



ANTI-BULLYING POLICY

POLICY STATEMENT

Summary:

This policy outlines procedures to be employed to combat bullying within the school community.

This rewrite of the original policy contains important amendments.

This version of the policy replaces the original Anti-Bullying Policy created in January 1998.

- Takes into consideration all relevant legislation including the Addressing Bullying in Schools Act (NI) 2016
- Recommended by the Department of Education

M. Houston
Principal

History

Original Created January 1998

- Adopted by the BOG February 1998
- Complete rewrite November 2003
- Rewritten (version 2) between September 2004- November 2004
- Staff training in the policy January 2005
- Adopted by Governors November 2004
- Revised with minor amendments June 2005
- Modified June 2008
- Modified May 2011
- Modified February 2012
- Revised with amendments September 2014
- Revised with amendments November 2015 in consultation with staff and pupils
- Revised May 2018
- Rewritten in May 2021
- Consultation with pupils in June 2021, and with parents and staff in September 2021
- Ratified by Governors in October 2021

1 1.1: INTRODUCTION

Bullying behaviour affects everyone. Bullying behaviour is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It affects not just the aggressors and the targets. It also affects those other children who watch or witness, and less aggressive pupils can be drawn in by group pressure.

It is clear that certain jokes, insults, intimidating and threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying behaviour are addressed will a child best be able to benefit from the opportunities available at the College.

All references to bullying in this policy are subject to the legal definition of bullying outlined in Section 5.1.

1.2: STATEMENT

Ulidia Integrated College believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. At Ulidia Integrated College we believe all forms of bullying behaviour are unacceptable.

All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well structured and organised, it can minimise the occurrence of bullying incidents. The College also has a clear policy on the promotion of good relationships, behaviour and safeguarding and child protection; the College believes that bullying behaviour is a form of anti-social behaviour, is wrong and will not be tolerated.

It is important therefore that the College has a clear written policy to promote this belief, where both pupils and parents/carers are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

2. CONTEXT

This policy was developed in line with guidance set out by Addressing Bullying in Schools Act (Northern Ireland) 2016, DENI and the Northern Ireland Anti-Bullying Forum (NIABF). Its overall purpose is to promote an anti-bullying culture in Ulidia Integrated College, to help staff provide support to pupils who have been bullied and to pupils who engage in bullying behaviour.

Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001) Paragraph 125 states the following:

“As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour.”

This policy provides examples of anti-bullying strategies within 4 levels of intervention and provides staff and parents with practical suggestions on how bullying can be addressed.

This policy has been informed and developed using the following legislative and policy/guidance and framework.

The Legislative Context:

- [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 Learning Community)
 - Requires that the policy be updated at least every four years.
- [The Education and Libraries Order \(Northern Ireland\) 2003](#) (A17-19) requires the Board of Governors to:
 - 'Safeguard and promote the welfare of registered pupils' (A.17)
- [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) 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)

3. ETHOS & PRINCIPLES

Ulidia Integrated College is committed to:

- creating and maintaining a calm and supportive school environment where effective learning and teaching can take place;
- supporting all parties in a situation where bullying behaviour has been displayed;
- clarifying for students, staff and parents that bullying is always unacceptable and is regarded by Ulidia Integrated College as a serious offence that in extreme cases can have legal consequences;
- ensuring that preventative measures are in place;
- emphasising the importance of close co-operation between school and parents and the parents' role in the prevention of bullying;
- fostering a secure anti-bullying environment
- promoting a preventative, responsive and restorative anti-bullying ethos across the whole school
- ensuring that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success; and
- demonstrating that no form of bullying will be tolerated in Ulidia Integrated College as stated in our Code of Conduct and will be dealt with in line with the College Positive Behaviour Policy.

4. CONSULTATION & PARTICIPATION

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

The College will consult with all stakeholders by:

- Undertaken focus group sessions with the Student Council, Anti-Bullying Ambassadors and Senior Prefect Teams.
- Staff survey for all staff, teaching and non-teaching
- Engagement activity for all staff, teaching and non-teaching during training days
- Representative members of staff involved in writing anti-bullying policy

5. 5.1 WHAT IS BULLYING?

The Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

- “(1) In this Act, bullying includes (but not is 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.**

For the purposes of subsection (1), “act” includes omission”.

