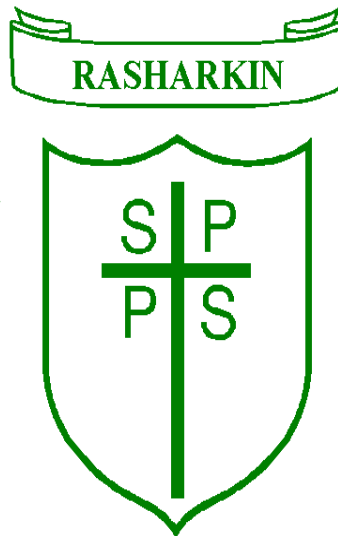


# St Patrick's Primary School



## Anti-bullying Policy

*'Make me glad to have known and met you.'*

## Anti-Bullying Policy

### Our Shared Vision

*To create a learning environment where we celebrate the achievements of every child and encourage all to reach their full potential.*

*To live out the Gospel values and foster a community inspired by our Catholic faith.*

### Our Vision for Anti-Bullying

To embed our shared vision and create a school environment where all members of the school and the community feel safe and secure. To make it clear that all forms of bullying are unacceptable at our school.

### Context

This policy has been developed taking account of the following legislative and policy/guidance framework:

#### The Legislative Context:

- [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- [The Children \(Northern Ireland\) Order 1995](#)
- [The Human Rights Act 1998](#)
- [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

#### The Policy & Guidance Context

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)

- [Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
- [Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
- [Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
- [Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

## The International Context

### United Nations Convention on the Rights of the Child (UNCRC)

The key points to note are:

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 type behaviour, in consultation with pupils and parents.
- Requires schools to record all incidents of bullying type behaviour incidents and alleged bullying type behaviour incidents.
- Sets out under which circumstances this policy should be applied, namely:
  1. In school, during the school day
  2. While travelling to and from school
  3. When under control of school staff, but away from school (eg. school trip)
  4. When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
- Requires that the policy be updated at least every four years.

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

- 'Safeguard and promote the welfare of registered pupils' (A.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. (A.19)
- Be protected from discrimination. (A.2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
- Education. (A.28)

The Addressing Bullying in Schools Act 2016 places a duty on Boards of Governors to:

\*Ensure that measures are in place to prevent bullying type behaviour

\*Ensure records are kept of all bullying or alleged bullying type behaviour involving a registered pupil at the school

## Ethos & Principles

As a Catholic school our aim is not only to educate children to the highest standards but also to develop their relationship with Christ, reflected in the ethos and relationships within the school. In the spirit of these statements and together with our Positive Behaviour Policy, which is in keeping with the Catholic ethos of St. Patrick's, bullying type behaviour of any kind is unacceptable. Parents should be reassured that through the school's Anti-Bullying Policy, we will respond positively and effectively to any form or degree of bullying type behaviour.

At Saint Patrick's we have based our Anti-Bullying Policy on our school ethos and principles which underpin everything we do:

- We are committed to a society where children and young people can live free and safe from bullying type behaviour.
- We believe in a society where bullying type behaviour is unacceptable and where every child and young person is safe and feels safe from bullying type behaviour.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- We value the views and contributions of children and young people we will actively seek these views and we will respect and take them into account.
- We understand that everyone in our school community has a role to play in taking a stand against bullying type behaviour and creating a safe and welcoming environment for all

## Consultation and Participation

The 2003 Statutory Requirements (Education & Libraries NI Order) and the Addressing Bullying in Schools Act 2016 both require schools to "encourage **good behaviour and respect for others**" and prevent all forms of bullying type behaviour.

The Board of Governors and Principal seek to ratify this Policy through a process of consultation with pupils, parents and staff regarding positive behaviour and prevention measures, which must be in place. In responding to bullying type behaviour, we recognise the importance of working in partnership with parents, staff, and pupils in preventing bullying type behaviour occurring and in responding to socially unacceptable behaviour promptly and effectively.

