

Ashfield Girls' High School



“Each different. Each talented. All valued.”

Anti-Bullying Policy

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Executive Summary

The Anti-Bullying Policy outlines Ashfield Girls' High School's comprehensive approach to addressing and preventing bullying. Developed following statutory guidance and best practices, this policy aims to create a safe and supportive atmosphere conducive to learning and personal growth for all students.

Key components of this policy include a clear definition of bullying behaviour, which encompasses various forms such as physical, verbal, and cyberbullying. It emphasises the school's commitment to promoting positive relationships and fostering mutual respect among students, staff, and the wider community.

The policy outlines procedures for reporting incidents of bullying, ensuring that all concerns are taken seriously and addressed promptly. It outlines the roles and responsibilities of different stakeholders, including students, staff, parents, and governing bodies, in preventing and responding to bullying effectively.

Furthermore, the document highlights the school's proactive measures to raise awareness of bullying issues and educate students about respectful behaviour through the Preventative Curriculum.

The Anti-Bullying Policy underscores Ashfield Girls' High School's dedication to maintaining a safe and inclusive learning environment where every individual feels valued and supported. By fostering a culture of respect and empathy, the school strives to empower students to stand up against bullying and contribute positively to their school community.



Section A (Aims of the Policy)

The aim of this policy is based upon the requirements of The Addressing Bullying in Schools Act (Northern Ireland) 2016.

This:

- Provides a legal definition of bullying.
- Explains the duty of 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 the control of school staff, but away from school (e.g. school trip)
 - When receiving education organised by school but happening elsewhere (e.g. in another school in the Area Learning Community)
- Requires that the policy be updated at least every four years.

At Ashfield Girls' High 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.

The Anti-Bullying Policy applies at all times whilst in school, when travelling to / from school in school uniform and whilst on Educational Visits.



Section B (Legislative Context and Linked Policies)

The Addressing Bullying in Schools Act (Northern Ireland) 2016
The Education and Libraries Order (Northern Ireland) 2003
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 Relationships and Sexuality Education (Northern Ireland) (Amendment) Regulations 2023
Equality Act 1995
Children's Services Co-operation Act (2015)
Special Educational Needs and Disability Order (2005)
The United Nations Convention on the Rights of a Child (1998)

DENI: Pastoral Care in Schools: Promoting Positive Behaviour (2011)
DENI: Every School a Good School (2009)
DENI: Every Child (2023)
ETI: Inspection and Self-Evaluation Framework (2017)
Children and Young Peoples' Emotional Health and Wellbeing Framework (2021)
Children and Young People's Strategy 2020-2030
Safeguarding and Child Protection in Schools (Updated September 2023).
DENI Circular 2021/13 – Restraint and Seclusion
DENI Circular 1998/25 – Promoting and Sustaining Good Behaviour in Schools: Summary of New Legislative Provisions
DENI Circular 2015/19 – Notification of Pupil Suspension to the Education Authority
DENI Good Behaviour At School leaflet: <https://www.education-ni.gov.uk/sites/default/files/publications/de/english.pdf>
Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties (2014)
Northern Ireland Anti-Bullying Forum Resources: <http://www.endbullying.org.uk>
DENI Circular 2024/1 - Guidance on Amendments to The Relationships And Sexuality Education (RSE) Curriculum Content
DENI Circular 2015/22 - Relationship and Sexuality Education Guidance
DENI Circular 2013/16
CCEA Relationships and Sexuality Education Guidance (2019)

Linked Policies

Safeguarding and Child Protection Policy
Behaviour for Learning and Positive Behaviour Policy
Special Educational Needs Policy
Use of Reasonable Force Policy
Health and Safety Policy
Positive Behaviour Policy
Educational Visits Policy
E-Safety Policy
Mobile Devices Policy
Pupil Wellbeing Policy



Section C (Policy and Procedures)

At Ashfield Girls' High 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.

The Anti-Bullying Policy applies at all times whilst in school, when travelling to / from school in school uniform and whilst on Educational Visits.