The College will use the below statement to support students’ understanding:

“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.” (NIABF)

Socially unacceptable behaviours **become bullying behaviours when the information gathered clearly demonstrates that the unacceptable behaviour does meet the criteria below i.e. on the basis of the evidence gathered the behaviour is/was:**

- intentional,
- targeted at a specific pupil or group of pupils
- repeated – e.g. 3 or more repetitious incidents involving the same target/s
- causing physical or emotional harm
- omission - intentionally choosing to ignore, isolate or exclude arising from a desire to cause harm

5.2 ONE-OFF INCIDENTS

While bullying is usually repeated behaviour, there are instances of one-off incidents that the College will consider as bullying. When assessing a one-off incident, to make a decision on whether to classify it as bullying, the College shall consider the following criteria:

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

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

5.3 SOCIALLY UNACCEPTABLE BEHAVIOURS

Understanding bullying and the different forms it can take is the starting point for preventing and responding to socially unacceptable behaviours effectively. The College recognises that there is a continuum of unacceptable anti-social behaviours that infringe on everyone’s right to be safe. The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour. They include:

Physical Acts

Physical harm is defined as intentionally causing injuries. It can include:

- Hitting, punching, kicking causing bruises, broken bones or burns

- Pushing, shoving, jostling or physical intimidation
- Any other physical contact which may include use of weapons
- Material harm, such as taking/stealing money or possessions or causing damage to possessions

Verbal or Written Acts

Unacceptable verbal behaviours include:

- 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

Indirect

Unacceptable indirect behaviours include:

- Omission (Exclusion)
- Leaving someone out of a game
- Refusing to include someone in group work
- Isolation
- Refusal to work with/talk to/play with/help others

Electronic Acts

Unacceptable electronic acts include:

- Using online platforms or other electronic communication to carry out any of the written acts noted above
- Impersonating someone online to cause hurt
- Sharing images (eg. photographs or videos) online to embarrass someone
- Misuse of the internet and associated devices to humiliate, threaten and/or isolate another.

It should be noted that the above list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

Bullying type behaviour can occur due to a variety of motivations. These include, but are not limited to:

- | | |
|-----------------------------------|-----------------------------|
| • Age | • Gender identity |
| • Appearance | • Sexual orientation |
| • Breakdown in peer relationships | • Pregnancy |
| • Community background | • Marital status |
| • Political affiliation | • Race |
| • Ability | • Religion |
| • Looked After Child status | • Disability |
| • Young Carer status | • Special Educational Needs |

5.4 USE OF LANGUAGE

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 College will use the following definitions of emotional and physical harm which are set out in the DE Guidance. In determining 'harm' the College defines:

- 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.

6. CREATING AND MAINTAINING AN ANTI-BULLYING ENVIRONMENT

All members of our school community have a shared responsibility to foster a pro-active attitude to bullying. Prevention is as important as the action taken to address reports of bullying. All adults in the school play a vital part as role models as reflected in their dealings with each other and their treatment of the young people. Playgrounds, corridors, toilets and other hidden corners are well supervised during the early morning, break time and lunch time. Lunch time supervisors, caretakers, classroom assistants and all staff who come in contact with young people are trained to watch for signs of bullying and report them to appropriate staff.

6.1 The Preventative Curriculum

Respect is a key value that we wish all of our pupils to foster. In all interactions, pupils are urged and encouraged to treat others with respect and this underpins our Positive Behaviour Policy.

Pupils are encouraged to take pride in their school and are regularly reminded that they are ambassadors for the College within the local community. To this end, appropriate behaviour to and from school, including on public transport, is encouraged in assemblies and Form Time. Sixth Form

students are trained to monitor behaviour on buses and to immediately report incidences of bullying to the relevant Head of Year or Head/Deputy/Head of Pastoral Care.

There is effective communication between the Head of Pastoral Care and Translink to address and monitor any behaviours that do not meet our expectations and to identify early any issues between pupils.

The Personal Development Programme for each year group includes work to help students improve their self-esteem, resilience and social skills and to encourage them to have the self-confidence to reject bullying behaviour from other people. The issue of bullying and what to do about it is continually emphasised through the assembly programme.

The College works effectively with outside agencies to support the appropriate care and welfare of all students. Students are able to access counselling via the Familyworks Counselling service and are informed about support services within the community and useful websites such as Childline and the Samaritans. Anti-bullying posters are on display around the College.

The College marks Anti-Bullying Week every November with whole school assemblies, led by our team of Anti-Bullying Ambassadors. Key anti-bullying messages are promoted across the school. Every year Anti-Bullying Week ends with Blue Friday which is used to show that as a school we stand up against bullying behaviour.