We seek to meet the requirement to consult with all our stakeholders in the following ways:

- Awareness-raising programmes e.g. Posters in Reception area of school, Newsletters, Involvement in NIABF Anti-bullying Week annual events, School Council Issues.
- Class based PDMU workshops to negotiate and agree a Code of Conduct for Positive behaviours within each classroom.
- Awareness-raising programmes through Curriculum and involvement in NI Anti-bullying Week.
- The policy will be shared through the school website.
- The principal will engage the PTA to seek parental views on the policy.
- Awareness-raising training of staff in understanding what is bullying type behaviour, developing the school's definition and Levels of Intervention in responding to bullying type behaviour and exploration of the draft Anti-bullying policy.
- Obtaining the views of elected pupil representatives through the school's council

### **Definition of Bullying**

The legal definition from the Addressing Bullying in Schools Act 2016 defines bullying type behaviour as:

"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) Combination of those,

by a pupil or 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."

We understand that not all socially unacceptable, unkind, hurtful behaviour is bullying type behaviour. Following consultation with teachers, ancillary staff, pupils and parents, and in line with most recent EA guidance, the following definition of bullying type behaviour has been agreed in our school:

*Bullying type behaviour is defined as unwanted, intentional negative actions, conducted by an individual or group against another person/s, which are repeated, and which are intended to make them feel uncomfortable, hurt or threatened.*

The term 'Bullying Type Behaviour' refers to those situations in which a range of harmful behaviours occurs, affecting the physical, emotional or psychological well-being of the individual or group, with the additional following four features presenting:

The bullying type behaviour is persistent and repetitive.

- It is intentionally harmful behaviour, which is 'targeted' at a pupil or pupils.
- It involves an imbalance of power, leaving the pupil experiencing, feeling helpless to prevent it or put a stop to it.
- It causes distress and attention must be paid to the impact on the pupil experiencing.

Examples of bullying type behaviour include:

- **Physical:** kicking, nipping, pushing, tripping
- **Verbal:** name-calling, teasing, spreading rumours
- **Indirect:** includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes Cyber and identity-based bullying type behaviour.

While bullying type behaviour is usually repeated behaviour there are instances of one-off incidents that the school will consider as bullying type behaviour. When assessing a one-off incident, to decide on whether to classify it as bullying type behaviour, the school shall consider the following criteria:

- Severity and significance of the incident
- Evidence of pre-meditation
- Impact of the incident on individuals
- Impact of the incident on the wider community
- Previous relationships between those involved
- Any previous relevant incidents
- One-off incidents of cyber-bullying

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

*The following socially unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying type behaviour:*

*Verbal or written acts*

- *saying mean and hurtful things to, or about, others*
- *making fun of others*
- *calling another pupil mean and hurtful names*
- *telling lies or spread false rumours about others*
- *try to make other pupils dislike another pupil/s*

*Physical acts*

- *Hitting*
- *kicking*
- *pushing*
- *shoving*
- *material harm, such as taking/stealing money or possessions or causing damage to possessions*

*Omission (Exclusion)*

- *Leaving someone out of a game*
- *Refusing to include someone in group work*

*Electronic Acts*

- *Using online platforms or other electronic communication to carry out many of the written acts noted above*
- *Impersonating someone online to cause hurt*
- *Sharing images (eg. photographs or videos) online to embarrass someone*

The school recognises that the above list is not exhaustive and that other behaviours which fit with the school's definition of bullying type behaviour may be considered bullying type behaviour.

## **Dealing with Incidents**

*Bullying type behaviour is an emotive issue therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:*

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

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

In developing this policy, we include the definitions of emotional and physical harm which are set out in the DE Guidance.

In determining 'harm' we define:

- Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
- Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

## **Preventative Measures**

These measures aim to promote a strong anti-bullying ethos within our school and the wider school community.

- Raising awareness and understanding of the positive behaviour expectations, as set out in our Positive Behaviour and Discipline Policy
- Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying type behaviour, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying type behaviour, including the how and why it can happen, through PDMU
- 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
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day
- Development of our peer-led School Council to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources and provision of a variety of play option to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying type behaviour.
- Weekly awards for Pupils of the Week
- Development of effective strategies for the management of unstructured times e.g. break time, lunch
- Provision and promotion of extra- and co-curricular activities aimed at supporting the development of effective peer support relationships and networks. E.g. sporting activity, creative arts, leisure, and games, etc.

