BLOOMFIELD COLLEGIATE SCHOOL

Anti-Bullying Policy

Approved by the Board of Governors 23 June 2023

Contents

Please note, throughout this policy, the term 'parent' is used to refer to the parent or guardian of the pupil.

SECTION 1: GENERAL INFORMATION

1.1   INTRODUCTION

This policy aims to promote a positive approach to relationships and outlines a framework within which self-discipline and constructive relationships may flourish. Thus, pupils are enabled to sustain positive self-worth and respect for others in a safe, secure and respectful environment. Bloomfield Collegiate School recognises that not only does it have statutory responsibilities in relation to pupils' learning, but it also carries pastoral responsibility towards pupils in its care. The School believes that pupils should be supported in achieving positive academic outcomes through the provision of pro-active, engaged, responsive and enabling pastoral care. The School accepts that pupils in its charge have a fundamental right to be protected from harm and will seek to do whatever is reasonable to safeguard and promote their safety and well-being. We will seek to tackle incidents of bullying systematically, consistently and effectively.

1.3   AIMS, PRINCIPLES AND VALUES

The School's aim is 'Excellence in a Caring Community'; pride is taken in being a community in which each individual is recognised and valued. Bullying will not be tolerated; each pupil and member of staff should feel at ease and free from humiliation, oppression and abuse.

Bloomfield Collegiate School holds the following principles and values:
- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and fees safes from bullying.
- We believe that the diversity of every child and young person should be respected.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- 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.

1.4   POLICY CONSULTATION

This policy is revised regularly in consultation with stakeholders. The consultation process is dynamic and must be inclusive.

Pupil consultation was undertaken by:
- Review of effective responses to bullying (NIABF) by School Council
- Review of effective responses to bullying (NIABF) by Pastoral Team and Mentors
- Pupil questionnaire on principles and values
- Workshops with each form class on the process of how to stop/report bullying

Parent consultation:
- Policy released to Parent Forum for discussion and feedback
- Policy released to parents via school website for review and feedback

Staff consultation:
- Review of effective responses to bullying (NIABF) by Heads of Year
- Staff questionnaire on principles and values

- Whole school training on Anti-bullying legislation

1.5   RELEVANT PERSONNEL

The School Safeguarding Team is comprised of:

- the Chairperson of the Board of Governors, Mr N. McBride;

- the Designated member of the Board of Governors for Child Protection, Mrs B. Conaghan;

- the Principal, Dr G Greer, responsible for overseeing general pupil welfare; and

- the Designated Teacher for Child Protection, Mrs J Wharry and deputies, Mr G Greer, Mrs J Waterworth, Mrs S Barrett, Mrs E Mc Ferran, Mrs E Stevenson, Miss R Murray and Mr C Turner.

Mrs J Wharry (Senior Teacher - Pastoral) has responsibility for:
➢ co-ordinating action by teachers when bullying behaviours are suspected;
➢ reviewing and updating the Anti-Bullying Policy and making it available to parents;
➢ reporting to the Board of Governors as required.

Dr C. Greer (Vice Principal) and other senior staff members support this work.

The Special Educational Needs Co-ordinator (SENCO) and members of The Learning Support Team assist pupils with Special Educational Needs.

Each member of staff has pastoral responsibility towards the young people in their charge. Heads of Year (HOY) will assume the lead role when dealing with incidents of bullying.

The Heads of Year are:
Year 8	Mrs S Barrett
Years 9 and 10	Mrs H Wright, Miss R Murray and Mrs A Hutchinson
Years 11 and 12	Mrs E Stevenson, Mrs H Currie and Mr J Mulholland
Years 13 and 14	Mr J Campbell and Mrs E McFerran

Each Form Class is allocated a Form Teacher (FT). Selected members of Year 14 are appointed to the position of Mentors, two of which are allocated to each Form Class in Years 8 and 9. The Year 14 Pastoral Team offers peer support and works to raise awareness throughout the School. The School Council provides pupils with an opportunity to have their voice heard. All pupils receive information about the School Counselling Service when they join the School; pupils may self-refer by filling in a form and placing it in the box at Reception or completing an online referral at FamilyWorks NI.

1.6   DISSEMINATION OF THE POLICY

The Anti-Bullying Policy is available through the School's website. Copies are available from the School Office.

1.7   CONTEXT OF THE POLICY

The Legislative Context:
- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010

The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context
- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
  - 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 Policies and Procedures (SBNI, 2017)

The International Context
- United Nations Convention on the Rights of the Child (UNCRC)

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 in the ALC)
  - 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)
- The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
  - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
  - Be protected from discrimination. (A.2)
  - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
  - Education. (A.28)

1.8   WHAT IS BULLYING?

Definition of "bullying":
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 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 purposes of subsection (1), "act" includes omission.

It should be noted that this definition applies to pupil-to-pupil bullying which includes bullying behavior by a pupil or a group of pupils against another pupil or group of pupils. To clarify:

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying. 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
- imbalance of power

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

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Verbal or written acts
    - o Saying mean and hurtful things to, or about, others
    - o Making fun of others
    - o Calling another pupil mean and hurtful names
    - o Telling lies or spread false rumours about others
    - o Try to make other pupils dislike another pupil/s
- Physical acts
    - o Hitting
    - o Kicking
    - o Pushing
    - o Shoving
    - o Material harm, such as taking/stealing money or possessions or causing damage to possessions
- Omission (Exclusion)
    - o Leaving someone out of a game
    - o Refusing to include someone in group work
- Electronic Acts

- o Using online platforms or other electronic communication to carry out many of the written acts noted above
- o Impersonating someone online to cause hurt
- o Sharing images (eg. photographs or videos) online to embarrass someone

Please note that the list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

Bullying behaviours by staff towards pupils, or vice versa (refer, to Staff Code of Conduct) will not be condoned.

1.9   CYBERBULLYING

Technology offers not only opportunities to extend relationships in a positive manner, but also for cyberbullying. Cyberbullying refers to any cyber-communication that is intended to frighten, upset, embarrass or harass another person. It is generally seen as cyberbullying if the action is repeated more than once. Cyberbullying may undermine self-esteem and impede a pupil's ability to learn effectively, compromising personal fulfillment and success.

To raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. We:
- Addressing key themes of online behaviour and risk through PDMU/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

Cyberbullying may occur via:
- Email – nasty or abusive emails which may include viruses or inappropriate content.
- Instant Messaging (IM) and Chat Rooms – potential to transmit threatening or abusive messages perhaps using a compromised or alias identity.
- Social Networking Sites – typically includes the posting or publication of nasty or upsetting comments on another user's profile.
- Online Gaming – abuse or harassment of someone using online multi-player gaming sites.
- Mobile Phones – examples can include abusive texts, video or photo messages. Sexting can also occur in this category, where someone is encouraged to share intimate pictures or videos of themselves and these are subsequently transmitted to other people.
- Abusing Personal Information – may involve the posting of photos, personal information, fake comments and blogs, or pretending to be someone online without that person's permission.
- Using any form of technology to blackmail or extort.

Bloomfield Collegiate School operates an Acceptable Use of the Internet Policy, to which pupils are expected to adhere when using the Internet upon School premises. Infringements of this policy will result in the application of relevant sanctions.

Whilst it is not possible for the School to monitor or control pupil use of technology outside the school day,

efforts will be made to educate pupils with respect to the associated personal risks and to the role of PSNI should such media be used illegally.

1.10   THE EFFECTS OF BULLYING

Anyone can be subjected to bullying but no-one deserves to be bullied. There are various motivations behind bullying, these may include, but are not limited to:

- 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

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion 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 discussion bullying incidents.

It should be noted that when 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.*

SECTION 2: ADDRESSING THE ISSUE OF BULLYING

2.1   PREVENTION OF BULLYING

We strive to create and maintain a safe environment for pupils and staff, and acknowledge the support which parents provide in meeting this aim. Parents and teachers may assist in the prevention of bullying by teaching pupils to have control over their words and actions. This policy applies when on school premises during the day, traveling to and from school during term time, when pupils are under the lawful control of school staff and when pupils are receiving education arranged by the school but delivered away from the school premises.

We aim to prevent bullying by creating a safe learning environment. Examples of these include:
- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PD and/or LLW
- Through the preventative curriculum actively promote positive emotional health and wellbeing
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, for example Safer Internet Day.
- Development of peer-led systems (eg. Y14 Pastoral Team and Mentors) to support the delivery and promotion of key anti-bullying messaging within the school
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times and to encourage positive social interactions. Such as training for supervisors, breakout zones and lunchtime clubs that meet the needs of all pupils.
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks.
- Pupils with Special Educational Needs, disabilities or not fluent in English have the opportunity to speak with the SENCO
- School Council provide opportunities for pupils to have voice their concerns

While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways schools can further build upon this related specifically on the journey to and from school. This includes:
- Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses, trains and ferries, and for those walking.
- Regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.
- Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops, where appropriate)

Every member of the school community has the responsibility to work together to:
- foster positive self-esteem
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress* and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Each member of staff has a pastoral responsibility towards the young people in their charge. Members of staff are encouraged to avail of appropriate training, to follow procedures and to handle suspected incidents in a fair, sensitive, diplomatic and firm manner. HOYs or a senior member of staff will assume the lead role when dealing with incidents of bullying.

Staff will:
- be fair and consistent in the treatment of pupils;
- be aware of the Positive Relationships and Anti-Bullying Policy;
- take opportunities to talk to classes about bullying and the effects on the individual experiencing bullying and the student displaying bullying behaviour;
- foster self-esteem, self-respect and respect for others in pupils;
- be alert to signs of distress and other possible indications of bullying behaviour;
- listen to pupils who make an allegation of bullying, take what they say seriously and act to support and protect them;
- report suspected cases of bullying to the pupil's FT and/or HOY;
- follow up any complaint by a parent about alleged bullying, and report back within an agreed timescale; and
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

2.2   PUPIL – REPORTING A CONCERN

Pupils who witness bullying behaviour or are experiencing bullying behaviour could get help by:
- telling a teacher, another adult, HOY, mentor or any staff member they trust. This could be done by:
  - Verbally, talking to a member of staff
  - By writing a note to a member of staff
  - By sending an email to a member of staff
- telling their parent/s;
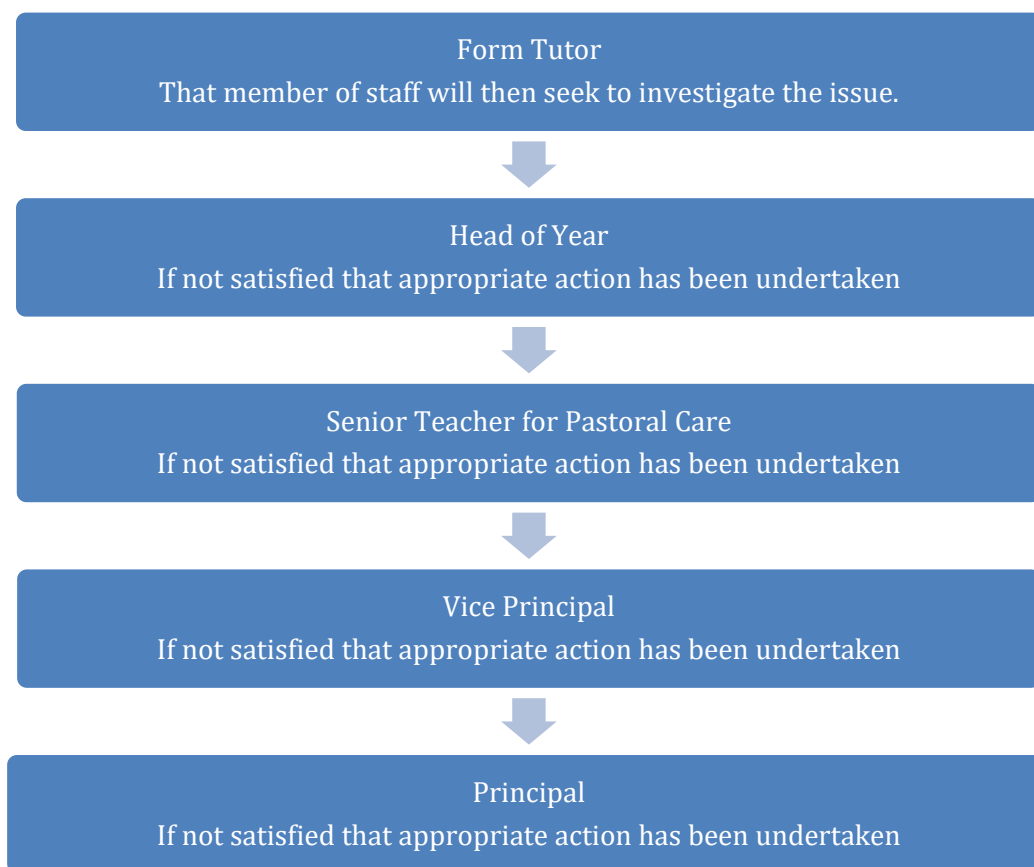- remember to describe accurately what happened.

Details of external support agencies can be found in Appendix 1.

2.3   PARENT – REPORTING A CONCERN

Members of staff aim to work in partnership with parents in order to achieve and sustain good relationships between pupils. We ask parents to support their child/ren and the school by:
* watching for signs of distress or unusual behaviour in their child/ren, which might be evidence of bullying behaviour;
* advising their child/ren to report bullying behaviour and explain the implications, for themselves and other pupils, of allowing bullying behaviour to continue unchecked;
* advising their child/ren not to retaliate violently to any forms of bullying behaviour – any form of physical altercation is not acceptable;
* informing the school of any suspected bullying behaviour, even if their child/ren is/are not involved;
* being aware of the dangers of mobile phone messaging and social media sites and knowing how inappropriate contact or messages can be reported on-line (refer E-safety Policy); and
* supporting the school if an incident of bullying type behaviour occurs.

If a parent wishes to report a concern they should, contact the school and ask to speak with:

> **Form Tutor**
> That member of staff will then seek to investigate the issue.

▼

> **Head of Year**
> If not satisfied that appropriate action has been undertaken

▼

> **Senior Teacher for Pastoral Care**
> If not satisfied that appropriate action has been undertaken

▼

> **Vice Principal**
> If not satisfied that appropriate action has been undertaken

▼

> **Principal**
> If not satisfied that appropriate action has been undertaken

A Form Tutor would normally be the first point of contact; however, all incidents of bullying behaviour will be monitored by the Head of Year, and dealt with jointly between the tutor and the Head of Year.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. Details on this procedure can be found on the school website in the policy section.

It should be noted that all reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that 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.

2.4 RESPONDING TO A BULLYING CONCERN

The main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved. It should be noted that the safety of pupils is paramount and therefore it is advised that when deemed appropriate pupils be removed from the scene as quickly as possible without challenging the person suspected of performing the bullying behaviours.

When an incident is reported the member of staff responsible shall:

Clarify facts and perceptions

⬇

Check records (SIMS/CPOMS

⬇

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 intentions 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. Bloomfield Collegiate uses the NIABF framework when responding to allegations of bullying. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

2. 5 RECORDING

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

The relevant staff member will complete the 'Bullying Concern Assessment Form', an example of this can be found in Appendix 2. Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools and on our pastoral care support system CPOMS (Child Protection Online Management System). 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.

2.6 PROFESSIONAL DEVELOPMENT OF STAFF

We recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:
- ensuring staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- noting the impact of the training given on both the policy and its procedures
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- ensuring CPD records will be kept and updated regularly

SECTION 3: MONITORING AND REVIEW OF POLICY

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:
- maintain a standing item on the agenda of each meeting of the Board 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

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years, following any incident which highlights the need for such a review, 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 the [see front cover +4 years].

SECTION 4: LINKS TO OTHER POLOCIES

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

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

SECTION 5: DATES OF POLICY REVIEW

Reviewing Committee: Education Committee

Review Date	Nature of Review	Date Ratified by Board of Governors
May 2023	Policy re-written	23 June 2023

APPENDIX 1: CONTACTS AND HELPLINES

- Childline   0800 1111

- NSPCC - Child Protection Hotline   0808 800 5000

- Contact Youth - Youthline   01344 311200

- Parenting NI   0808 8010 722

- Kidscape   020 7823 5430
www.kidscape.org.uk

- http://www.endbullying.org.uk/

- www.stopcyberbullying.org

- www.thinkuknow.co.uk

APPENDIX 2: Bullying Concern Assessment Form

Incident Date:

<table>
<tr><td colspan="4">PART 1 - Assessment of Concern   Date:</td></tr>
<tr><td colspan="4">

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.*
</td></tr>
<tr><td></td><td>Name(s)</td><td>Gender</td><td>DOB/Year Group</td></tr>
<tr><td>Person(s) reporting concern</td><td></td><td></td><td></td></tr>
<tr><td>Name of pupil(s) experiencing alleged bullying behaviour</td><td></td><td></td><td></td></tr>
<tr><td>Name of Pupil(s) demonstrating alleged bullying behaviour</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">Check records for previously recorded incidents</td></tr>
</table>

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, CPOMS record.

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 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 _____

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:	
Is the behaviour intentionally hurtful?	**YES / NO**
Is the behaviour targeted at a specific pupil or group of pupils?	**YES / NO**
Is the behaviour repeated? (if No, complete One-off incident section)	**YES / NO**
Is the behaviour causing physical or emotional harm?	**YES / NO**
Is there an imbalance of power between the parties	**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.**
Proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in CPOMS. Refer to the Positive Behaviour Policy, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ___/___/___	

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/carer:
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: