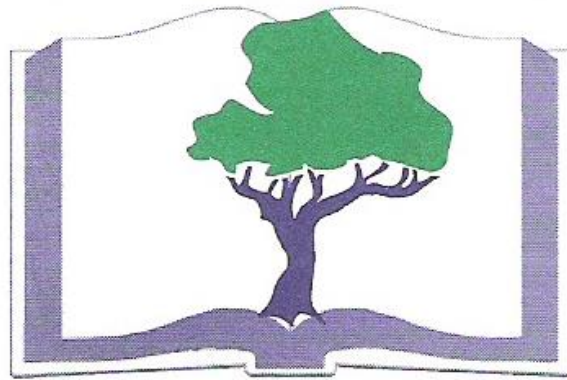


GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

GREENWOOD



PRIMARY SCHOOL

Anti-Bullying Policy

Updated January 2019

ANTI-BULLYING POLICY

1. Mission Statement

The mission statement for Greenwood

“Nurturing children for a life of learning”

encapsulates our belief that “care of the child” cannot be separated from “educating the pupil”.

The school aims to provide rich and varied learning experiences to promote the all-round development of the child, in a happy and caring environment. Central to the creation of this environment Greenwood Primary School and Nursery Unit aims:

- To develop attitudes and dispositions which will be the foundation for life-long learning.
- To develop each child’s capacity to gain competence in the key areas of Communication, Using Mathematics and Using ICT.
- To develop knowledge, skills and understanding in all Areas of Learning and enhance the children’s abilities in the Thinking Skills and Personal Capabilities.
- To help each child to thrive at a level appropriate to their stage of development, facilitating the development of their self-esteem, self-confidence and independence.
- To enable the children to respect and value each individual’s ideas and views, recognising we are all different.
- To enable the children to appreciate their personal contribution to the school community and begin to understand aspects of our local environment and the wider world.

2. Rationale for an Anti-Bullying Policy

We are committed to providing a supportive, caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. This is the ethos we wish to sustain. Bullying disrupts this ethos.

Bullying is unacceptable at our school. We promote positive behaviour and a strong work ethic amongst our pupils. It is regularly made clear that bullying is wrong and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This

means that anyone who knows that bullying is happening is expected to tell a member of staff.

This policy is designed to ensure that as a school we are alert to the signs of bullying and act promptly and firmly against it. All members of staff are responsible for maintaining an anti-bullying ethos.

Legislation from various bodies in Northern Ireland and the United Nations Convention on the Rights of the Child (UNCRC) dictate that bullying is appropriately dealt with in schools. This is positive, however whether local legislation or organisations dictate their views, in Greenwood we wish to be proactive against bullying irrespective of legislate. This is the main rationale for this document.

In accordance with the requirements of The Education and Libraries (Northern Ireland) Order 2003, DE Circular 2003/13: Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003 and in respect of the “Addressing Bullying in School Act” (Northern Ireland) 2016 the Board of Governors of Greenwood Primary School and Nursery Unit has adopted the following Anti-Bullying Policy within the framework of the school’s overall code of behaviour. This policy fully complies with the requirements of the Orders and Act in existence.

Specific articles of the 2003 legislation referring to the welfare and protection of pupils includes the following:

- Article 17 – Duty to Safeguard and Promote the Welfare of Pupils
- Article 18 – Child Protection Matters
- Article 19 – School Discipline: Measures to Prevent Bullying

Also, in addition to the 2016 Act, we have also been minded to take note of:

- Pastoral Care in Schools: Promoting Positive Behaviour (2001)
- Safeguarding and Child Protection in Schools (2017)

The Board of Governors and all school staff recognise the very serious nature of bullying and the negative impact that it can have on the lives of pupils and therefore all stakeholders are fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which
 - is welcoming of difference and diversity and is based on inclusivity
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment and
 - promotes respectful relationships across the school community.
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that
 - build empathy, respect and resilience in pupils

- explicitly address the issues of cyber-bullying and identity-based bullying.
- Effective supervision and monitoring of pupils
- Support for staff
- Consistent recording, investigation and follow-up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the Anti-Bullying Policy

3. Aims

The Anti-Bullying policy aims to:

- Protect the child experiencing bullying; their needs are paramount.
- Change the behaviour of the child who is displaying the bullying behaviour.
- Ensure all children are free from fear and worry.
- Promote a whole school approach to raising awareness of bullying.
- Create an atmosphere where children feel confident about speaking out if they feel they are being bullied by others.
- Develop and implement a programme and strategies to prevent bullying taking place.
- Clarify procedures to be followed by staff who work in the school, parents and pupils in relation to a bullying incident.
- Set down clear procedures to be followed in investigating bullying incidents.
- Set down clear procedures for remedying bullying.
- Ensure children and parents know we take allegations of bullying seriously.

