



Carrickfergus Academy

Addressing Bullying in School Policy

April 2023

At Carrickfergus Academy we are committed to providing a caring, friendly and safe environment for all our staff and pupils so that teaching and learning can take place in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable** and in the interests of our school community, must be reported. Incidents of alleged bullying will be dealt with promptly and effectively.

1. What is Bullying?

The following definition has been agreed by pupils, parents and staff as the most appropriate for our school and its pupils. This definition is in line with the current Addressing Bullying in Schools Act (NI) 2016.

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

1. **Any verbal, written or electronic communication**
2. **Any other act, (which includes omission) or**
3. **Any 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.

Bullying can be:

- **Emotional** being unfriendly, excluding, annoying (e.g. hiding books, threatening gestures, sending notes)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** related to perceived or actual sexual orientation or gender preference
- **Verbal** name-calling, sarcasm, spreading rumours, teasing,
- **Cyber** All areas of internet, such as email & internet chat rooms misuse
Mobile threats by text messaging & calls, Facebook or other social media messaging.
Misuse of associated technology i.e. camera facilities
- **Sectarian/Cultural** Religious remarks, graffiti, offensive gestures

Bullying is not the same as a disagreement between two people. **Bullying is:**

- Ongoing
- Can be a one of incident: if there is clear intent to hurt embarrass or harm another person physically or emotionally
- Distressing and hurtful to the victim, rather than good-natured fun
- Always one way rather than an exchange

2. Signs and Symptoms – Things to look out for

Adults should be aware of these possible signs and they should investigate if a young person:

- Regularly feels sick in the mornings



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- Reluctant to go to school
- Taking different routes to school
- Money or possessions go missing
- Clothes or school bag are torn
- Wanting extra pocket money for no particular reason
- Unexplained cuts or bruises
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful

- Unhappiness
- Nightmares/poor sleep pattern
- Pupil grades/assessment marks may start to drop/get worse.
- Parents may see an increase in negative behaviour resulting in more extra work and/or sanctions such as detention being applied.

3. The Responsibilities of the Board of Governors and Staff

The Board of Governors has overall responsibility for ensuring a safe environment for all the school community. All staff will promote an anti-bullying culture in the Academy. Staff are aware of the signs and symptoms of bullying and will act in response to these. They will be vigilant and ensure that bullying or threatening behaviour is not tolerated in school.

Staff will respond to complaints of bullying in the first instance by:

- Listening to the person who is being bullied.
- Reassuring the person who is being bullied.
- Dealing with the issue or making an appropriate referral.

In responding to incidents of bullying staff will:

- Respond as quickly as possible.
- Consider whether action should be public or private.
- Make it clear to the person displaying bullying behaviour that the behaviour is not acceptable.
- Establish whether or not the incident is part of a pattern.
- Encourage the person displaying bullying behaviour to see the target's point of view.
- Explain why a punishment (if any) is given.
- Follow the steps recommended in Appendix 3.
- Share information with other members of staff, in particular, **Year Mentors** and Pastoral Care **team**.
- **Year Mentors** to inform parents when appropriate.
- Vice Principal/Principal informed.
- The pupils involved will also be kept informed of what is happening as it is important that they are involved in the process and aware of all that is being done to support them and to deal with the bullying.



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4. The Responsibilities of Pupils

We expect our pupils to:

- Not get involved in any kind of bullying, even at the risk of incurring temporary unpopularity – don't be a 'bystander'
 - Intervene to protect the pupil who is being bullied, unless it is unsafe to do so
 - Report to a member of staff any witnessed or suspected instances of bullying.
 - Bullying can also be reported to a prefect, buddy, peer mentor, member of the school council or to 'Academy Text' – 07523 371 331/333
 - If bullying persists, pupils should report it again.
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- Anyone who becomes the target of bullying behaviour should not suffer in silence, but have the courage to speak out. This could put an end to their own suffering and that of other potential targets.
 - Try to write things down so that you won't forget. Sometimes this makes it easier to report as well.

5. How to stand up and speak out against bullying

- Be friendly towards people you know are being bullied, include them in your discussions, games, break-times and lunchtimes.
- Don't laugh when someone is being bullied.
- Speak out. Say you don't like what is going on.
- Don't join in bullying behavior.
- Tell an adult what is happening. You can use the **grey box at pupil packed lunch area** (junior site) OR red box at Wellbeing Centre (senior site) to make an adult aware.

6. The Responsibilities of Parents

We ask our parents to support their young people at school by:

- Watching for signs and symptoms which could be possible indicators of evidence of bullying in young people.
- Advising young people to report any bullying to their **Year Mentors**.
- Advising young people not to retaliate to any form of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- Keeping a written record of any alleged instances of bullying.
- Informing the school of any suspected bullying, even if their own young person is not involved.
- Work with the school if their young person is accused of bullying, endeavor to find out the truth, point out the implications of bullying, both for the pupils who are bullied and for those displaying bullying behaviour.
- Be aware of the social networking sites their young person uses and monitor carefully.



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7. Anti-Bullying Measures

- A whole school approach which promotes respect for the individual.
 - Staff set an example by practicing basic good manners.
 - School rules which do not permit anti-social behavior.
 - Vigilance by all adults and pupils in the school encouraging: 'Don't be a bystander. Watch out for others' approach.
 - Pupils who display bullying behaviour will be supported to change.
 - Promote positive attitudes to others through PSHE, R.E, Anti-Bullying Awareness raising, Pastoral System, Student Council, awareness of the importance of Emotional Health & Wellbeing for all pupils in school.
 - Anti-Bullying attitudes promoted through assemblies.
 - Anti-Bullying Week.
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- Anti-Bullying Roadshow
 - Positive Behaviour Policy implemented fairly by all staff.
 - 6th Form Peer Mentoring Programme
 - Assertiveness Training.
 - Youth worker sessions.
 - School Counselling Service.
 - Clearly defined procedures for pastoral staff on how to deal with allegations of bullying. (see Appendix 1)
 - Use of anti-bullying record forms, (for staff use), anti-bullying reporting forms for pupils and central storage of all records pertaining to bullying incidents.
 - Use of wellbeing Centre
 - Use of HUB Centre
 - Vineyard Mentoring Service
 - YMCA Service
 - Academy Text

8. Discipline

- **Within the school, it is made clear that bullying will not be tolerated.**
- Bullying behaviour will be investigated to ensure the safety of our young people and for the person displaying bullying behaviours to review their actions.
- Bullying behaviour of any form will be dealt with firmly. Actions taken will range from an official warning to possible suspension/expulsion.
- Cyberbullying will result in: confiscating mobile phones, access to computers/internet removed.
- Pupils who persist in bullying, despite guidance given, may be placed in the Pupil Support Centre, suspended or ultimately recommended for expulsion.



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9. Support for Pupils

- The Pastoral system provides pupils with a Form Tutor and **Year Mentors**.
- Anti-Bullying is promoted through PSHE, Religious Education and Citizenship.
- Pupils involved in bullying or threatening behaviour, either as a target or those displaying bullying behaviours, are supported in order to overcome their problems. All incidents are treated seriously by listening to and reassuring the target.
- Action is taken when bullying is reported.
- Peer Mentoring is another way young people can report bullying.
- **Pupils can also report bullying by using the red box at the Wellbeing Centre (senior) or grey box at packed lunch area (junior).**
- Staff are on duty to supervise in canteen and playground areas at break and lunchtime.
- Pupils can report bullying to **any** member of staff.

- New pupils are made aware of the school's anti-bullying procedures.
- Pupils can be referred to school counselling for issues related to bullying.
- Youth worker intervention on a 1-1 basis can be offered.
- Education Welfare Services.
- Take Ten Time Out or access to Take Ten in the Wellbeing Centre.
- **Use of Wellbeing Centre/HUB Centre.**
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10. Support for Staff

- Staff have a copy of the school's Addressing-Bullying Policy.
- SLT and the Pastoral Care Team support staff in ensuring anti-bullying measures are used.
- Clear procedures for dealing with any incidents of bullying that are alleged.
- All new members of staff are made aware of the school's anti-bullying policy.
- Staff should report to the Principal any form of 'bullying' or 'harassment' they may encounter.
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11. Links to other policies

- Pastoral Care
- Emotional Health and Wellbeing
- Child Protection
- Positive Behaviour
- Health and Safety
- Special Educational Needs
- Relationships and Sexuality Education

These policies share the goal of creating an environment in which pupils feel secure and confident in the knowledge that their concerns will be listened to and dealt with by members of staff in a sympathetic and appropriate manner.



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12. Monitoring and Evaluation

- Year Mentors meet with the Senior Teacher to discuss any pupils causing concern, either because of attendance or problems of indiscipline. Issues relating to bullying are discussed at these meetings.
- Issues concerning bullying can be discussed at the Year Mentors meetings with their Pastoral Teams.
- Bullying incidents and action taken are recorded by Year Mentors as a matter of course and are centrally recorded and held by Vice Principal (Pastoral).
- Use of Sims to record bullying incidents using new procedures.
- Bullying is on the agenda of the School Council annually.
- Anti-bullying Policy is reviewed on an annual basis.
- Use of Child Protection forms as necessary.

13. The Responsibilities of all

Everyone has a collective responsibility to work together to achieve the aims of this policy.

APPENDIX 1

Key advice to pupils on cyber bullying:

ANTI-CYBERBULLYING CODE (Taken from the document CYBERBULLYING SAFE TO LEARN: EMBEDDING ANTI-BULLYING WORK IN SCHOOLS –Department for Children, Schools and Families)

This code gives you 7 important tips to protect yourself and your friends from getting caught up in cyber bullying and advice on how to report it if it does happen.

1) Always respect others

Remember when you send a message to someone you cannot see the impact that your words may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone. If you receive a nasty message or picture about someone else, do not forward it. You could be assisting a bully, and even be accused of cyber bullying yourself. **You could be breaking the law.**

2) Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever.



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3) Treat your password like your toothbrush

It is a good idea to change them on a regular basis. Don't let anyone know your passwords. Remember to only give your mobile phone number or personal website address to trusted friends.

4) Block the bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason.

5) Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

6) Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. This will help you demonstrate to others what is happening, and can be used by your school, internet provider, mobile phone company, or even the police to investigate the cyber bullying.

7) Make sure you report bullying

- You have a right not to be harassed and bullied online.
- Tell an adult you trust.
- Call a helpline like **CHILDLINE 0800 1111**
- Call the PSNI – 101
- Tell the provider of the service (mobile phone operator or social network provider).
- Tell your school.

Finally, don't just stand there – if you see cyber bullying going on, support the target and report the bullying. How would you feel if no-one stood up for you?

APPENDIX 2

Key advice to parents on cyber bullying: (Taken from the document CYBERBULLYING SAFE TO LEARN: EMBEDDING ANTI-BULLYING WORK IN SCHOOLS –Department for Children, Schools and Families)

1) Preventing Cyberbullying

Endeavour to prevent it happening. It may be uncomfortable to accept but your child may be as likely to cyber bully as to be a target. It is crucial that you talk to your young person and understand the ways they are using the internet and their mobile phone. Most software services have inbuilt safety features which allow users to block others on their contact list and conversations can be saved on most Instant Messenger services. Social networking sites such as Facebook/**Snapchat/Instagram** also have tools available – young people can keep their profile set to 'private' so that only approved friends can see it.



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2) Responding to Cyberbullying

It is vital that you have strategies to help your young person if they come to you saying that they are being cyber bullied.

The Anti-Cyber Bullying code:

Start by teaching your young person the seven key messages in appendix 1. This includes advice on not replying or retaliating to cyber bullying, as well as not assisting a cyber- bully by forwarding a message, even as a joke.

Keep the evidence:

This is helpful when reporting an incident and may help in identifying the bully. This means keeping copies of offending emails, text messages or online conversations.

Reporting cyber bullying:

There are a number of organizations that can help you if you need to report incidents of cyber bullying:

The school:

If the incident involves a pupil or pupils at the school then it is important to let the school know. Schools will apply disciplinary measures if this is carried into school.

The Provider of the Service:

Most service providers have complaints and abuse policies and it is important to report the incident to the provider of the service –i.e. the mobile phone operator (e.g.O2 or Vodafone etc) the instant messenger provider. Most responsible service providers will have a 'Report Abuse' or a nuisance call bureau, and these can provide information and advice on how to help your young person.

The Police:

If the cyber bullying is serious and potential crime has been committed, you should consider contacting the police. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation, for example grooming, distribution of sexual images or inappropriate sexual contact or behaviour.

Appendix 3

Effective Responses to Bullying Behaviour (NIABF)

Something to remember

The severity of the bullying can only be measured by the degree of distress suffered by the target.



