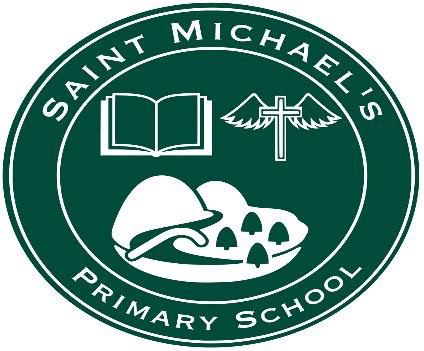
St Michael’s PS

Dunnamanagh



Anti-Bullying Policy

Signature of Chairperson of Board of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Updated on: 11th February 2022

Review Due: February 2026

**Section 1 – Introduction and Statement**

In St. Michael’s Primary School, we believe that bullying is unacceptable, and we are committed to providing a safe and secure learning environment for everyone in the school community - one which is inclusive, providing effective teaching and learning, free from intimidation and fear. Staff and parents work together to ensure the safety and welfare of all children to prevent behaviour problems from occurring and to teach children to make responsible decisions regarding their behaviour. Pupils are taught to value and respect the contributions and views of others and to treat each other with respect and dignity. Our anti-bullying policy is integrally related to the Positive Behaviour Policy and other policies under Pastoral Care, such as Safeguarding/Child Protection Policy and E-Safety and Digital Devices Policy.

**Section 2 – Context**

The policy has been developed in line with the legislative and policy/guidance framework applicable. This includes:

**The Legislative Context:**

[The Addressing Bullying in Schools Act (Northern Ireland) 2016](http://www.legislation.gov.uk/nia/2016/25/contents)-

* Provides a legal definition of bullying.
* Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
* Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
* Sets out under which circumstances this policy should be applied, namely:
  + In school, during the school day
  + While travelling to and from school
  + When under control of school staff, but away from school (eg. school trip)
  + When receiving education organised by school but happening elsewhere (eg. in another school in the ALC).
* Requires that the policy be updated at least every four years.

[**The Education and Libraries Order (Northern Ireland) 2003**](http://www.legislation.gov.uk/nisi/2003/424/contents/made) **(A17-19)**

* Safeguard and promote the welfare of registered pupils’ (A.17)
* [The Education (School Development Plans) Regulations (Northern Ireland) 2010](https://www.education-ni.gov.uk/sites/default/files/publications/de/annex-a-school-development-plans-regulations-2010.pdf)
* [The Children (Northern Ireland) Order 1995](http://www.legislation.gov.uk/nisi/1995/755/contents/made)
* [The Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42/contents)
* [The Health and Safety at Work Order (Northern Ireland) 1978](https://www.legislation.gov.uk/nisi/1978/1039).

**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)](https://www.education-ni.gov.uk/sites/default/files/publications/de/pastoral%20care%20in%20schools.pdf)
* [Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)](https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection-in-Schools-A-Guide-for-Schools.pdf)
  + [Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)](https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland)
  + [Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)](https://www.proceduresonline.com/sbni/).

**The International Context**

[United Nations Convention on the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.109765637.1827233515.1552648186-274690600.1552648186) (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).

**Section 3 – Ethos & Principles**

The staff of St Michael’s are committed to a society where children and young people can live free and safe from bullying.

* We believe that every child 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, 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 and creating a safe and welcoming environment for all.

**Section 4 – Consultation and Participation**

This policy has been drawn up in consultation with; pupils, parents and staff through questionnaires in compliance with the Addressing Bullying in Schools Act (NI) 2016.

It was presented to governors who discussed and ratified it on…

**Section 5 – What is Bullying?**

Addressing Bullying in Schools Definition of “bullying”:

1.includes (but is not limited to) the repeated use of—

(a) any verbal, written or electronic communication,

(b) any other act, or

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

(2) For the purposes of subsection (1), “act” includes omission.

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

When assessing a one-off, extreme incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

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

An **‘imbalance of power’** is not included in the definition found in the 2016 Act

NIABF’s definition of bullying (Effective Responses to Bullying Behaviour, 2013) includes the phrase:

***‘Bullying involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.’***

Therefore, imbalance of power is still an important factor to be considered in assessing whether behaviour is to be considered bullying behaviour or not.

Unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered as bullying behaviour: these are outlined in Appendix (1).

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

Bullying 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 never refer to a child as ‘a bully’, nor will we refer to a child as ‘a victim’. Instead, we will use the language:

* A child displaying bullying behaviours
* A child experiencing bullying behaviours.

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

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.

**Section 6 – Preventative Measures**

At St Michael’s PS we believe that the implementation of preventive measures will help to reduce the incidence of unacceptable and by association, bullying behaviour.

General strategies to ensure awareness is raised include;

* Promoting school ethos always (We are a TELLING / LISTENING / RESPONDING school)
* Raising awareness of Rights and Responsibilities
* Recognising and rewarding good behaviour; within school and on the way to and from school
* Effective communication with transport providers to ensure the early identification of any concerns
* Using creative learning to enhance social and emotional skills
* Ensuring that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school’s Positive Behaviour Policy
* School assemblies – addressing Bullying and providing Anti-Bullying Strategies
* Vigilant supervision – playground / school environment
* Use of PATHS, PDMU lessons / Circle time
* Grow in Love RE programme
* RSE programme ‘In The Beginning’
* Good parental communication
* Awareness raising e.g. P1 Parent Induction meetings, Parent/teacher meetings, newsletters
* Role play to heighten awareness
* Use of outside agencies – NSPCC, Child line, PSNI, Behaviour Support Team, Drug and Substance abuse workshop, RISE NI, PATHS, Cyberpals
* Formulation (involving all stakeholders) and communication of school rules concerning Positive Behaviour expectations (e.g. classroom rules, posters, displays, incentives, pupil awards, school assemblies, workshops)
* School Curriculum which addresses prejudice, discrimination and Social/Emotional issues
* A whole school Anti-Bullying Week is an integral part of our school calendar and every year, we renew our registration with the Northern Ireland Anti-Bullying Forum and avail of the useful resources on the website to prepare for Anti-Bullying Week in November.

The new legislation also gives schools the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil’s education at school.

The school will raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. This may include:

* Addressing key themes of online behaviour and risk through ICT and PATHS 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. E-Safety and Digital Devices Policy, Safe Guarding and Child Protection Policy etc.)

The policy has been drawn up in conjunction with other policies (see Section 12)

**Section 7 – Responsibility**

The Anti-Bullying Policy recognises that everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

* foster positive self-esteem
* behave towards others in a mutually respectful way
* model high standards of personal pro-social behaviour
* be alert to signs of distress and other possible indications of bullying behaviour
* inform the school of any concerns relating to bullying behaviour
* refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity
* refrain from retaliating to any form of bullying behaviour
* intervene to support any person who is being bullied, unless it is unsafe to do so
* report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff
* emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
* explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others
* listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
* know how to seek support – internal and external
* resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

**Section 8 – Reporting a Bullying Concern**

**Pupils Reporting a Concern**

The school will ensure that all pupils are aware that when they have a concern about a potential bullying situation, they can discuss this with a trusted member of staff. This may be verbally or by posting a comment in the talk box in their own classroom. Pupils will be encouraged to see this as getting help rather than ‘telling’.

**Parents/Carers Reporting a Concern**

It is the responsibility of parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. We would remind parents/carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to ‘hit back’.

* In the first instance, all bullying concerns should be reported to the Class Teacher
* Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal
* Where the parent is not satisfied that appropriate action has been taken by the Principal, the concern should be reported to Board of Governors. The school’s complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors
* 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 made to the person who made the report
* No information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

**Section 9 – Responding to a Bullying Concern**

When a bullying incident is reported by a pupil or parent a record of the reported incident will be made using the Bullying Concern Assessment Form (BCAF)

This form will be used to determine if the alleged bullying has taken place. Subsequent action and support will be taken according to whether bullying behaviour has occurred or not. The BACF will allow staff to;

* Clarify facts and perceptions
* Check records
* Assess the incident against the criteria for bullying behaviour
* Identify any themes or motivating factors
* Identify the type of bullying behaviour being displayed
* Identify intervention level
* Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
* Track, monitor and record effectiveness of interventions
* Review outcome of interventions
* Select and implement further interventions in line with the positive behaviour policy of the school. as necessary.

Any action taken regarding to a pupil will be confidential and will be in line with the school’s Safeguarding and Child Protection Policy.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

In instances of bullying behaviour, appropriate intervention will be selected and used to address the issue. In instances, deemed not to be bullying, other support, in accordance with the school’s positive behaviour policy will be implemented.

The Restorative Approach is the basis to our policy and practice in relation to bullying behaviour. Such an approach enables the school to provide a high level of support, but also has a high level of control over the behaviours in which individuals are engaged. The school will use the Northern Ireland Anti-Bullying Forum Resource (NIABF).

NIABF interventions refer to the strategies which we will employ to deal with unacceptable behaviour. These will be used by everyone in the school community in line with the school’s ethos enabling us to;

* develop, maintain and repair positive relationships
* help children learn and develop skills to make good choices now and throughout their lives
* enable them to acknowledge when they have harmed someone and think about what they can do to put it right
* encourage them to consider their feelings and those of others
* encourage children to consider their behaviour and the effect it has on others.

**There are 4 levels of Intervention:**

**Level 1 Interventions**

It is envisaged that Level 1 and 2 behaviours will those normally dealt with in primary school.

In line with the restorative approach, we will aim to be consistent in the language and manner in which we deal with low level unacceptable behaviour. The strategies will be used in relation to Level 1 type incidents are outlined in Appendix 2.

**Level 2 Interventions**

In line with the restorative approach, we will aim to use a consistent method. An approach advocated by NIABF is the Support Group Method is outlined in Appendix 2.

**Level 3 and Level 4 Interventions**

These interventions have been outlined in Appendix 2 and would be implemented if required by the school.

**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, Behaviour Management Team and the Educational Psychology Service. In most instances, the school will seek to deal with the situation from within its own resources. However, if outside help is needed and can provide support, the school will not hesitate to avail of it.

**Section 10 – Recording**

The school will centrally record all relevant information related to reports of bullying concerns using the BCAF form in line with the Addressing Bullying in Schools Act (NI) 2016.

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

**Section 11 – Professional Development of Staff**

Staff have been provided with appropriate opportunities for professional development as part of the school’s ongoing CPD/PRSD provisions including;

* PATHS programme
* Annual Safe guarding and Child Protection training which includes reference to Anti-bullying procedures to all staff and Board of Governors
* Well-being is a high priority for staff and children.

Training is continually reviewed and updated regularly.

**Section 12 – Monitoring and Review of Policy**

Implementation of this policy will be monitored by the principal and designated teacher for child protection. This policy will be formally evaluated and reviewed every four years.

The Board of Governors shall:

* maintain a report on recorded incidents of bullying as part of Child Protection standing item on the agenda of each meeting.

**Section 13 – Links to Other Policies**

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

* Positive Behaviour Policy
* Pastoral Care Policy
* Safeguarding and Child Protection Policy
* Special Educational Needs Policy
* Health and Safety Policy
* Relationships and Sexuality Education
* E-Safety Policy & Acceptable Use of Internet Policy
* Educational Visits
* Staff Code of Conduct.

**Appendix 1:**

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying 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

This list is not exhaustive and other behaviours which fit with the definition may be considered bullying behaviour.

**Appendix 2: Intervention Levels**

***Level 1 Interventions***

In line with the restorative approach, we will aim to consistent in the language and manner in which we deal with low level unacceptable behaviour. Language will be based on the Golden rules:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property.

This type of intervention is used constantly on a daily basis, particularly with younger children.

In a one-to one meeting the pupil who has displayed unacceptable behaviour may he asked to complete a ‘Think Time’ discussion and subsequent Review Sheet to promote reparation. In some circumstances, such questions may also be appropriate to use with the person on the receiving end of the behaviour, for example, if they could change something about their own behaviour which may reduce the likelihood of them being on the receiving end again. For obvious reasons, this would have to be handled very sensitively. This strategy should NOT be treated as a sanction.

***Level 2 Interventions*** - The Support Group Method

This approach, typically addresses cases of bullying in which there is some group involvement. It is important to recognise that although no one is being blamed for the

bullying, this approach challenges pupils to accept joint responsibility to improve the situation for the pupil experiencing bullying. This approach works best when:

* It is used to manage incidents of ‘low’ severity ie levels 1-2 incidents.
* Positive peer pressure is constructively channelled.
* Staff have undertaken training and are skilled facilitators in using this intervention.

Application

There are seven steps in the approach, beginning with a meeting with the target. This is followed by holding a meeting with the group of pupils who have engaged in the bullying and a number of other pupils who can be expected to be supportive of the target. The pupil experiencing bullying behaviour is not included in the group meetings.

**Step 1**: Meet with the pupil experiencing bullying behaviour

Establish the impact that the behaviour has had.

Invite him/her to provide an account of the distress experienced. This may be verbalised, written or drawn.

Ask him/her to identify those involved in bullying behaviour towards them and suggest the names of people to form a group who could help solve the problem.

Assure him/her that no one will be blamed.

**Step 2**: Convene a group meeting comprising 6-8 pupils

Include those who have been identified as being involved in the bullying behaviour and those who are expected to support the pupil experiencing bullying behaviour.

Ensure that all have consented to join the group, understand what is involved and will commit to attending required meetings.

**Step 3**: Explain the problem

Explain the problem to the group and especially the distress that the target is feeling using evidence provided by him/her.

Neither outline specific incidents nor make accusations.

**Step 4**: Promote shared responsibility

Emphasise that no one is going to be blamed.

Everyone is here to work collaboratively to solve the problem.

Everyone has a responsibility to improve the situation.

**Step 5**: Ask for ideas

Ask for suggestions as to how things may be made better for the pupil being bullied.

Invite each member to state specifically what action he/she will take to help the him/her.

**Step 6**: Leave it up to them

Give responsibility to the group expressing expectation that each will act according to his/her commitment.

Thank each member for their support.

Tell pupils that there will be further individual meetings with group members to see how things are going.

**Step 7**: Final meetings

Meet with members individually to ascertain progress.

Meet with pupil experiencing bullying as part of the monitoring process.

Assess and record the intervention’s level of success.

Review situation. If unsuccessful, refer to the table of interventions to select another approach. It is not recommended that you repeat this intervention.

***Level 3 Interventions*** – Complex Bullying Behaviour

It is clear that more complex bullying situations, which may be resistant to change, require the school to collaborate and network with parents/carers and other agencies, in addition to working with individual pupils.

Consequently, at this level, concerns regarding a pupil’s display of bullying behaviour requires a formal referral to the Principal, who will assume over-arching responsibility for the implementation, monitoring and evaluation of school-based interventions. In addition, she will have a lead role when liaising with external agencies. Normally this referral would be accompanied by a form that details the history of the problem. This may be from the C2k SIMS Behaviour Management Module or the NIABF Bullying Concern Assessment Form.

The Principal will refer to the school’s Positive Behaviour and Anti-Bullying Policies to ensure that the response is consistent with the provisions in these policies.

These pupils will be at Stage 3 of The SEN Code of Practice requiring that the SENCO, in partnership with the Principal determine appropriate interventions.

The inappropriate pupil behaviour should be identified within an Individual Education Plan (IEP) with the intervention detailed in the Behaviour Support Plan. It is imperative that other school staff implementing discrete interventions have been assigned responsibility accordingly.

At this level, the Principal should use all available information to inform a Risk Assessment. This assessment should involve an analysis of the presenting Risk Factors and Protective Factors. This risk analysis will determine the level of risk and needs and appropriate intervention from the framework. These are considered in terms of the following:

School Environment

Family Environment

Peer Environment

Psycho-social characteristics of the individual pupil

This planning may also occur through a multi-agency discussion. For vulnerable pupils at higher risk the Principal should further liaise with the Designated Teacher for Child Protection and consider whether a UNOCINI assessment for Family Support by The Health and Social Care Trust is required. UNOCINI assessment forms can be downloaded from [www.dhsspsni.gov.uk/unocini\_forms.doc](http://www.dhsspsni.gov.uk/unocini_forms.doc).

***Level 4 Interventions*** – High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school’s Child Safeguarding Procedures will need to be invoked.

The Principal will need to liaise with the Designated Teacher for Child Protection, pupils, their parents and work together in partnership with a range of external professionals and agencies to develop an inter-agency risk management and/or safeguarding plan. This may incorporate intensive support services to the pupils involved and their families.

Appropriate staff with specific responsibly, such as SENCO and Designated Teacher for Child Protection, should be involved where concerns are of this level. Schools should respond to pupils’ needs and presenting risk, consistent with the SEN Code of Practice (Social, Emotional and Behavioural) Stages 2/3 and with reference to the Department of Education’s (DE’s) most current Child Protection guidance.

In some circumstances, parents/carers may be experiencing their own challenges which contribute to their child’s behaviour in school or their capacity to engage and contribute to the strengthening programme.

Referral to inter and multi-agency liaison and integrated working with other external agencies is required at this stage. Referral to and/or liaison with other ELB support services may also occur during this time such as the Behaviour Support Team, Education Welfare Service and Educational Psychology.

External agencies may include the Gateway Team in the Health and Social Care Trust, GP/Child and Adolescent Mental Health Services (CAMHS) and other voluntary and community services. Where it is thought a crime has been committed PSNI involvement is essential. Pupils may or may not be attending school where difficulties present at this level, but schools continue to have a ‘Duty of Care’ and need to continue to provide support for all those affected. Schools must ensure they keep accurate evidence of all support provided. Schools must continue to refer to their Pastoral Policies (Pastoral, Positive Behaviour and Anti-Bullying) in managing pupils’ behaviour, providing ongoing monitoring and support, as well as applying relevant sanctions in response to the behaviour.

**Appendix 3:**

**HANDLING BULLYING BEHAVIOUR COMPLAINTS IN ST MICHAEL’S PRIMARY SCHOOL**

**FLOW CHART**

All reports of bullying concerns will be responded to in line with this policy, and feedback will be made to the person who made the report.

Where the parent is still not satisfied, the concern should be reported to the Board of Governors. The school Complaints Policy should be followed.

Where the parent is not satisfied, the concern should be reported to the Principal.

**BULLYING BEHAVIOUR**

**IDENTIFY INTERVENTION LEVEL**

**Appropriate interventions are selected and implemented for all pupils involved**

**RECORDING of INCIDENT**

**using**

**BULLYING CONCERN ASSESSMENT FORM (BCAF)**

**This form will be used to determine if the alleged bullying behaviour has taken place**

In the first instance, all bullying concerns should be reported to the class teacher.

**NOT BULLYING BEHAVIOUR**

**INCIDENT**

**is dealt with through**

**St Michael’s POSITIVE BEHAVIOUR POLICY**

**SELECT and IMPLEMENT**

**FURTHER INTERVENTIONS**

**in line with**

**POSITIVE BEHAVIOUR POLICY,**

**as necessary**

**REVIEW OUTCOME**

**of INTERVENTIONS**

**TRACK,**

**MONITOR**

**and**

**RECORD**

**EFFECTIVENESS of INTERVENTIONS**

**REPORTING of INCIDENT to CLASS TEACHER**