4. Defining Bullying

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as:

“The repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others.”

The Department of Education defines bullying as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.”

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

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.

In each of these definitions the word “**repeated**” is used. Bullying is not simply two children falling out with each other or an isolated incident, rather a persistent occurrence of the issues listed below by one child/group of children towards another.

5. Bullying Behaviours

To clarify, we understand that bullying is intentional negative behaviour i.e. verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. Pupils may be targeted on the basis of race, religion, culture, gender, perceived sexual orientation.

The following types of bullying behaviour are included in the definition of bullying:

Physical	Includes 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 and spreading rumours.
Indirect	Includes isolation, refusal to work with/talk to /play with/help others.

Themes of Bullying

Disability	Like other types of bullying, disablist bullying can take many different forms and happen online, via phone or in the physical world. Examples of disablist bullying can include: <ul style="list-style-type: none"> ○ Being called names linked to a disability/additional need. ○ Being left out because of their perceived or actual disability/additional need. ○ Being spat at or kicked because of their perceived or actual disability/additional need.
Cyber	Cyber bullying is bullying behaviour that is displayed through mobile devices/smart phones or the internet. This could include: <ul style="list-style-type: none"> ○ Hurtful, embarrassing or threatening material posted online (e.g. on social network websites). ○ Nasty messages sent as texts, emails or other websites or apps. ○ Being excluded from an online game. ○ Fake profiles on a social network to make fun of others.
Homophobic	Like other types of bullying, homophobic bullying can take many different forms and can happen online, via phone or in the physical world. Examples of homophobic bullying can include: <ul style="list-style-type: none"> ○ Calling someone names, teasing or humiliating them using homophobic language. ○ Hitting, kicking, punching or physically hurting someone. ○ Mocking or imitating someone's voice, mannerisms, etc. ○ Refusing to work or cooperate with someone because of their real or perceived sexual orientation. ○ Vandalism of property, offensive graffiti or displaying symbols. ○ Outing someone (telling their family and/or friends they are lesbian, gay or bisexual, whether they are or not) or spreading rumours about their sexual orientation.

	<ul style="list-style-type: none"> ○ Inappropriate sexual comments or gestures.
Racist	<p>Racist bullying occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on:</p> <ul style="list-style-type: none"> ○ The colour of their skin. ○ Their cultural and religious background or traditions. ○ Their ethnicity or perceived ethnicity.
Sectarian	<p>Like other types of bullying, sectarian bullying can take many different forms and happen online, via phone or in the physical world. Examples of sectarian bullying can include:</p> <ul style="list-style-type: none"> ○ Calling someone names, teasing or humiliating them using sectarian language. ○ Hitting, kicking, punching or physically hurting someone. ○ Making fun of someone's traditions associated with one culture (e.g. GAA sports, Orange Order parades, etc.). ○ Refusing to work or cooperate with someone because of their real or perceived religious or cultural background. ○ Vandalism of property, offensive graffiti or displaying symbols purposefully to make someone feel unwelcome.

6. Preventative Measures to Create a Bully Free Ethos

The 2003 Statutory Requirements (Education and Libraries NI Order) requires school to “encourage good behaviour and respect for others” and, in particular to prevent all forms of bullying.

The Addressing Bullying in Schools Act (Northern Ireland) 2016 states that schools must “determine the measures to be taken at the school”. This applies whether the pupil is:

- On the premises of the school during the day.
- Travelling to or from the school during the school term.
- In the lawful control or charge of a member of the staff of the school.
- Receiving educational provision arranged on behalf of the school and provided elsewhere.

A school-wide approach (involving school management, staff, parents and pupils) to dealing with the problem of bullying behaviour is a key effective element of our practice. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community. In Greenwood Primary School and Nursery Unit we aim to promote an anti-bullying culture and we are constantly striving to develop a school climate in which bullying is seen as unacceptable.

