOLKS/SLOL:

DATE:

KEY QUESTIONS:

How have things gone for you this month?

In what ways, if any, have things got better for you this month?

Can you tell me what has helped to make things better for you this month – family, friends, school?

Are you happy that the situation has now been fully resolved?

Can you remind me what you should do if you have any problems after this meeting?



STUDENT'S COMMENT

STUDENT'S SIGNATURE: _____ **DATE:** _____

FT/LOL/LOLKS/SLOL COMMENT

FT/LOL/LOLKS/SLOL COMMENT SIGNATURE

_____ **DATE:** _____

PARENTS (Meeting or Phone call home)

Are you happy that the situation has now been fully resolved?

Yes

No

PARENT'S COMMENT

PARENT'S SIGNATURE: _____ **DATE:** _____





INITIAL MEETING - THINK TIME DISCUSSION SHEET (B1)

NAME: _____

CLASS: _____

DATE: _____

This is what happened

This is what I was thinking/feeling at the time

This is what I chose to do

These are the people who were affected by my actions



This is how people were affected by my actions

These are the action/s that I need to take now to make things better/right

1.

2.

3.

STUDENT'S SIGNATURE: _____

FT/LOL/LOLKS/SLOL SIGNATURE: _____

PARENT'S COMMENT (Optional – If present)

PARENT'S SIGNATURE: _____

DATE: _____





KEEPING IN TOUCH - FOLLOW UP MEETING (B2)

STUDENT: _____

FT/LOL/LOLKS/SLOL: _____

DATE: _____

KEY QUESTIONS:

How have things gone for you this week?

Have there been any incidents this week?

Think about our earlier meeting, can you remember the actions that you said you would take to make things better/right?

Which of these actions have you taken?

Which of these actions do you still need to work on?



Can you remind me what you should do if you have any problems between now and our meeting next week?

STUDENT'S COMMENT

STUDENT'S SIGNATURE: _____ **DATE:** _____

FT/LOL/LOLKS/SLOL COMMENT

FT/LOL/LOLKS/SLOL SIGNATURE:

_____ **DATE:** _____

PARENT'S COMMENT (Optional – If present)

PARENT'S SIGNATURE: _____ **DATE:** _____





KEEPING IN TOUCH - FINAL REVIEW MEETING (B3)

NAME: _____

CLASS: _____

DATE: _____

The actions I decided to take to make things better were	Done	Not Done	Results/Consequences of my actions
1			
2			
3			

STUDENT'S COMMENT

FT/LOL/LOLKS/SLOL COMMENT



Further action required

ACTION	Tick
No further action is required at this stage	
Ongoing monitoring of the situation is necessary e.g. weekly review with both target/bully is required	
The student has agreed to participate in SPSS support – Level 2 intervention	
An Individual Behaviour Plan (Code of Practice) will be devised and implemented – level 3 intervention	
Level 3 intervention will be required	

STUDENT'S SIGNATURE: _____

FT/LOL/LOLKS/SLOL SIGNATURE: _____

PARENT'S COMMENT

PARENT'S SIGNATURE: _____

DATE: _____