#### **Preventative measures when Travelling to and from school.**

- 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.
- A staff member will regularly engage with the school bus drivers to ensure effective communication and the early identification of any concerns.
- A staff member will escort children to the bus each day and ensure that seatbelts are worn.
- Key anti-bullying messages are promoted throughout the school year and an awareness of behaviour expectations of pupils amongst the local community.

#### **Preventative Measures using Electronic Communication**

Saint Patrick's implements the following measures in order to prevent bullying type behaviour 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. We do this by raising awareness of the nature and impact of online bullying

type behaviour and support our pupils to make use of the internet in a safe, responsible, and respectful way. This includes:

- Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
- Whole school 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

## **Responsibility**

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

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 type behaviour
- inform the school of any concerns relating to bullying type behaviour
- refrain from becoming involved in any kind of bullying type behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying type behaviour
- intervene to support any person who is experiencing bullying type behaviour, unless it is unsafe to do so.
- report any concerns or instances of bullying type behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of seeking help from a trusted adult about bullying type behaviour when it happens or is observed

- explain the implications of allowing the bullying type behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has experienced bullying type behaviour, 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 type behaviour and meet the needs of all parties

## **Reporting a Bullying Concern**

### **Pupils Reporting a Concern**

Pupils will be given the opportunity to discuss with a member of staff that they trust, including teaching and non-teaching staff.

Pupils can raise bullying type behaviour concerns by:

- Verbally- talking to a member of staff
- By writing a note to a member of staff

ANY pupil can raise a concern about bullying type behaviour, not just the pupil who is experiencing this behaviour. As such, all pupils should be encouraged to 'get help' rather than 'telling' if they have a concern about bullying type behaviour that they experience or is experienced by another.

### **Parents/Carers Reporting a Concern**

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

### **Procedure for reporting a bullying concern**

- In the first instance, all bullying type behaviour concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal.
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors.

All reports of bullying type 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. No information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

### **Responding to a Bullying Concern**

The school will verbally acknowledge a receipt of alleged bullying type behaviour as soon as possible and inform the parents of all concerned. The school will reassure the person raising the concern that the situation will be monitored while the alleged bullying type behaviour is investigated. The school will endeavour to respond to allegations on the day received or, where necessary, the following day.

The legislative framework/flow chart informs how our school will respond to any bullying type behaviour concerns identified.

The member of staff responding to the concern will:

- Clarify facts, perceptions and sequence of events on the BCAF part 1
- Check records (significant events folder)
- Assess the incident against the legal definition and criteria for bullying type behaviour
- Identify any themes or motivating factors on the BCAF part 2
- Identify the bullying type behaviour being displayed
- Identify intervention level
- Select and implement appropriate interventions for all pupils involved on the BCAF part 3, including appropriate interventions levels 1 - 4, consequences and effective responses not listed in the Effective Responses to Bullying Behaviour resource.

- Track, monitor and record effectiveness of interventions
- Review outcome of interventions on the BCAF part 4
- Select and implement further intentions as necessary

Our main focus is on a restorative approach to responding to bullying type behaviour. Our interventions aim to resolve the concern and restore the wellbeing of those involved. Our school will employ a restorative, relational approach that will include supportive consequences, which are aligned with individual's level of SEN, resilience, and capabilities.

In specific cases a Risk Reduction Action Plan may be implemented, and external services contacted for support e.g Educational Welfare Services, Primary Behaviour Support, Educational Psychology, Autism Advisory Intervention Service, Child Protection Support Service, Children Adolescent Mental Health Service, Health Social Care Trust.

Information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

### **Recording**

As set out in the Addressing Bullying in Schools Act (NI) 2016, a digital record of all incidents of bullying and alleged bullying type behaviour will be maintained. This will include:

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

Records will be kept Private. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying type behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

While most reports of bullying type behaviour concerns will come from pupils and their parents/carers, the school must be open to receiving such reports from anyone.

## **Professional Development of Staff**

- We aim to ensure that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- Implementation of the impact of the training given on both the policy and procedures - e.g. any amendments made, inclusions added etc.
- Ensure that opportunities for safeguarding training are afforded to Governors and all staff - teaching and non-teaching
- CPD records will be kept and updated regularly

## **Monitoring and Review of 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 type behaviour will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying type behaviour
- assess the effectiveness of strategies aimed at responding to bullying type behaviour

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, every four years.

## **Links to Other Policies**

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of the suite of policies that are connected and cross referenced, including:

- Positive Discipline and Behaviour Policy
- Child Protection and Pastoral Care Policy, including Staff Code of Conduct
- Special Educational Needs Policy
- Relationships and Sexuality Education Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Educational Visits Policy

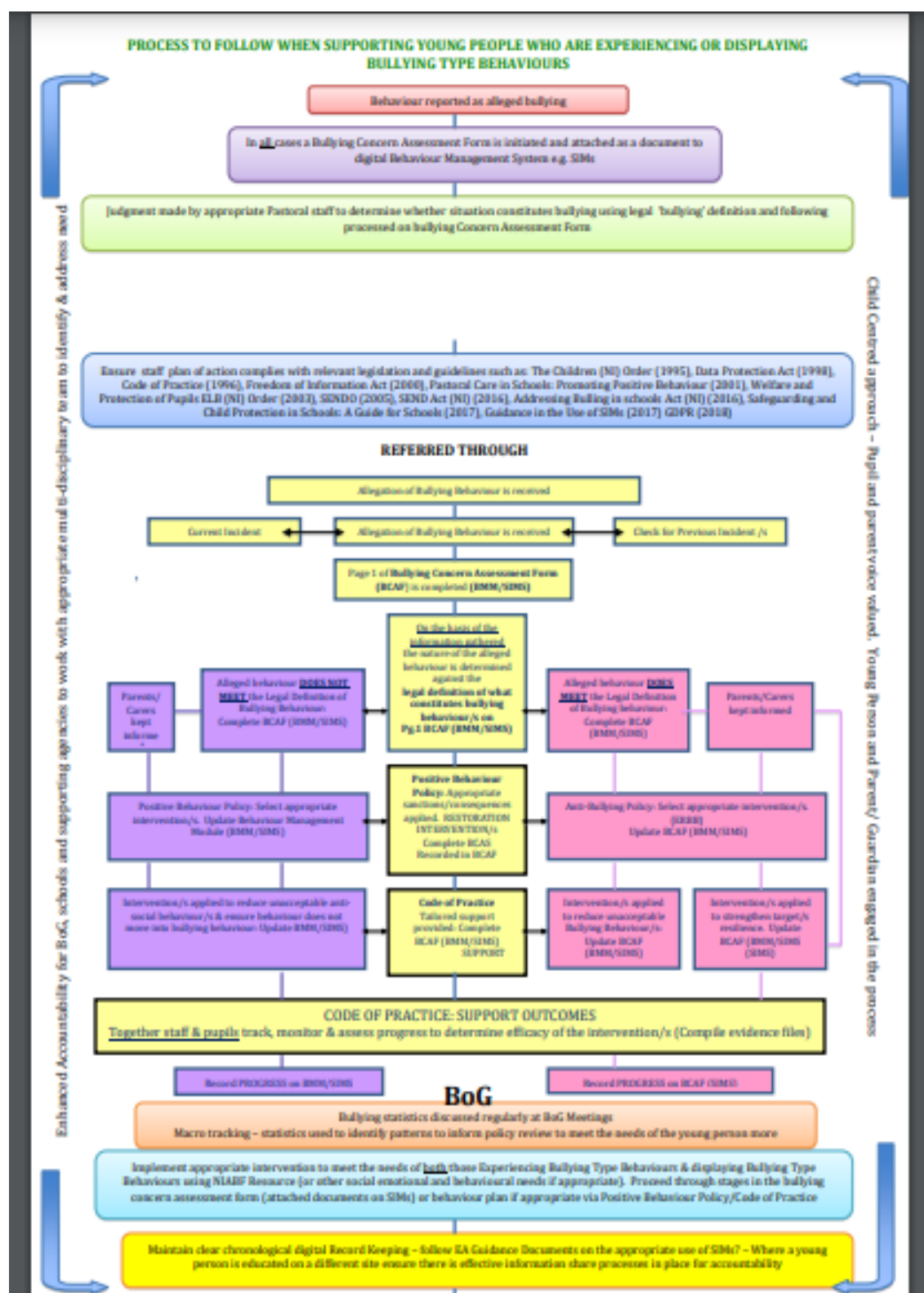
Signed: ..... Principal

Signed:..... Chair, Board of Governors

Date:.....

**Appendices**

***Addressing Bullying in Schools Act 2016 - Legislative Flow Chart***





## ***Bullying Concern Assessment Form***

**Incident Date:**

<b>Pupils Involved</b>	<b>Role</b>	<b>Incident Date</b>	<b>Gender</b>	<b>DOB</b>	<b>Year and Reg</b>

<b>Incident</b>	<b>Comments</b>
Bullying Concern	

**PART 1 - Assessment of Concern**

Date:

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

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

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

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

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

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

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met: <b>The school will treat any incident which meets these criteria as bullying behaviours.</b>	
Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

### One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria:	Information gathered:

<b>severity and significance of the incident</b>	
<b>evidence of pre-meditation</b>	
<b>Significant level of physical/emotional impact on individual/s</b>	
<b>Significant level of impact on wider school community</b>	
<b>Status/nature of previous relationships between those involved</b>	
<b>Records exist of previous incidents involving the individuals</b>	

<b>YES the above criteria have been met and bullying behaviour has occurred.</b>	<b>NO the above criteria have not been met and bullying behaviour has not occurred.</b>
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .
<p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>	

## 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:**

**Pupil Name:**

**Year Group/Class:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

**Parent/ carer informed:**

**Date:**

**By whom:**

**Staff Involved:**

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



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<b>Record of participation in planning for interventions</b>
<b>Pupil:</b>
<b>Parent/carers:</b>
<b>Other Agencies:</b>

**Part 3b**      interventions until an **agreed** satisfactory outcome has been achieved

<b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:</b>	
<b>Pupil Name:</b>	<b>Year Group/Class:</b>
<b>REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR</b>	

<b>Parent/ carer informed:</b>	<b>Date:</b>	<b>By whom:</b>
<b>Staff Involved:</b>		

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

**Record of participation in planning for interventions**

**Pupil:**

**Parent/carers:**

**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?**

- ☐ 1 – Fully
- ☐ 2 – Partially
- ☐ 3 – Further intervention/support required

Give details:

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**Part 4b- If the success criteria have not been met, continue to:**

- ☐ Re-assess Level of Interventions and implement other strategies from an appropriate level
- ☐ Track, monitor and review the outcomes of further intervention
- ☐ Keep under review the Stage of Code of Practice each pupil is on
- ☐ Follow Safeguarding Policy
- ☐ Seek multi-agency input (EA, Health and Social Services etc.)
- ☐ Engage with Board of Governors

**Agreed by:**

**School**

**Signed:**

	<b>Date:</b>
<b>Parent</b>	<b>Signed:</b> <b>Date:</b>
<b>Pupil</b>	<b>Signed:</b> <b>Date:</b>

## **Parental Supports:**

### **Education Authority**

<https://www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016>

### **Northern Ireland Anti-Bullying Forum – Toolkit**

<http://www.endbullying.org.uk/>

### **NSPCC**

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

### **Safer Internet**

<https://www.childnet.com/>

### **Family Support Hub**

<https://www.familysupportni.gov.uk/Service/2644/family-support/family-support-hub-north-down-and-ards-area--south-eastern-trust>