

Anti-Bullying Policy

Monkstown Nursery School

June 2020

Signed: _____ (Principal)

Date: _____

Signed: _____ (Chair)

Date: _____



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2. INTRODUCTION

This policy gives information on our Anti-bullying definition, our procedures and our preventive curriculum within Monkstown Nursery School. It is intrinsically linked to our Promoting Positive Behaviour and Child Protection policies. It is available to parents upon request and is downloadable from our website.

The role of any nursery school is to provide the highest possible standard when delivering the preschool curriculum and educating the “whole child”. To achieve this goal, a stable, secure learning environment is an essential requirement. Bullying by its very nature undermines and dilutes the quality of education and can impose psychological damage on those who experience it. Therefore, at Monkstown Nursery School we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

3. CONTEXT- LEGISLATIVE & NURSERY

This policy has been created within the following legislative context:

The Addressing Bullying in School Act (Northern Ireland) 2016 which:

- 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 school 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
- When under the control of school staff, but away from school (e.g. school trip)
- When receiving education organised by school but happening elsewhere
- 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'

The following policy and guidance framework have also been used in the creation of this policy:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Board 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)

This policy has also been created within the guidance framework of the United Nations Convention on the Rights of the Child (UNCRC) which sets out every child's right to:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation
- Be protected from discrimination
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously
- Education

NURSERY CONTEXT

Nursery children rarely engage in bullying. Most incidents of aggressive or hurtful behaviour at this stage of development are due to the immature development of social and emotional skills. Aggressive behaviour can emerge as normal behaviour in 2/3-year olds, with temper tantrums being part of normal development at this stage.

In the nursery classroom this presents as an inability to share, to take turns, to accept the approach of others into the play situation and results in inappropriate ways of coping with frustration. E.g. pushing, snatching toys.

In children with delays in other areas of development- e.g. speech and language, there can be resulting secondary behaviour management difficulties.

- The United Nations Convention on the Rights of the Child states:

‘Children have the right to be protected from all forms of violence (physical and mental). They must be kept safe from harm and they must be given proper care by those looking after them’.

In nursery, while bullying as such is not in evidence, there may be examples of unacceptable types of behaviour displayed by some children. This is usually of a physical nature and may include hitting, kicking or damage to property. It is important for all stakeholders can identify between bullying and unacceptable behaviour.

4. ETHOS AND PRINCIPLES

At Monkstown Nursery we are committed to understanding and providing, without exception, a secure and safe environment, which will enable our children to grow. To achieve this goal, a stable, secure learning environment is an essential requirement. Bullying by its very nature undermines and dilutes the quality of education and can impose psychological damage on those who are victims.

In Monkstown Nursery School we are committed to a society where children and young people can live free and safe from bullying. Everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

“School bullying can have serious consequences for children, leading to academic underachievement, physical and emotional distress, loss of self-esteem, eating disorders and truancy. It must be tackled through both preventing incidents from occurring by awareness raising and responding to reported incidents by providing support to all involved.”

Northern Ireland Anti-Bullying Forum website

In relation to bullying we aim:

- To raise awareness of bullying as a form of unacceptable behaviour with all stakeholders
- To create a school ethos which encourages pupils to disclose and discuss incidents which make them feel unhappy
- To teach the rules of acceptable social behaviour
- To help pupils acquire the social skills necessary in forming relationships

- To provide opportunities for improving pupil's self-esteem, assertiveness and independence
- To help children to express their own feelings and emotions
- To help pupils to develop skills of co-operation, listening, sharing
- To develop procedures for noting and reporting incidents of bullying behaviour and for investigating and dealing with bullying behaviour
- To enable pupils to talk about their feelings and fears
- To develop and implement strategies to minimise the likelihood of incidents of bullying behaviour
- To offer support for those involved in bullying behaviour
- To respond to the concerns of parents and inform them of follow-up action taken, aimed at bringing any confirmed bullying to an end
- To establish and develop links with outside agencies e.g. Northern Ireland Anti-Bullying Forum website, N.S.P.C.C. the Early Years Inclusion Team and the Behaviour Support Service

5. CONSULTATION AND PARTICIPATION

In compliance with the Addressing Bullying in Schools Act (NI) 2016, all our stakeholders were consulted during the development of this policy. Pupils were involved in Circle Time discussion which sought to clarify their current views and understanding of the term bullying and the actions that they thought should be implemented if someone is bullied in school. Due to lack of personal examples emotional literacy texts were used, along with stories and pictures to highlight what bullying behaviour might look like.

A representative group of parents were consulted, and their opinions noted and all staff within school engaged in a workshop which allowed opportunity for discussion, oral and written feedback.

The Board of Governors and Staff accessed the training materials available on the EA website to strengthen their knowledge and understanding of the implementation of the Addressing Bullying in Schools Act (NI) 2016. Representative members of the staff were involved in the writing of the policy.

6. WHAT IS BULLYING?

Monkstown Nursery School has adopted the legal definition of bullying contained within the Addressing Bullying in Schools Act (NI) 2016 which is:

1. – (1) In this Act “bullying” includes (but is not limited to) the repeated use of –
 - a. Any verbal, written or electronic communication,
 - b. Any other act, or

- c. Any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils
2. For the purposes of subsection (1), “act” includes omission

Therefore, we at Monkstown Nursery School believe:

‘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.’

While bullying is usually repeated behaviour there are instances of one-off incidents that we will consider as bullying. When assessing a one-off incident, we will 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.

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

NB It is important to consider this list carefully as given the age of our nursery children some acts/ behaviours are not appropriate:

- 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
- Physical acts

- Hitting
- Kicking
- Pushing
- 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 behaviours.

As outline in Addressing Bullying in Schools Act (NI) 2016, various motivators exist that contribute to Bullying behaviour. These include, but are not limited to:

- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Race/ Religion
- Disability/SEN
- Looked After Child 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 behaviour describing the situation surrounding that child, for example:

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

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

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.

Unacceptable behaviours will be dealt with in line with the Positive Behaviour Policy's procedures.

7. PREVENTATIVE MEASURES

At Monkstown Nursery School we are committed to the teaching of a preventative curriculum and protecting all the children in our care from harm. We ensure that opportunities are provided through the curriculum to reinforce the ethos of the school and help pupils develop strategies to combat bullying-type behaviour. All children in the nursery are cared for as individuals that their wellbeing is at all times paramount in our work. The personal, social and emotional development of the children is an integral part of the preschool curriculum. The children arrive at nursery school with a variety of experience of interacting with other children.

To create a create a safe learning environment which prevents bullying we:

- Help children to explore their feelings
- Promote awareness of the feelings of others
- Help children identify what makes them feel happy, sad, afraid, etc.
- Promote language development to express feelings
- Help children to understand the importance of telling a member of the nursery staff if someone is making them unhappy

- Help children develop skills of assertiveness and emphasise that anyone can say no
- Introduce the phrase 'Stop that I don't like it'
- Raise awareness and understanding of the positive behaviour expectations, our Sunshine Rules, as set out in the Positive Behaviour Policy
- Promote anti bullying messages through emotional literacy stories and class discussion in relation to specific issues eg bullying and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PD & MU
- Delivery of Circle Time and elements of the Women's Aid 'Helping Hands' Programme
- Annual participation in Anti-Bullying Week (Northern Ireland Anti-Bullying Forum - November). This raises awareness of bullying for the children, staff and families of our community
- Children are openly encouraged to report any bullying behaviour
- All staff are trained in the school Anti-Bullying measures and Child Protection
- During their induction meeting, parents receive a copy of our "Sunshine Rules" to discuss with their child before coming to nursery. Another copy is emailed in September ((Appendix 1)
- Explicit teaching of our individual Sunshine Rules
- Use of conflict resolution strategies by staff when dealing with behaviour issues in the classroom and the steps to resolution process
- Regular classroom focus on specific behaviour messages to raise awareness and promote understanding of key issues related to bullying
- Rewards systems in place to encourage positive behaviour including Star of the Week, Well done song
- The use of social stories, movement breaks, calm down areas to support children on a 1:1 basis when necessary

Specific measures which will be put in place to prevent bullying behaviour at transition time to and from school include:

- A staggered pick up time and drop off
- An open-door policy to allow for effective home school communication at the end of a session if needed
- Appropriate deployment of staff to support the transition from school day to home time

8. RESPONSIBILITY

Within Monkstown we acknowledge that everyone within our school community has responsibility for creating a safe and supportive learning environment for all members of the school community. Everyone in the school community is expected to respect the rights of others to be safe and should 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 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

9. REPORTING A BULLYING CONCERN

While there is little history of bullying behaviours in Monkstown Nursery School, we believe that one case is one too many.

- All reports of bullying behaviour, no matter how trivial, will be investigated and dealt with by the individual staff member
- A person experiencing bullying behaviour will always be given time, listened to and not rejected
- Serious cases of bullying behaviour will be referred immediately to the Principal, Mrs. Wilson
- A Bullying Concern Assessment Form will be completed and the school definition of bullying will be considered (Appendix 2)
- Parents of pupils who have experienced and displayed bullying behaviour must be informed immediately if their child is involved in bullying behaviours. They will be invited into school where they will have the opportunity to discuss the matter.
- We believe that good advice and support can change the behaviour of those experiencing and displaying bullying behaviour

STAFF AWARENESS

All members of staff have a duty to be alert to and respond to incidents of bullying. They must:

- Emphasise that bullying behaviour is not permitted in school
- Watch for signs of early distress
- Always be willing to listen and when necessary, take action
- Any reported incident of bullying behaviour should be taken seriously and thoroughly investigated
- Interview the pupils experiencing and displaying bullying behaviour separately. (Complete the appropriate Bullying Concern Assessment Form). Decide on an appropriate sanction and support
- Inform the Principal and inform all members of staff and lunch-time supervisors, so that they can be vigilant at all times. Constant supervision is essential during transition times
- Meet with the parents of the pupils experiencing and displaying bullying behaviour if necessary and inform them of action taken or intended to be taken. Keep a brief account of each significant incident
- Provide support for those who have experienced bullying behaviour by emphasising that it is not their fault and helping them to assert themselves. Helping the pupil who has experienced the behaviour by ensuring that a Circle of Friends is established and supports them during the school day

PUPILS REPORTING A CONCERN

Pupils are encouraged to raise any concerns that they may have with a 'Safe Adult'. These concerns may include experiencing or witnessing bullying behaviour. The 'Safe Adults' are identified during the delivery of Circle Time and Emotional Literacy Lessons and their photographs are displayed prominently throughout the school. They are part of the 'Who can I talk to if I am sad?' display. (Appendix 3) Pupils may verbally talk to any of these adults.

The following key messages are shared with all our pupils:

- Bullying behaviour will not be tolerated in our school
- Everyone has the right to a happy school life
- Bullying behaviour must be reported at once
- Report acts of bullying behaviour if you see them
- Help other children who are experiencing bullying behaviour

- Do not suffer in silence
- Do not retaliate

PARENTS/CARERS REPORTING A CONCERN

At Monkstown we ask that Parents/Carers support at home the key messages regarding bullying behaviour that are delivered in school by encouraging their children to react appropriately and not to 'hit back'. We encourage parents to take a pro-active role.

Parents should:

- Watch for signs of distress in their child and be aware of the signs and symptoms of experiencing bullying behaviour
- Take bullying behaviour seriously and find out the facts
- Inform their child's teacher if bullying behaviour is experienced in school and outside incidents, which may have an adverse effect on the child in class. Keep a written record if bullying behaviour persists
- Help the child to assert him/herself. Reassure child that it is not his/her fault
- Make sure your child understands how to use technologies safely and knows about the risks and consequences of misusing them
- Explore and apply relevant parental control software or settings on Internet supply at home

Parents/Carers are encouraged to raise any concerns they may have about alleged bullying behaviour with the school at the earliest opportunity.

In the first instance all concerns should be reported to your Class Teacher. Where Parents/Carers are 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 Principal, Mrs. Wilson. Where a Parent/Carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed (see separate Complaint's Procedure).

While we recognise that the majority of reports of bullying concerns will come from pupils and their Parents/Carers, we encourage any individual who has such concerns to report them to the school as soon as possible.

Where a concern about bullying behaviour has been raised in school by a pupil or a Parent/Carer, feedback will be made, in line with this policy, to the person who has made the report. However, no information about the action plan or support which will be used in relation to a pupil can be disclosed to anyone other than the pupil and his/her Parents/Carers.

10. RESPONDING TO A BULLYING CONCERN

The processes outlined below provide a framework for how we at Monkstown will respond to any bullying concerns identified. Using the Northern Ireland Anti Bullying Forum (NIABF) Effective Responses to Bullying Behaviour resource, which advocates a restorative approach to bullying behaviour, the member of staff responsible shall:

- Clarify facts and perceptions
- Check records
- Assess the incident against the criteria for bullying behaviour and complete the documentation (Appendix 4)
- 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 listed in the Effective Responses to Bullying Behaviour resource (appendix 5)
- Track, monitor and record effectiveness of interventions
- Select and implement further interventions as necessary

In line with the NIABF Effective Responses to Bullying Behaviour resource, interventions will focus on responding to behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may follow the choices strategies.

11. RECORDING

Through the Addressing Bullying in Schools Acts (NI) 2016, school has a legal requirement to maintain a record of all incidents of bullying and alleged bullying behaviour. We 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 in the locked cabinet within in the school office. 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 GDPR and data protection legislation and guidance and will be disposed of in line with the school's Data Protection Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of the anti-bullying policy and practice within the school.

12. PROFESSIONAL DEVELOPMENT OF STAFF

At Monkstown we recognise the need for appropriate and adequate training for all staff, teaching and non-teaching. We are committed to ensuring all staff are provided with appropriate opportunities for professional development. The impact of all training will be noted on the policy and procedures, including any amendments or inclusions that are made. Opportunities for safeguarding training will be afforded to Governors and all staff – teaching and non-teaching. Child Protection records will be kept up to date.

13. MONITORING AND REVIEW OF POLICY

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of this Anti-Bullying Policy. The Board of Governors will therefore:

- 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 June 2024.

14. 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
- eSafety Policy
- Educational Visits Policy
- Staff Code of Conduct

CONTACTS AND HELPLINES

www.childline.org.uk

Tel: 0800 11 11

NI Childline

Tel: 028 9032 7773

www.bullying.co.uk

www.parentlineplus.org.uk

Tel: 0808 800 2222

NSPCC

help@nspcc.org.uk

www.worriedneed2talk.org.uk

www.niabf.org.uk

SUNSHINE RULES



Our Sunshine Rules

- **We play safely and fairly.**

- Language we use when explaining this rule to the children:

- We look after the toys.
- We tidy up, brush up and pick up.
- We share and take turns.
- We have safe walking feet.



- **We are kind and helpful.**

- Language we use when explaining this rule to the children:

- We have kind hands and use kind words
- We listen to people.
- We say please and thank you.
- If our friend is not being kind we can say, **"Please stop, I don't like that."**
- We can tell an adult if we are not happy.

- **We are always busy.**

- Language we use when explaining this rule to the children:

We try our best

- We finish our activity

MONKSTOWN NURSERY SCHOOL BULLYING CONCERN FORM

Incident Date:

Pupils Involved	Incident Date	DOB

PART 1 - ASSESSMENT OF CONCERN

DATE:

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

“bullying” includes (but is not limited to) the repeated use of —

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

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

	Name(s)	Gender
Person(s) reporting concern		
Name of pupil(s) experiencing alleged bullying behaviour		
Name of Pupil(s) demonstrating alleged bullying behaviour		
Check records for previously recorded incidents		

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

Date	Information gathered	Location (stored)

Socially unacceptable behaviour or poor 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

<p>2:1 Who was targeted by this behaviour?</p> <p>Select one or more of the following:</p> <p> <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to group </p>
<p>2.2 In what way did the bullying behaviour present?</p> <p>Select one or more of the following:</p> <p> <input type="checkbox"/> Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking) </p> <p> <input type="checkbox"/> Verbal (includes name calling, insults, jokes, threats, spreading rumours) </p> <p> <input type="checkbox"/> Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others) </p> <p> <input type="checkbox"/> Other Acts Please specify: _____ - </p> <p>2.3 Motivation (if appropriate) _____</p> <p>_____</p>

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR **PUPIL EXPERIENCING BULLYING BEHAVIOUR**:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-3 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Pupil Name:

Parent/ carer informed:

Date:

By whom:

Staff Involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carers:

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-3 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Pupil Name:

Parent/ carer informed:

Date:

By whom:

Staff Involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions

Pupil:

Parent/carers:

INTERVENTIONS TO SUPPORT THOSE DISPLAYING BULLYING BEHAVIOUR

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. NEVER ignore low level bullying behaviour.

Staff should;

- Explain the inappropriateness of the behaviour in line with the school’s Sunshine Rules
- Identify possible consequences if the bullying behaviour continues.
- Point out how the other pupil is feeling and label their feelings
- 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, e.g. awareness of personal space
- 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

While interventions at Level 2 involve continuing with the above, there is shift to specific action plan, interventions and high-level support from home and school.

To be effective interventions need:

- To be planned and an action plan developed
- The session length dependent on age and ability
- Parental / carer consent and agreement from participating pupils
- 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.
- To facilitate the development of resilience amongst pupils (at appropriate level).
- To facilitate the development of empathy amongst pupils (at appropriate level).

- Regular meetings with the bullied pupil/parents to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

15.LEVEL 3 INTERVENTIONS - COMPLEX BULLYING BEHAVIOUR

Interventions at Level 3 will involve the Principal, SENCO, teacher, 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.

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.