Lismore Comprehensive School



"Caring and Learning Together"

ANTI-BULLYING POLICY

Understanding what bullying is and how it affects students allows us to be better equipped to effectively stop bullying behaviour

(Finger, Craven, Parada & Young2007)

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Lismore Comprehensive School Anti-Bullying Policy

1. Introduction

- 1.1 We, at Lismore Comprehensive School, through our Catholic ethos, promote Christian values, academic and vocational excellence, and the personal development of every pupil in a caring, happy and welcoming environment. We are sympathetic and responsive to individual needs, aspirations and talents, and respect all members of our school and parish communities and the world in which we live.
- 1.2 Bullying can be profoundly damaging in both the short term and long term for both targets and pupils displaying bullying behaviours. It can have considerable emotional as well as physical effects on pupils. Bullying makes their lives miserable, affects their health and seriously disrupts or impairs their capacity to learn.
- 1.3 Bullying occurs in all schools. Evidence from 'Bullying in Schools a Northern Ireland study' (2002) and other sources indicates that bullying takes place even in the best regulated schools and is not age or gender specific. Like all forms of abuse, bullying thrives on secrecy, the reluctance of the targeted pupil to talk about it and the reluctance to acknowledge its existence. Bullying is in contradiction of children's right to protection from all forms of violence, both physical and mental.
- 1.4 The following documents provide the legislative context governing policy content. Both the existing and the impending pieces of legislation have considerable implications for schools and impact on how we deal with pupils who display bullying behaviours and who are targeted. It also places great emphasis on the duty of schools to put in place initiatives to prevent bullying occurring.
 - The United Nations Convention on the Rights of the Child 1992:
 Article 12 the right to express views and have these taken seriously
 Article 19 the right to protection (including bullying;)
 - The Human Rights Act (1998) Protocol 1:
 - Article 2 Right to Education.
 - Article 3 Freedom from torture, inhuman and degrading treatment.
 - Article 6 Right to a fair hearing;
 - The Education (2006 Order) (commencement No 2) Order (Northern Ireland) 2007;
 - Education and Libraries (N.I.) Order 2003:
 - Article 17 Duty to safeguard and promote the welfare of pupils.
 - Article 18 Child protection measures
 - Article 19 School Discipline: Measures to prevent bullying
 - The Board of Governors must consult with registered pupils on the general principles which will be reflected in the school's discipline policy: and
 - The principal, when deciding on measures which will be used to encourage good behaviour in school, must specifically include measures to prevent bullying among pupils; and,

- The principal, before deciding on measures to encourage good behaviour, must consult with pupils registered at the school and their parents;
- The Health and Safety at Work (N.I.) Order 1978.
- 1.5 The following provide guidance which informs this policy content:
 - "Pastoral Care in Schools: Child Protection" DE, 1999;
 - Pastoral Care in Schools: Promoting Positive Behaviour" DE, 2001;
 - DE Circular 2003/13 "Welfare & Protection of Pupils Education and Libraries (N.I.) Order 2003:"
 - ACPC 2005 Regional Guidance "Co operating to Safeguard;"
 - DE Circular 2007/01 "Acceptable Use of the Internet and Digital Technologies in School:"
 - De Circular 2007/20 Article 19"Duty to promote good behaviour, discipline and welfare – your pupils attending other schools;"
 - The Education(School Development Plans) Regulations (Northern Ireland)2010;
 - DE Guidance on Cyber Bullying provides guidance which informs this policy content.
- 1.6 A preventative approach to bullying, in its most successful form, takes place within a school ethos in which pupils are respected and valued as individuals and where their self-esteem is fostered routinely. The way that staff and pupils behave towards each other, and the predominant values and beliefs that exist in any school, have been identified as being particularly relevant in relation to preventing and dealing with bullying. The ethos of a school is powerful and will work either negatively or positively to encourage, condone or discourage bullying behaviour.
- 1.7 In presenting this policy we are aware that its success depends upon staff, parents and pupils accepting and implementing the responsibilities detailed within it, and in a consistent manner.

