

# Effective Responses to Bullying Behaviour

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## **Introduction**

This resource was developed by the Northern Ireland Anti-Bullying Forum (NIABF) following requests from schools. Its overall purpose is to promote an anti-bullying culture in schools and to help staff provide support to pupils who have been bullied and pupils who engage in bullying behaviour. It provides examples of anti-bullying strategies within 4 levels of intervention and provides schools with practical suggestions on how bullying can be addressed.

Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001) Paragraph 125 states the following:

*“As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour.”*

Education and Library Boards have developed underpinning training to support schools in using this resource and it is also available as an NIABF online resource ([www.niabf.org.uk](http://www.niabf.org.uk))

## **Acknowledgments**

The resource is influenced by the work of Professor ME Bernard, M N Milne and Ken Rigby as detailed below

1. Bernard, Professor M.E, Milne, M.L. School Procedures and Practices for Responding to Students who Bully.
2. Rigby, Dr K. Stop the Bullying. A Handbook for Schools;  
Rigby, Dr K Bullying in Schools And what to do about it  
Rigby, Dr K Bullying in Schools, Six Methods of Intervention DVD

NIABF would like to thank the members of the Resource Working Group, made up of representatives from the five Education and Library Boards, for their involvement in the development of this resource. NIABF would also like to thank all those who read the document in draft and made useful comments and suggestions.

## Defining Bullying

All schools are required by law<sup>1</sup> to have measures in place to prevent all forms of bullying among pupils and it is a matter for them to determine, in consultation with pupils and their parents, the detail of their policy.

Understanding bullying and the different forms it can take is the starting point for preventing and responding to bullying behaviour effectively. NIABF recommends that each school actively seeks a full and shared understanding of bullying among all its school community members.

The term bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

- \* It is repetitive and persistent.
- \* It is intentionally harmful.
- \* It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
- \* It causes distress.

### ***NIABF Definition of Bullying:***

*NIABF defines bullying as the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.*

## Labels

**NIABF is keen to support schools in avoiding labelling individual children and recommends describing situations, e.g. ‘a bullying incident was reported on 20/01/11 where Joe Smith is alleged to have displayed racist bullying behaviour towards Guvinder Singh.’**

**Victim:** The term victim is problematic – it can mean different things to different people. Because of this, NIABF recommends that schools use the term ‘child who has been bullied’, or ‘target of bullying’.

**Bully:** The term bully is problematic – it implies focus on the child’s self, rather than the behaviour he or she is displaying. Because of this, NIABF recommends that schools use the term ‘child who is displaying bullying behaviour’.

*(For more information see ‘Defining Bullying’ at <http://tinyurl.com/definebullying>)*

<sup>1</sup> Article 19 , The Education and Libraries (NI) Order 2003

# Effective responses to bullying behaviour...



## Keep Children and Young People Safe

Access full resource at [www.niabf.org.uk](http://www.niabf.org.uk)



## **Responding to a bullying concern**

Staff should adopt a positive mind set when responding to bullying concerns.

They should be prepared with options for how to respond to incidents of bullying in a planned, deliberate and positive way. Confronting pupils who have bullied requires a high amount of self-control as well as preparation to know what to say and do. The following are important factors when managing a bullying situation.

- \* **Be calm.** It is important to be clear thinking and emotionally in control.
- \* **Be positive.** Have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify his/her behaviour if he/she perceives that a teacher cares.
- \* **Be assertive.** Staff should directly and clearly express their thoughts, feelings and expectations concerning the need for the pupil to not only stop bullying, but also make restitution with the child who has been bullied.
- \* **Be confident.** It is important to trust that you will be successful in implementing practices that can have an impact on the pupil's future behaviour. It is always helpful to focus on the behaviour, not the pupil.
- \* Ensure that the specific behaviour is in fact bullying behaviour which conforms to the school's agreed definition of bullying as identified in the school's current anti-bullying policy.
- \* Assess the situation and its severity level. Determine the appropriate level of response required to manage the situation effectively.
- \* Once the Incident Level has been determined, select one or more responses from the appropriate column(s) (see Levels 1-4 Responses, p16-19).

### **To determine level of severity, staff should take account of the following:**

- \* The **nature** of the bullying behaviour- for example deliberate teasing, excluding or hitting. There is a tendency among those who have a duty of care to rate some bullying, particularly violence, as more serious than other subtle forms. This can be a dangerous mistake and leave us vulnerable to ignoring 'teasing' or 'exclusion'.
- \* The **frequency** of the bullying behaviour: daily, weekly or less often.
- \* The **duration** of the bullying behaviour: whether over a short or prolonged period of time.
- \* The **perceptions** of the child being bullied – The seriousness of bullying can only be measured by the degree of distress suffered by the target. ***"It can be defined as bullying only by measuring the effects the acts have on the vulnerable child"*** (Besag, 1989)<sup>2</sup>

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<sup>2</sup> Bullies and Victims in Schools, V. Besag, Open University Press, 1989

## Working in Partnership with Parents/Carers

Bullying is often reported to schools by parents/carers. Such complaints should be met openly and sympathetically.

School staff and parents/carers meet on bullying issues as a result of:

- \* Parents/carers participating in the development of the school's anti-bullying policy.
- \* Parents/carers expressing concern about their child's involvement in a bullying incident/situation, particularly if their child had been bullied. Remember, schools must take immediate action if a child's personal safety is at threat.
- \* The school requesting a meeting with parents/carers regarding a bullying incident/situation.

### Consider the following when meeting with the parents/carers of pupils bullying others:

- \* Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff.
- \* Remain understanding if the parent/carer expresses anger directed at the school.
- \* Try to get clear facts from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.
- \* Ensure that you have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying.
- \* Ensure that the parents/carers understand how their child's behaviour conforms to the school's agreed definition of bullying.
- \* Share your concern about what has been happening to the child experiencing bullying.
- \* Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.
- \* Be understanding but firm.
- \* Make it clear that you care and will do what you can and will act in accordance with the school's anti-bullying policy.
- \* Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.
- \* Avoid getting into an argument. Try to avoid blaming the parent/carer for their child's behaviour.

(Adapted from 'Stop the Bullying' A Handbook for Schools, Ken Rigby, Jessica Kingsley Publishers, 2002)

## Using this Resource

Once an alleged bullying incident has occurred:

1. Gather and clarify the facts.
2. Check:
  - \* That the behaviour constitutes bullying behaviour as defined in your current policy.
  - \* Records for any previous incidents.
3. Complete the **Bullying Concern Assessment Form.**
4. On the basis of this initial assessment:
  - \* Choose an appropriate intervention(s) from the Intervention Levels (see p16-19)
  - \* Ensure effective communication amongst all parties.
  - \* Consider the possible need for:
    - \* Parental involvement
    - \* Special Educational Needs Coordinator (SENCO) involvement
    - \* Risk assessment
    - \* External agency involvement e.g. the Child Protection Support Service for Schools (CPSS).

*(This list is not exhaustive.)*
5. Refer to the support materials provided on the intervention/strategy you have selected, for example, Think Time Discussion and Review Sheets and Method of Shared Concern.
6. Monitor and evaluate the on-going effectiveness of your chosen intervention/strategy.
7. Record actions taken and outcomes achieved using your school's recording system. NIABF recommends using the C2k SIMS Behaviour Management Module.
8. Review the outcomes to determine whether further action is required and progress accordingly. Refer to Part 2 of the Bullying Concern Assessment Form (see p7).

Implementing the above process will provide opportunities for self-reflection, development and learning for all parties concerned, resulting in the effective management of bullying incidents. This reflection should inform and guide the on-going review and development of the school's anti-bullying policy, procedures and practice.

## Bullying Concern Assessment Form

### PART 1 - Assessment of Concern

Date \_\_\_\_\_

***Our School's Definition of Bullying is:***

	Name(s)	Gender	DOB/Year Group (if Pupil)
Person(s) reporting concern		M / F	
Name of targeted pupil(s)			
Name of Pupil(s) involved			
Does the behaviour involve? <input type="checkbox"/> Individual to individual 1:1 <input type="checkbox"/> Individual to Group <input type="checkbox"/> Group to individual <input type="checkbox"/> Group to group			

**Type of incident and Theme (if applicable):**

- Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons)  
 \_\_\_\_\_
- Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours)  
 \_\_\_\_\_
- Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)  
 \_\_\_\_\_
- Disability (related to perceived or actual disability)
- Cyber (through technology such as mobile phones and internet)
- Homophobic (related to perceived or actual sexual orientation)
- Racist (related to skin colour, culture and religion)
- Sectarian (related to religious belief and/or political opinion)
- Other \_\_\_\_\_

Is there persistence/recurrence of this behaviour?      Yes / No

Is it targeted behaviour?      Yes / No

Is there a power imbalance?      Yes / No

Is it intentionally hurtful behaviour?      Yes / No

Does this incident meet your school's agreed definition of bullying?      Yes / No

Check records for previously recorded incidents

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

## PART 2 - Details of interventions to be implemented in response

### 2.1 PUPIL(S) WHO HAS BEEN BULLIED:

REFER TO LEVEL 1-4 INTERVENTIONS

OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED

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Provide outline details of the level and type of intervention with:

peer group \_\_\_\_\_

whole class \_\_\_\_\_

On-going support/monitoring to be provided \_\_\_\_\_ (daily, weekly  
by \_\_\_\_\_ (named staff) and will be formally reviewed by  
\_\_\_\_\_ (date)

Have parent(s) been informed / involved? Yes / No (Give details)

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Referral to other agencies- If yes please specify \_\_\_\_\_

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Any other details (please specify) \_\_\_\_\_

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**2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:**

**REFER TO LEVEL 1-4 INTERVENTIONS**

**OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED**

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Provide outline details of the level and type of intervention with:

peer group \_\_\_\_\_

whole class \_\_\_\_\_

\_\_\_\_\_

On-going support/monitoring to be provided \_\_\_\_\_ (Daily, Weekly) by \_\_\_\_\_ (named staff)

Have parent(s) been informed / involved? Yes / No (Give details)

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Referral to other agencies (please specify)

Any other action (please specify)

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Suspension

Expulsion

Other (please specify)

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### PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS

REFER TO LEVEL 1-4 INTERVENTIONS

Date	Details of Intervention	Action Required / Taken (Dated and signed)

Name and designation of the teacher completing this form:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## PART 4 - STATUS OF CONCERN

This concern is now resolved:  yes

- Copied to \_\_\_\_\_
- Filed (Interventions complete, issue resolved, record maintained)

**When concern is not resolved:**

### Further intervention/ Required

- Review information and action to date
- Refer to VP/Principal/Head of Pastoral Care
- Re-assess Level of Interventions; Implement other strategies from appropriate level
- Assign tasks, record and monitor as in Part 2 & 3

Name and designation of the teacher completing this form:

\_\_\_\_\_

Signed:

Date

## Choosing an Appropriate Intervention

When children and young people are involved in incidents of bullying, adults need to intervene. In practice there is a wide range of possible interventions available and there are significant differences in these in terms of the purpose of the intervention and the needs being addressed. A number of new hybrid approaches have been developed which incorporate aspects of two or more practices. Whilst many school staff will welcome the availability of a plethora of interventions, this diversity raises some important questions, most notably 'which is the most appropriate for this case?' Inappropriate interventions could risk further harming individuals who are already vulnerable or victimised.

Schools should ensure that their Anti-Bullying policy contains a description of the different interventions which will be used to respond to a bullying situation. There is no best method in the sense that one is always preferable. It depends on the nature of the bullying, the availability of resources, the skills level of staff and the readiness of the school community to support the chosen approach. Remember, the main aim of any intervention is to **RESPOND** to the bullying that is taking place, **RESOLVE** the concern and **RESTORE** the well-being of all those involved.

In selecting an intervention schools should take account of:

- \* The level of severity, using this as a guide to select appropriate intervention(s).
- \* The legal status of the act e.g. assault.
- \* The age and ability of those involved.
- \* Whether an individual pupil or a group is involved.
- \* The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.
- \* The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.
- \* Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil experiencing bullying, and act appropriately.
- \* The willingness to engage in a group intervention such as the Support Group Method (see p30).
- \* Whether it is realistic to expect that the bullied pupil can be strengthened adequately to deal with the situation.
- \* Whether or not the pupil experiencing bullying has acted provocatively.

