

# KNOCKAVOE SCHOOL

## *Anti-Bullying Policy*



### *Ratification*

Position	Signed	Date
Principal	<i>Sharon Corndy.</i>	<i>9/2/23</i>
Chair of Board of Governors	<i>June Neill</i>	<i>9/2/23</i>



## **Section 1 – Introduction and Statement**



At Knockavoe School we believe all forms of bullying type behaviour are unacceptable. We believe that all pupils have the right to learn in a safe, calm, nurturing, and supportive learning environment in line with the school ethos and values that we promote.

This policy has been developed in consultation with pupils, staff and parents/guardians at Knockavoe School. This included sharing drafts of the policy with all members of the school community prior to final ratification of the policy. Further consultation and training with the EA has been sought in the development of this policy. We will be responsive to any bullying concerns and amend the policy as and when required.

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## **Section 2 – Context**

Our policy is guided by and linked to the policies and legislation below:

### **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 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.

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- Requires schools to record all incidents of bullying type behaviour and alleged bullying type behaviour incidents.
- Sets out under which circumstances this policy should be applied, namely:
  - ❖ In school, during the school day
  - ❖ While travelling to and from school
  - ❖ When under control of school staff, but away from school (eg. school trip)
  - ❖ When receiving education organised by school but happening elsewhere (e.g. in another school in the 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)

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### **Section 3 – Ethos & Principles**

Within Knockavoe School we aim to ensure, through our principles and practices that:

- We are committed to a school ethos where bullying type behaviour is unacceptable and where every child and young person feel safe.
- 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 to create a safe and welcoming environment for all.



## **Section 4 – What is Bullying Type Behaviour?**

The display and experience of bullying type behaviour is complex but the Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used:

*In this Act “bullying” includes (but is not limited to) the repeated use*

*of:*

*(a) any verbal, written or electronic communication,*

*(b) any other act, or*

*(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.*

Therefore, within Knockavoe we acknowledge that:

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

While bullying type behaviour is usually repeated, within Knockavoe there may be instances of one-off incidents that the school will consider as bullying type behaviour. A one-off incident of a pupil displaying bullying type behaviour will be assessed by the following criteria:

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

### **Types of Bullying Behaviour**

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.

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

It must be noted that this list is not exhaustive and that other behaviours which fit with the definition may be considered bullying type behaviour.

### Motivation

As a school we recognise there are various motivations behind bullying type behaviour, including those named in the Act. These include but are not limited to:

Age/appearance/breakdown in peer relationships/community background/political affiliation/gender identity/sexual orientation/pregnancy/marital status/race/religion/disability/SEN/Looked After Child Status/Young Carer Status

For example, these motivations might lead to the following forms of types of bullying type behaviour:

- **Racist** – using racial taunts, gestures etc.
- **Sexual** – engaging in unwanted physical contact or making sexually abusive comments.
- **Homophobic** – focussing on the issue of sexuality
- **Verbal** – name calling, sarcasm, spreading rumours, teasing, belittling of others' ability and achievements.
- **Social** – making offensive comments about background, social class, where someone lives.
- **Sectarian** – making offensive comments related to religious belief and/or political opinion.

### CYBER BULLYING

- We live in a technological age where phones and devices can be taken everywhere. This results in a risk of bullying type behaviour which can occur through:
  - receiving nasty or threatening phone calls, text messages or e-mails
  - receiving nasty or threatening comments, photos or video footage posted on chat rooms, instant messenger or social networking sites.



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/target'. Instead, we will refer to the behaviour and not the child/children, for example:

- Bully is no longer used but rather the child displaying bullying type behaviours
- Victim/Target is no longer used but rather a child experiencing bullying type behaviours

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

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### **Section 5 – Preventative Measures**

*The focus of this section is to set out the measures to be taken by the school to prevent bullying type behaviour and to promote a strong anti-bullying ethos within the school and the wider school community.*

Each case of alleged or confirmed bullying type behaviour will be addressed following the legislative flowchart and guidance on Effective Responses to Bullying Behaviour (ERTBB): NIABF. Follow-up action will be tailored to meet the individual needs of the pupils concerned. Some preventative measures highlighted in consultation with Class Teams and aligned to ERTBB may include (but not limited to):

- Whole school and class assemblies on Anti-bullying and friendship.
- Class Charters in all classrooms highlighting pupils' rights and responsibilities.
- Class assembly and Circle Time sessions reminding pupils of Knockavoe VIPs and ethos.
- Discussion and sharing of Knockavoe's core values with all pupils.
- PDMU/ PD and LLW curriculum used to promote a positive culture,
- Staff use consistent language throughout the school, following school protocol.
- Positive relationships are built between school and home through daily email, phone calls, parents teacher meetings, etc.
- Regular class team meetings and good communication within the class team to highlight and identify potential issues and to prevent.
- Regular CP and Safeguarding meetings within school.
- Class seating plan reflects appropriate groupings of pupils.
- Individual timetables arranged to meet needs of all pupils; sensory input to prevent bullying.
- Buddy bench in the playground used as a safe space.
- Posters in school reminding pupils of school rules, VIPs, etc.
- Post Incident Learning
- Kindness games through turn taking
- Worry box in classrooms - picture cards
- Videos to explain What is Bullying
- Anti-Bullying workshops and annual awareness through anti-bullying week.

## Knockavoe School - Anti-Bullying Policy

Knockavoe School will always aim to raise 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 may include:

- Addressing key themes of online behaviour and risk through PDMU/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. 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 (eg. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

This lists above are not exhaustive and not every idea will be appropriate for every pupil or incident within Knockavoe. Staff should consider what measures and activities are most likely to bring about the key outcomes of keeping children and young people safe and allowing them to feel safe at school when addressing any incidents of bullying type behaviour.

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### **Section 6 – Responsibility**

**Pupils:** Pupils have an entitlement to be educated in an environment which is safe, caring, and respectful of their individual needs.

*Pupils have a responsibility to treat all other pupils, teachers, and other staff with respect. They have a responsibility to refrain from engaging in bullying type behaviour and to report it if they are aware of it occurring.*

**Parents:** Parents have an entitlement to expect that their child will be educated in an environment which is safe, caring, and respectful of their individual needs.

*Parents have a responsibility to ensure that their child co-operates with teachers, other staff and other pupils. They have a responsibility to inform the school of any incidents of bullying type behaviour which they are aware of.*

**Teachers and other staff:** Teachers and other adults in the school community have an entitlement to work in an environment which is characterised by respect and caring for all.

*Teachers and other adults in the school community have a responsibility to contribute to the creation of such an environment and to work for the well-being of all pupils.*

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 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 and 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.

### **Section 7 – Reporting a Bullying Concern**

Each case of bullying type behaviour will be addressed following the Legislative Guidance and recommendations within ERTBB: NIABF. Appropriate support and interventions will be tailored to meet the individual needs of the pupils concerned. Discretion will be exercised to account for SEN, individual capabilities to comprehend the impact of behaviour, alongside resilience levels. Parents of all parties will be involved in this process and will be kept informed on supports and interventions in relation to their child specifically. See appendices 1-4 which clearly demonstrate process to be followed, roles, recording and supports and interventions. The following steps will be followed:

#### **1. Reporting of an incident**

When a bullying type behaviour incident is reported, the following process will be followed - see Appendix 1 and 2.

Information will be passed on to the following people:

- The Teacher of any child involved
- The Principal
- The Designated Teacher/Deputy Designated Teacher for Child Protection

#### **2. Investigation of an incident**

This will normally be carried out by the Principal and/or Designated Teacher for child protection, in co-operation with any class teachers concerned. Initial investigation will be conducted by the class teacher and/or the Principal and/or Designated Teacher.



Pupils involved will be interviewed and a record made of their responses on either the school's Note of Concern form or the Bullying Concern Assessment Form (BCAF).

Parents of all pupils involved will be informed of the school's action up to this point and will be kept informed of subsequent action.

### **3. Agreeing a plan for support and intervention**

Working with the pupils concerned, the Principal and/or the Designated Staff Member will devise a plan for support and intervention. This plan will include targets for socially acceptable behaviour and a record will be kept in part 3 of the BCAF. In specific cases a Risk Reduction Action Plan may be implemented (RRAP) which will outline the ways the school are working to reduce the risks of children experiencing or displaying bullying type behaviour.

Legislation highlights a restorative, supportive, solution-based approach when working with pupils displaying these behaviours. Supports and interventions will be identified on an individual case by case basis and used in conjunction with our Promoting Positive Behaviour Policy.

### **4. Reviewing the situation**

The situation will be monitored and formally reviewed within one month of the initial report. This will be done by the designated teacher, in co-operation with the other teachers, pupils and parents concerned. A record of this review and evaluation will be recorded on the BCAF part 4.

### **5. Involvement of other agencies in provision of support**

When necessary, the school will draw on support from a range of outside agencies including:

- Education Welfare Officer
- DABSS/Adults' Challenging Behaviour Teams;
- and the Educational Psychology Service (where appropriate)
- AAIS
- CAMHS/WHSCCT
- EA Behaviour Support
- EA SEN Team
- ABiSIT (Addressing Bullying In Schools Implementation Team)

In most instances, the school will seek to deal with the situation from within its own resources. However, if it becomes clear at step 3 or 4 that outside help is needed, the school will not hesitate to avail of it.

### Pupils Reporting a Concern

Knockavoe encourages pupils to report any incidents of bullying type behaviour:

- Verbally- by talking to a member of staff

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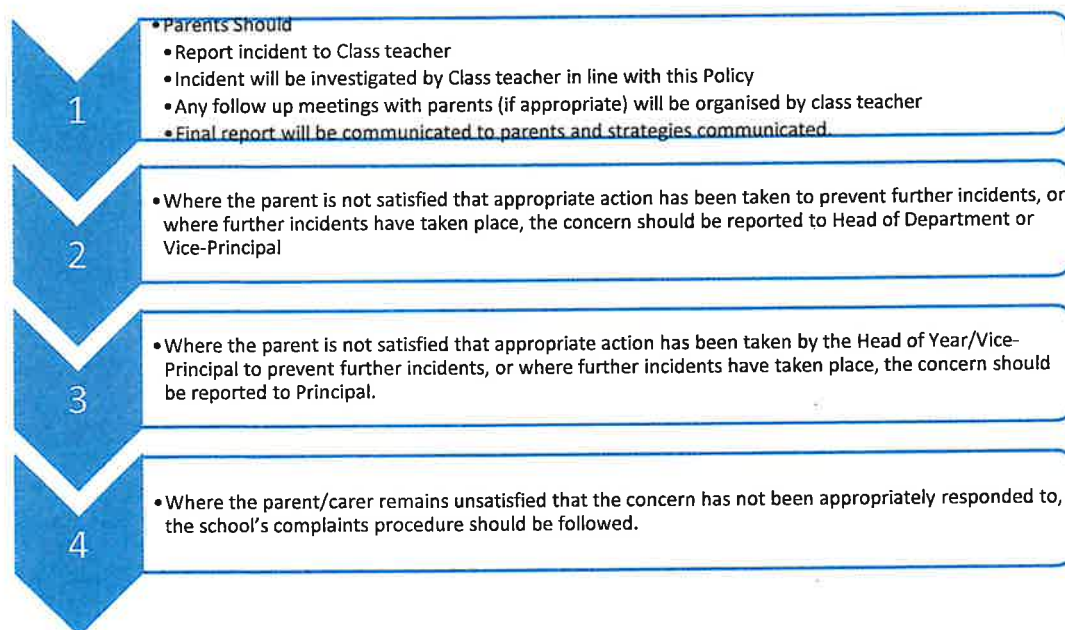
- By writing a note to a member of staff (e.g. in a homework diary)
- By sending an email to a member of staff or to a dedicated email address
- By posting a comment in a 'worry box' if each class has them.
- Communication through pictures, signs and symbols
- Communication through our Zones of Regulation

Knockavoe recognises that ANY pupil can raise a concern about bullying type behaviour, not just the pupil who is experiencing this behaviour.

### Parents/Carers Reporting a Concern

Knockavoe encourages parents to report an alleged bullying type behaviour with the school at the earliest opportunity. We remind parents/carers of the need to encourage their children to react appropriately to bullying type behaviour and to not do anything to retaliate or to 'hit back'.

The procedures for reporting an incident of alleged bullying type behaviours are outlined in the flow-chart below:



Within Knockavoe, all reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be given to the person who made the report in a timely manner. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

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### **Section 8 – Responding to a Bullying Concern**

Using the legislative process and documentation as outlined in the ABIS Act 2016, Knockavoe staff responding to an incident of bullying type behaviour will:

- Clarify facts and perceptions

- Check records (SIMS/BMM)
- Record concerns using BCAF part 1 and 2
- Assess the incident against the criteria for bullying type behaviour.
- If the legal definition has not been met any incident will be followed up using our Positive Behaviour Policy as appropriate.
- If the criteria have been met any themes or motivating factors and forms of behaviour will be identified.
- Support and interventions will be recorded using BCAF part 3a and 3b.
- Appropriate levels of support and interventions for all pupils involved will be determined on an individual case by case basis.
- Track, monitor and record effectiveness of interventions
- Review outcome of interventions
- Select and implement further interventions as necessary

Knockavoe School advocates a restorative approach to responding to bullying type behaviour. Interventions recommended will respond to the behaviour, resolving the concern and restoring the wellbeing of those involved (See Appendix 4). Where appropriate, school staff may make reference to the Promoting Positive Behaviour Policy.

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

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### **Section 9 – Recording**

Knockavoe school will digitally record all relevant information in line with GDPR legislation related to reports of bullying type behaviour, including:

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

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### **Section 10 – Monitoring and Review of Policy**

In line with legislative mandatory requirements as outlined in the ABiS Act 2016 and to appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors, or Sub-committee, will need to:

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

This Knockavoe Anti-Bullying Policy shall be reviewed at least every four years or as required, in consultation with pupils and their parents/carers. It will be reviewed in line with most recent DE/ EA guidance and legislation.

### **Section 11 – Staff Training**

Staff training is provided on a regular basis to support implementation of this policy.

### **Section 12 – Further Support and Information for Parents/Carers**

Some of the external organisations which can provide support include:

- NSPCC
- Parentline N.I.
- Barnardo's
- Safety Online
- Safer Schools App
- Anti-Bullying Alliance
- NIABF

NIABF website information for parent support: 'Parents can feel a range of emotions when they discover their child is being bullied. While initial feelings may include isolation, anger, sadness and guilt, it is important for you to remember there is a way forward. This guide contains information about spotting the signs of bullying, the action you can take, your child's rights, strategies and tips. We hope it will give you ideas about what might work, things you could try and will help you feel that you are not alone'.

NIABF Parent Handbook: <http://www.endbullying.org.uk/publications/pc-toolkit/>

Finally, if you have any concerns or complaints on how a bullying type of concern has been addressed further clarification of the school's complaint procedures can be located on our Complaints Procedure on our school website: <https://www.knockavoeschool.com/>

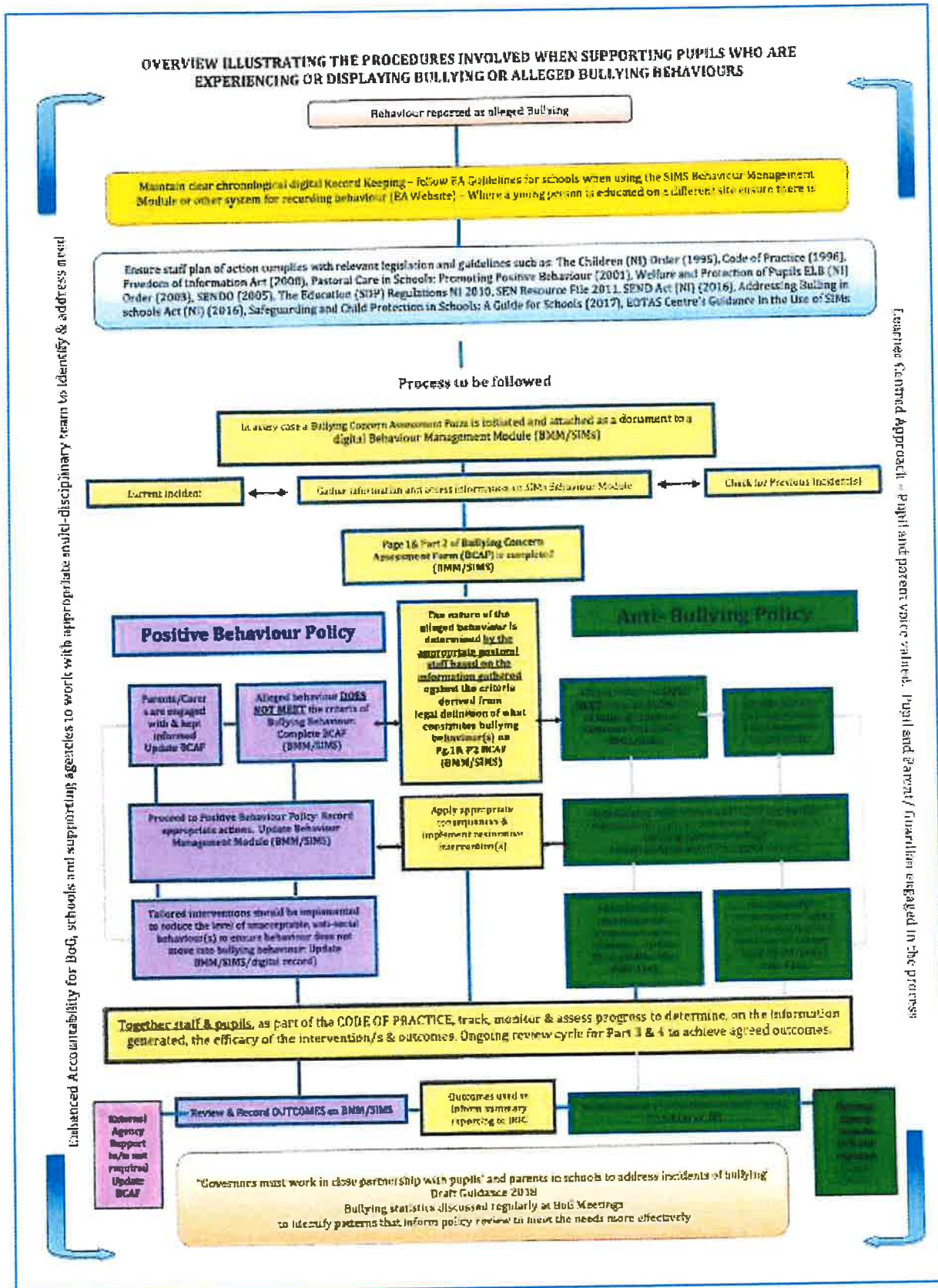
\*Please note that this policy works in conjunction with other policies at Knockavoe School including our:

- Positive Behaviour Policy
- Child Protection
- Code of Conduct
- GDPR
- Complaints Policy



# Knockavoe School - Anti-Bullying Policy

## Appendix 1: Flowchart detailing process to be followed





## Knockavoe School - Anti-Bullying Policy

### Appendix 2: Processes and Systems for Response

<p><b>Step 1</b> (Concern Form Completed) All Staff ERBB - pg13-14</p>	<p>Concern is raised by a student, parent, member of staff or other.</p>	<p>Member of staff receiving the concern listens and shares the concern with the class teacher. Class teacher may ask the staff member to record on BCAF part 1 and gather evidence or they might summarise key points and follow up BCAF 1 themselves.</p>
<p><b>Step 2</b> (Class Teacher) ERBB pg15-17</p>	<p>Class teacher as person closest to the student and most likely to have a relationship with the child gathers more information needed to help assess the allegation against the legal criteria.</p>	<p>Class teacher completes BCAF part 1-2. They record follow up for concerns that do not meet the legal definition or are low Lev 1 or some Lev 2 concerns using positive behaviour policy or processes. BCAF shared with Pastoral/Safeguarding Lead Team</p>
<p><b>Step 3</b> (Complete BCAF Part 3) Pastoral/Safeguarding/SLT</p>	<p>BCAF shared with Pastoral VP. If the incident is identified as bullying type concern requiring interventions and support above Lev 1 (3-4 and some lev2)</p>	<p>Lev 3-4 (some lev 2) stage interventions and support mapped out, recorded and reviewed using Part 3a and b of the BCAF. Please note this will involve students, parents and may also involve multi-agency support.</p>
<p><b>Step 4</b> (Complete BCAF Part 4) SLT/External/Governors</p>	<p>Pastoral VP reviews actions to date and in collaboration determines if the success criteria from part 3a and 3b have been met.</p>	<p>If the success criteria have not been met complete section 4b of the review documentation and involve further multi-agency input and engagement with the board of governors.</p>

# Knockavoe School - Anti-Bullying Policy

## Appendix 3: BCAF Form -Bully Concerns Assessment Form part 1 and 2

**BCAF Part 1 – Assessment of Concern** The legal definition of bullying is “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 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

Staff/Pupil	Name(s)	Gender	Year/Tutor
Person(s) reporting the concern		M/F	
Name of pupil(s) experiencing alleged bullying behaviour		M/F	
Name or pupils demonstrating alleged bullying behaviour		M/F	

Summary of incident(s): Attach all written accounts/drawings of incident(s) completed by pupils involved and witnesses if necessary

This form should be returned to the class teacher of the child who is experiencing alleged bullying type behaviour.

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Is the behaviour Targeted at a specific pupil or group of pupils?	YES/NO
Is the behaviour Repeated?	YES/NO
Is the behaviour Intentional?	YES/NO
Is the behaviour causing Physical or Emotional harm?	YES/NO
Does the behaviour involve omission?	YES/NO
Could the incident be seen as a significant <b>one-off</b> incident	YES/NO
Status/nature of previous relationships between those involved	
Records of previous incidents involving the individuals	
The criteria <b>has</b> been fully met and bullying type behaviour has occurred	Yes/No
Where the definition has been met continue to follow up in line with the anti-bullying policy	
Where the criteria <b>has</b> not been met proceed and record intervention and support in line with the Positive Behaviour Policy or other appropriate school policies	
Key adult responsible for the follow-up	

**PART 2**

**2.1 Who was targeted by or experienced this behaviour?**

Select one or more of the following

Individual to individual : 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 hitting, physical intimidation, interfering with personal property, pushing & clapping)

Any form of physical contact which may include the use of weapons

Verbal (includes name calling, insults, jokes, threats, harmful comments, spreading rumours)

Social (includes group manipulation, individual manipulation, controlling behaviour)

Indirect (includes omission, isolation, refusal to work with or to play with help others)

Electronic through technology such as mobile phones and internet

Written

Other acts \_\_\_\_\_

Please specify \_\_\_\_\_

**2.3 Motivation underlying distress:** (tick as many as applicable)

Select one or more of the following:

- Ability
- Age
- Appearance
- Community background
- Culture
- Disability (related to perceived or actual disability)
- Family circumstances (poverty, marital status, young carer status)
- Gender equality
- Other looked after (CLA)
- Faith/belief
- Other \_\_\_\_\_
- Peer relationship breakdown
- Political affiliation
- Progression
- Race
- Religion
- Sex
- Sexual orientation

**Next Step/Follow-Up (include any initial interventions and support)**

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Please forward a copy of the completed BCAF Part 1 and 2 and any other documentation gathered to the safeguarding team for digital storage and completion of part 3a and 3b if required)

Appendix 4: Effective Responses to Bullying Type Behaviour Interventions and Support Levels 1-2

**Effective Responses to Bullying Behaviour Interventions and Support Levels 1 and 2**

Level 1	Level 2
<ul style="list-style-type: none"> <li>• Explicitly teach expectations</li> <li>• Visual reminder of key expectations</li> <li>• Weekly emotional literacy lessons</li> <li>• Use of praise and rewards</li> <li>• Explore friendship as a topic or discussion</li> <li>• Develop a therapeutic environment though e.g. art, play</li> <li>• Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens</li> <li>• Play group games, lego therapy to encourage positive interactions</li> <li>• Circle time</li> <li>• Explore the importance of empathy and kindness</li> <li>• Social skills/stories and emotional literacy work</li> <li>• Solution focussed meeting with parent</li> <li>• SEND Code of Practice - Consider a PUP</li> <li>• Devise a seeking help plan</li> <li>• Circle of friends' activity</li> <li>• Alternative arrangements for unstructured time</li> <li>• Alternative arrangements for travelling to and from school</li> <li>• Worth a rethink activity</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills sessions to remind of positively framed expectations/routines</li> <li>• Visual reminder of key expectations</li> <li>• Emotional literacy/Social Thinking programmes</li> <li>• Specific and targeted use of praise and rewards</li> <li>• Partner with a positive role model</li> <li>• Interventions focused on emotional well-being/literacy with elements of resilience work</li> <li>• Reflective time with a key adult</li> <li>• Use role plays and problem-solving scenarios to practice and model appropriate social skills</li> <li>• Integrate with unfamiliar children in a small group setting to build new friendships</li> <li>• Praise and rewards for working alongside other students</li> <li>• Build in opportunities for help to be requested</li> <li>• Use visuals such as the Blob Tree poster</li> <li>• Referral to community-based organisations e.g. Reach mentoring etc</li> <li>• Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AALS etc</li> <li>• Quality Circle</li> <li>• SEND Code of Practice - Consider PUP</li> <li>• Access School Counselling Service</li> <li>• Mediation</li> <li>• Team around the child</li> <li>• Conflict Resolution</li> <li>• Upstander and by-stander work with groups of students</li> <li>• Other</li> </ul>

Appendix 4 continued: Effective Responses to Bullying Type Behaviour Interventions and Support Levels 3-4

**Effective Responses to Bullying Behaviour Interventions and Support Levels 3 and 4**

Level 3	Level 4
<ul style="list-style-type: none"> <li>• Create opportunities for small group games/activities to be extended to accommodate additional people.</li> <li>• Offer the young person opportunities to take responsibility for younger peers under supervision</li> <li>• Small group work to allow interaction between peers</li> <li>• Interventions focusing on emotional wellbeing/literacy with elements of resilience work</li> <li>• Intervention sessions with a focus on appropriate self-management/self-regulation</li> <li>• Regular check-ins with key adult</li> <li>• Intervention programme on the importance of empathy and kindness towards others</li> <li>• Social skills sessions to remind the young person of socially acceptable behaviour</li> <li>• Provide opportunities to work one to one with a supportive adult</li> <li>• Group work facilitated by an adult, to focus on reciprocal conversations</li> <li>• Attend nurture</li> <li>• Review and update PUP</li> <li>• Complete Risk Reduction Action Plan (RRAP)</li> <li>• PIKAS method of Shared Concern</li> <li>• Referral to external agencies/support programmes</li> <li>• Social and emotional mentoring</li> <li>• Multi-disciplinary meeting</li> <li>• Class/irreversible changes</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a mentor</li> <li>• Be aware of and implement strategies to prevent triggers impacting</li> <li>• Practice positive reflections</li> <li>• Reflect on difficulties of situations with key worker/mentor</li> <li>• Acknowledge and celebrate small steps</li> <li>• Intervention and emotional well-being support with a particular focus on self-regulation</li> <li>• Work in small groups on social strategies</li> <li>• Refer to Child Protection Support Services CPSS</li> <li>• Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc</li> <li>• Progress to the next stage of Code of Practice</li> <li>• Carry out early Annual Review</li> <li>• Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc</li> <li>• Refer to independent Counselling Service for Schools ICSS</li> <li>• Other</li> </ul>