2. Links between this policy and other School policies

2.1 It is important to emphasise that this Anti-Bullying Policy is integral to our policy of Pastoral Care, is set in the context of our Behaviour for Learning Policy and relates closely to our Safeguarding and Child Protection Policy. In addition, it is firmly embedded in our School Mission Statement and School Aims and Objectives.

3. Definition of Bullying in Lismore

- 3.1 DE defines bullying as "*Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself."* (Pastoral Care in Schools: Promoting Positive Behaviour 2001)
- 3.2 We, at Lismore, have an agreed definition which has been adopted by the school community "Bullying is the persistent, deliberate or unintentional, targeted action from one or more pupils, intended to make the individual unhappy, inferior or have a detrimental effect on their psychological, emotional and physical well being. It is the illegitimate use of power to hurt others, removing an individual's right to feel safe."

4. Principles

- 4.1 Lismore is completely opposed to bullying and will not tolerate any form of bullying behaviour. It is entirely contrary to our values and ethos as a caring community and is unequivocally rejected by all members of staff. All adults who work in Lismore are committed to making a continuing and concerted effort to eradicate it from our school and are guided by our School Mission Statement and all our school policies.
- 4.2 Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear. The welfare of all children and young people are paramount and pupils' needs, whether they are a pupil displaying bullying behaviour or a targeted pupil, need to be separated from their behaviour. When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- 4.3 Pupils who display bullying behaviour will be helped to modify their actions and bullying will be treated in the same way as other forms of behavioural difficulties and may be addressed through the SEN Code of Practice. However, where unacceptable behaviour persists, the full range of sanctions including suspension, or in extreme cases, expulsion will be available to the Principal and Board of Governors to deal with incidents of bullying.
- 4.4 Every reasonable effort will be made to give pupils who are the target of bullying, appropriate support and protection.

5. The process of Participation and Consultation

- 5.1 To take account of current needs and to be reflective of current practice, the effectiveness and application of an Anti-bullying policy in Lismore will be reviewed on an annual basis by the Anti-Bullying Co-ordinator. He/She will help determine whether the approaches and procedures advocated are being successful in preventing and dealing with incidents of bullying and helping create a climate within the school which is conducive to good relationships and effective teaching and learning.
- To assist with the review process, a Bullying Incident log book will be maintained and analysed to establish the nature and frequency of bullying incidents. These statistics will be discussed by the Pastoral Team and SLT on an on-going basis, by all staff at Head of Year / Tutor meetings and each term by Board of Governors representatives, in an effort to identify and address specific trends and issues. A full report will be presented to all staff and the Board of Governors at the start of each school year by the Anti-Bullying Co-ordinator to help provide insight and develop awareness of the current concerns and priorities. All staff will also be reminded of the procedures which must be followed, including reference to filling in Anti-Bullying logs, in relation to all bullying incidents on an annual basis. If considered necessary, a full review of policy and procedures will be initiated and all staff, teaching and non-teaching, parents, pupils and Governors will contribute to this review.
- 5.3 Form Class based workshop to negotiate and agree a Code of Conduct for positive behaviours within a group.
- 5.4 Awareness raising programmes through Curriculum and involvement in NI Anti Bullying week.
- 5.5 Awareness raising programmes including the distribution of parent and pupil guidance, in the form of leaflets, in relation to our Anti-bullying policy.