As outlined in the Behaviour for Learning and Positive Behaviour Policy, we expect all members of our school community to:

- Be Respectful
- Be Responsible
- Be Ready

Ashfield Girls' High School consider bullying to be ***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.***



Bullying: Definition

Ashfield Girls' High School consider bullying to be:

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

Addressing Bullying in Schools Definition of “bullying”:

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.

While bullying is usually repeated behaviour, there may be instances of one-off incidents that the school will consider as bullying.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

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

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



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

Verbal or written acts	Physical acts	Omission (Exclusion)	Electronic Acts
Saying mean and hurtful things to, or about, others	<i>Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.</i>	Leaving someone out of a game	Using online platforms or other electronic communication to carry out many of the written acts noted above
Making fun of others	Hitting	Refusing to include someone in group work	Impersonating someone online to cause hurt
Calling another pupil mean and hurtful names	Kicking		Sharing images (e.g. photographs or videos) online to embarrass someone
Telling lies or spread false rumours about others	Pushing		
Trying to make other pupils dislike another pupil/s	Shoving		
	Material harm, such as taking/stealing money or possessions or causing damage to possessions		

Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.

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



Anti-Bullying Policy

There may be various motivations behind bullying, including those named in the Act. These include, but are not limited to:

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

Bullying behaviour is an emotive issue; therefore, we must 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 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 Measurers

At Ashfield Girls' High School, we aim to create a safe learning environment, and prevent and challenge bullying behaviour.

Examples of these preventative steps include:

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 e.g. 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 Learning for Life and Work curriculum (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)

Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.

Through the preventative curriculum actively promote positive emotional health and wellbeing (e.g. resilience building)

Participation in the NI Anti-Bullying Forum annual Anti-Bullying Week activities

Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, etc.

Development of peer-led systems (e.g. Student Council) to support the delivery and promotion of key anti-bullying messaging within the school

Development of effective strategies for supervision, e.g. training for lunchtime supervisors, split lunches, inclusion of specific resources (The Sanctuary) and provision of lunch clubs 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 (e.g. break time, lunch)

Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.

While many of the measures outlined above will support the development of an anti-bullying culture, there are several ways school can further build upon this specifically on the journey to and from school.

This includes:

Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.

Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses, trains and ferries, and for those walking.

Regular engagement with transport providers (e.g. Translink, Belfast Bus Company, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.

Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (e.g. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.

Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/bus stops, where appropriate)

The legislation also gives schools the authority to take steps 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 the pupil's education at school.



Bullying Behaviour Online

Ashfield Girls' High School will raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way.

This may include:

- Addressing key themes of online behaviour and risk through the Learning for Life and Work and Information Communication Technology Curriculums, 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 (e.g. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- Development and implementation of robust and appropriate policies in related areas (e.g. Acceptable Use of the Internet Policy, Mobile Devices etc.)



Responsibility

Everyone has the responsibility for creating a safe and supportive learning environment for all members of the school community.

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

- foster positive self-esteem.
- behave towards others in a mutually respectful way.
- model high standards of personal pro-social behaviour
- be alert to signs of distress and other possible indications of bullying behaviour.
- inform the school of any concerns relating to bullying behaviour.
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour.
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed.
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken.
- know how to seek support – internal and external.
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.



Reporting a Bullying Concern

This section outlines the various ways in which pupils, parents and anyone else with concerns can make these known to the school.

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

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report.

However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and her parents/carers.

Reporting a Concern: Pupils

Whilst there are key pastoral staff in school with responsibility for addressing bullying behaviour, we encourage pupils to raise concerns with any member of staff, including teaching and non-teaching staff.