We aim to achieve this by:

- Being a caring school in which pupils are encouraged to express their feelings, fears and concerns and feel safe to do so.
- Modelling language of “Please stop. I don’t like that”.
- Promoting school wide rules concerning Positive Behaviour expectations (e.g. classroom posters, displays, incentives, pupil awards, school assemblies).

- Using visuals and modelling positive language of making a good choice.
- Using the school curriculum which addresses prejudice, discrimination and social and emotional learning. e.g. PDMU curriculum.
- E-Safety lessons from Primary 1 to Primary 3.
- Using Circle Time.
- Participating in an annual Anti-Bullying/Friendship Week.
- Using NSPCC “Speak out, Stay Safe” workshops.
- Distributing the Anti-Bullying Policy to all parents/carers and staff.
- Displaying posters around the school – Child Protection posters and Child Line posters and contact numbers.
- Using the Staff Photograph Board – awareness raising of who to contact.
- Using assemblies to celebrate achievements.

7. Procedures for Dealing with Incidents of Bullying

Every incident of bullying that the staff become aware of will be taken seriously.

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the pupil who has been bullied.
3. Change the attitude and behaviour of the person/s displaying the bullying behaviour.

Four Levels of Intervention

- Level 1 – Low Level Bullying Behaviours. Minor or first-time occurrence.
- Level 2 – Intermediate Level Bullying Behaviours (Should be immediately brought to the attention of the class teacher and reported to the Principal). Bullying behaviour continues or the bullying is considered more severe.
- Level 3 – Complex Bullying Behaviours (Should be immediately brought to the attention of the Principal). Child who is displaying bullying behaviour is resistant to change.
- Level 4 – High Risk Bullying Behaviours (Should be immediately brought to the attention of the Designated Teacher and Principal) Child who is displaying bullying behaviour presents with significant concerns including mental health, criminal and/or child protection concerns.

Signs of Bullying

A child may indicate by sign or behaviour that he/she is being bullied. Adults should be aware of these possible signs:

- being frightened to walk to and from school
- asking to be taken to school
- changing their usual route to school
- developing a pattern of headaches, stomach aches etc.
- having possessions which are damaged or go missing

- comes home with clothes torn or damaged
- unexplained bruising or cuts
- asking for/beginning to steal money
- crying for an unknown reason or crying themselves to sleep
- start wetting the bed
- having nightmares
- threatening/attempting suicide
- poor attention and concentration in class
- change in behaviours
- change in mood – becoming quiet, withdrawn, anxious
- deterioration in behaviour as child tries to impress
- work in class deteriorates
- refusal to come to school
- increased absences from school
- starting to stammer
- starting to hit other children
- refusal to say what is wrong

Alternatively, and equally as likely, these behaviours could signal many other discontents a child might have.

Responding to a Bullying Concern

All staff should adopt a positive mind set when responding to bullying concerns and follow school procedures meticulously.

They should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Confronting pupils who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important factors when managing a bullying situation:

1. **Be calm.** It is important to be clear thinking and emotionally in control.
2. **Be positive.** Have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that a teacher/assistant cares.
3. **Be assertive.** Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been bullied.
4. **Be confident.** It is important to trust that you will be successful in implementing practices that can have an impact on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil.

Ensure that the specific behaviour is in fact bullying behaviour which conforms to the school's agreed definition of bullying as identified in this document.

Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.

Procedure

The school's response to any suspected or reported bullying will include:

1. Building a Picture

We will:

- establish the location, time and date of the incident;
- establish the type of bullying and the sequence of events: and
- identify those involved.

2. Dealing with the Child Displaying Bullying Behaviour

We will:

- react promptly and fairly;
- take action to modify the child's behaviour;
- take action that clearly demonstrates bullying is unacceptable;
- record all incidents of bullying and the measures taken; and
- monitor the progress made by the child who displayed the bullying behaviour.

Restorative Measures

To ensure that pupils who are exhibiting bullying behaviours are dealt with appropriately it is necessary to work with these pupils to try to help them change their unacceptable behaviour.

An appropriate adult should speak calmly with the child and use the five self-reflective restorative questions listed below:

Adult Questions
1. Tell me what happened?
2. What were you thinking that led you to behave that way?
3. Who has been affected by what you have done?
4. Can you tell me how that person has been affected by your behaviour?
5. What do you think you need to do to make things right?

