

Ashfield Girls' High School



“Each different. Each talented. All valued.”

Anti-Bullying Policy



Author(s)	Mrs B Cripps - Head of Pastoral Care
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Anti-Bullying Policy



Anti-Bullying Policy

“Each Different, Each Talented, All Valued.”



School Mission Statement

Challenging women today; creating woman of value for the future.

School Ethos / Culture

Ashfield Girls' High School believes that every pupil is capable of reaching their potential and can only do this by contributing fully, and achieving enjoyment from their involvement, in the life of the school.

The school recognises that this can only be achieved by creating an atmosphere where every pupil wishes to attend school and does attend school because they feel valued and secure. This policy is one of a number of interrelated policies which are concerned with pupils' behaviour and wellbeing, including the Safeguarding and Child Protection and Positive Behaviour Policies.

School Aims

The aim of Ashfield Girls' is to provide each student with a secure and supportive learning environment for a programme of education which meets her individual needs, and which brings her success and fulfilment in her school life and prepares her for life beyond school.

In seeking to fulfil this aim, the school will endeavour to:

- Create an information rich environment where each student may reach her full potential
- Provide a pastoral care system which gives support and guidance at all times
- Promote self-confidence, self-respect, self-discipline, self-motivation, initiative and positive attitudes
- Promote strategies which enable students to develop a language for life and learning
- Provide a curriculum which affords opportunities for students to develop a range of skills which promotes intellectual, social, emotional, aesthetic, spiritual and moral growth
- Provide guidance which will prepare students for the challenges of changing patterns of work and leisure
- Forge strong links with outside agencies and with the local community which it serves

Linked Policies

Safeguarding and Child Protection Policy
Special Educational Needs Policy
Use of Reasonable Force Policy
Relationships and Sexuality Education Policy
Health and Safety Policy
Positive Behaviour Policy
E-Safety Policy and Acceptable Use Policy
Mobile Devices Policy
Educational Visits Policy
Wellbeing Policy



Anti-Bullying Policy

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 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.***

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.



Context

The section sets out the context in which the policy has been developed, including the legislative and policy/guidance framework applicable.

The Legislative Context

- [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 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 \(DE, 2017 updated 2019\)](#)
- [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 \(SBNI, 2017\)](#)
- Department of Education: Good behaviour at school. (<https://www.education-ni.gov.uk/sites/default/files/publications/de/english.pdf>)
- Northern Ireland Anti-Bullying Forum Resources: <http://www.endbullying.org.uk>
- Good behaviour at school. <https://www.education-ni.gov.uk/sites/default/files/publications/de/english.pdf> (DE)

The International Context

- [United Nations Convention on the Rights of the Child \(UNCRC\)](#)



Key Points

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 (e.g. in another school in the Area Learning Community)
- Requires that the policy be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to:

- 'Safeguard and promote the welfare of registered pupils' (Article 17)

The 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. (Article 19)
- Be protected from discrimination. (Article 2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (Article 12)
- Education. (Article 28)



What is Bullying?

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 a bullying behaviour:

<i>Verbal or written acts</i>	<i>Physical acts</i>	<i>Omission (Exclusion)</i>	<i>Electronic Acts</i>
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		
	Shoving		
Trying to make other pupils dislike another pupil/s	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.



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 is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussion 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 discussion bullying incidents.



Preventative Measures

At Ashfield Girls' High School, we aim to create a safe learning environment, 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 a number of ways schools can further build upon this related 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.



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 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.