Pupils may wish to raise concerns by:

Here are some of the ways that pupils can report bullying concerns, including:

- Verbally – talking to a member of staff
- By writing a note to a member of staff
- By sending an email/online contact form to a member of staff

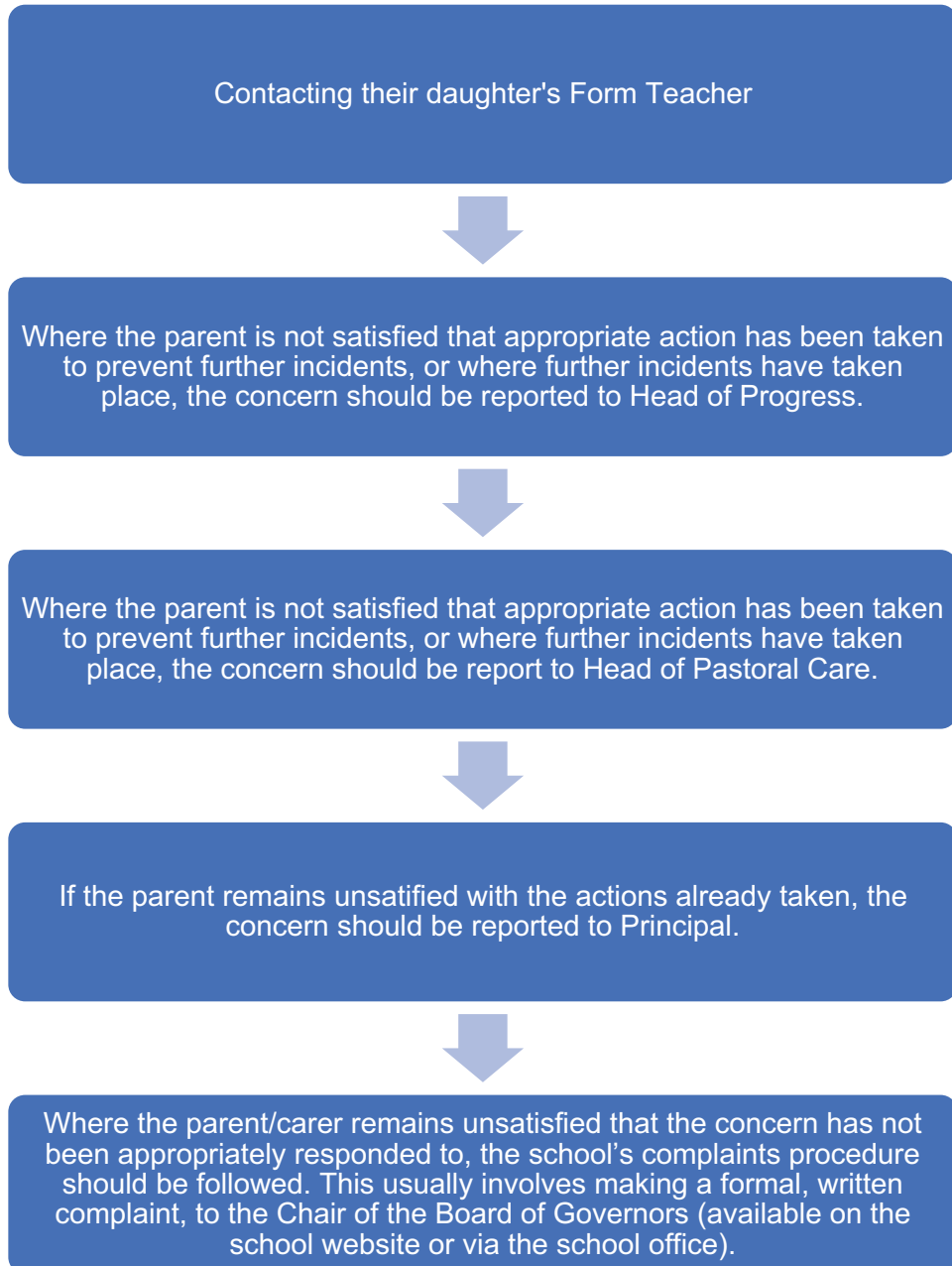
ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. We encourage all members of our school community to 'get help' if they have a concern about bullying that they experience or is experienced by another.



Reporting a Concern: Parents / Carers

Parents and carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. We encourage parents/carers of the need to encourage their child to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Parents can raise a concern about alleged bullying behaviour by:



The Northern Ireland Anti-Bullying Forum (NIABF) have created a parent toolkit, which is a helpful resource for parents. It can be found here:

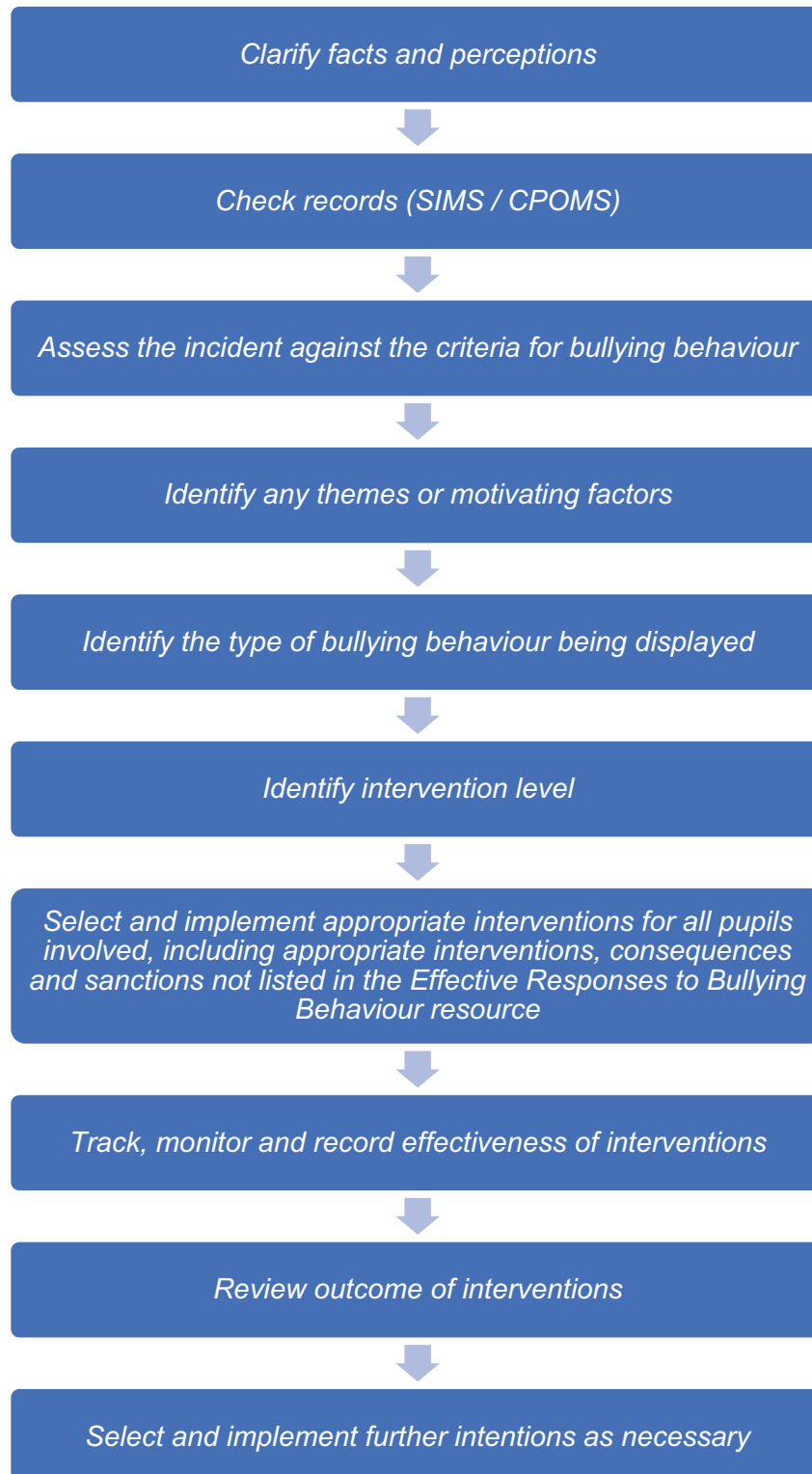
<https://www.education-ni.gov.uk/sites/default/files/publications/education/NIABF-Parent-Carer-Toolkit.pdf>



Responding to a Bullying Concern

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

Using the NI Anti-Bullying Forum's (NIABF) 'Effective Responses to Bullying Behaviour resource', the member of staff responsible shall:





Interventions and Sanctions

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, following those outlined in the Behaviour for Learning and Positive Behaviour Policy.

Any action taken / sanction given regarding a pupil cannot be disclosed to anyone other than that pupil and her parents/carers.

Recording

The school will centrally record all relevant information related to reports of bullying concerns, including:

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

Records will be kept on online 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 (GDPR) and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of Anti-Bullying Policy and practice within the school.

Professional Development of Staff

Ashfield Girls' High School recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff.

This includes:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- Continued Professional Development /Performance Review and Staff Development records will be kept and updated regularly



Section D (Roles and Responsibilities)

Board of Governors:

- Have a written Anti-Bullying Policy in place.
- Outline the strategies to be followed should a bullying behaviour concern occur.
- Ensure that the expected standards of Behaviour for Learning and Positive Behaviour are upheld.
- Ratify the policy and ensure that it is reviewed every two years, or when guidance changes.
- Monitor the effectiveness of the policy.
- 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.

Principal:

- Has operational responsibility for the policy and its implementation.
- Ensure that the policy follows the appropriate DENI guidance.
- Ensure that staff are aware of the policy and its procedures.
- Ensure that the policy follows the appropriate DENI guidance.
- Provide professional learning opportunities.
- Ensure that the application of the policy is consistent and fair.
- Ensure that responses are provided, including by other staff, about any concerns about bullying behaviour.
- Ensure the review of this policy, updating it when there is new guidance.

Vice-Principals:

- Ensure that the procedures outlined in this policy are followed – fairly and consistently.
- Provide professional learning about bullying behaviour and the processes to follow when responding to concerns.
- Ensure that Preventative Curriculum is being delivered, to ensure pupils are equipped to respond to challenges they may face.
- Support staff when dealing with bullying behaviour concerns.
- Monitor and evaluate the policy's effectiveness and ensure that it is being followed.
- (Pastoral) report annually to governors about any changes
- (Pastoral) review the policy, updating it when there is new guidance released
- (Pastoral) ensure the completion of the Education and Training Inspectorate's Annual Safeguarding Proforma, which identifies the number of bullying concern incidents.



Staff:

- To demonstrate professional conduct.
- To demonstrate and role model the 3Rs behaviour (respectful, responsible, ready).
- To promote and safe and caring environment.
- Are aware of this policy, linked policies, and their application.
- To be fair and consistent.
- Manage behaviour both inside and outside of the classroom.
- Should communicate the school expectations, routines, values and standards.
- To respond promptly to any bullying concern raised by pupils or parents.
- To listen and value pupils contributions.
- Continuous monitoring and evaluation.
- To prepare pupils for adult life.
- To promote and instil life-long learning.

Parents:

- Should be aware of the contents of this policy (and linked policies) and support it.
- Encourage their child to display '3R' (respectful, responsible, ready) behaviour/
- Encourage their child to follow the school rules.
- Should report any concerns they may have regarding the behaviour of their child, promptly, especially about potential bullying behaviour.
- Should report any concerns they may have regarding the behaviour of another child, promptly.
- Adjust their behaviour towards staff.
- Accept that rules at home may differ from agreed rules in school – school rules apply to all.

Pupils:

- Should be aware of the school rules – available in their planner.
- Should demonstrate the 3Rs
- Should be aware of the expected high standards of positive behaviour and how this affects the rights of others.
- Should report any concerns about bullying behaviour towards themselves or others.
- Treat others with respect and value all members of the school community.
- Accept ownership of their own behaviour and learning and develop the skill of working independently
- Respect school property
- Reflect on their own behaviour.



Section E (Consultation, Communication, Monitoring and Evaluation of the Policy)

This policy has been developed in consultation with governors, staff, pupils and parents.

The policy will be monitored via a range of methods. It is based on addressing presenting issues, established by a range of methods including following Department of Education Northern Ireland guidance, pupil surveys, pupil discussions, those raised at Student Council meetings and parent discussions.

The Anti-Bullying Policy will be reviewed by all stakeholders and, if required, updated:

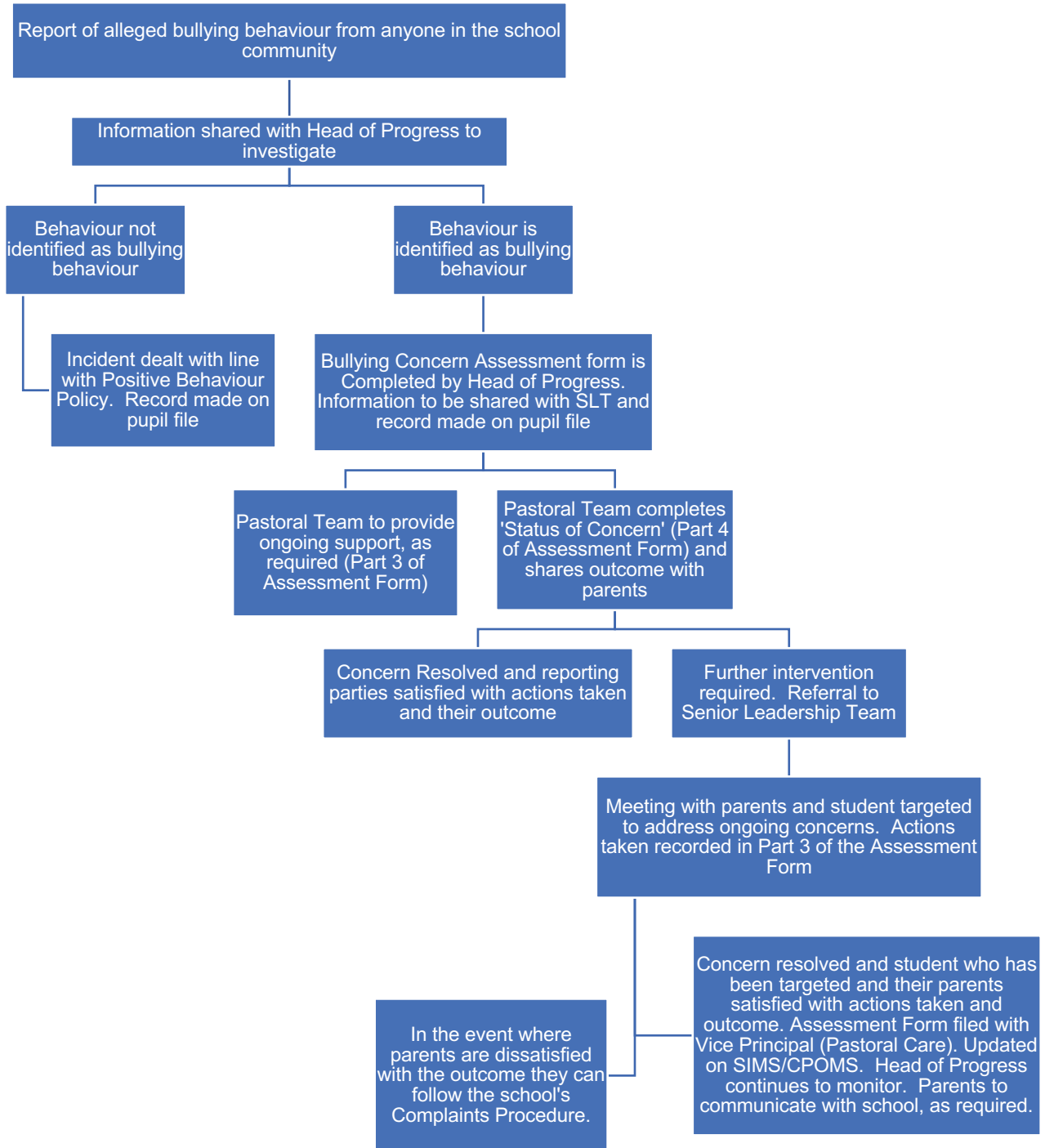
- following any incident which highlights the need for such a review.
- when directed to by the Department of Education Northern Ireland and in light of new guidance.
- Every two-years (as identified on the front cover of this policy).

To appropriately monitor the effectiveness of the policy, the Board of Governors shall:

- be updated regularly on any regulation changes, respective of behaviour in school
- identify current issues, trends and priorities for action.
- assess the effectiveness of strategies aimed at ensuring that pupils' needs are met in relation to Positive Behaviour.

Appendix 1 – Application of the Anti-Bullying Policy

Ashfield Girls’ High School reserve the right to modify this process and/or stage of entry as deemed appropriate by the Senior Leadership Team or as circumstances require.





Appendix 2 – Support Services

Pupils and parents can contact the following organisations for information and support.

<p>Northern Ireland Anti-Bullying Forum 028 9087 5006 http://www.niabf.org.uk</p>	<p>Kidscape 020 7730 3300 www.kidscape.org.uk</p>	<p>Familyworks Counselling 028 9182 1721.</p>	<p>National Child Protection Helpline 0800 800 500</p>
<p>NSPCC Helpline: 0808 800 5000 www.nspcc.org.uk</p>	<p>Parents' Advice Centre 028 9023 8800</p>	<p>Parenting NI 0808 8010 722 www.parentingni.org</p>	<p>Lifeline 0808 808 8000 www.contact.org</p>
<p>Childline 0800 1111 www.childline.org.uk</p>	<p>CEOP The Centre for Exploitation and Online Protection www.ceop.gov.uk</p>	<p>Thinkuknow www.thinkuknow.co.uk</p>	<p>Kidsmart www.kidsmart.org.uk</p>
<p>Chat Danger www.chatdanger.com</p>	<p>Internet Watch Foundation www.iwf.org.uk</p>	<p>Urzone website www.urzone.com</p>	<p>Police Service of Northern Ireland 101 www.psni.police.uk</p>



Appendix 3: Bullying Concern Assessment Form

Pupils Involved	Role	Incident Date	DOB	Year and Reg

Incident	
Incident Date	
Bullying Concern	Yes / No



PART 1 - Assessment of Concern

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

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by target

Date	Information gathered	Location (stored)

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

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

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO

Does the behaviour involve omission? (*may not always be present)

YES / NO

YES the above criteria have been met and bullying behaviour has occurred.

The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form

NO the above criteria have not been met and bullying behaviour has not occurred.

The criteria having not been met, proceed to record the details in CPOMS/SIMS. Use the Positive Behaviour Policy, continue to track and monitor to ensure the behaviour does not escalate.

Agreed by

Status

Date

--	--



Part 2

2.1 Who was targeted by this behaviour?

Select one or more of the following:

- Individual to individual 1:1
- Individual to group
- Group to individual
- Group to group

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- Any other physical contact which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written Other Acts (please specify)

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstance (pregnancy, marital status, young carer status)
- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other

Part 3a: Record of Support and Interventions for Pupil Experiencing Bullying Behaviour:

Refer to school anti-bullying policy and to level 1-4 interventions in effective responses to bullying behaviour

Pupil Name	
Year Group / Class	
Parent/ carer informed	Yes / No
Date	
By whom	
Staff Involved	

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

Record of participation in planning for interventions	
Pupil	
Parent / Carer	
Other Agencies	



Part 3b: Record of Support and Interventions for Pupil Displaying Bullying Behaviour

Refer to school anti-bullying policy and to level 1-4 interventions in effective responses to bullying behaviour

Pupil Name	
Year Group / Class	
Parent/ carer informed	Yes / No
Date	
By whom	
Staff Involved	

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

Record of participation in planning for interventions	
Pupil	
Parent / Carer	
Other Agencies	

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



Part 4 - Review of Bullying Concern and Actions to Date

Date of Review Meeting	
<p>4a - Following the Review Meeting, to what extent have the success criteria been met?</p> <p><input type="checkbox"/> Fully</p> <p><input type="checkbox"/> Partially</p> <p><input type="checkbox"/> Further intervention/support required</p> <p>Give details:</p> <hr/> <hr/> <hr/>	

Agreed by:	
School	Signed
	Dated
Parent / Carer	Signed
	Dated
Pupil	Signed
	Dated



Challenging girls today; creating women of value in the future



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