NOTE: The wording of questions should be amended to suit the age and stage of development of our young children.

3. Applying Sanctions

Graded sanctions will be applied progressively according to the seriousness and persistence of the bullying.

- Discussion with the pupils involved – it will be made clear that their behaviour is unacceptable and efforts will be made to try to get the child to see the situation from the perspective of the pupils being bullied;
- Discussion with parents;
- Withdrawal of privileges such as playtime, jobs, after-school activities; etc;
- Exclusion from school at lunchtime;
- Suspension; and
- Expulsion.

4. Supporting the Victim

Victims must never suffer in silence. They are encouraged to talk to someone they can trust.

We will:

- investigate any incident;
- take the problem seriously;
- interview the child displaying the bullying behaviour and the victim separately;
- obtain an apology from the child displaying the bullying behaviour;
- decide on appropriate action;
- keep a record of the incident, the action taken and interviews;
- contact the parents in all but superficial incidents;
- keep staff aware of proceedings;
- monitor the effectiveness of action taken; and
- hold follow-up meeting with the victim's family to discuss progress.

8. Responsibilities of Stakeholders

Responsibilities of Staff

Our staff will:

- Foster in our pupils self-esteem, a sense of their rights and their responsibilities to others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Set out clearly the expectations of behaviour in classrooms and the playground.
- Work collaboratively with all members of the school community developing positive partnerships with parents/carers.
- Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour.
- Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
- Be alert to the signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and respond appropriately.

- Follow up any complaint by a parent/carer about bullying, and report back promptly and fully on the action which has been taken.
- Respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change in accordance with agreed procedures.
- Notify school leadership of bullying incidents.

Responsibilities of Pupils

We expect our pupils to:

- Follow the school's code of conduct and school rules.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive of others.
- Refrain from becoming involved in any kind of bullying behaviour, even at the risk of occurring temporary unpopularity.
- Report any concerns or instances of bullying witnessed or suspected, to a member of staff to dispel any climate of secrecy and help to prevent further instances. – **TELL SOMEONE.**

Anyone who becomes the target of bullies should:

- Be encouraged to speak out to a responsible and trusted adult.

Responsibilities of Parents/Carers

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

- Working in partnership with the school.
- Discouraging behaviours which might be considered as bullying.
- Accepting their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Contacting the school to arrange an appointment with an appropriate member of staff to discuss concerns.
- Advising their children to report any bullying to the class teacher, Principal or any trusted adult and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying behaviour.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Keeping written records on any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their child is involved in a bullying concern, to resolve the difficulty in a way which stops the behaviour recurring and meets the needs of all children.

9. Professional Development for Staff

Staff training has been carried out as follows:

- Child Protection Training – annually
- RTU Anti-Bullying Summer School Course – August 2012 (Principal)
- Incredible Years – 1 day course – August 2018 (Principal)
- Positive Behaviour INSET: 2017/2018 and 2018/2019

10. Monitoring and Review

This policy has been formulated in consultation with staff, pupils and parents. It has been approved by the Board of Governors and it is the intention of the staff to review and update it regularly, in line with current best practice (i.e. biannually). The Principal, Senior Leadership Team and Designated Teacher for Safeguarding and Child Protection will monitor the implementation and effectiveness of the policy.

It is important to remember that staff, pupils and parents/carers have an active part to play in the implementation and the maintenance of this policy.

This Policy will be reviewed every 2 years or earlier if necessary.

(Date of Next Review: January 2021)

Signed by Governors

Signed: _____ Principal

Signed: _____ Chair, Board of Governors

Date: _____

Ratified by Board of Governors: 15th January 2019

Original signed copy held in Principal's Office.

Bullying Concern Assessment Form

PART 1 – Assessment of Concern

Date _____

Definition of Bullying:

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as:

“The repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others.”

The Department of Education defines bullying as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.”

