

BROOKFIELD SPECIAL SCHOOL

'Caring, Sharing and Learning Together'



Anti-Bullying Policy

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Introduction

At Brookfield Special 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.

Our School Mission Statement states that: *Pupils, staff and parents will create together a happy, caring and productive learning environment, within which the children will be encouraged to develop their abilities and talents to their fullest extent.*

Context

Brookfield School's Anti-Bullying Policy has been developed following consultation with a range of legislative and policy guidance. (See Appendix 1)

Ethos & Principles

Brookfield upholds everyone's rights to be safe both physically and emotionally and requires everyone to behave in ways which keep everyone else safe.

Our Anti-Bullying Policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated, and pupils are enabled to reach their potential. The school aims to foster values of tolerance and mutual respect through promoting the self-esteem and well-being of all members of the school community. We recognise that bullying is a concern for all who are involved in working with children and concerned about their welfare, including pupils, teaching, non-teaching staff, parents and governors. Bullying behaviour is not acceptable in Brookfield School. We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Tolerance of others' values is extremely important, but it is important to show and teach pupils, through discussion, teaching and by example, what is and what is not acceptable both inside and outside school. Basic standards of good behaviour require that all should be considerate, polite, respectful and helpful towards each other. We value the views and contributions of children and young people; we will actively seek these views and we will respect and take them into account.

As part of our Personal Development and Mutual Understanding (PDMU) programme we address the importance of pupils looking after their own welfare and of treating other pupils appropriately. Within the context of a special school some pupils will find these social interactions difficult to nurture due to their specific learning needs. Teachers will differentiate and reinforce lessons within their schemes of work and will use opportunities for learning in response to daily events. They will take account of the pupils' abilities and learning styles. This work will be supported by non-teaching staff across school.

In Brookfield we:

- Believe bullying is unacceptable and every child and young person has the right to feel safe and free from bullying
- Believe that every child and young person should be celebrated in their diversity
- Are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school

Consultation and Participation

This policy has been developed in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Engagement with pupils took place through:

- Class-based activities/lessons
- School Assemblies

Engagement with parents/carers took place through:

- Anti-Bullying information shared with parents shared on school website

Engagement with other members of the school community took place through:

- Continuous Professional Development (CPD) for all staff, teaching and non-teaching
- Senior Leadership Team involved in contributing to Anti-Bullying Policy
- Board of Governors will review proposed policy and ratify accordingly- refer to cover of policy for most recent ratification date

Definition of Bullying

The Addressing Bullying in Schools Act (NI) 2016 defines bullying as:

Bullying includes (but is not limited to) the repeated use of-

- *any verbal, written or electronic communication,*
- *any other act (or omission)*
- *or 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.*

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

Brookfield School will use the following definition to determine 'harm' (as set out in DE guidance)

- 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.

In Brookfield we recognise that while bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.

In Brookfield, when assessing a one-off incident, to reach 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 Positive Behaviour Policy.

In Brookfield 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 spread false rumours about others***
 - ***try to make other pupils dislike another pupil/s***
- ***Physical acts***
 - ***hitting***
 - ***kicking***
 - ***pushing***

- *shoving*
- *material harm, such as taking/stealing money or possessions or causing damage to possessions*
- **Omission (Exclusion)**
 - *Leaving someone out of a game*
 - *Refusing to include someone in group work*
- **Electronic Acts**
 - *Using online platforms or other electronic communication to carry out many of the written acts noted above*
 - *Impersonating someone online to cause hurt*
 - *Sharing images (eg. photographs or videos) online to embarrass someone*

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

Socially Unacceptable Behaviour

All socially unacceptable behaviours will be dealt with in line with Brookfield's Positive Behaviour Policy's procedures. Brookfield will recognise there is a continuum of socially unacceptable behaviours. These unacceptable socially unacceptable behaviours infringe on everyone's right to be safe. They include the following examples:

1. **Physical** - includes pushing/barging, physical intimidation, punching/kicking, any other physical contact which may include use of weapons
2. **Verbal** - includes name calling, insults, jokes, threats, spreading rumours
3. **Indirect** - includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another
- 4.

Brookfield accepts there is a difference between socially unacceptable behaviours and those which do constitute bullying behaviours. Socially unacceptable behaviours become bullying behaviours when the information gathered clearly demonstrates that the unacceptable behaviour does meet the criteria listed 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**
- **causing physical or emotional harm**
- **omission**

Brookfield accepts that there may be various motivations behind bullying, including those named in the Addressing Bullying in School's 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

Language to Use

In Brookfield we recognise that 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.

Preventative Measures

Our focus in school for all anti-bullying work will be on prevention. In Brookfield the following measures will be in place with the aim of promoting a strong anti-bullying ethos in school and the wider community:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through Personal Development & Mutual Understanding (PDMU)
- Through the preventative curriculum actively promote positive emotional health and wellbeing
- Participation in the NIABF annual Anti-Bullying Week activities (Term1)
- Engagement in key national and regional campaigns, eg Safer Internet Day (Term 2)
- Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school

- Development of effective strategies for playground management, eg. staff training, zoning of playgrounds, specific timetable arrangements, inclusion of specific resources and provision of a variety of play options to meet the needs of all pupils
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. e.g. sporting activity, creative arts, leisure and games, etc.

Transport

Brookfield supports safe and appropriate behaviour on school transport. Preventative measures in place to prevent bullying behaviour on the way to and from school will include:

- Regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Regular engagement with EA Transport (drivers & escorts) to ensure effective communication and the early identification of any concerns
- Positive working relationships with the teacher in charge of school transport and EA
- Appropriate deployment of staff to support the transition from the school day to the journey home including staff on transport duty at the beginning at end of each day

Cyberbullying

Brookfield seeks to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on a pupil's education at school, by raising awareness of the nature and impact of online bullying and supporting our pupils to make use of the internet in a safe, responsible and respectful way. This will include:

- Addressing online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use
- Participation in Anti-Bullying Week activities
- Engagement with key statutory and voluntary sector agencies (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 (Term 2) 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, E-safety, Mobile Phone Policy etc.)

Responsibility

Everyone in Brookfield 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.

Responsibilities of the Board of Governors

- To ensure that policies and procedures designed to prevent bullying are in place and regularly reviewed
- To ensure that records are kept of all incidents of bullying or alleged bullying
- To ensure that Bullying is a standing item on the agenda of Board of Governors Meetings

Responsibilities of the School

- To provide a safe environment (physically & emotionally) for all
- To promote an ethos of respect for each individual
- To foster positive self-esteem
- To be alert to signs of bullying behaviour
- To take all reports of bullying seriously
- To encourage pupils to seek help from a trusted adult about bullying behaviour when it happens or is observed
- To listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- To intervene to support any person who is being bullied
- To follow procedures when an incident occurs
- To promote non-aggressive strategies for dealing with bullying behaviour
- To explain the implications of allowing the bullying behaviour to continue unchecked
- To resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Responsibilities of Pupils

- Pupils should act in a respectful and supportive manner to fellow pupils
- Pupils should avoid any behaviour which could be considered bullying
- Report any concerns or instances of bullying behaviour witnessed or suspected, to any member of staff
- Pupils should always tell their parents if something is wrong
- Pupils should not react aggressively
- Pupils should work to restore positive relationships, with the support of staff and parents, in resolving any bullying concerns

Responsibilities of Parents

- To discourage any tendency towards bullying behaviour
- To inform school if they suspect bullying is taking place
- To support their child in using non-aggressive strategies for dealing with bullying behaviour and stress that retaliation is not helpful

- To endeavour to resolve difficulties occurring outside of school thus preventing them continuing inside school
- To work in partnership with school and actively support Brookfield School's Anti- Bullying Policy

Reporting a Bullying Concern

Pupils Reporting a Concern

A key message in Brookfield is that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. This may happen in any of the following ways:

- Verbally- talking to any member of staff
- By posting a comment/picture in a 'worry box'
- By telling their parents/carers
- Tell a friend

This is supported through the display of a child-friendly poster in each classroom (the same poster as supports a child in what action to take if they have any Child protection concern), visually supporting children in who they can communicate with and seek support from.

Parents/Carers Reporting a Concern (Appendix 2)

If a parent/carer has a bullying concern they should:

1. Report their concern to the Class Teacher
2. 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 Head of Key Stage
3. Any further unresolved concerns should be reported to the Vice-Principal
4. Where the parent remains unsatisfied that the concern has not been appropriately responded to, they should report the concern to the Principal
5. If parents remain unsatisfied that the concern has not been appropriately responded to then Brookfield School's complaints procedure should be followed.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report. No information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern:

Non-Teaching Staff

1. Staff member will report any potential bullying concerns immediately to the class teacher
2. All details, observations and actual words spoken should be recorded in writing as soon as possible and passed immediately to the class teacher

Teaching Staff- class teacher

The class teacher will have a very important role to play in the initial investigative process. He/she knows the pupil better than anyone else in the school. If the class/form teacher is dealing with the incident initially it is his/her responsibility to:

1. Talk to the pupil/s concerned to determine the seriousness of the incident
2. Listen sympathetically and provide reassurance
3. Record details in writing using the 'Bullying (green) Note of Concern' (**Appendix 3**)
4. Inform Head of Key Stage of the incident and provide them with the written report

Head of Key Stage

When the Head of Key Stage receives details of the incident they will:

1. Meet with the pupil/s involved, if necessary
2. Clarify all reported details
3. Check records (SIMS/BMM-Behaviour Management Module)
4. Meet with the safe-guarding team to assess the incident against the criteria for bullying behaviour
5. Identify intervention level needed- under either this Anti-Bullying Policy or Brookfield School's Positive Behaviour Policy

If the incident meets the criteria for bullying behaviour, the Head of Key Stage, in conjunction with the safe-guarding team, will:

1. Clarify facts and perception
2. Assess the incident against the criteria for bullying behaviour
3. Identify any themes or motivating factors
4. Select and implement appropriate interventions for all pupils involved
5. Track, monitor and record effectiveness of interventions
6. Review outcome of interventions
7. Select and implement further intentions as necessary

Levels of Intervention when dealing with bullying behaviour

When dealing with incidents of bullying behaviour the school will ensure the appropriate type of intervention is chosen based on the NIABF Levels of Intervention (**Appendix 4**)

The school will support the child experiencing the bullying behaviour in the following ways:

1. By offering them the opportunity to talk about the experience
2. By contacting their parents/guardians
3. By offering continuing support such as pastoral care, counselling, identifying a key worker
4. By monitoring the situation closely

In Brookfield, 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.

Recording

Brookfield will centrally record all relevant information related to reports of bullying concerns including:

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

Records will be kept on the online SIMS Behaviour Management Module (Bullying Concern Assessment form- BCAF), 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 Education Authority'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.

The Preventative Curriculum

To counter bullying behaviour in any form, we in Brookfield, we will endeavour to:

1. Provide a school ethos in which positive attitudes and achievements are recognised, valued, respected and rewarded
2. Create an environment where all are afforded equal worth
3. Ensure that, as far as possible, the curriculum helps all pupils towards-
 - (i) an understanding of bullying behaviour
 - (ii) what to do if they feel they are experiencing bullying type behaviour
 - (iii) the development of appropriate coping skills
4. Actively promote co-operative behaviour and encourage all pupils to participate according to their ability
5. Ensure that adequate supervision is provided throughout all school areas during the school day
6. Sign up to the NI Anti-Bullying Week (NIABW)
7. Deliver assemblies and involve relevant agencies to promote personal safety, anti-bullying, internet safety, school rules and respect for all
8. Display anti-bullying posters
9. Encourage appropriate behaviours as outlined in our Positive Behaviour Policy

Professional Development of Staff

Brookfield is committed to the Continuous Professional Development of its staff, both teaching and non-teaching. Training will seek to be in line with the School Development Plan and other areas of staff's professional development. Training in Anti-Bullying Policy & Procedure will take place in line with annual Child Protection Training and revisited as necessary, in response to specific bullying concerns.

Monitoring and Review of Policy

In order to assess the effectiveness of these procedures, Brookfield School will review the policy with respect to the whole-school policy review schedule and in the light of bullying incidents. The policy will be updated and amended as required.

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

The Anti-Bullying Policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance.

Brookfield's Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, within 4 years of ratification by the Board of Governors.

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
- Health and Safety Policy
- Relationships and Sexuality Education (check circular!!!)
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits
- Staff Code of Conduct

APPENDIX 1

This policy is informed and guided by current legislation and DE guidance listed below.

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 ALC)
 - Requires that the policy be updated at least every four years.
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
 - '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

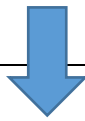
- United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
 - Be protected from discrimination. (A.2)
 - Express their views, in a supported and accessible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

APPENDIX 2

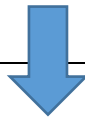
How a Parent can raise a Bullying concern

If I have a concern that my child is being bullied:

Contact your child's teacher and discuss the concern



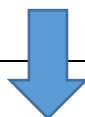
Contact your child's Head of Key Stage



Contact the Vice- Principal



Contact the Principal



If I still find the situation to be unsatisfactory, please follow Brookfield School's Complaints Procedures

APPENDIX 3

BULLYING NOTE OF CONCERN: BROOKFIELD SCHOOL – to be communicated immediately

CA/GA to report to class teacher

Class teacher to report to Head of Key Stage

Head of Key Stage to report to Safeguarding Team

IN THE FIRST INSTANCE, ANY CONCERN MUST BE IMMEDIATELY SHARED AS NOTED ABOVE.

THIS MUST BE DONE AT THE TIME OF THE CONCERN AND IN ADVANCE OF COMPLETION OF PAPERWORK. SHOULD ANY OF THESE STAFF BE UNAVAILABLE YOU MUST REPORT TO A MEMBER OF THE SENIOR LEADERSHIP TEAM.

REPORTING OF BULLYING CONCERNS CANNOT BE DELAYED

Name of pupil/s involved:	
Class:	
Day of the week:	
Full date:	
Time of incident/observation:	
Staff member completing the initial report/observation: (PRINT NAME)	
Position:	
Circumstances of incident/disclosure. (record location/setting/context)	
Parties involved, including any witnesses to an event. Record what was said or done and by whom.	
Action taken at time and by whom	
Details of any advice sought, from whom and when	
Any further action taken	
Signature of person making initial report/observation:	Date reported:

THE WRITTEN REPORT ABOVE MUST ALWAYS BE PASSED DIRECTLY AS NOTED:

CA/GA to report to class teacher

Class teacher to report to Head of Key Stage

Head of Key Stage to report to Safeguarding Team Member

Name of Class Teacher (PRINT):

Class Teacher's signature:

Date received by Class Teacher:

Time received by Class Teacher:

Class teacher's comments/action (if CA/GA reporting to class teacher):

Name of Head of Key Stage (PRINT):

Head of Key Stage's signature:

Date received by Head of Key Stage:

Time received by Head of Key Stage:

Head of Key Stage Comments/Action:

Safeguarding Team member to whom incident was reported (PRINT):

Safeguarding Team member's signature:

Date received by member of Safeguarding Team:

Time received by member of Safeguarding Team:

Action taken by member of Safeguarding Team:

Date of Assessment of Incident for Bullying Behaviour: _____

Staff present:

Position/Role:

Outcome:

Has incident been recorded on SIMS? _____

APPENDIX 4

4 intervention levels from 'Effective Responses to Bullying Behaviour' (NIABF)

INTERVENTION TABLES

Level 1 – Low Level Bullying Behaviour (Page 20 – 27)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions. If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern). Parents/carers will need to be informed of this decision.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	SCRIPTS: for use with individual pupils A Rights Respecting Script: This reminds the pupil who is bullying of everyone's right to be safe. Rule Reminder Script: This reminds the pupil who is bullying of the appropriate rule which has been broken. Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour. ONE-TO-ONE INTERVIEW INTERVENTIONS Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour. Restorative Questioning: The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents. Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences Shared Control Discussion: This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour. Think Time Discussion Sheet: Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.	Pupil whose reaction to the bullying behaviour represents a low level of concern. Few if any additional needs and risk factors are present at this stage.	- Informal chat to enable pupil to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention. Regular monitoring and review of situation by class/form teacher.

INTERVENTION TABLES

Level 2 – Intermediate Level Bullying Behaviour (Page 28 – 36)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan. If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2. Parents/carers will need to be informed of this decision and involved in providing support.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	SMALL GROUP INTERVENTIONS Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly. These interventions work best when staff are trained. Quality Circles: Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s). THE SUPPORT GROUP METHOD This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time. Solution Focused Support Group (p32) Individual Behaviour Support Plan (COP Stage 2/SENCO)	Pupil whose reaction to the bullying behaviour presents a higher level of concern. Some additional needs and risk factors may be present at this stage.	Meet to: - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practice coping skills (e.g. Fogging). - Strength-Building Plan for Pupil - If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

INTERVENTION TABLES

Level 3 – Complex Bullying Behaviour (Page 37 – 44)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
Following assessment, if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	INDIVIDUAL PUPIL INTERVENTION Monitoring by key member of staff. Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences. Social and Emotional Mentoring by an identified member of staff. Individualised strength and emotional well being building programmes eg: Conflict resolution Solution focussed conversations Empathy training, mood management, anger management Peer support/befriending/mentoring/mediation. The Method of Shared Concern (PIKAS) interview. PARENTAL INVOLVEMENT At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change. ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES Independent Counselling Service for Schools. Restorative meetings. Contact relevant ELB.	Pupil whose reaction to the bullying behaviour is severe. Many additional needs and risk factors present.	Individual Pupil Work - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Support Group Method. - PIKAS interview. Parental Involvement At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change. Additional advice/support from ELB Services and External Agencies Is there a need for parent to consult with GP about child?

INTERVENTION TABLES

Level 4 – High Risk Bullying Behaviour (Page 45 – 46)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator /SENCO/ Designated Teacher for Child Protection. Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.	Select whole-class approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons www.ccea.org.uk/	Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams. Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.	Pupil presenting with significant mental health, criminal and/or child protection concerns.	Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams.