6. Preventative Measures

6.1 Developing an Anti-Bullying ethos means adopting a range of pro-active strategies as well as applying appropriate re-active strategies to manage bullying incidents when they occur. In-service training on pro-active and re-active strategies has been delivered to staff. In Lismore these will include:

Pro-active Strategies

- Providing opportunities for pupils to learn to work together in a co-operative manner;
- Taught programmes of study to provide opportunities for pupils to develop skills of assertiveness, self protection, inter-personal and non-aggressive responses (PD, 'START' lessons);
- The maintenance of high standards of behaviour whole school, classroom and individual level- as detailed in our Behaviour for Learning Policy with strong emphasis on positive behaviour;
- Questionnaire / survey / consultation with pupils, parents and staff;
- Promotion of our caring ethos;
- Recognising and rewarding good behaviour / Positive Behaviour Awards;
- Supervision of identified 'Hot-spots;'
- Use of drama / role play in curriculum / circle time;
- Peer support scheme (Peer Mentors);
- School assemblies;
- School Council / regular revisiting of pupil's responsibilities and our definition of bullying and the forms it can take;
- Poster campaign / cross curricular 'anti-bullying week' / high profile maintenance of our anti-bullying ethos;
- Pastoral Notice Board with anti-bullying messages and sources of help;
- Awareness of rights and responsibilities of all members of school community through
 PD / Citizenship / LLW /subject content;
- Curriculum that addresses prejudice, discrimination and Social/Emotional learning through PD / Citizenship / LLW /subject content;
- Regular re-visiting and communication of our Anti-Bullying Policy to pupils and parents / distribution of 'in-house' leaflets;
- Monitoring of bullying incidents nature and frequency;
- Creating a safe haven for vulnerable pupils;
- Targets for improvements linked to School Development Plan;
- Staff training;
- Offer awareness-raising sessions to parents.

Re-active Strategies

- Problem-solving approach to incidents;
- Individual action plans for protection;
- Peer support;
- Counselling;
- SEN Code of Practice Procedures;
- Child Protection Procedures;
- Liaison with / involvement of, Parents/ Carers/ Others;
- Pupil monitoring / follow up;
- Recording / monitoring of nature and frequency of incidents;
- Generate reports on a regular basis to identify areas of concern;

7. Bullying Behaviours

- 7.1 Bullying behaviour is complex in nature and can range from hurtful teasing to serious physical harm. The following behaviours will be described as bullying in Lismore. The list is not intended to be an exhaustive one and should be considered only as an indication of the various forms that bullying can take. Staff should always be alert to **any** form of behaviour which may lead to bullying as defined above.
 - Physical violence, such as hitting, pushing, kicking, pinching, throwing things or using implements to cause deliberate injury to another pupil;
 - Spitting at or threatening a pupil;
 - Deliberately damaging, destroying, stealing or hiding another pupil's property;
 - Using offensive names when addressing another pupil and, in particular, making remarks with a racist, homophobic or sectarian intent;
 - Teasing, spreading rumours, name-calling or attacks on another pupil because of religion, gender, disability, family, appearance or ethnic or racial origin, actual or perceived sexuality;
 - Taunting, disparaging or belittling a pupil, his/her abilities or achievements;
 - Ridiculing another pupil's appearance, way of speaking or personal mannerisms;
 - Writing offensive notes or graffiti about another pupil;
 - Sending offensive, threatening or harmful e-mails, internet posts, social networking comments, text messages or images about another pupil;
 - Excluding another pupil from a group activity;
 - Extorting money or items of property from another pupil;
 - Taking homework or forcing someone to do homework;
 - Organising, promoting or contributing in any way to violence or conflict between pupils.

