



'OPENING DOORS OF
OPPORTUNITY TOGETHER'

ANTI-BULLYING POLICY

UPDATED SEPTEMBER 2023



MISSION STATEMENT

Meadow Bridge Primary School aims to foster a safe, happy and caring environment where each child's personal development is nurtured.

Every child's educational journey is enhanced and their lives enriched through stimulating learning experiences.

Equal emphasis will be placed on pastoral care and on ensuring each individual reaches his or her academic potential, equipping them for the future.

ANTI-BULLYING POLICY STATEMENT

At Meadow Bridge Primary School, we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supportive environment.

From time to time, pupils may be victims of bullying in spite of a positive caring ethos and discipline policy. They will be unable to learn effectively as a result. If we allow bullying to go unchallenged we are not providing our pupils with the safe and educationally-stimulating learning environment which they deserve.

This Anti-Bullying Policy reflects the 'Mission Statement' with a view to maintaining a safe, happy and caring environment for all children and staff. The aims of the school encourage a whole-school approach to bullying to ensure that effective learning and teaching takes place for all. We aim to prevent bullying in any form and to have a consistent approach for dealing with incidents of bullying, quickly and effectively. We will ensure that all members of the school community are aware of this policy and are informed should there be changes to procedures.

ANTI-BULLYING POLICY CONTEXT

This policy is informed and guided by current legislation and Department of Education (DE) guidance listed below:

The Legislative Context:

- Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25
- WELFARE & PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003
- THE EDUCATION (2006 ORDER) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

Guidance from the Department of Education (DE):

- Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – *to be read in conjunction with the following:*
- Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Safety 2016
- Safeguarding Board for Northern Ireland's (SBNI) Policies and Procedures 2017
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

The key points to note are:

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

- Provides a legal definition of bullying.
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
- Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (eg. school trip)
 - When receiving education organised by school but happening elsewhere (eg in another school)
- Requires that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

- 'Safeguard and promote the welfare of registered pupils' (A.17)



'OPENING DOORS OF OPPORTUNITY TOGETHER'

ANTI-BULLYING PRINCIPLES & AIMS

General Principle

We are committed to a society where children and young people can live free and safe from bullying. As a caring school, our teachers and support staff will not tolerate bullying in our school or the diminishment of our Pastoral Care.

Our aim is to create a school which is safe, secure and happy. In order to achieve this, we must foster a pastoral ethos to prevent bullying from happening in the first instance and then act swiftly when a case occurs.

Points of Note:

1. Bullying, like all school behaviour problems, is better prevented than cured.
2. Teacher and staff attitudes are important. Research has shown that schools where bullying rates were low are staffed by teachers who not only acted swiftly to stop it but also repeatedly teach desirable caring behaviour. We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.
3. Bullying must be dealt with when it happens or is reported.

Aims

1. To ensure that this Anti-Bullying Policy reflects the 'Mission Statement' with a view to maintaining a safe, happy and caring environment for all staff and children.
2. To prevent bullying in any form and to have a consistent approach for dealing with incidents of bullying.
3. To ensure that all pupils, staff and parents are aware of this policy and their roles and responsibilities therein.

WHAT IS BULLYING?

The Legal definition of bullying for Northern Ireland as outlined in 'Addressing Bullying in Schools Act (Northern Ireland) 2016;

1. (1) In this Act 'bullying' includes (but is not limited to), the repeated use of:

- (a) any verbal, written, or electronic communication;
- (b) any other Act; or
- (c) any combination of those;

by a pupil or a group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), 'Act' includes omission.

Bullying is a form of anti-social behaviour that is never acceptable in Meadow Bridge Primary School.

Bullying can include any sort of physical or psychological intimidation of a person, by another or a group, that causes anxiety or stress to the victim. This can be a single incident or repeated over a period of time, and may include:

- **Physical Bullying:**
Kicking, punching, shoving, pushing, nipping, hair-pulling, material harm to possessions, etc.
- **Verbal Bullying:**
Name-calling, threats, teasing, telling lies, trying to turn pupils against one another etc.
- **Psychological Bullying:**
Exclusion from the group, intimidation, sneering, rude signs, name-calling, teasing, etc.
- **Cyber Bullying:**
The misuse of technology to bully and using online platforms to carry out many of the acts above.
- **Racist Bullying:**
Bullying relating to race, religion, or colour.
- **Homophobic Bullying:**
Bullying relating to gender or sexual orientation.
- **Omission (Exclusion):**
Where a pupil is deliberately left out and where there is a wilful failure to include a pupil.