Pupils Reporting a Concern

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

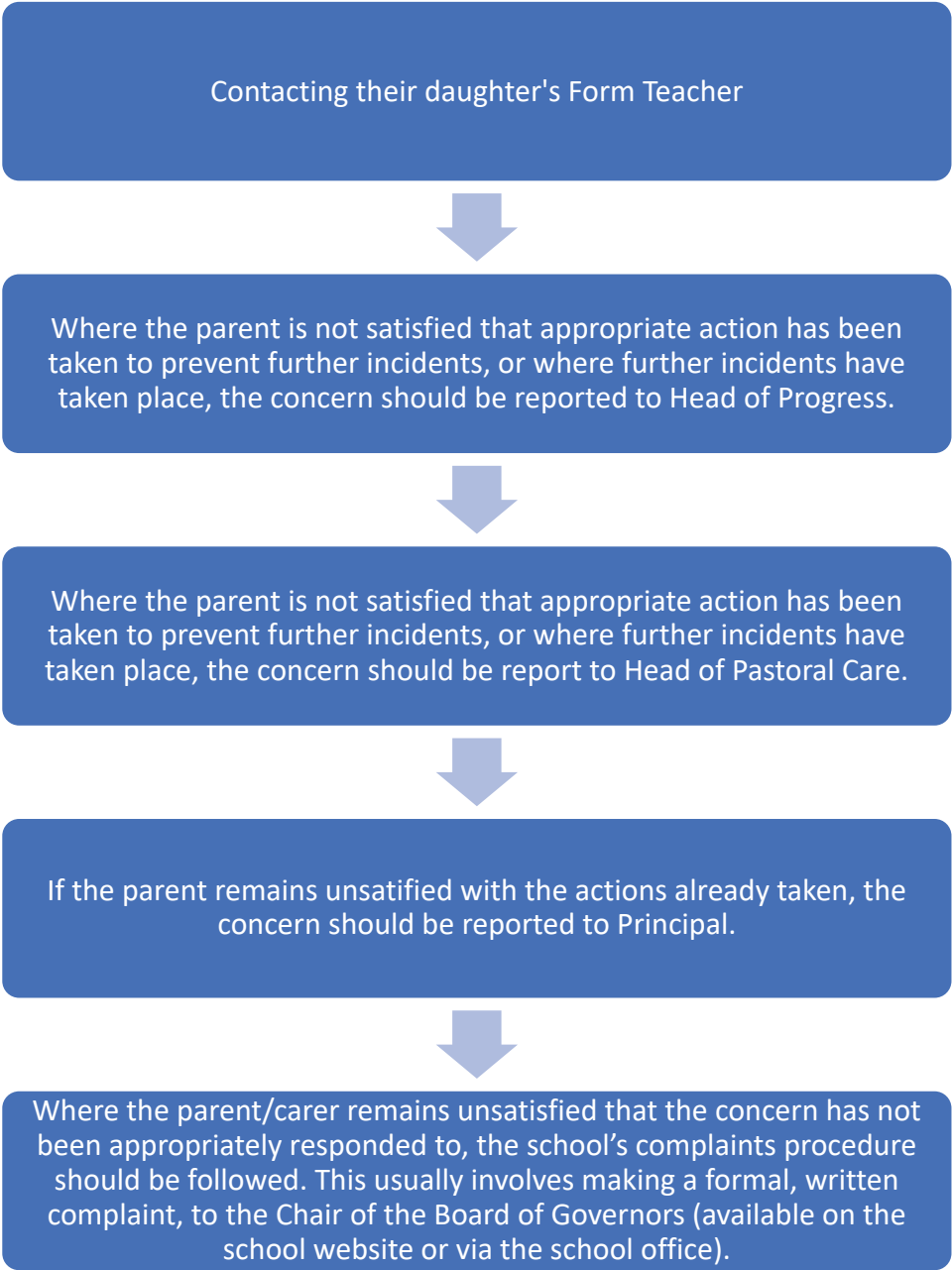
ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. We encourage all members of our school community to 'get help' if they have a concern about bullying that they experience or is experienced by another.



Parents/Carers Reporting a Concern

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:



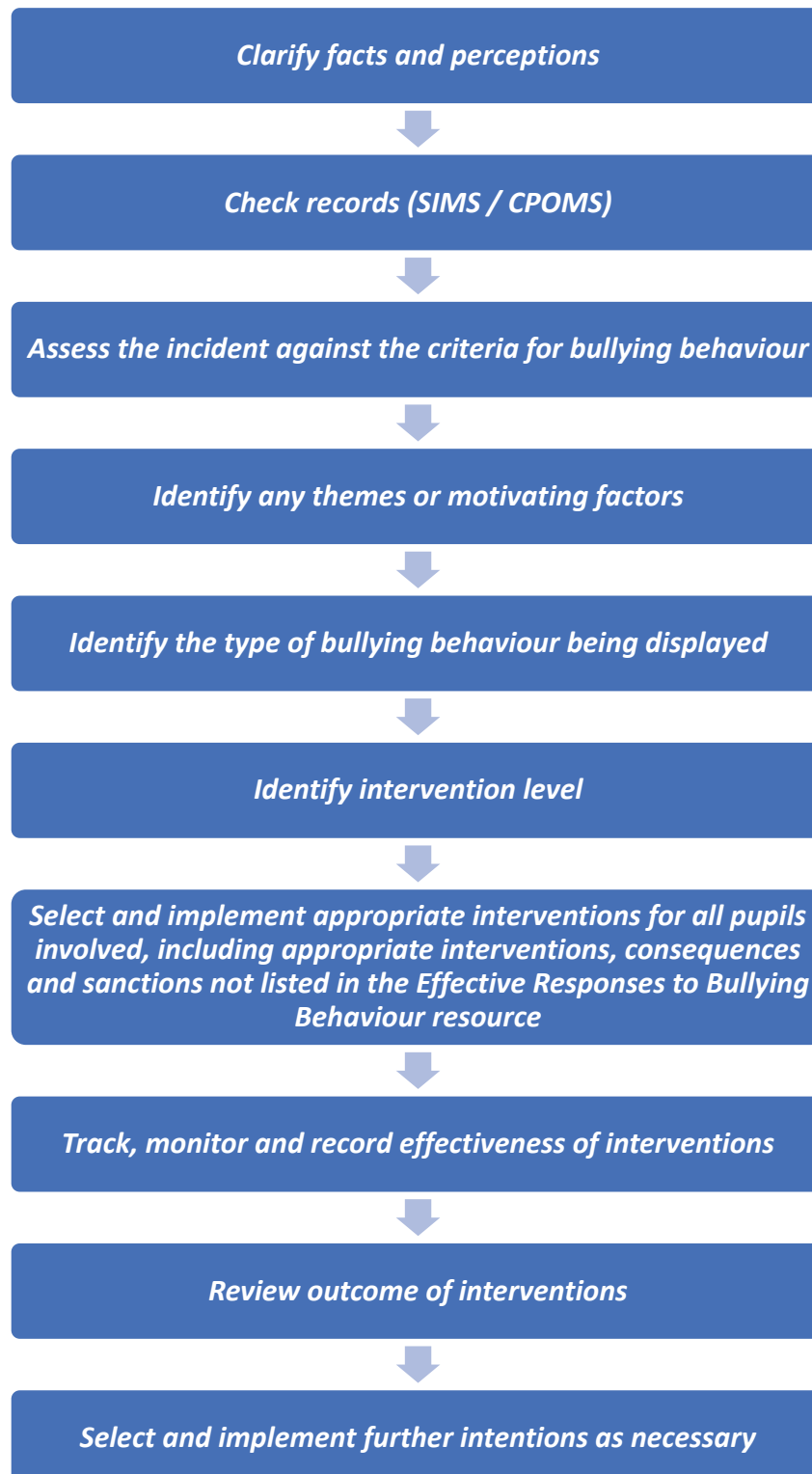
The Northern Ireland Anti-Bullying Forum (NIABF) have created a parent toolkit, which is a helpful resource for parents. It can be found here:
<https://www.education-ni.gov.uk/sites/default/files/publications/education/NIABF-Parent-Carer-Toolkit.pdf>



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:





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.

Any action taken 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

Monitoring and Review of Policy

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

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying behaviour
- assess the effectiveness of strategies aimed at responding to bullying behaviour