8. Responsibilities of the School Community

- 8.1 All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. By working together, parents, staff and pupils can successfully combat and, hopefully in time, eradicate bullying.
- 8.2 Staff in Lismore will contribute to an anti-bullying ethos by:
 - Enhancing our pupil's self-esteem, fostering self-respect and respect for others;
 - Demonstrating by example the high standards of personal and social behaviour we expect of our pupils and by promoting the positive discipline practices detailed in our Behaviour for Learning Policy;
 - Discussing bullying with all classes, so that every pupil learns about the harm it causes
 to both the target and to the pupil displaying bullying behaviour, and the importance
 of telling a member of staff or other trusted adult about bullying when it happens;
 - Helping pupils to recognise and deal with unwelcome behaviour in others and acquire the skills and confidence they need to keep themselves safe;
 - Being alert to signs of distress and other possible indications of bullying (C.F. Appendix 1)
 - Displaying anti-bullying material and sources of help on Pastoral Notice Boards in all classrooms;
 - Being accessible and listening sympathetically to children who make a disclosure about bullying, taking what they say seriously and acting to investigate, support and protect them according to agreed re-active strategies;
 - Following up any complaint from a parent about bullying, and reporting back as promptly and effectively as possible, according to agreed re-active procedures;
 - Helping pupils who display bullying behaviour to modify their behaviour;
 - Reporting persistent cases of bullying to the Head of Year and key Stage Manager;
 - Monitoring identified likely locations for bullying;
 - Contributing to the delivery of a range of agreed pro-active anti-bullying strategies;
 - Facilitating peer-support schemes.
- 8.3 Pupils in Lismore will contribute to an anti-bullying ethos by:
 - Accepting our agreed definition of bullying and description of the various forms it can take;
 - Refraining from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity;
 - Accepting that they need to speak out, that Lismore is a 'telling' school and that they
 can trust adults to take their concerns seriously to support and protect them;

- Realising that bullying behaviour is wrong, is contrary to our school ethos, and that it can cause considerable harm to another member of our community;
- Intervening, either directly or by telling, to protect the pupil who is being targeted, unless it is unsafe to do so;
- Reporting to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and helping to prevent further instances;
- Realising that they cannot and are not expected to deal with a bullying situation by themselves, and that they need to get help;
- Realising that they are not alone, despite what the pupil who has displayed bullying behaviour may have done or said to make them feel so;
- Not suffering in silence, but having the courage to speak out, to put an end to their own suffering and that of other potential targets;
- Participating in peer-support schemes;
- Playing their part in any plan put in place to deal with a particular situation.
- Not contributing in any way, either by encouraging or organising, to violence or conflict between pupils.

8.4 Parents of Lismore pupils will contribute to an anti-bullying ethos by:

- Accepting our agreed definition of bullying and description of the various forms it can take;
- Watching for signs of distress or unusual behaviour in their children which may be evidence of bullying; (Appendix 1)
- Advising and encouraging their children to report any bullying to their Form Tutor,
 Head of Year or any adult they feel confident about approaching;
- Explaining to their child the implications of allowing bullying to continue unchecked, for themselves and for other pupils;
- Instructing their child not to retaliate violently or aggressively to any form of bullying;
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Participating in any plan drawn up to deal with a particular bullying situation;
- Informing the school of any suspected bullying, even if their children are not directly involved;
- Co-operating with the school, if their children are accused of bullying behaviour, trying to ascertain the truth, and pointing out the implications of bullying, both for the target and for the pupils displaying bullying behaviour themselves.

9. Procedures for dealing with incidents of bullying

- 9.1 If in whatever circumstances a teacher is alerted to the possibility of bullying, it will be necessary to deal with it firmly and sensitively, and with the necessary degree of priority. Suspected, reported, observed or disclosed bullying should never be ignored. When confronted with evidence of bullying, teachers **should not**:
 - Assume the matter will resolve itself in time;
 - Allow or encourage pupils exclusively to attempt to sort things out by themselves;
 - Challenge or threaten the pupil displaying bullying behaviour with physical violence;
 - Act in a manner which might appear aggressive and escalate the situation;
 - Tell pupils to ignore the pupil displaying bullying behaviour;
 - Simply tell pupils to stand up for themselves.

Even though any member of our school community may be the person dealing initially with the bullying incident / disclosure / complaint, it is the Form Tutor who knows the pupil best and is therefore in a better position to deal with the presenting situation. However, it is important that the Head of Year, Key Stage Manager, the School Principal and Designated teacher for Child Protection become involved if necessary and according to circumstances pertaining to the referral. It is also important that the person making the referral completes the relevant sections 1 and 2 of the Bullying Incident form (Appendix 2) and gives it to the relevant Form Tutor.

- N.B. A quick guide to taking action with regard to helping targeted pupils and pupils who display bullying behaviour is provided as appendices 3 and 4.
- 9.2 When a pupil reports a bullying incident, this should be done in a secure and appropriate environment. At the start of the meeting the targeted pupil needs to know that a written record will be kept, and made aware that it may be necessary to disclose information to another person, for example, Parent / Carer / Designated Teacher. Pupils should be permitted to have a friend present with them for support if requested. Pupils who inform about incidents of bullying should be assured that they have done the right thing by telling and should be praised for seeking help.
- 9.3 Teachers should listen sympathetically to, and take seriously, what the pupil(s) who have been targeted have to say, without making premature assumptions. The targeted pupil(s) should be invited to say what they think should happen to resolve the situation and importantly, what they think would make it worse. Listen carefully to all accounts several pupils saying the same thing does not necessarily mean they are telling the truth.

- 9.4 Targeted pupils should be promised support and protection and agreement reached with them on the appropriate course of action designed to stop the bullying and keep them safe. Parents should be informed and involved. The detail of this plan will be determined by what is required to ensure the care, welfare and safety of the targeted pupil and to bring the bullying to an end. What is to be done, by whom and when, should be recorded on the 'Action Plan' (section 3) of the Bullying Incident form (Appendix 2). Any follow-up action required and what, if any, sanctions are to be applied, should also be noted. Recommended re-active strategies are detailed under section 6 of this policy.
- 9.5 Bullying, especially when serious or prolonged, can have lasting emotional and psychological ill-effects and a distressed pupil should be offered support. In serious cases, it may be necessary to offer the pupil counselling and the Designated Teacher for Child Protection should be contacted.
- 9.6 A record should be kept of incidents investigated, discussions held and action agreed, using the Bullying Incident form (Appendix 2). A copy of this form should be given to the Designated Teacher for Child Protection or Anti Bullying Co-ordinator who will make arrangements for its proper filing and storage. The details from Sections 1 and 2 of the form are recorded on the behaviour management area of Sims. Records on Sims can be used to accrue negative behavioural points for those who display bullying behaviour. Staff can generate reports throughout the year on a regular basis to identify needs. The paper copies are held by VP (Pastoral). This record will be used to monitor the nature of bullying incidents in Lismore and the effectiveness of our Anti-Bullying Policy as well as to help guide future strategy. It will be held on a pupil's record until his or her 25th birthday.
- 9.7 As well as ensuring that pupils who display bullying behaviours are dealt with in accordance with our Behaviour for Learning Policy and procedures, it is necessary that work is carried out with these pupils to try to help them change their unacceptable behaviour. This may involve discussion with the pupil and their parents or referral for counselling and the Designated Teacher for Child Protection will advise on this. However, as stated under 4.3 of this policy, the full range of sanctions are available to deal with bullying and will be applied if warranted.
- 9.8 If a bullying incident is reported that has occurred outside school hours and premises, parents/guardians may be advised to seek assistance from the PSNI or other relevant agencies.
- 9.9 When bullying is witnessed by a member of staff, teaching or non-teaching, the following guidance is offered in 'Promoting Positive Behaviour', DE, 2001. In such circumstances, staff should:
 - Diffuse the situation by separating the target from those displaying bullying behaviour;
 - Disperse any bystanders;
 - Act firmly in a measured manner, avoiding any action which might be construed as aggression. If physical restraint is necessary, it should be applied in accordance with

- the guidelines given by DENI;
- Indicate clearly to the pupils displaying bullying behaviour that the school does not tolerate bullying under any circumstances, and that they will be dealt with as a matter of course and according to our Behaviour for Learning Policy;
- Provide reassurance, support and protection for the pupil who was the target and set the soonest possible time (if not immediately) for the pupil's Form Tutor to discuss with him/her what happened, the background, and what should now happen to make things better.

10. Professional Development of Staff

- 10.1 The Pastoral Team are responsible for the identification, organisation and management of appropriate in-service training of teaching and non-teaching staff regarding effective responses to bullying behaviour. In-service provision will be determined by school, staff and pupil needs. It may be general in nature, for example anti-bullying policy development, or more specific, for example training in the understanding of the levels of intervention. In-service tailored to the needs of individual members of staff or groups of individuals such as Tutors, Year Heads, Heads of Department, Learning Support Assistants, new staff etc, will also be made available as the need arises.
- 10.2 The behaviour management skills of staff associated with the incoming Year 8 group, will be revisited each June, as will the SEN Code of Practice procedures, Child Protection procedures and Anti-Bullying procedures and strategies. All in-service will be guided by the desire to develop a positive approach to all behaviour management, in line with Lismore's ethos which aims to promote the all-round development of its pupils within a safe and caring community.

11. Monitoring and review of policy

This policy should be formally reviewed biennially related to the policy should be noted.	y or as required and any incident
(Principal)	(Chair of the Board of Governors)

Appendices

- 1) Signs and Symptoms A Guide For Parents and Staff
 - 2) Bullying Incident Form
- 3) Taking Action –Immediate and Longer Term for the Targeted Pupil
- 4) Taking Action Immediate and Longer Term for Pupils Who Exhibit Bullying Behaviours.

Signs and Symptoms – a Guide for Parents and Staff

In spite of a positive and supportive climate within the school, pupils may still be reluctant to report instances of bullying behaviour, perhaps because they are fearful of the consequences. It is often left to the observant parent or staff member to detect signs of emotional distress in the pupil and, in time, to identify bullying as its cause. Parents and teachers must, therefore, be vigilant at all times for such indicators. The signs and symptoms of bullying can be grouped according to three main types, Physical, Behavioural an Emotional.

The following list is compiled from 'Promoting Positive Behaviour' DENI 2001 and 'Don't suffer in Silence' DFES 2002. It is not exhaustive and there may be other causes for such signs and symptoms. Pupils may:

- Have mystery cuts or bruises, damaged clothing or belongings;
- Seek reasons for not attending school, or begin to play truant;
- Be reluctant to travel home on the school bus or to walk home at the same time as other pupils, may look for excuses to leave school early or stay later in school, or may look for different routes to and from school;
- Lose possessions, such as pens or books, and their workbooks may be destroyed or the work in them defaced. Items of school uniform and games kit may be misled and packed lunches spoilt;
- Be continually in need of money. Pupils who are being targeted are telling their parents that they have lost money or used it for unusual purposes. In reality, it may have been stolen or used to placate the pupil displaying bullying behaviour;
- Try to avoid going out to play at break or lunch times and, if persuaded to, remain close to an adult supervisor;
- Be more anxious or insecure than others, have fewer friends and often feel unhappy and lonely;
- Suffer from low self-esteem and negative self-image, looking upon themselves as failures and feel stupid, ashamed and unattractive;
- In the most serious cases, present a range of clinical symptoms such as headaches, stomach aches, bed-wetting, sleeping difficulties and sadness. Bullying may also lead to anxiety, depression and lack of trust in adult life.

Additionally, the following are signs and systems of cyber bullying. He or she may:

- Appear upset after using the computer or being online
- Appear upset after viewing a text message on a mobile phone
- May be reluctant to use the computer or electronic device
- Avoid discussion about what they are doing on the computer, or other electronic device
- May look or appear nervous, anxious or jumpy when receiving an email, IM or text message
- May display unusual anger, sadness, and depression after using the computer or electronic device
- Exit or click out of whatever they are doing, if a person walks by
- Unexpectedly quits using the computer or electronic device
- They try to hide the bullying-related material from their parents by attempting to delete or move it to a subfolder
- They may ask if they can change their mobile phone number or email address or have multiple email addresses
- They may become obsessed with the computer
- They may play normal games on the computer that do not require internet access
- They may suddenly pull away from friends and spend more time with family
- Spend long hours on the computer
- May be secretive about their internet activities
- Won't say who they are talking to
- Have unexplained pictures on their computer
- Say they are doing homework on their computer but they are actually behind with their school work.



PASTORAL CARE

LISMORE COMPREHENSIVE SCHOOL BULLYING INCIDENT FORM



	_			
Targeted Pupil's Name:				
Class: Form Teacher:				
Teacher/Support staff monitoring the incident:				
Location & time of incident:				
Section 1:				
Details of Incident to be completed by Te (succinct account, but include names of all inv		closure.		
Section 2: Nature of Incident (tick as many boxes as applies - incidents of ethnic and religious-based bullying or incidents of bullying with a sexual connation or homophobic intent should be specified under 'other')				
physical bullying hitting, punching pinching, scratching	verbal bullying teasing/name calling making offensive remarks	emotional/social bullying leaving people out spreading rumours		
kicking, pushing, tripping spitting	making discriminatory remarks insulting someone	excluding someone ignoring someone		
damaging/stealing property	threatening someone	making fun of someone		
throwing objects at someone	repeated teasing	stopping people from		
hiding/taking belongings	cyber bullying	befriending someone		
Other (specify)	intimidating someone Other (specify)	cyber bullying Other (specify)		
	Unier (specify)			
Section 3:				
Action taken (state what is to be done, by we be applied):	vhom and when. Record any follow-up action	n required, and what, if any, sanctions are to		
N.B. Please give copy of this form to eith	her Mrs Foster(VP Pastoral) or Mrs Han	na(Anti-Bullying Co-ordinator)		

Taking Action: Immediate and Longer Term The Targeted Pupil

It is very important for the targeted pupil to be confident that something will be done immediately to relieve their distress. In some cases, longer-term strategies may be needed and developing the coping skills of the targeted pupil should be considered.

Immediate action

Support the targeted pupil and reassure them that all possible steps will be

taken to resolve the issue

Tell them about your responsibilities to record and possibly involve others

Listen carefully to the targeted pupil's story, then focus on the details of the

incident

Agree an action plan with the targeted pupil, adopting a problem-solving

approach

Inform parents and others as necessary

Record incident, discussion and action on pro-forma

Implement the support plan

Monitor the situation

Longer term

This may involve:

- · Assertiveness skills training
- Providing activities to build up self-esteem
- Offering counselling
- Self help leaflets, web sites etc.

Taking Action: Immediate and Longer Term - Pupils who exhibit bullying behaviour

Some pupils who display bullying behaviour have low self-esteem or other factors, which may manifest itself as aggressive behaviour. Pupils who display bullying behaviour need to be helped to learn more acceptable forms of social interaction. They also need to be helped to understand the feelings of targeted pupils and the seriousness of their actions, to acknowledge that what they have done is wrong and that this type of behaviour is unacceptable. As with the targeted pupil it is necessary to take some immediate action to ensure that the situation stops and then look at the longer term strategies to avoid a possible repeat.

Immediate Action

Tell them about your responsibilities to investigate, record and possibly

involve others, and speak in a calm, neutral and non-judgemental

manner.

Reaffirm the schools anti-bullying policy and procedures

Listen carefully, giving the pupil who displays bullying behaviour an

opportunity to give his/her point of view

Record incident and discussion on school pro-forma

Provide the pupil who is displaying bullying behaviour with an opportunity to

show some concern for the targeted pupil. Statements such as 'I need your help' or 'I would like to speak to you because (pupil) has been having a hard time recently', may be more effective than speaking to the pupil displaying bullying behaviour in a harsh or

aggressive manner.

Draw out any constructive suggestions about 'what can we do about it'

Monitor the situation

Longer Term

This may involve:

- Providing conflict resolution skills
- Providing activities to build up self-esteem
- Counselling
- Sanctions
- SEN Code of Practice
- Child Protection procedures