The Addressing Bullying in Schools Act gives schools the authority to take steps to prevent bullying through the use of electronic communication amongst students at any time during term, where that behaviour is likely to have a detrimental effect on the student's education at school. To this regard, the College uses Form Time, LLW and ICT lessons and assemblies to raise awareness of the nature and impact of online bullying. The College encourages students to make use of the internet in a safe, responsible and respectful way.

The College runs a variety of extra-curricular activities to support the development of peer relationships and networks, across year groups.

6.2 Student Voice

An Anti-Bullying Ambassador Team, trained by The Diana Project, is comprised of pupils from different year groups who work together to promote an anti-bullying ethos within the College. The ABA Team works throughout the year to raise awareness of the different types of bullying, to promote positive behaviour and respect towards others and have an active part in leading Anti-Bullying Week every November.

The College actively promotes an open, inclusive and mutually respectful working environment and ensures high levels of pupil participation through promotion of an active Student Council. Students are regularly consulted on their viewpoints and have the opportunity to raise concerns and discuss ideas throughout the year.

The College also runs a Well-Being Ambassador Team comprised of Sixth Form students who work to promote positive emotional and mental health and well-being. This includes addressing those behaviours that cause distress or pain to others and developing self-awareness and self-esteem.

7. RESPONSIBILITY

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. All stakeholders of Ulidia Integrated College have a responsibility to ensure the protection and welfare of children are paramount. This also extends to any volunteers accepted to work in the school during school hours when pupils are on the premises.

7.1 Responsibility of the Board of Governors

Members of the Board of Governors are required to:

- secure measures to prevent bullying
- to keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school
- safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or in the charge of a member of staff of the school
- consult with registered pupils on the general principles which will be reflected in the school's Positive Behaviour policy
- ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school
- ensure that student welfare embraces all aspects of pastoral care, child protection, pupil behaviour, health and well-being, safety and security

7.2 Responsibility of the Principal

The Principal:

- when deciding on measures which will be used to encourage good behaviour in the school **must specifically include measures to prevent bullying among pupils**
- before deciding on measures to encourage good behaviour, **must consult with pupils registered at the school and their parents**
- safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or in the charge of a member of staff of the school

6.3 Responsibility of Teaching and Non-Teaching Staff

Teaching and Non-Teaching staff will:

- Model high standards of personal pro-social behaviour
- Be alert to signs of distress and other possible indications of bullying behaviour
- Emphasise the importance for students to seek help from a trusted adult about bullying behaviour when it happens or is observed
- Explain the implications to students of allowing the bullying behaviour to continue unchecked
- Listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- Ensure students 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
- When dealing with allegations of bullying behaviour staff will use the Bullying Concern Assessment Form (BCAF) and respond using the guidance set out in Section 8 – Responding to a Bullying Concern.

Bullying is often reported to staff by parents/carers. Such complaints will be met openly and sympathetically.

When meeting with the parents/carers of pupils displaying bullying behaviour, staff need to:

- Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff.
- Remain understanding if the parent/carer expresses anger directed at the school. It is important to understand that sometimes a parent's perception of a situation can be one sided and dependent on the child's subjective perspective. In cases of alleged bullying behaviour it is important to be open minded as often there is a complicated build-up of events and 'payback' behaviour. Children who display bullying behaviour will often dismiss their behaviour as banter or 'messaging about'
- Try to get clear facts from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.
- Ensure that you have already gathered as much reliable information as possible and be able to confirm if the behaviour meets the definition of bullying outlined in this policy.
- Ensure that the parents/carers understand how their child's behaviour conforms to Ulidia Integrated College's agreed definition of bullying.
- Share your concern about what has been happening to the child experiencing bullying.
- Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.
- Be understanding but firm.
- Make it clear that you care and will do what you can and will act in accordance with the College's Anti-Bullying policy.
- Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.
- Avoid getting into an argument. Avoid blaming the parent/carer for their child's behaviour.

7.3 Responsibility of Parents/Carers

Parents/carers will:

- Participate in the development of the school's Anti-Bullying policy.
- Inform the school of any concerns relating to bullying behaviour
- Report or express a concern about their child's involvement in a bullying incident/situation, particularly if their child has experienced bullying type behaviours. Remember, schools must take immediate action if a child's personal safety is at threat
- Work collaboratively with the College to resolve an incident of bullying type behaviours
- Reinforce anti-bullying messages at home that bullying is morally wrong and potentially damaging. We expect the parents of young people who have been displaying bullying behaviour to support the College in terms of sanctions.

7.4 Responsibility of Pupils

Bullying is a secret, insidious form of behaviour and targets of bullying often fear that reporting it will make the situation worse. If a child feels he/she is being bullied it must be taken seriously by staff and parents.

Pupils are regularly reminded to report bullying to class teachers, Form Teachers, Heads of Year, and the Head and Deputy Head of Pastoral Care.

Students are encouraged to:

- Talk to a member of staff or a trusted adult if they have a concern about bullying type behaviour
- Keep evidence of any bullying type behaviour such as cyber/online bullying comments
- Behave towards others in a mutually respectful way
- 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.

8 REPORTING A BULLYING CONCERN

8.1 How Students Can Report a Concern

Students are encouraged to raise concerns or to 'get help' if they have a concern about bullying that they experience or is experienced by another student with any member of staff, including teaching and non-teaching staff. Students can raise concerns to a trusted member of staff, by:

- Verbally- talking to a member of staff
- Writing a note to a member of staff (eg. in a homework planner)
- Sending an email via the safeguarding email

- Sending a message via their pastoral Google Classroom
- Using the box outside the Pastoral Office, monitored by the Anti-Bullying Ambassadors

8.2 Parents/Carers Reporting a Concern

It is the responsibility of parents and carers to raise concerns about alleged bullying behaviour at the earliest opportunity. It is also important to encourage parents/carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Within Ulidia Integrated College, the process of parents/carers reporting bullying concerns is:

- 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 to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Head of Pastoral Care.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Pastoral Care to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Vice-Principal.
- Where the parent is not satisfied that appropriate action has been taken by the Vice Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.

If the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. The procedures are available on the College website.

It is important to note 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 given to the person who made the report. However, it must be noted that no information about action taken in relation to a student can be disclosed to anyone other than the student and his/her parents/carers.

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 (SIMS)
- 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 interventions as necessary

Ulidia Integrated College in line with NIABF advocates a restorative approach to responding to bullying behaviour. Interventions will focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. **(Reference: Bullying Levels and Targeted Interventions).**

When responding to a bullying concern, 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. Assurances will be given to the person raising the concern that the matter has been dealt with.

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

10. RECORDING

In accordance to the Addressing Bullying in Schools Act (NI) 2016, Ulidia Integrated College will keep a written record of all relevant information related to reports of bullying concerns using a BCAF (Bullying Concern Assessment Form), including:

- how the bullying behaviour was displayed (the method)
- the motivation for the behaviour
- how each incident was addressed by the College
- the outcome of the interventions employed

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the College'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.

11. PROFESSIONAL DEVELOPMENT OF STAFF

All teaching and non-teaching staff complete safeguarding training on an annual basis. The Board of Governors also complete training lead by the Designated Teacher for Safeguarding and Child Protection and through EA.

Ulidia Integrated College is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.

12. MONITORING AND REVIEW OF THE 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 staff, students and their parents/carers, on or before August 2025.

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:

- Safeguarding and Child Protection Policy
- Relationships and Sexuality Policy
- E-Safety and Acceptable Use Policy
- Mobile Phone Policy

Appendices

1. Appendix 1 - Bullying Assessment Concern Form (BACF)

Appendix 4

Bullying Assessment Concern Form (BACF)



Bullying Concern Assessment Form

Incident Date:					
Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

<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) any verbal, written or electronic communication</p> <p style="margin-left: 40px;">(b) any other act, or</p> <p style="margin-left: 40px;">(c) any combination of those,</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			

Bullying Concern Assessment Form

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

Date	Information gathered	Location (Stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

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:

Bullying Concern Assessment Form

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:

- | | |
|--|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Looked After Status (LAC) |
| <input type="checkbox"/> Appearance | <input type="checkbox"/> Peer Relationship Breakdown |
| <input type="checkbox"/> Breakdown in peer relationships | <input type="checkbox"/> Disability (related to perceived or actual disability) |
| <input type="checkbox"/> Cultural | <input type="checkbox"/> Ability |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Political Affiliation | <input type="checkbox"/> Race |
| <input type="checkbox"/> Community background | <input type="checkbox"/> Not known |
| <input type="checkbox"/> Gender Identity | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sexual Orientation | |
| <input type="checkbox"/> Family Circumstance (pregnancy, marital status, young carer status) | |

Bullying Concern Assessment Form

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

REFER TO UIC 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

Bullying Concern Assessment Form

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

Pupil Name:

Year Group/Class:

REFER TO UIC 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/carers:

Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

Bullying Concern Assessment Form

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:
Student	Signed: Date: