

ANTI BULLYING POLICY
FOR
SAINT COLUMBAN'S P.S.
BELCOO



Signed:

Gerry McAloon

12-04-2022

Chair of Board of Governors

Date

Liam Magee

12-04-2022

Principal

Date

INTRODUCTION

At St Columban's PS, we believe that all pupils have the right to learn in a safe and supported environment and that all forms of bullying behaviour are unacceptable. Our school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.

The Context - Legislation and Guidance

This policy is informed and guided by the following current legislation and DE Guidance listed below:

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Welfare and Protection of Pupils 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 Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007
- 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)

RATIONALE

St Columban's Primary School is completely opposed to bullying behaviour which is entirely contrary to the values and principles that we work and live by.

Our Mission Statement says

" St Columban's Primary School in partnership with parents and the community will strive through effective teaching to enable pupils to discover and develop to the full; their talents, attitudes and abilities in a caring and supportive environment"

All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute in whatever way they can to the protection and maintenance of such an environment.

The Catholic Ethos permeates all aspects of school life. It reflects the values, attitudes, beliefs and practices of our Catholic Faith and involves all members of the school community.

Central is the value, talents, dignity and worth of every child and a respect and understanding for the need to encourage, support and guide them to reach their personal, social, spiritual, emotional and intellectual potential.

We strive for quality relationships within our school community where pupils, teachers, support staff, parents, and governors enjoy a sense of belonging and have an important part to play.

DEFINITION

Bullying Behaviour Defined

"Addressing Bullying in Schools Act (NI) 2016" - Definition of "bullying":

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.

In summary bullying 'is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.'

In St Columban's PS we recognise that there is a continuum of inappropriate/unacceptable behaviours which can impact on everyone's right to be safe and happy. These inappropriate/unacceptable behaviours **(which are not considered as bullying)** will be dealt with in line with the school's Positive Behaviour Policy's procedures.

However, on occasions we will be challenged to differentiate between inappropriate/unacceptable behaviours and those which do constitute bullying. Bullying is a 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.

We will consider if the inappropriate/unacceptable behaviours **BECOME BULLYING BEHAVIOURS** when the information gathered from investigation clearly demonstrates that the inappropriate/unacceptable behaviours meet the criteria below:

- intentional
- targeted at a specific pupils or group of pupils
- repeated*
- causing physical or emotional harm
- omission

However, while bullying is usually a repeated behaviour, there are instances of one-off incidents that we will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, we 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

PRINCIPLES

In St Columban's Primary School

- Pupils have a right to learn free from intimidation and fear.
- Any reported concerns about bullying behaviour will be taken seriously.

- Pupils who believe they have been the target of bullying will be listened to.
- The safety needs of the child who has been 'targeted' are paramount
- Our school will not tolerate bullying behaviour.
- School staff will be equipped to respond to incidents in a way which meets the support needs of both the pupil who has been targeted and the pupil who engages in bullying behaviour, to affect positive change.

FORMS OF BULLYING

Bullying behavior can be: Emotional, Physical, Verbal, Sexual, Homophobic and Online/Cyber.

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

Verbal or written acts

- *saying mean and hurtful things to, or about, others*
- *making fun of others*
- *calling another pupil mean and hurtful names*
- *telling lies or spread false rumours about others*
- *try to make other pupils dislike another pupil/s*

Physical acts

- *Hitting*
- *kicking*
- *pushing*
- *shoving*
- *material harm, such as taking/stealing money or possessions or causing damage to possessions*

Omission (Exclusion)

- *Leaving someone out of a game*
- *Refusing to include someone in group work*

Electronic Acts

- *Using online platforms or other electronic communication to carry out many of the written acts noted above*

- *Impersonating someone online to cause hurt*
- *Sharing images (e.g. photographs or videos) online to embarrass someone*

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

Definition of emotional and physical harm which are set out in the DE Guidance.

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.

Motivations

The various motivations behind bullying 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

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, in St Columban's PS 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 by 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 a bullying incident

PURPOSES

All members of staff in St Columban's Primary School reject bullying behaviour in any form and are committed to eradicating it from the school.

- We aim to develop an anti-bullying culture where pupils have a right to be taught in a safe environment free from threats of abuse.
- We recognise that all pupils have a responsibility to behave in a caring manner towards others, to reject bullying behaviour and to report incidents to the staff.
- All staff will be aware of children with Special Needs including those who are on the Dyslexic continuum who may be more vulnerable to incidents of bullying behaviour.
- All reported cases involving bullying behaviour will be investigated fully.
- We will listen to, consult, protect and support the target at all times.
- All appropriate steps will be taken to support the pupil(s) who have engaged in bullying behaviour helping them change their behaviour.
- Parents who have raised concerns will be kept fully informed throughout the process.
- We will endeavour to create an environment where bullying behaviour is foreign both in concept and practice.

RESPONSIBILITIES OF ALL STAKEHOLDERS

ROLE OF THE STAFF

Our staff will:

- Foster in our pupils: - self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with Years 3 – 7 and good friendships with Years 1 and 2. In this way every pupil will learn about the damage bullying causes to both the child who is bullied and to the bully, and the importance of telling the teacher about bullying when it happens.
- 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 act to support and protect them.
- Report suspected cases of bullying to Mr L. Magee (Principal) and Mrs M. Meehan (DT)
- Follow up any complaint by a parent about bullying, and report back promptly and fully on action, which has been taken in line with our school Complaints Policy.

- Deal with observed instances of bullying promptly and effectively in accordance with agreed procedures.
- Complete a Bullying Concern Assessment Form and ensure that this is stored in the Anti- Bullying Log in the school office.
- Keep a written record of any reported instances of alleged bullying using agreed format

ROLE OF THE PRINCIPAL

- Ensure this policy and associated policies are implemented consistently throughout the school.
- Collate, log and store data on SIMs
- Provide feedback to the BoG on reports of bullying or alleged bullying incidents
- Support staff as they address bullying or alleged bullying incidents
- Where necessary work with the SENCO to access relevant support services such as Behaviour Support, Educational Welfare, Child Protection Services, Autism Advisory and Intervention service.

ROLE OF THE BOARD OF GOVERNORS

Duties placed on Board of Governors and Principals as a result of current legislation and guidance:

The '**Addressing Bullying in Schools Act (Northern Ireland) 2016**' places the following duties on Board of Governors:

- *to secure measures to prevent bullying.*
- *to keep a 'Record of Incidents' of all incidents of bullying or alleged bullying involving a registered pupil/s at the school.*

The '**Welfare and Protection of Pupils Education and Libraries (NI) Order 2003**' (DE Circular 2003/13 which amends Article 3 of 1998 NI Order as follows: '**Article 17- Duty to Safeguard and Promote the Welfare of Pupils**'

requires the Board of Governors to:

- *safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school (Article 17: 2)*
- *consult with registered pupils on the general principles which will be reflected in the school's discipline policy (Article 19: 13 & 14)*

and the Principal to:

when deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among pupils (Article 19:14)

- *before deciding on measures to encourage good behaviour must consult with pupils registered at the school and their parents” (Article 19:14)*
- *All schools will need to be satisfied that their current discipline policy deals with the prevention of bullying among pupils in a sufficiently clear and robust way to satisfy the new legal requirement (Article 19:15)*

‘The Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007- DE circular 2007/20’ – ‘Duty to promote good behaviour, discipline and welfare’

places the following implications for Area Learning Communities:

19 *Since schools may expect to have unregistered pupils attending them from other schools, **Boards of Governors must safeguard and promote the welfare of all pupils attending their school, whether registered or not**, when they are on the premises of the school or in the lawful control or charge of a member of staff of the school.*

20 *the responsibilities of Boards of Governors and principals for ensuring that policies are pursued to promote good behaviour and discipline among registered pupils are extended to cover all pupils attending the school whether registered or not.*

21 *the punishment of detention may be imposed only by the principal of (or an authorised teacher in) the school at which a pupil is registered even if he is attending another school under Article 21 arrangements ... misdemeanours which warrant detention should be reported to the school at which the pupil is registered to enable it to decide on the appropriate action to be taken.*

To ensure the above are carried out effectively the Board of Governors will ensure:

- Regularly review policies, procedures and reporting arrangements, including those relating to child protection/ safe guarding, anti-bullying and positive behaviour management.
- Review the record of bullying incidents or of alleged bullying incidents within school on a regular basis.
- Assess the effectiveness of the Anti-Bullying Policy and policies which support it – Positive Behaviour, Child Protection etc

ROLE OF THE PUPILS

We aim that our pupils will:

- Refrain from becoming involved in any kinds of bullying, even at risk of becoming temporarily unpopular.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so;
- Report to a member of staff any witnessed or suspected instances of bullying, to reduce any climate of secrecy and help prevent further instances.
- Engage with Anti- Bullying activities and support our Playground Pals programme.
- Follow the Golden Rules as set out in school.
- Model positive behaviour and foster good friendships.

- Recognise their own roles in preventing bullying.
- Pupil voice is included when drawing up class rules

Anyone who becomes a target of bullies;

- Should 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.
- Seek the help of staff in their class or the Designated Teacher, Deputy Designated Teacher or Principal.

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. All pupils are encouraged to 'seek help' if they are concerned about bullying behaviour that they have experienced or is experienced by another

ROLE OF THE PARENTS

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

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher, Mrs M Meehan (Designated Teacher for Child Protection) or Mr L. Magee (Principal) and explain the implications of allowing the bullying to continue unchecked, for themselves and other pupils.
- Advising their children not to retaliate to any form of bullying;
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying and try to ascertain the truth.
- Have an understanding of the school's definition of bullying (as outlined in this policy)
- Engage with the consultation process used to create and update the school Anti-Bullying Policy.

THE RESPONSIBILITIES OF ALL

Everyone should work together to combat and, hopefully in time, eradicate bullying.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the well-being of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviours.

PREVENTATIVE MEASURES

In St Columban's PS the following measures are in place to prevent bullying among pupils:

1. Consistent implementation of the Positive Behaviour Policy which:
 - upholds everyone's right to be safe both physically and emotionally and requires high standards of behaviour at all times from every member of the school community
 - promotes early intervention and provides tailored support for those young people who experience difficulty in meeting acceptable standards of behaviour
 - acknowledges and affirms positive behaviours
 - acknowledges and sanctions inappropriate/unacceptable behaviours
 - carries out regular school evaluations to assess the effectiveness of the policy.
2. Promotion of anti-bullying messages through the curriculum and pastoral e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion.
3. Addressing issues such as the various forms of bullying, including how and why it can happen, through PDMU.
4. Involvement in meaningful and supportive education projects, supporting pupils to explore, understand and respond to difference and diversity.
5. Active promotion of positive emotional health and wellbeing through the pastoral/preventative curriculum.
6. The development of emotional literacy, interpersonal and intrapersonal skills through the pastoral/preventative curriculum, for e.g. participation in circle time, workshops etc.
7. Active whole-school participation in NIABF's Anti-Bullying Week activities.
8. Engagement in key national and regional campaigns, e.g. Safer Internet Day, Child Safety initiatives, NSPCC etc.
9. Development of playground pals systems to support the delivery and promotion of key anti-bullying messaging within the school

10. Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
11. Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources and provision of a variety of play options to meet the needs of all pupils.
12. Development of effective strategies for the management of unstructured times (e.g. break time, lunch)
13. Ongoing tracking and monitoring of supervision arrangements dinner hall, playground, corridors.
14. Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For e.g. sporting activity, creative arts, leisure and games, etc.
15. Promote health and well being through a designated week each term

We are also committed to the prevention of bullying behaviour on the way to and from school. Measures include:

1. 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.
2. Regular engagement with transport providers (eg. EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
3. Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate)

The **‘Addressing Bullying in Schools Act (Northern Ireland) 2016’** gives the school the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil’s education at school. As a result, we will continue to raise awareness of the nature and impact of online bullying and support pupils to make use of the internet in a safe, responsible and respectful way. This may include:

- Addressing key themes of online behaviour and risk through PDMU, 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 (e.g. C2k, PSNI, Public Health Agency, NSPCC, 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 (e.g. E Safety Policy)

Please note that the measures in the above list not exhaustive.

REPORTING INCIDENTS OF ALLEGED BULLYING

Pupils Reporting a Concern

In St Columban's PS through our pastoral/preventative work, we continually encourage pupils to raise concerns with any member of staff, including teaching and non-teaching staff. We also reinforce that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing the behaviour. Through our preventative work the key message focuses on 'getting help' rather than 'telling'.

Ways of reporting a bullying concern may involve:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (e.g. in a homework diary)
- By posting a comment in a 'worry box'

Parents/Carers Reporting a Concern

Parents/Carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity.

We stress the need for parents/carers to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back.'

The processes for reporting a bullying concern are:

- In the first instance, all bullying concerns should be reported to the Class Teacher
- Where the parent/carer is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Mr L. Magee (Principal) or Mrs M. Meehan (Vice Principal & Designated Teacher for Child Protection)

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

In St Columban's PS, while the majority of reports of bullying concerns will come from pupils and their parents/carers, the school will be open to receiving such reports from anyone.

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR

Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour & Anti-Bullying Policies

The Process

- Gather and clarify the facts and perceptions
- Check:
 - That the behaviour constitutes bullying behaviour as defined in the School Policy.
 - Records of any previous incidents.
- Complete the Bullying Concern Assessment Form. (Appendix 1)
- 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, our school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, our school staff may implement sanctions for those displaying bullying behaviour.

Any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

RECORDING

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

St Columban's PS 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 and B, which is part of the C2k system in schools and through Bullying Concern Assessment forms. 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.

PROFESSIONAL DEVELOPMENT OF STAFF

In St Columban's PS we recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

- stating a commitment to ensuring that 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 - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- stating that CPD records will be kept and updated regularly

LINKS TO OTHER POLICIES

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

- Positive Behaviour Policy
- Pastoral Care 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
- Educational Visits
- Staff Code of Conduct

CONSULTATION AND PARTICIPATION

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

The processes of how consultation took place included:

- Consultative workshops with the School Council
- Class-based activities
- Questionnaires distributed to pupils in P5/6/7
- Questionnaires distributed to all parents/carers
- Draft Policy provided to parents and Board of Governors
- Staff discussion – draft Policy issued

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

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

Alleged Bullying Concern Assessment Form

Appendix 1

(i.e. significant / repeated / or serious one-off incident)

	Name (s)	Gender	Class/Room
Complainant(s)			
Alleged child (children who has been bullied (if different from above)			
Alleged child (children) who has displayed bullying behaviour			
Date of incident:			
Location of incident:			
<p>Type of incident: Please tick/circle appropriate types</p> <p><input type="checkbox"/> Physical Bullying (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)</p> <p><input type="checkbox"/> Verbal Bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)</p>			

- ☐ **Indirect bullying** (includes isolation, refusal to work with/talk to/play with
- ☐ **Emotional Bullying** (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)
- ☐ **Cyber Bullying** (through technology such as mobile phones and the internet.)
- ☐ **Sectarian** (related to religious belief and/or political opinion)
- ☐ **Racist** (related to skin colour, culture and religion)
- ☐ **Other** _____

Is there persistence / recurrence of this behaviour? Yes / No

Is it targeted behaviour? Yes / No

Is there a power imbalance? Yes / No

Is it intentionally hurtful? Yes / No

Does this incident meet the school's agreed definition of bullying? Yes / No

Check records for previously recorded incidents:

[illegible]

Appendix 2

Understanding the Levels of Intervention

It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying. **WE NEVER ignore low level bullying behaviour.**

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions.

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school’s Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.