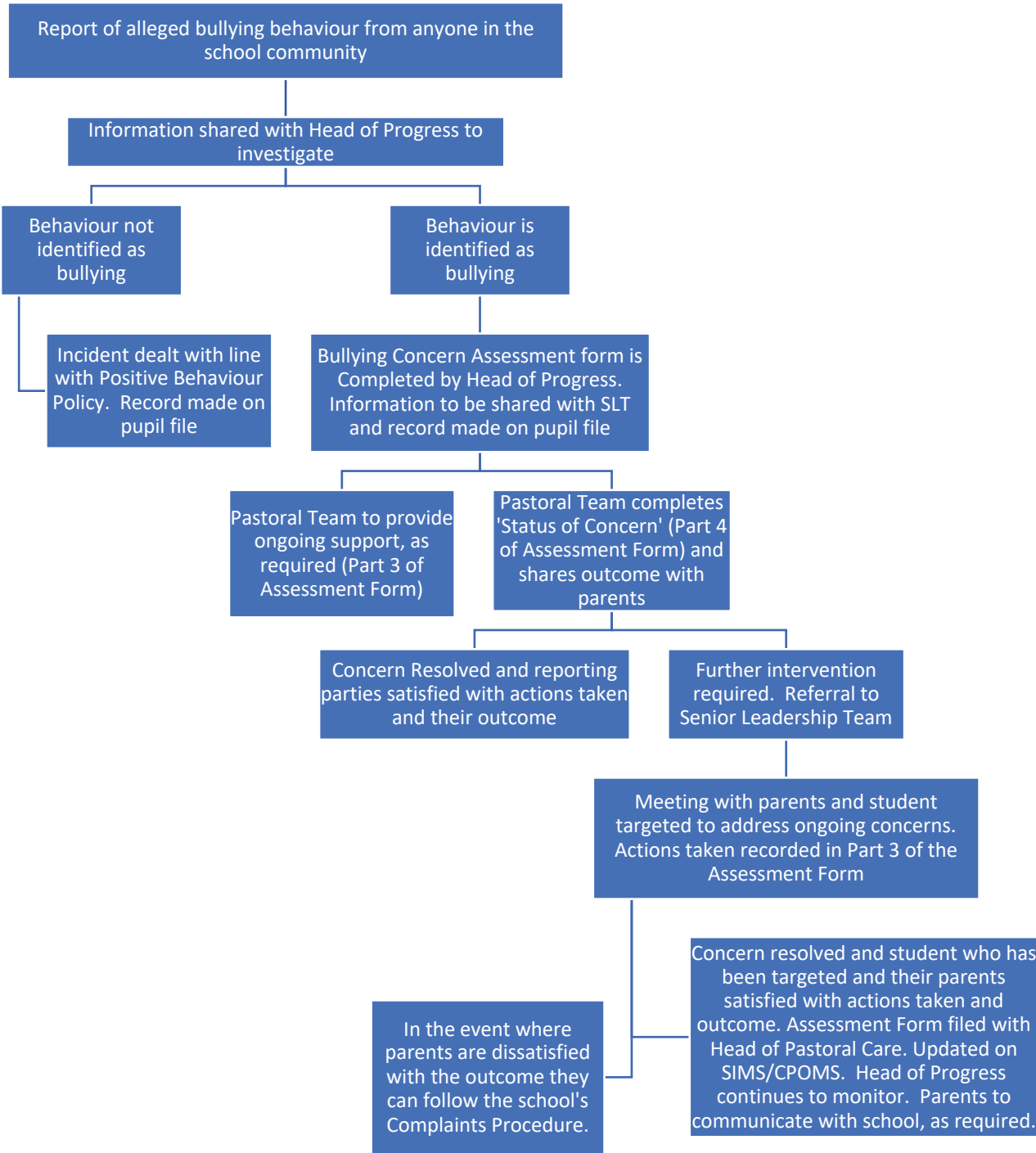
It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy will be reviewed:

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



Appendix 1 – Application of 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.

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



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.

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

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

The criteria having not been met, proceed to record the details in 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	
4a - Following the Review Meeting, to what extent have the success criteria been met?	
<input type="checkbox"/> Fully	
<input type="checkbox"/> Partially	
<input type="checkbox"/> Further intervention/support required	
Give details:	
<hr/>	
<hr/>	
<hr/>	

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



Interventions for Bullying Behaviour

(In line with the NIABF Effective Responses To Bullying Behaviour Guidance)

Ashfield Girls' High School will consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs and considers the severity of the incident.

Level 1 Intervention - Low Level Bullying Behaviour

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to "get them back on track" while listening to and supporting/strengthening the pupil(s) experiencing bullying.

Staff should;

- Explain the inappropriateness of the behaviour in line with the school's values. Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the bullied pupil.
- Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate. Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

Level 2 Interventions - Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability. Parental / carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment. To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart. To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.



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

Level 3 Interventions - Complex Bullying Behaviour

Interventions at Level 3 will often involve Vice-Principal (Pastoral), SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all, may be considered.

This planning may occur through a multi-agency discussion, involving EA Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement and/or The PIKAS Method of Shared Concern, along with individual support and strength building programmes. Depending on the nature and severity of the bullying, sanctions as outlined in the Positive Behaviour Policy may be considered.

Level 4 Interventions - High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the EA Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Depending on the nature and severity of the bullying, sanctions as outlined in the Positive Behaviour Policy may be considered.



Challenging girls today; creating women of value in the future



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