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

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	DOB/Year Group (if Pupil)
Person(s) reporting concern		M / F	
Name of targeted pupil(s)			
Name of Pupil(s) involved			
Does the behaviour involve?			
<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			

Type of incident and Theme (if applicable):

Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)

Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)

Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)

Disability (related to perceived or actual disability)

Cyber (through technology such as mobile phones and internet)

Homophobic (related to perceived or actual sexual orientation)

Racist (related to skin colour, culture and religion)

Sectarian (related to religious belief and/or political opinion)

Other _____

Is there persistence/recurrence of this behaviour?	Yes/No
Is it targeted behaviour?	Yes/No
Is there a power imbalance?	Yes/No
Is it intentionally hurtful behaviour?	Yes/No
Does this incident meet the school's agreed definition of bullying?	Yes/No

Check records for previously recorded incidents

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

PART 2 – Details of interventions to be implemented in response

Date: _____ Name of person completing this section: _____

2.1 PUPIL(s) WHO HAS BEEN BULLIED:

REFER TO LEVEL 1- 4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

Peer group _____

Whole class _____

On-going support/monitoring to be provided _____ (daily,

weekly) by _____ (named staff) and will be formally

reviewed by _____ (date)

Have parent(s) been informed/involved? Yes/No (Give details)

Referral to other agencies – if yes please specify

Any other details (please specify)

2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:

REFER TO LEVEL 1- 4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

Provide outline details of the level and type of intervention with:

- Individual _____
- Peer group _____
- Whole class _____

On-going support/monitoring to be provided _____ (daily,
weekly) by _____ (named staff) and will be formally
reviewed by _____ (date)

Have parent(s) been informed/involved? Yes/No (Give details)

Referral to other agencies – (if yes please specify)

Any other action (please specify)

Suspension Expulsion Other (please specify)

PART 3 ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1- 4 INTERVENTIONS

Date	Details of Intervention	Action Required/Taken (Dated and Signed)

Name and designation of the teacher completing this form:

Signed: _____ Date: _____

PART 4 STATUS OF CONCERN

This concern is now resolved: yes

Copied to _____

Filed (Interventions complete, issue resolved, record maintained)

When concern is not resolved:

Further intervention / Required

Review information and action to date

Refer to VP/Principal/Head of Pastoral Care

Re-assess Level of Interventions; Implement other strategies from appropriate level

Assign tasks, record and monitor as in Part 2 & 3

Name and designation of the teacher completing this form:

Signed:

Date:

Northern Ireland Anti-Bullying Intervention Flow Chart



NOTE: It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs. The intervention levels do not need to be worked through from Level 1 to Level 4; rather interventions are accessed at a level appropriate to the individual need.

Intervention Strategies for Dealing with Incidents of Bullying Behaviour

SCRIPTS

- ❖ **Rights Respecting Script:** This reminds the pupil who is engaging in the bullying behaviour of everyone's right to be safe.
- ❖ **Rule Reminder Script:** This reminds the pupil who is engaging in the bullying behaviour 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.
- ❖ **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 pupils 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 and Review Meetings:** 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.

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.

- ❖ **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 Leadership 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:** Traditional approaches to bringing about change in bullying situations are often based on a problem-solving model. The Solution Focused approach is substantially different in that the focus of attention and action is on bringing about the preferred state of affairs, by exploring existing strengths and personal qualities that will further develop a solution.

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 e.g.
 - Conflict resolution
 - Solution focused conversations
 - Empathy training, mood management, anger management.
- ❖ **Peer support/befriending/mentoring/mediation.**
- ❖ **The Method of Shared Concern (PIKAS) interview:** The Method of Shared Concern aims to change the behaviour of pupils involved in bullying incidents and improve the situation of the pupil being bullied. The method employs a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents. Each pupil involved in the bullying incident participates in a series of individual discussions with a staff member, beginning with the pupil who engaged in the bullying behaviour. Clearly defined steps are used to reach a point where the pupil displaying the bullying behaviour agrees that the pupil bullied is having a difficult time. The pupil is then encouraged to suggest and try out ways of helping to improve the situation for the pupil being bullied. The pupil being bullied is also provided with the opportunity to discuss the incident and encouraged to consider ways in which they can improve their own situation, if appropriate.

PARENTAL INVOLVEMENT

It is most likely that parents/carers will have already been contacted and are working in partnership with the school and/or with external agencies to effect change.

ADDITIONAL ADVICE/SUPPORT FROM EANI SERVICES AND EXTERNAL AGENCIES

- ❖ Independent Counselling Services for Schools
- ❖ Restorative meetings. Contact EANI

REFER TO INVESTIGATIVE AGENCIES

- ❖ PSNI
- ❖ Health and Social Care Trust
- ❖ Gateway Teams

POSITIVE DISCIPLINE POLICY

Refer to the school's Positive Behaviour Policy and scheme for suspension and expulsion of pupils.