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OUR school's definition of bullying is:

'The unprovoked and repeated use of power or influence to intentionally hurt or harm another person physically or emotionally'.

Young people can be unpleasant to one another without this becoming bullying, and indeed it is not bullying unless the behaviour is repeated or a one of incident where there was clear intention to hurt or harm another person physically or emotionally.

Pupils are therefore given an opportunity to change their behaviour **BEFORE** they are deemed to be engaging in bullying behaviour. Pupils who have been unpleasant to someone else will be dealt with under the positive behaviour procedures. They will only move under anti-bullying procedures when the behaviour meets the school's definition of bullying.

The following guidelines are to ensure consistency in the approach used by all pastoral team members with **Vice Principal (Pastoral)** also involved in all suspected or alleged bullying as a source of support for pupils and staff. This appendix should provide a step-by-step guide to dealing with bullying behaviour.

Levels can be skipped as each situation will be dealt with on an individual basis.

It should be noted that this policy strives to support both the target and the pupil displaying bullying behaviour but that a pupil who continues to display such behaviour can be progressed through the Anti-Bullying levels even if the target of the behaviour changes.

Most instances of poor or aggressive behaviour will be dealt with under our Positive Behaviour Policy and it is only where there have been allegations or direct involvement between the pupils previously that Anti Bullying procedures will be used **OR** if a **one off** incident meets the other criteria in the school's definition of bullying. Pastoral staff monitor interactions between pupils and they can therefore (in consultation with Mrs. Irvine) decide whether or not to proceed under Anti-Bullying procedures or Positive Behaviour procedures.

Level 0 WARNING for unpleasant behaviour.	Further Guidance for Pastoral Team Members.
<ul style="list-style-type: none">• Talk to the pupils involved ensuring that they understand that their behaviour is unpleasant, unacceptable and should not be repeated.• Explain how the other person is feeling and talk to them about understanding – what if it happened to you type conversation.• Talk to the person being bullied, did they provoke/respond in any way. Is it bullying or unpleasant behaviour? Ensure they understand the difference between these two descriptions.• Script/role play future scenarios and help them understand how to respond better.• Encourage both pupils to apologise.	<ul style="list-style-type: none">• Record on SIMS as Level 0 unpleasant behaviour = 1 point• Pastoral Interview in the action taken section.



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- Outline exactly what will happen next if this continues.
- Monitor these pupils and encourage them to come again if things don't improve.

Level 1

Behaviour is repeated OR involves a group of pupils OR is a one off incident as per bullying definition.

- Suggest mediation meeting between the 2 pupils and **YM**.
- Mediation should ideally be facilitated by 2 members of staff.
- Be positive about both sides of the issue.
- Give everyone an opportunity to say what they think/feel.
- Develop empathy.
- Aim to resolve the issues between the pupils and agree a way to move on without continuing these behaviours.
- **YM/ST** to monitor.
- Notes made on meeting/decision, agreements.
- Pupils encouraged to 'tell.'
- Bullying Concern Assessment Form to be completed.
- Make other staff aware that there are on-going issues and that their vigilance in the classroom is vital.
- Look for support from PSE staff in addressing significant issues in the whole class context.

Pastoral staff will confirm that bullying has taken place

- Complete the Bullying Concern Assessment Form (BCAF) and give a copy to **VP Pastoral**.
- Make **VP Pastoral** aware that anti-bullying procedures will be used.
- **VP Pastoral** will record on SIMS as **Level 1 = 2 points**.
- Written punishment will be issued by YM to the pupil who repeated the bullying behaviour.
- Inform parents

Level 2

Behaviour continues to be repeated OR the risk has increased, e.g. threat of physical violence.

VP should be involved at this level if not previously involved.

- Meet with the pupil experiencing the bullying. Record accurate description of the behaviours.
- Record any text messages/FB messages/gather evidence.
- Meet with pupil displaying the bullying behaviours and record their version of events.
- Inform parents of both pupils.
- Support the pupil being bullied, offer counselling or regular meetings with **YM/ST/VP**.

Pastoral Staff

- Record accurately all conversations with pupils and gather supporting evidence if necessary.
- Issue the pupil displaying bullying behaviours with a



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- Offer of Youth Work support.
- Strengthening work on confidence with the pupil being bullied.
- Support the pupil displaying the bullying behaviours by accessing support from school counselling or from Youth Worker. If appropriate consult regarding Behaviour Support, involvement of SENCO.

School Detention

- Discuss with parents
- **VP Pastoral** will record on SIMS as **LEVEL 2 = 3 points**.

Level 3

High Risk Bullying Behaviour

- Meet with the pupil experiencing the bullying, record accurate description of the behaviours.
- Record any text messages/FB messages/gather evidence. Encourage pupil/parents to print these off/screen shot them etc.
- Meet with pupil displaying the bullying behaviours and record their version of events.
- Issue the sanction in line with these procedures.
- Support the pupil being bullied, offer counselling or regular meetings with **YM/ST/VP**. Offer of Youth Work support.
- Strengthening work on confidence with the pupil being bullied.
- Support the person displaying the bullying behaviours by accessing support from school counselling or from Youth Worker. If appropriate consult regarding Behaviour Support, involvement of SENCO

- Consult VP re issuing a Senior Teacher Detention if satisfied that bullying has taken place.
- Inform parents.
- **VP Pastoral** will record on Sims as **Level 3 = 4 points**.



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Level 4

Continued High Risk Bullying Behaviour

It is hoped that through a consistent and stepped process that these sanctions will not be necessary but they are available should the bullying behaviour continue.

Further Sanctions include (in a step by step system)

- Pupil Support Centre
- Suspension
- Expulsion

All sanctions should have parental involvement

- Support for both pupils

- **YM** will work in consultation with VP Pastoral for each of these steps.
- Parents should be kept informed of all decisions taken by school.
- **VP Pastoral** will record on SIMS as **Level 4 = 5 points.**



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Appendix 4

Example of the Anti-Bullying Record Slip given to pupils.

<p>WHO (What people are involved?) _____</p> <p>_____</p> <p>_____</p> <p>WHAT happened? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>WHEN (day, date, time) _____</p> <p>WHERE (this issue took place)</p> <p>_____</p> <p><i>Give this page to an adult/teacher/Year Mentor who will do something about it. DO NOT SUFFER IN SILENCE. Name:</i></p> <p>_____</p>

Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
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.

	Name(s)	Gender	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			

Bullying Concern Assessment Form

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)

Bullying Concern Assessment Form

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 behaviours.

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 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 .
Agreed by _____ Status _____ On ____/____/____	

PART 2

<p>2:1 Who was targeted by this behaviour?</p> <p>Select one or more of the following:</p> <p> <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to group </p>
<p>2.2 In what way did the bullying behaviour present?</p> <p>Select one or more of the following:</p> <p> <input type="checkbox"/> Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking) <input type="checkbox"/> Any other physical contact which may include use of weapons) <input type="checkbox"/> Verbal (includes name calling, insults, jokes, threats, spreading rumours) <input type="checkbox"/> Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others) <input type="checkbox"/> Electronic (through technology such as mobile phones and internet) <input type="checkbox"/> Written <input type="checkbox"/> Other Acts Please specify: _____ </p>

Bullying Concern Assessment Form

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

Select one or more of the following:

- Age
- Appearance
- Breakdown in peer relationships
- 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 _____

Bullying Concern Assessment Form

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:

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

Bullying Concern Assessment Form

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING 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:

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/carer:

Other Agencies:

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

Bullying Concern Assessment Form

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:

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: Date:
Parent	Signed: Date:
Pupil	Signed: Date:



Carrickfergus Academy Anti-Bullying Agreement

This contract should be signed by anyone involved in an alleged incident of bullying. Year Mentors will use this pro-forma to ensure consistency in approach with all pupils involved. Not all statements will be applicable in every situation.

A discussion should take place for each point and any information necessary recorded in the spaces provided. This should give flexibility for individual situations to be responded to appropriately.

- There will be no communication with the other pupil unless it can be pleasant and civil.

- There will be no interaction via any social media platform. Pupils will block/delete contacts on all phones and devices.

- There will be no discussion of any kind with other pupils about the issues.

- Pupils will be offered a 'script' to help them respond to questions that may be asked.

- Pupils will avoid sitting beside each other, working in groups together, being in close proximity in corridors, canteen and classrooms for the safety and wellbeing of all.

- Pupils will not engage in 'dirty looks' or whispering behind backs.

- Pupils will actively discourage conversations about the incident. A script will be provided if necessary.

Signed _____ Date _____