This list of examples is not considered to be exhaustive and there are other behaviours which fit with the definition that may also be considered bullying behaviour.

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.

There can be various motivations behind bullying, including those named in the Act. They are important to consider in any instance of bullying or alleged bullying behaviour.

These include, but are not limited to:

- Age
- Appearance
- Breakdown in Peer Relationships
- Community Background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital Status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child Status
- Young Carer Status

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

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

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

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters.

For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child describing the situation surrounding that child, for example:

- A child **displaying** bullying behaviours
- A child **experiencing** bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

PREVENTATIVE MEASURES

The focus of this section is to set out the measures to be taken by Meadow Bridge Primary School to prevent bullying behaviour, as defined in the section above.

Beyond this, the measures set out here should aim to promote a strong anti-bullying ethos within our school and the wider school community.

The following actions will be taken forward with the aim of creating a bullying-free ethos and creating a safe learning environment in Meadow Bridge Primary School:

1. A Code of Behaviour:
 - Positive School Rules (for all pupils);
 - Class Charter (a Management Plan 'owned' by every pupil).
2. A list of agreed procedures for responding to incidents, including sanctions for pupils.
3. Key members of Staff to co-ordinate and monitor this policy and reported incidents (Mr Ball, Mr McCollum, Ms Stirling, and Miss Wortley).
4. Development and use of 'Playground Buddies' to monitor behaviour and foster positive relationships.
5. Procedures for logging incidents and subsequently contacting parents.
6. Efficient and effective communication with **all** of the school community.
7. Ensure that pupils, staff, and parents are aware of their roles and responsibilities.
8. Staff Training (including Non-Teaching Staff and Playground Supervisors), to ensure that all individuals are competent in delivering the Anti-Bullying Policy.
9. Establish 'Awareness Weeks' such as the NIABF 'Anti-Bullying Week' for staff, pupils and parents.
10. Listening boxes available for KS1 and KS2 pupils in central areas of the school
11. Development of peer-led systems (eg School Council and House System) to support the delivery and promotion of key anti-bullying messaging within and throughout the school.
12. Promotion of anti-bullying messaging such as posters dissuading bullying/key slogans.
13. Parent-Pupil Online Safety Evening and Primary 7 Pupil Workshops.
14. Participation in annual Safer Internet Day and promotion of key messages throughout the year.
15. ChildLine telephone number displayed in all school areas. Class visits from ChildLine.

16. Curriculum-linked activities and the development of a 'Preventive Curriculum' throughout the school (novels, class discussions, Circle Time, teaching bullying awareness, PDMU).
17. Supervision closely monitored during both Break/Lunch duties.
18. Develop a telling ethos and a Complaints' Procedure.
 - Child reports to class teacher;
 - If situation persists, teacher liaises with Head of Key Stage.
 - Head of Key Stage would progress issue further to Vice-Principal and Principal.
19. Assemblies will be used regularly to reinforce school's intolerance of bullying.
20. Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. eg sporting activities, creative arts, leisure and games, Friday Clubs, etc.
21. Regular engagement with transport providers, such as day-care or EA Transport, to ensure effective communication and the early identification of any concerns.
22. Appropriate deployment of staff to support the transition from school day to journey home (eg staff duty at school gate/bus lines, where appropriate).

RESPONSIBILITY

Responsibilities and Procedures for Dealing with Incidents of Bullying Behaviour

In Meadow Bridge Primary School everyone has responsibility for creating a safe and supportive learning environment for all members of the school community.

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

Teachers:

- Be aware of procedures in relation to bullying;
- Listen to children and take all reports seriously;
- Attempt to deal with issues and investigate;
- Log all incidents;
- Liaise with staff and Designated Teacher/feedback;
- Follow-up/monitor all incidents continuously.

Ancillary Staff:

- Be observant in **all** supervisory situations;
- Report any incident of concern to the class teacher;
- Follow all school rules and reinforce positive behaviour at all times.

Parents:

- Be familiar with, and support school's Anti-Bullying Policy;
- Listen to their children if they express any worries regarding school and/or their peers;
- Discourage any tendency towards bullying behaviour;
- Suggest to their child non-aggressive strategies for dealing with bullying behaviour;
- Inform school if they suspect bullying.

Pupils:

- Avoid any behaviour which could be considered as bullying;
- TELL if being bullied (Teacher/Designated Teacher/Principal);
- TELL parents;
- Pupils should not react aggressively;
- Respect one another.

Governors:

- Appoint a Designated Anti-Bullying Governor;
- Report in Minutes any incidents of bullying reported or recorded.

MONITORING AND REVIEW OF POLICY

Monitoring and Reviewing the Effectiveness of our Anti-Bullying Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of this Anti-Bullying Policy. Both the Principal and Designated Teacher will work closely together to ensure these items are carried out.

To monitor the effectiveness of the Anti-Bullying Policy appropriately, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board of Governors where a report on recorded incidents of bullying will be noted;
- identify trends and priorities for action;
- assess the effectiveness of strategies aimed at preventing bullying behaviour;
- assess the effectiveness of strategies aimed at responding to bullying behaviour.

To monitor and review the effectiveness of the Anti-Bullying Policy appropriately, the Principal and Designated Teacher should:

- Provide in-service training and hold this during Staff Development Days;
- Internal staff audits/questionnaires;
- Liaise with SLT over incidents, allegations or updates to Policy documents;
- Liaise with ALL staff (to include Supervisory Assistants);
- Liaise with pupils through School Council;
- Monitor the number of issues logged in school's 'Anti-Bullying File' (see Appendix 1).

It is a legal requirement that this Anti-Bullying Policy be reviewed at intervals of no more than four years.

The policy should, however, be reviewed following any incident which highlights the need for such a review. It must also be reviewed when directed to by the Department of Education and in light of new guidance.

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before September 2025.

REPORTING A BULLYING CONCERN

Following a report of bullying, staff will always try to assess the true nature of the incident before drawing up an action plan. Individual discussions will take place with the pupils displaying bullying behaviour and the pupil experiencing bullying behaviour, taking into consideration that both may need help. A written report of serious and/or repeated incidents will be recorded in an Incident Book, kept in each classroom.

The following sub-sections outline the various ways in which pupils, parents and anyone else with concerns can make these known to the school.

Pupils Reporting a Concern

Pupils will be encouraged to raise concerns and make a report with any member of staff, including both teaching and non-teaching staff. Pupils can raise a concern and report bullying incidents:

- By verbally talking to a member of staff;
- By writing a note to a member of staff (eg in a homework book or on a note from home);
- By sending an email to a dedicated email address (info@mbps.lisburn.ni.sch.uk);
- By posting a comment in a 'Listening Box'.

It is important to note that any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

Reporting a Concern - The Pupil Experiencing Bullying Behaviour

- The pupil will be encouraged to tell that bullying has taken place.
- The pupil will be encouraged to say "No" to unacceptable behaviour.
- The child will be given time to talk in private to the teacher who will reassure and support.
- Parents will be informed of any serious incident if they are not already aware of the situation.
- The child might require several sessions to air their concerns with the teacher who will follow up, checking that the child settles happily again.

Strategies for Coping - The Pupil Experiencing Bullying Behaviour

- All pupils in Meadow Bridge Primary School are encouraged to tell their teacher as soon as possible after bullying has taken place.
- It will be stressed that personal safety must always be the priority.
- Friendships: the pupil will be supported and encouraged to build friendships within his/her peer group.
- We will encourage Assertive Discipline strategies, including saying "NO", staying calm and confident, and walking away from the situation.
- Pupils will be familiar with the school's teaching staff in charge of pastoral care – Mr Ball, Mr McCollum, Ms Stirling, and Miss Wortley.
- Bullying issues will be addressed individually and as a whole class so that attention is not drawn to the pupil in question.
- A range of resources will be available to help children understand and cope with bullying.

Reporting a Concern - The Pupil Displaying Bullying Behaviour

- The pupil will be given time to speak in private to the teacher who will try to determine if there are circumstances which may have contributed to, or caused the behaviour, for example:
 1. modelling behaviour experienced elsewhere.
 2. a crisis in the child's life.
- The child will be asked how he/she thinks the situation could be resolved.
- Parents will be informed of any repeated or serious incident.
- School may suggest a referral for in-school counselling or seek external support.
- Details of these incidents and follow-up discussions will be recorded and kept in the Incident Book.

Parents/Carers Reporting a Concern

Parents/Carers will be encouraged to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. This policy highlights to parents/carers the need to encourage their children to react appropriately to bullying behaviour and not to do anything to retaliate or to 'hit back'.

- In the first instance, all bullying concerns should be reported to the Class Teacher.
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head of Key Stage or Vice-Principal, as applicable.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Key Stage/Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's Complaints Procedure should be followed. Please see the 'Complaints Policy' for Meadow Bridge Primary School.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

RESPONDING TO A BULLYING CONCERN

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified. It should be remembered that the focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved.

When responding to a bullying concern, each member of staff shall responsibly:

- Clarify facts and perceptions;
- Check records both electronic (SIMS) or written (Incident Books);
- Assess the incident against the criteria for 'Bullying Behaviour';
- Identify any themes or motivating factors;
- Identify the type of bullying behaviour being displayed;
- Identify intervention level;
- Select and implement appropriate interventions for all pupils involved;
- Track, monitor and record effectiveness of interventions;
- Review outcome of interventions;
- Select and implement further interventions as necessary.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour. It is important to note that information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

Sanctions

In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. In Meadow Bridge Primary School, we believe that learning from mistakes, and being genuinely sorry for them, is part of growing-up to be a socially well-adjusted person. We believe much can be achieved by talking with the pupil who has displayed bullying behaviour and the pupil who has experienced bullying behaviour to achieve a resolution and reconciliation.

In some cases, however, 'talking things through' will not make sufficient difference and in these cases we reserve the right to apply a range of sanctions.

Depending upon the seriousness of the bullying incidents, the following sanctions will apply:

- a verbal/written apology from the pupil displaying bullying behaviour to the pupil experiencing bullying behaviour;
- time-out;
- withdrawal from playtime or privilege;
- exclusion from a range of school activities, including After-School Clubs, class visits and other educational visits;
- exclusion at lunchtime;
- suspension from school.

Parents are requested to refer to the school's Behaviour and Discipline Policy which should be read in conjunction with this Policy.

RECORDING A BULLYING CONCERN

It is a legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour.

The school will centrally record all relevant information related to reports of bullying concerns, 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 on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. 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.

Under the Addressing Bullying in Schools Act (Northern Ireland) 2016, schools are required to assess one-off incidents in order to make a decision as to whether or not it is classed as bullying. The school shall consider the following criteria:

- Severity and significance of the incident;
- Evidence of pre-meditation;
- Impact of the incident on individuals (physical/emotional);
- Impact of the incidents on the wider school community;
- Previous relationships between those involved;
- Any previous incidents involving the individuals (as recorded in classroom Incident Books).

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

** Should an incident be deemed to be bullying behaviour, parents will be informed that the incident will be recorded by the Senior Leadership Team (SLT) in the form of 'The Bullying Concern Assessment Form' (BCAF). The Form consists of four parts:

Part 1 – Assessment of Concern (Is it bullying or socially unacceptable behaviour?)

Part 2 – Clarification of the Nature of the Bullying Behaviour.

2.1 Who was targeted by this behaviour?

2.2 In what ways did the bullying behaviour present?

2.3 Motivation (any underlying themes?)

Part 3 – Record of Support and Interventions for:

- pupils experiencing bullying behaviour;
- pupils displaying bullying behaviour.

Part 4 – Review of the Bullying Concerns and Actions.

** This record is added to the record of the child displaying bullying behaviour on SIMS and will remain on their record for the duration of their time at school as well as being transferred to Post-Primary records.

REVIEW OF INCIDENTS

Incidents of recorded bullying will be reviewed within an agreed timeframe set by the Senior Leadership Team. Following this review, an agreement will be reached on the following basis:

- **FULLY** – an end to bullying behaviour;
- **PARTIALLY** – interventions are working but more time is needed to ensure an end to bullying behaviour;
- **FURTHER INTERVENTION** – interventions unsuccessful and further incidents have occurred.



Pastoral Care

Date:

Nature of Incident:
.....
.....
.....

Individuals Involved:
.....
.....

Action Taken:
.....
.....
.....

Follow-Up:
.....

Signed:

Date:

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 criteria 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 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/carer:

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: