



ANTI-BULLYING POLICY

Belfast High School

Date: May 2024

Date Ratified: 29 May 2024

Ratified by: Board of Governors

Responsibility: Board of Governors

Author: Senior Teacher

Review Date: May 2027

Section 1

Rationale

At Belfast High School we believe that all members of the School community are entitled to equal rights, equal opportunities, and to be treated with dignity and respect. The School is committed to providing a caring and safe environment for all pupils and staff so they can learn in a positive and tolerant atmosphere, where success is celebrated and pupils can thrive.

Mission Statement

The aim of this *Anti-Bullying Policy* is to clarify for students, staff and parents/carers that all forms of bullying behaviour are totally unacceptable.

Objectives

- Students have a right to be taught in an environment that is free from intimidation and fear;
- The needs of the student being targeted are paramount;
- The needs of the person displaying bullying behaviour will also be considered and addressed;
- Belfast High School will not tolerate bullying behaviour;
- Reported incidents will be taken seriously and thoroughly investigated in line with our statutory obligations.

Section 2- Context

This policy has been written within the context of the legislative framework and in accordance with the policy/guidance framework stated below:

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/carers;
- 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 4 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)

Section 3 – Ethos and Principles

Ethos

The ethos of Belfast High School is to develop each person to be the best that he or she can be in an atmosphere of civilised tolerance.

Aims:

- To provide a broad, balanced and coherent curriculum which suits the needs of all pupils in a changing society and which encourages each pupil in his or her intellectual, cultural, aesthetic and physical development.
- To instil in each pupil the determination to strive in all activities, academic and otherwise, to achieve his or her own level of excellence.
- To encourage in pupils a respect for religious and moral values.
- To create a caring environment in which the needs of each pupil are considered.
- To make full use of the contribution of the home and the wider community to the education process.
- To foster social attitudes which will enable each pupil to take his or her place as a responsible member of the community.

Section 4 – Consultation and Participation

This policy has been developed and reviewed in consultation with staff, pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016, in the following ways:

- Discussion with School Council;
- Discussion during Form Periods with Form Teachers;

The School consulted with the wider members of the community when developing and reviewing the policy through:

- Provision of training to staff and to Governors;
- Discussion regarding current procedures by SLT;
- Discussion regarding current procedures by MLT(P);
- Publication of draft policy to staff with opportunity to provide feedback;
- Publication of draft policy to staff and Governors with opportunity to provide feedback regarding policy and related procedures.

Section 5 – What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides the following legal definition of “bullying”:

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.

Therefore:

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.

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

The following 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 spreading false rumours about others;
- trying 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 (eg photographs or videos) online to embarrass someone.

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

There are various motivations behind bullying, including those named in the Act. 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.

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 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 bullying incidents.

The DE Guidance defines emotional and physical harm as follows:

- **Emotional or psychological harm:** intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
- **Physical harm:** intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Section 6 – Preventative Measures

The focus of this section is to set out the measures to be taken by the School to prevent bullying behaviour, as defined in the section above. Under the legislation, the focus for all anti-bullying work should be on prevention.

The School's ethos is to develop each person to be the best that he/she can be in an atmosphere of civilised tolerance, and this ethos is promoted on a daily basis. The School encourages pupils to develop a respect for religious and moral values of every member of the community. A strong anti-bullying stance is presented, and the School has put in place a number of measures to prevent bullying behaviour. These measures include:

- Raising awareness and understanding of positive behaviour expectations, as set out in the Promoting Positive Behaviour Policy;
- Delivery of the preventative curriculum through Form Time, outlining the definition of bullying, types of bullying behaviour and actions to take if experiencing any form of bullying behaviour. Lessons are supported with age appropriate resources and the Form Time programme is planned to facilitate progression across the Key Stage;
- Developing an understanding of inclusion and diversity through the delivery of the preventative curriculum in Form Time and through LLW lessons;
- Increasing understanding of bullying behaviour and its impact through assembly and age-appropriate activities during NIABF Anti-Bullying week;
- Developing Year Assemblies to raise awareness and promote understanding of key issues relating to bullying;
- Highlighting national and regional campaigns eg, Safer Internet Day;
- Displaying anti-bullying posters on pastoral noticeboards;
- Posting advice and support (including key contacts and helpline numbers) in every classroom;
- Sourcing appropriate materials to be used with pupils exhibiting and experiencing bullying behaviours;
- Focusing on developing resilience, positive mental health and well-being in Form Time, including inviting external organisations to address pupils;
- Developing peer-led systems (School Council, Form Prefects) to support the delivery and promotion of key anti-bullying messages across the School;
- Reviewing of duty areas and regular monitoring of behaviour patterns at unstructured times;
- Hosting events for parents/carers in developing resilience in teenagers;
- Delivering appropriate staff development and training;
- Fostering an atmosphere where the expectation is that all members of the school community will work to prevent incidents of bullying behaviour;
- Investigation and development of extra and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks.
- 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.
- Regular engagement with Translink to ensure effective communication and the early identification of any concerns.
- Appropriate deployment of staff to support the transition from school day to journey home, including morning duty and bus duty at the end of the school day.

The School will 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, using the following mechanisms:

- Addressing key themes of online behaviour and risk through the Form Time programme, 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, Mobile Phone Policy, Pastoral Care Policy, Safeguarding Policy, Promoting Positive Behaviour Policy.)

Section 7 – Responsibility

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.

Everyone 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.

Section 8 – Reporting a Bullying Concern

Pupils, parents/carers and anyone else with concerns can make these known to the School in the following ways:

Pupils Reporting a Concern

Pupils are encouraged to discuss their concerns relating to themselves, or to another pupil, with a member of staff that they trust. This may be a class teacher, Form Teacher, Head of Year or member of the teaching or support staff. While the relevant member of the Pastoral Team will deal with the bullying concern, pupils are encouraged to raise concerns with any member of staff, including teaching and support staff.

Pupils can report a concern in a number of ways:

- 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 or submitting a pastoral alert using the School website.

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. The emphasis will be on the pupil 'getting help', rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

Parents and carers have a responsibility to raise concerns about alleged bullying behaviour with the School at the earliest opportunity. Parents/carers should encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate.

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

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the School's Complaints Procedure should be followed. A copy of the School's Complaints Procedure is available on request from the School Office or can be downloaded from the School website www.belfasthigh.org.uk.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, the School is open to receiving such reports from anyone.

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.

Section 9 – Responding to a Bullying Concern

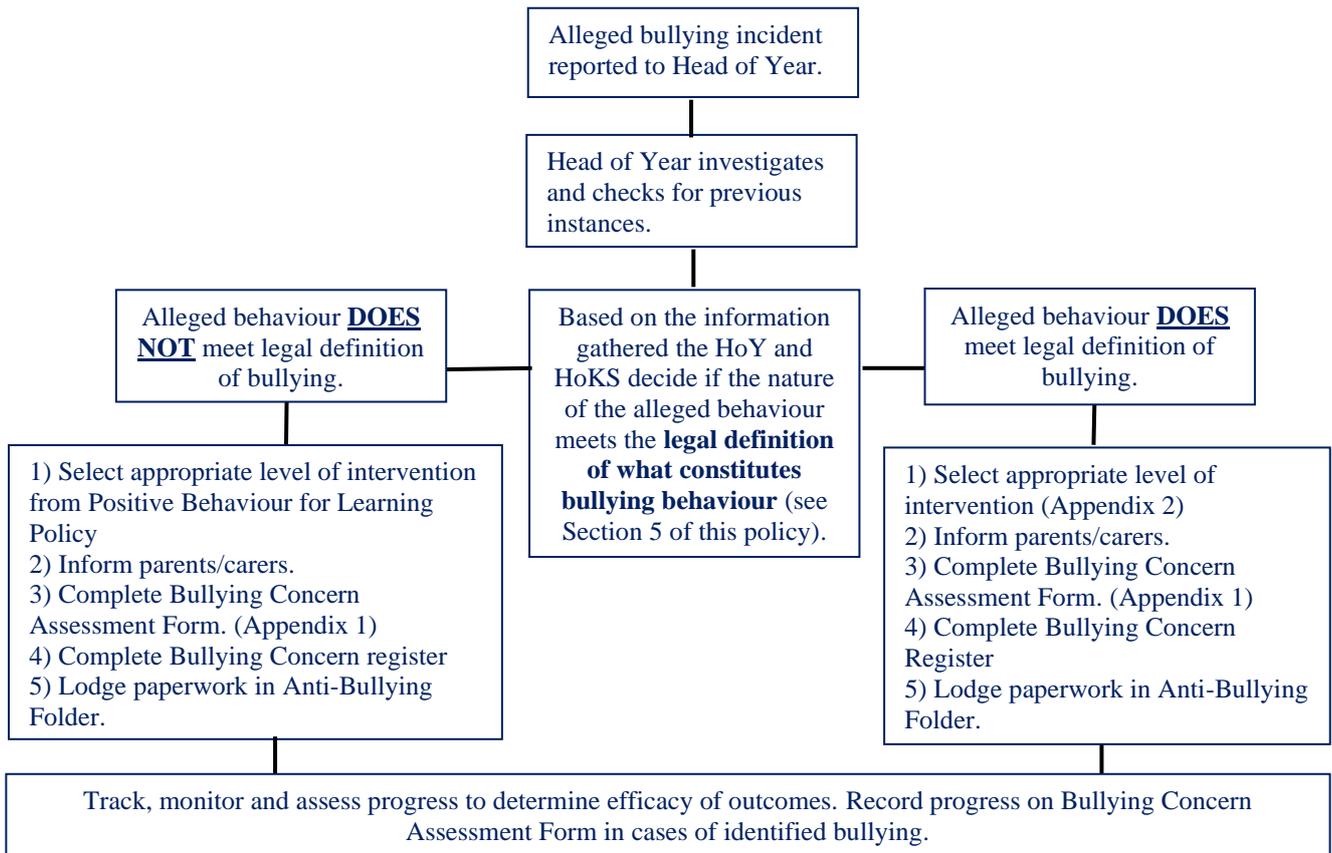
The processes outlined below provide a framework for how the School will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall:

- Clarify facts and perceptions;
- Check records;
- 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, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource;
- 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. Where appropriate, 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.

FLOWCHART FOR RESPONDING TO ALLEGED BULLYING



Section 10 – Recording

Schools have 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.

Heads of Year, in consultation with Heads of Key Stage, will record instances of alleged bullying using the Bullying Concern Assessment Form (Appendix 1) and the Bullying Concern Register.

Paper records relating to bullying behaviour will be held in a secure filing cabinet, with access restricted to relevant members of School staff only.

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.

Section 11 – Professional Development of Staff

The School recognises the need for appropriate and adequate training for staff, including teaching and support 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 eg 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.

Section 12 – Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying 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. However, the policy should be reviewed following any incident which highlight 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.

Section 13 – 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 Policy;
- Mobile Phone Policy;
- Educational Visits;
- Staff Code of Conduct.

BULLYING CONCERN ASSESSMENT FORM (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

<u>PART 1 - Assessment of Concern</u>	Date:		
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <p style="margin-left: 40px;">(a) <i>any verbal, written or electronic communication</i></p> <p style="margin-left: 40px;">(b) <i>any other act, or</i></p> <p style="margin-left: 40px;">(c) <i>any combination of those,</i></p> <p><i>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.</i></p>			
	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.

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/carer:						
Other Agencies:						
Continue to track interventions until an agreed satisfactory outcome has been achieved						
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/Carer	Signed: Date:
Pupil	Signed: Date:

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 0 First time occurrence of bullying type behaviour

Informal chat by member of staff to enable pupil to identify possible solutions to current situation.

Level 1 Intervention - Low Level Bullying Behaviour

Regular monitoring and review of situation by class/form tutor

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.

NEVER ignore low level bullying behaviour.

Staff should:

- Explain the inappropriateness of the behaviour in line with the BHS values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, eg peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

Regular monitoring and review of situation by Head of Year.

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental/carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.

Level 3 Interventions - Complex Bullying Behaviour **Regular monitoring and review of situation by Head of Key Stage.**

Interventions at Level 3 will often involve the Heads of Key Stage, Head of Additional Needs and the Vice Principal, in collaboration with pupil(s) and parents/carers 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.

This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see Support Group Method) and/or The PIKAS Method of Shared Concern, along with individual support and strength building programmes.

Level 4 Interventions - High Risk Bullying Behaviour **Regular monitoring and review of situation by Head of Key Stage/Vice Principal**

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 Safeguarding 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.

In addition to safeguarding procedures and practices including referral to external support services, the School's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.