Refer to NIABF **Bullying Concern Assessment Form**

*(Adapted from 'BULLYING IN SCHOOLS, Six Methods of Intervention, A User's Guide', Ken Rigby, 2009)*

For more information see [www.loggerheadfilms.co.uk](http://www.loggerheadfilms.co.uk)

## Understanding the Levels of Intervention

*Levels suggested within this document are for guidance only, and schools are advised to consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed and an intervention chosen which best meets the individual pupil needs.*

### **Level 1 Intervention - Low Level Bullying Behaviour**

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.**

#### **Staff should;**

- \* Explain the inappropriateness of the behaviour in line with the school’s values.
- \* Identify possible consequences if the bullying behaviour continues.
- \* Point out the level of distress experienced by the bullied pupil.
- \* Talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour.
- \* Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- \* Encourage reparation to be made, if appropriate.
- \* Monitor the situation carefully.
- \* Be prepared to intervene with a higher response level if the situation persists or deteriorates.

### **Level 2 Interventions - Intermediate Level Bullying Behaviour**

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- \* The consent and involvement of the pupil being bullied.
- \* To be planned and timetabled, session length dependent on age and ability.
- \* Parental / carer consent and agreement from participating pupils.
- \* Carefully selected group membership.
- \* To take place in a suitable and comfortable environment.
- \* To be uninterrupted.
- \* To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- \* Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- \* Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- \* To facilitate the development of empathy amongst pupils.
- \* A solution focused approach to the situation.
- \* To provide opportunities for pupils to take responsibility.
- \* Regular meetings of the group.
- \* Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- \* To ensure regular feedback is given on agreed actions.

### **Level 3 Interventions - Complex Bullying Behaviour**

Interventions at Level 3 will often involve the Pastoral Coordinator, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions as discussed in Level 2 (see Support Group Method, p30) and/or The PIKAS Method of Shared Concern (see p40), along with individual support and strength building programmes.

### **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 Protection policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

## INTERVENTION TABLES

### Level 1 – Low Level Bullying Behaviour (Page 20 – 27)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
<p>When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions.</p> <p>If the pupil is proving somewhat resistant to change he/she may be placed on the COP Stage 1 (Record of Concern).</p> <p>Parents/carers will need to be informed of this decision.</p>	<p>Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU</p> <p>PD / LLW</p> <p>Citizenship lessons</p> <p><a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p>	<p><b>SCRIPTS: for use with individual pupils</b></p> <ul style="list-style-type: none"> <li>* <b>A Rights Respecting Script:</b> This reminds the pupil who is bullying of everyone's right to be safe.</li> <li>* <b>Rule Reminder Script:</b> This reminds the pupil who is bullying of the appropriate rule which has been broken.</li> <li>* <b>Expectation Discussion:</b> A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</li> </ul> <p><b>ONE-TO-ONE INTERVIEW INTERVENTIONS</b></p> <p>Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour.</p> <ul style="list-style-type: none"> <li>* <b>Restorative Questioning:</b> The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/ supervisors a laminated set for consistency in managing bullying incidents.</li> <li>* <b>Worth a Re-Think:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences</li> <li>* <b>Shared Control Discussion:</b> This five step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour.</li> <li>* <b>Think Time Discussion Sheet:</b> Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.</li> </ul>	<p>Pupil whose reaction to the bullying behaviour represents a low level of concern.</p> <p>Few if any additional needs and risk factors are present at this stage.</p>	<ul style="list-style-type: none"> <li>- Informal chat to enable pupil to identify possible solutions to current situation.</li> <li>- Parental support if felt appropriate at this stage.</li> <li>- If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention.</li> </ul> <p><b>Regular monitoring and review of situation by class/form teacher.</b></p>

## INTERVENTION TABLES

### Level 2 – Intermediate Level Bullying Behaviour (Page 28 – 36)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
<p>Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Behaviour Support Plan.</p> <p>If the pupil is resistant to change, schools may choose to place the pupil on the COP Stage 2.</p> <p>Parents/carers will need to be informed of this decision and involved in providing support.</p>	<p>Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued. Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU</p> <p>PD / LLW</p> <p>Citizenship lessons <a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p>	<p><b>SMALL GROUP INTERVENTIONS</b> Involving 6-8 pupils (max) who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly.</p> <p>These interventions work best when staff are trained.</p> <p>✦ <b>Quality Circles:</b> Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Management Team who subsequently implement and evaluate solution(s).</p> <p>✦ <b>THE SUPPORT GROUP METHOD</b> This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time.</p> <p><b>Solution Focused Support Group (p32)</b></p> <p><b>Individual Behaviour Support Plan (COP Stage 2/SENCO)</b></p>	<p>Pupil whose reaction to the bullying behaviour presents a higher level of concern.</p> <p>Some additional needs and risk factors may be present at this stage.</p>	<p>Meet to:</p> <ul style="list-style-type: none"> <li>- Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence.</li> <li>- Receive feedback on intervention outcomes.</li> <li>- Agree, teach and practice coping skills (e.g. Fogging).</li> <li>- Strength-Building Plan for Pupil</li> <li>- If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.</li> </ul>

## INTERVENTION TABLES

### Level 3 – Complex Bullying Behaviour (Page 37 – 44)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
<p>Following assessment, if the bullying behaviour is more complex and/or resistant to change.</p> <p>Pupil presenting with many additional needs and risk factors.</p>	<p>Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within: PDMU PD / LLW Citizenship lessons</p> <p><a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p>	<p><b>INDIVIDUAL PUPIL INTERVENTION</b></p> <ul style="list-style-type: none"> <li>* <b>Monitoring</b> by key member of staff.</li> <li>* <b>Behaviour Management Programmes</b>, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences.</li> <li>* <b>Social and Emotional Mentoring</b> by an identified member of staff.</li> <li>* <b>Individualised</b> strength and emotional well being building programmes eg: <ul style="list-style-type: none"> <li>* Conflict resolution</li> <li>* Solution focussed conversations</li> <li>* Empathy training, mood management, anger management</li> </ul> </li> <li>* <b>Peer support/befriending/mentoring/mediation.</b></li> <li>* <b>The Method of Shared Concern (PIKAS) interview.</b></li> </ul> <p><b>PARENTAL INVOLVEMENT</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with external agencies to effect change.</p> <p><b>ADDITIONAL ADVICE/SUPPORT FROM ELB SERVICES AND EXTERNAL AGENCIES</b></p> <ul style="list-style-type: none"> <li>* Independent Counselling Service for Schools.</li> <li>* Restorative meetings. Contact relevant ELB.</li> </ul>	<p>Pupil whose reaction to the bullying behaviour is severe.</p> <p>Many additional needs and risk factors present.</p>	<p><b>Individual Pupil Work</b></p> <ul style="list-style-type: none"> <li>- Monitoring by key member of staff.</li> <li>- Individual Support Plan for strength and emotional well-being building programmes.</li> <li>- Peer support/mentoring and befriending/ mediation.</li> <li>- Support Group Method.</li> <li>- PIKAS interview.</li> </ul> <p><b>Parental Involvement</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working in partnership with the school and/or with External Agencies to effect change.</p> <p><b>Additional advice/support from ELB Services and External Agencies</b></p> <p>Is there a need for parent to consult with GP about child?</p>

## INTERVENTION TABLES

### Level 4 – High Risk Bullying Behaviour (Page 45 – 46)

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator /SENCO/ Designated Teacher for Child Protection. Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
<p>Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.</p>	<p>Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.</p> <p>Whole-class strategies work best when planned, timetabled and implemented within:</p> <p>PDMU</p> <p>PD / LLW</p> <p>Citizenship lessons</p> <p><a href="http://www.ccea.org.uk/">www.ccea.org.uk/</a></p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> <li>* PSNI</li> <li>* Health and Social Care Trust</li> <li>* Gateway Teams.</li> </ul> <p>Refer to the school's Discipline Policy and scheme for the suspension and expulsion of pupils.</p>	<p>Pupil presenting with significant mental health, criminal and/or child protection concerns.</p>	<p>Refer to relevant investigative agencies:</p> <ul style="list-style-type: none"> <li>* PSNI</li> <li>* Health and Social Care Trust</li> <li>* Gateway Teams.</li> </ul>

## Level 1 Interventions – Low Level Bullying Behaviour

**Scripts Exemplars:** adapt according to age and ability of pupil.

### \* Rights Respecting Script:

*'Name-calling (or whatever the hurtful behaviour is) must stop now, thank you. In this school we all have a right to be safe and a responsibility to keep others safe. I expect you to be thoughtful in how you speak to others.'*

### \* Rule Reminder Script:

*Teacher: Hitting is unkind. It must stop now. Tell me the rule about how we play with others?*

*Pupil: We are kind to each other*

*Teacher: That's right. Good, you've remembered our rule. Now off you go and play nicely thank you.*

### \* Expectation Discussion

This strategy requires the pupil to verbally commit to behaving appropriately thus taking greater responsibility for his/her subsequent behaviour. By referring to specific expectations it is less likely that the pupil will perceive the correction as a personal attack and therefore be more inclined to accept responsibility for his/her behaviour.

<b>Step 1:</b> Gain attention	T P	<b>Jessica come over here thank you.</b> Yes Miss.
<b>Step 2:</b> Prompt expectation	T P	<b>What is the school's expectation about the way we speak to other people? (Prompt for verbal commitment.)</b> We talk to them with respect.
<b>Step 3:</b> Request the pupil identifies expected future behaviour	T P	<b>That's right. What are you going to do now?</b> Try and be more respectful.
<b>Step 4:</b> Praise his/her cooperation	T	<b>Well done. Thank you Jessica for choosing to behave respectfully.</b>

## \* Restorative Questioning

Use the five self-reflective, restorative questions in the sequence listed below. This approach should enable the pupil who bullies to take responsibility for his/her behaviour and to undertake action(s) to promote reparation.

Give staff/supervisors a laminated set of the five questions to promote consistency.

	<b>Adult Questions</b>
1.	<i>Tell me what happened?</i>
2.	<i>What were you thinking that led you to behave that way?</i>
3.	<i>Who has been affected by what you have done?</i>
4.	<i>Can you tell me how that person has been affected by your behaviour?</i>
5.	<i>What do you think you need to do to make things right?</i>

**\* Worth a Re-Think [For Pupil Displaying Bullying Behaviour]**

A process for helping pupils, either individually or in small groups, to develop more appropriate responses to a range of situations through reflecting on:

Happenings → thoughts → feelings → behaviour → consequences

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Billy called me a name.	I can't stand this. This is terrible. No one likes me. I must be a real loser.	Very angry.  Very down.	I hit Billy.	I was told off/suspended for my bullying behaviour

**Next time Billy calls you names what could you do differently so that the consequences changed and you don't get in trouble?**

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Billy called me a name.	I can cope with this. Things could be worse. I have friends who like me.	Not so angry.  More confident.	Told Billy to stop.  Talked to my teacher.	Billy stopped calling me names.

**\* Worth a Re-Think [For Pupil Experiencing Bullying Behaviour]**

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Sue called me a stupid, fat ginger.	Everybody hates me. I hate my hair.	Terrible. I hate school. Everybody hates me.	I ran off and cried. Everybody laughed. I felt daft.	I felt embarrassed and stupid.

**Next time Sue calls you names what could you do differently so that the consequences change and you don't get so upset and feel stupid?**

What happened?	What did you think?	How did you feel?	What did you do?	Consequences
Sue called me a stupid, fat ginger.	Sue is just trying to wind me up. She's not very nice	Terrible but maybe she has a problem.	Ignore her. Try to avoid her. Make a joke of it. Tell the teacher.	Still feel embarrassed but not so bad. Maybe she'll stop, or the teacher can stop her.

## \* Shared Control Discussion

This structured intervention requires the pupil to choose how he/she will respond to requests to change behaviour while being made aware of the consequences his/her choice of behaviour will have.

### \* SCENARIO 1 - Compliant pupil

Teacher notices that Jessica is verbally bullying another pupil.

<b>Step 1:</b> Bring attention to the behaviour	T P	<b>Jessica you are being disrespectful, what should you be doing?</b>  Being respectful to that cow?
<b>Step 2:</b> Give choice <u>and</u> consequences for continuing and alternative	T	<b>Being disrespectful is not acceptable in this school. You can continue to be disrespectful and I'll make a note in your diary <u>or</u> you can choose to be more respectful and you can get on with what you are doing.</b>
<b>Step 3:</b> Give positive expectation	T	<b>I know you will make the right choice.</b>
<b>Step 4:</b> Give time to choose	P T P	(Thinking) <b>(Waiting briefly) What did you decide?</b> I'll try to be more respectful.
<b>Step 5:</b> Praise	T	<b>Excellent, thank you Jessica for being respectful to others.</b>

### \* SCENARIO 2- Non-compliant pupil

Teacher notices that Jessica is verbally bullying another student

<b>Step 1:</b> Bring attention to the behaviour	T P	<b>Jessica you are being disrespectful, what should you be doing?</b>  Being respectful to that cow?
<b>Step 2:</b> Give choice <u>and</u> consequences for continuing and alternative	T	<b>Being disrespectful is not acceptable in this school. You can continue to be disrespectful and I'll make a note in your diary <u>or</u> you can choose to be more respectful and you can get on with what you are doing.</b>
<b>Step 3:</b> Give positive expectation	T	<b>I know you will make the right choice.</b>
<b>Step 4:</b> Give time to choose	P T P	(Thinking) <b>(Waiting briefly) What did you decide?</b> You can't make me be nice to everyone.
<b>Step 5:</b> Follow through	T	<b>I see <u>you've decided</u>, Jessica, that I should write in your diary about your behaviour for your parents to comment.</b>

## \* Think Time Discussion and Review Meetings

In a one-to-one meeting the pupil who has displayed bullying behaviour may be asked to complete a 'Think Time' Discussion and subsequent Review Sheet (see p26-27) to promote reparation. In some circumstances such questions may also be appropriate to use with the pupil experiencing bullying, for example if they could change something about their own behaviour which may reduce the likelihood of them being bullied. For obvious reasons this would have to be handled very sensitively. Please note - this should NOT be treated as a sanction

### Page 1: Think Time Discussion Sheet

- \* A pupil may be asked to complete Page 1 independently prior to meeting with a member of staff; alternatively the pupil may be asked to complete it together with a member of staff during a one-to-one meeting.
- \* The information generated can be used to inform the development of a Behaviour Plan.
- \* Depending on age and ability individual pupils may need greater support in completing this document.
- \* Works best when it is used as a non-punitive intervention giving the pupil an opportunity to self-reflect on his/her behaviour in a positive way. When associated with detention it may be seen as a punishment and therefore result in negative outcomes.
- \* While it is unnecessary to share the specific details of the agreed actions with the target(s) it is important to reassure the target that action has been taken, that the situation will be monitored and that there is an expectation that things will improve.
- \* In a group bullying situation it is advisable that each pupil completes and discusses the form on an individual basis.
- \* While space has been left for up to three restorative actions less may suffice.
- \* If a pupil is not able to suggest an appropriate action to make things better, staff will need to offer some suggestions and ask pupils to prioritise these.
- \* It is at the discretion of the school whether or not a parent's signature is required.

## Page 2: Review Meeting Discussion Sheet

After an appropriate period of time, eg one week, staff and pupil meet again to review and discuss agreed action(s) and their effectiveness in resolving the situation. The current situation should be reviewed and recorded on this sheet. Future actions will depend on the outcome of the initial review.

- \* The monitoring process works best when assessments are based on a range of relevant perspectives which will include feedback from the pupil displaying bullying behaviour, the pupil who has been bullied, and where relevant, peers, staff, parents/carers.
- \* To assess the success of the actions agreed on page 1 it is useful to meet with the target beforehand to establish what if any improvement has taken place.
- \* To monitor the effectiveness of the agreed actions with the target use open questions such as:
  - o *How did things go for you today in the playground?*
  - o *In what ways have things got better for you?*

**REVIEW OF OUTCOMES:** comments could include one or more of the examples below:

- \* No further action is required at this stage.
- \* Ongoing monitoring of the situation is necessary eg weekly review with all pupils involved is required.
- \* The pupil has agreed to participate in The Support Group Method – level 2/3 intervention.
- \* A Behaviour Plan (Code of Practice) will be devised and implemented.
- \* Parents/carers will be invited to attend meeting with appropriate member of staff/Head of Year/Senior Leadership Team.

PAGE 1

## Think Time Discussion Sheet

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

This is what happened

This is what I was thinking/feeling at the time

This what I chose to do

Who was affected by what I did?

How were they affected by my actions?

**What action(s) do I need to take now to make things better/right?**

1

2

3

**Signatures**

**Staff** \_\_\_\_\_

**Pupil** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parents Informed? YES / NO**

**PAGE 2****Review Meeting Discussion Sheet****Date:** \_\_\_\_\_

The actions I decided to take to make things better were:	Done	Not Done	Results/consequences of my actions
1.			
2.			
3.			

**Comments:****REVIEW OF OUTCOMES****Signatures:****Staff** \_\_\_\_\_**Pupil** \_\_\_\_\_**Date** \_\_\_\_\_

## Level 2 Interventions - Intermediate Level Bullying Behaviour

### Group Support

#### \* Quality Circles

This problem-solving approach, advocated by Cowie and Sharp<sup>3</sup>, provides pupils with a forum in which issues surrounding bullying can be addressed.

#### Application

The group comprising 6-8 pupils meets weekly for approximately 45 minutes. To deal with a specific problem the Quality Circle works through the following five steps:

#### Step 1: Determining the problem

- \* Pupils take turns to mind shower issues/problems arising from specific bullying behaviour. A 'pass' rule operates if a pupil does not have a contribution to make.
- \* A scribe lists the ideas on a flip chart.
- \* There is no discussion at this stage.
- \* On completion, the pupils vote to prioritise the listed items.

#### Step 2: Mind showering possible causes

- \* Pupils look for possible causes of the problem, using a series of *WHY* questions
- \* In the interim before the next meeting, pupils may choose to collect data by:
  - o Interviewing a sample of pupils
  - o Making observations during an agreed time slot
  - o Conducting a survey.

#### Step 3: Developing a solution

- \* Pupils having identified causes, explore possible solutions using a series of *HOW* questions to formulate an action plan.
- \* Members of the group take on three defined roles:
  - \* *The Inquirer* whose role is to ask *HOW* questions until all possibilities are exhausted
  - \* *The Respondent* whose role is to answer the questions
  - \* *The Observer* whose role is to record the answers given.
- \* Once the entire *HOW* questions have been answered pupils discuss the pros and cons of each proposal and evaluate how costly and realistic each proposal is.

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<sup>3</sup> Students Themselves Tackle the Problem of Bullying. Pastoral Care December 1992, Cowie, H. and Sharp, S (1992)

**Step 4: Offering solutions to Senior Leadership Team (SLT) for feedback**

- \* The group prepares a professional presentation outlining their agreed suggestions.
- \* The presentation is given to members of the SLT/Principal using a variety of techniques.
- \* Group members answer SLT questions and present arguments to justify their decisions.

**Step 5: Reviewing and evaluating the solution(s) offered**

- \* Following the presentation, the SLT and/or Principal decide on the suitability of the proposed solution/s.
- \* If adopted the SLT implements the solution/s and following evaluation meets with the group to give feedback. If the SLT chooses not to adopt the solution/s they meet with the group to discuss the matter and explain their decision.

## \* The Support Group Method

This approach, originated by Maines and Robinson<sup>4</sup>, 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 target is not included in the group meetings.

#### Step 1: Meet with the pupil experiencing bullying

- \* Establish the impact that the bullying 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 and those who are expected to support the pupil experiencing bullying.
- \* 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.

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<sup>4</sup> The Support Group Method, Barbara Maines & George Robinson, 2010, Sage Publishing

**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.

## Solution Focussed Support Group Method

Traditional approaches to bringing about change in bullying situations are often based on a problem solving model. The Solution Focussed<sup>5</sup> approach is substantially different and takes the focus away from exploring the problem or gathering detailed accounts and facts / information to analyse the concern. The focus of attention and action is on bringing about the preferred state of affairs, by exploring existing strengths and personal qualities that will further develop a solution. This allows for a quicker resolution that helps pupils to fulfil their needs without compromising the rights of others.

### Problem Solving

Identify and define the problem  
Analyse/discuss causes  
Propose remedies  
Plan interventions  
Review

### Solution Focussed

Vision – preferred future without problem  
Identify and value existing strengths  
Suggest next steps  
Innovate  
Celebrate

Note that during a solution focussed intervention with small groups or individuals, the focus involved is not on the bullying, but on those times when it is not happening.

## Application

### Quick Summary

- \* Interview the pupil being bullied to get the names of those involved in bullying behaviour towards them, the names of bystanders and their friends.
- \* Convene a support group:
  - o Raise empathy
  - o Ask for suggestions
  - o Pass over responsibility and arrange to review.
- \* Review with target (2 review meetings are normally sufficient)

\* **For scripts see pages 33-35**

<sup>5</sup> Solutions to Bullying, Sue Young, 2002, NASEN

## Meet with the Pupil Being Bullied

Begin with non-problem talk and ask 'easy' preliminary questions which set the pupil at ease writing down these details as you go so it will not seem alarming when it comes to your recording the names of others involved.

<b>Teacher:</b>	Sam, sorry to call you out of Maths class! Which teacher were you with?
<b>Pupil:</b>	Mr Smith.
<b>Teacher:</b>	(Write it down) ...and how do you spell your last name...
<b>Pupil:</b>	Replies.
<b>Teacher:</b>	(Write it down)

It is more comfortable for someone experiencing bullying to admit others are worried. Note that the words 'at present' imply that the problem is transitory and that the word bullying is not used!

<b>Teacher:</b>	I've been talking with your mum because she's worried that things are not so happy for you at school at present...
<b>Pupil:</b>	Nods head.

The teacher speaks with quiet confidence about the expected positive outcome. There is no need to ask about details of what has happened, when, where, how they feel etc. In this solution focussed model this would be counter-productive.

<b>Teacher:</b>	I believe I will be able to help you. Would you like some help with this?
<b>Pupil:</b>	Mmmm.
<b>Teacher:</b>	I need to ask you some questions if that's OK?
<b>Pupil:</b>	Mmmm.
<b>Teacher:</b>	I do need to know who is involved but don't worry –I'm not going to get anyone into trouble, OK?

The membership of the support group is based on names given by the targeted pupil. There are three constituents of the support group-pupils displaying bullying behaviour, bystanders and friends. Start by asking for the names of pupils perceived by this pupil as threatening, writing down their names. If more than four names are mentioned ask "who are the main ones?"

<b>Teacher:</b>	Who are you finding difficult at the moment? Who is making you worried or unhappy in school?
<b>Pupil:</b>	It's Darren and Craig- they call me names.
<b>Teacher:</b>	Right Darren and Craig ( <i>write down these pupils names only</i> ).

An essential ingredient is the presence of bystanders.

<b>Teacher:</b>	Who else is around when this happens? Who sees it happening?
<b>Pupil:</b>	Carl and Alastair.
<b>Teacher:</b>	OK ( <i>write down these names only</i> ).

Now find out about this pupil's friends. If bullying has been going on for some time this pupil may believe they have no friends. It is not unusual for a pupil to name someone as a friend who has also been named earlier, either as a bystander or someone who is bullying. Try to get the names of two or three friends and again convey optimism about how they can and will help.

<b>Teacher:</b>	If you could choose one other person to be your friend who would that be?
<b>Pupil:</b>	Darren. ( <i>Teacher records that name.</i> )
<b>Teacher:</b>	Right, I am going to ask these friends to help make things better for you in school. I will need to see you again to hear how things are going and see how things are improving for you. Is that OK?
<b>Pupil:</b>	Yes.
<b>Teacher:</b>	I am sure that things will begin to improve really quite quickly so I will send for you again on Wednesday morning and you can tell me then how you are getting on.

Make this arrangement to see the pupil to check how they are getting on. Where a pupil is more distressed, have a quick check at intervals during the day. End the conversation with reassurance that things will improve. Invite the pupil to tell you next time you meet about what they have noticed is improving! This creates an expectation of improvement and this expectation has a powerful influence on what this pupil notices.

<b>Teacher:</b>	Meanwhile I want you to notice what is better so you can tell me about it when we meet tomorrow/Wednesday. I hope you haven't missed too much class. I'll see you on Wednesday.
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### \* Convene the Support Group

Implement the Support Group Meeting by convening the group made up from names mentioned as causing the pupil difficulties and friends or potential friends. Explain to them that you are concerned about Sam, that they have been selected because you know they can help and that the aim for this group is to help make Sam happier in school. Do not go into detail about the bullying Sam has been experiencing and do not suggest any blame for this.

Gain their commitment and raise their empathy for this pupil by having them talk about occasions when they were unhappy in school. Ask for suggestions complementing all these and writing them down showing you accept and value these while gently guiding their actions. The essential point is that the pupils in the group make the suggestions and choose to do them rather than the teacher making suggestions about what these pupils could or should do in the future. Check that they think they can do it rather than asking them to be friends with the targeted pupil and then compliment them for their kindness. Pass over responsibility to the group and arrange to review.

### \* Review with the Pupil Being Bullied

This can be a very short meeting in which the teacher discusses any improvements and congratulates the pupil on these changes acknowledging their role in the solution.

<b>Teacher:</b>	How are things going?
<b>Pupil:</b>	Fine.
<b>Teacher:</b>	Have you noticed what's been better?
<b>Pupil:</b>	Yes. Carl's been talking to me at dinner time.
<b>Teacher:</b>	Oh, so you've been talking with Carl.
<b>Pupil:</b>	Yes, and with Wayne.
<b>Teacher:</b>	So you're managing to talk more with others, that's good, well done! I think everything will be OK now but I'm going to continue to check back with you so you can tell me how things are getting better and what you have been noticing and doing differently.

## The Fogging Exercise

This script is intended to illustrate how the fogging technique can work and to guide teachers and pupils in how to respond to bullying-type behaviour such as name calling, criticising and belittling another. If used successfully, it can support pupils who are the target of bullying behaviour and strengthen them to respond to this behaviour where they begin to feel more in control and to have increased confidence.

It is important for the pupil being bullied to feel comfortable with the language and phrases used so it is acceptable to replace those used here.

In this example, **A** denotes a pupil displaying bullying behaviour, and **B** the pupil experiencing bullying behaviour.

- A:** You have a big nose.  
**B:** That's true; I do have a big nose.  
**A:** It's so large I think I'll call you Pinocchio.  
**B:** OK I like that name, Pinocchio it is.  
**A:** You are the dumbest person in the whole school.  
**B:** That might be true.  
**A:** You should be in the Special Needs Unit.  
**B:** I can see why you might think that.  
**A:** You must be really stupid to keep agreeing with me.  
**B:** That's true.  
**A:** You keep saying that's true.  
**B:** That's true.

**The target changes tack and begins now to answer a question with a question. The idea is to confuse the pupil with this response and he/she has to explain.**

- A:** Why are you so dumb?  
**B:** Why do you think I'm dumb?  
**A:** Nobody likes you.  
**B:** That's your opinion. Why do you think that?  
**A:** You're always on your own at lunch.  
**B:** That's true. Why does that bother you?  
**A:** Only losers spend lunch time on their own.  
**B:** That's your opinion.  
**A:** You are thick.  
**B:** It may seem like that to you.

**Practice is important to become confident in using this technique.**

## 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 bullying behaviour require a formal referral to the Pastoral Coordinator or other identified individual, who will assume over-arching responsibility for the implementation, monitoring and evaluation of school-based interventions. In addition, he/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 Pastoral Coordinator will refer to the school's Positive Behaviour/Discipline 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 Pastoral Coordinator 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 Pastoral Coordinator 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. We consider these in terms of the following:

- \* School Environment
- \* Family Environment
- \* Peer Environment
- \* Psycho-social characteristics of the individual pupil

Education & Library Boards and schools may have individual Risk Assessment Forms which determine a plan of intervention and risk management that would be communicated to the pupil, teacher(s) and parents/carers.

A Risk Assessment Form & Action Plan is also available online from the NIABF website and in the [Regional Policy Framework on the Use of Reasonable Force/Safe Handling](#).

This planning may also occur through a multi-agency discussion. For vulnerable pupils at higher risk the Pastoral Coordinator 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).

## Strength Building

It is clear that pupils who engage in repetitive and/or severe bullying behaviour require additional measures in order for their behaviour to be influenced. This is especially the case for “at risk” pupils who present with many risk factors and few protective factors.

Research shows that such pupils often have ‘delays’ in one or more of their social and emotional capabilities, as well as being disconnected from positive relationships, programmes and opportunities in their school, home and community. Such pupils require Strength Building interventions. Individual action plans for ‘strengthening’ such pupils should focus on developing their social emotional skills and values.

Responsibility for strengthening these skills can be assumed by class or form teachers, SENCO or senior teacher with pastoral responsibility and may involve support from other professionals, such as the school counsellor or Education Welfare Officer and, as appropriate, external agencies.

Parents/carers will be informed of the programme, their consent obtained and wherever possible parents will be involved and contribute to this intervention, reinforcing these skills beyond the school setting.

### **Pupils who are functioning at a high level of wellbeing**

Such pupils have higher levels of achievement and come from generally supportive school, home and community backgrounds. The plan could involve promoting their connections to positive peer role models and opportunities to collaborate with these peers in improving the wellbeing of the pupil who was targeted. This could be achieved by using Small Group Interventions such as The Support Group Method, the PIKAS Method of Shared Concern, restorative meetings and restorative conferences.

An intervention should be restorative in orientation. The use of a behavioural contract linked to an IEP and/or the School’s Risk Assessment Action Plan should also include social and emotional mentoring to strengthen this pupil resilience, teach conflict resolution skills and develop empathy. Intensive work with this pupil’s parents will also be required at this level.

### **Pupils who are functioning at lower levels of wellbeing**

*“Pupils who bully and feel disengaged from the school community (Eisenberg, et al, 2003), feel unsupported at home (Perren and Hornung, 2005) and possess ineffective coping strategies (Smith, 2004)”*

Such pupils have few protective factors and many risk factors and consequently experience additional emotional and behavioural difficulties. They are likely to under-achieve, have poorer resilience, social skills and values, learning capabilities and have weaker connections with positive adults and programmes in their school, home, and community. Individualised, strength-building plans and strengthening connections should be developed and implemented.

It is often the case that in addition to the Pastoral Coordinator, other professionals from community agencies can assist in providing suggestions for connecting the pupil to the community.

For more resources see pages 81, 90-95 and 97-99 of "Safe Schools Are Effective Schools", School Procedures and Practices for Responding to Students Who Bully: Professor Michael E Bernard, Faculty of Education, University of Melbourne - <http://tinyurl.com/niabf11>

## PIKAS - Method of Shared Concern

(Child Health Promotion Research Centre, Edith Cowan University)

The Method of Shared Concern aims to change the behaviour of pupils involved in bullying incidents and improve the situation of the pupil being bullied. The method employs a non-punitive, non-blaming and non-aggressive approach to individual and group discussion of the incidents. Each pupil involved in the bullying incident participates in a series of individual discussions with a staff member, beginning with the pupil who engaged in the bullying incident. Clearly defined steps are used to reach a point where the pupil displaying bullying behaviour agrees that the pupil being bullied is having a difficult time. The pupil is then encouraged to suggest and try out ways of helping to improve the situation for pupil being bullied. The pupil being bullied is also provided with the opportunity to discuss the incident and encouraged to consider ways in which they can improve their own situation.

This method of managing bullying incidents is based on the following principles:

- \* Bullying occurs in a group context.
- \* Changing the social dynamics that maintain bullying will prevent further bullying incidents.
- \* Promoting a shift in behaviour by encouraging empathy and concern for others.
- \* Punitive measures model and reinforce the use of power to meet needs and wants and put students at risk of revenge.

The Method of Shared Concern was evaluated through a series of interviews with thirty pupils and six teachers participating in the Sheffield Anti-Bullying Project.

Three quarters of the pupils interviewed perceived the situation as improving in the short-term, that is, bullying decreased. They attributed this success to being provided the opportunity to express their feelings and perspectives on the situation individually and being encouraged to propose their own solutions rather than having one imposed by an adult. All but one of the teachers interviewed perceived the method to have reduced the frequency and severity of bullying behaviour. Both teachers and students saw the group meeting, at which the pupils all come together, as important in providing a forum for long term maintenance of behaviour change.

Some teachers may face difficulty putting this method into practice. The Sheffield Anti-Bullying Project found that senior management needed to be committed to providing support structures that enabled staff to spend the time necessary to 'chat' with individual pupils. Where schools had integrated the method into their anti-bullying policy as one of a range of strategies to deal with bullying incidents it was implemented more frequently and followed up more effectively. While the Method of Shared Concern appears useful as an immediate action, to be successful in the longer term it is important that it is embedded within a whole school approach to bullying prevention.

## \* Application of PIKAS Method of Shared Concern

Pupils who have engaged in bullying behaviours are assisted through individual and group meetings. The PIKAS Method of Shared concern is more complex than the Support Group Method, and involves a number of stages.

1. **The pupil(s) displaying bullying behaviours are interviewed individually**  
Pupils who have been identified as being involved in the bullying of a fellow pupil are interviewed individually, starting with the person who is thought to most closely fill the role of 'ringleader'. The member of staff explains that the purpose of this meeting is to discuss the distressing situation of the pupil who has been harmed or upset in some way. It is important that no accusations are made, simply that there is an acknowledgement that the target is experiencing distress. When there is this acknowledgement from the pupil being interviewed the staff member invites the pupil to suggest how the situation can be improved. Suggestions are reinforced and arrangements are made to meet again to ascertain progress. This process is repeated with each pupil involved. See page 43 for a sample script.
2. **Meeting with the pupil being bullied**  
Only after each pupil involved has been interviewed does the member of staff arrange to meet with the target. In talking with him or her, the member of staff discovers more about the situation and explores the dynamics involved. This may, to some extent, include exploring the possibility that they may have acted so as to provoke the bullying behaviour. Importantly, this is not viewed as an excuse for the bullying behaviour, and the he/she is never blamed for provoking the behaviour. The member of staff explains that in conversation with the individual pupils there was a readiness on their part to help resolve the problem. See page 44 for a sample script.
3. **Follow up individual meeting with pupils involved in bullying behaviour**  
In individual meetings with these pupils, the member of staff asks about actions that have been undertaken to improve the situation.
4. **Meeting with pupils displaying bullying behaviours as a group**  
As soon as there is evidence of progress a meeting is convened with the identified group. They are congratulated on the positive things they have done and asked what could be done next. The member of staff leads the group to a point where it is appropriate to consider inviting the target to join them, to reach a solution. Pupils must be carefully prepared for this meeting. They are required to indicate what they are prepared to say and agree to as part of this. If they believe that concessions are needed from the target (if they believe he/she has acted to provoke the bullying behaviour) a plan is drawn up by the group members to handle the situation.
5. **The target is invited to join the group**  
The pupil being bullied is duly invited to join the group and – if necessary – prepared for the meeting. This could include discussing how he/she might respond to what the pupils in the group might have to say.

## 6. **Final meeting with the all pupils involved**

This meeting provides an opportunity for the identified pupils to resolve their differences. In some cases a mediated solution may be brought forward. To reduce the chances of any recurrence of the problem, the participants may be asked to draw up an agreement or contract stating what they have undertaken to do.

The assumptions underlying the PIKAS – Method of Shared Concern are:

- \* In cases of group bullying it is better to begin with meetings with pupils individually rather than as a group. In part this is because working with a group tends to be difficult in bullying situations. It is often possible to connect with pupils as individuals and gain their acknowledgement that the pupil being bullied is distressed and needs to be helped.
- \* As individuals pupils who have bullied someone are much more likely to feel empathy for the target and to offer to help if they are not in a group. Some, at least, may come to want to see the problem solved, so that they no longer feel any responsibility for an enduring distressing situation.
- \* Some pupils that experience bullying are provocative (a minority) and this need to be explored. However, it is important that this is never seen as an acceptable excuse for bullying behaviour, and that these pupils never blamed for the bullying behaviour. This may require mediation before any solution is possible.
- \* Enduring solutions to bullying behaviours are much more likely when the pupils displaying bullying behaviours as a group have agreed to a course of action that will result in all pupils being safe.

(Adapted from *Bullying in Schools; Six Methods of Intervention*, Ken Rigby – [www.loggerheadfilms.co.uk](http://www.loggerheadfilms.co.uk))

## \* Steps for 'Method of Shared Concern'

### MODEL A - Meeting with a child who has been displaying bullying behaviour

#### Step 1

**"I have asked you to come and speak with me because I have heard that some bad things have been happening to 'x' that are making him/her very unhappy at school."**

- \* Wait for the child to respond.
- \* If the student doesn't respond ask, "Do you know anything about this that might help me?"
- \* Do not try to force the child to 'own up' or admit to his/her involvement, simply to acknowledge that there is a situation which is making x unhappy.
- \* If the child complains about x, don't question; just let the child explain their situation.

#### Step 2

**"So it sounds like x is having a bit of a tough time."**

- \* Wait for the child to respond.
- \* As soon as the child agrees and acknowledges that x is having a bad time and is unhappy move to Step 3.
- \* If the child says that x is to blame, accept the point but suggest that x is still having a bad time and is unhappy.

#### Step 3

**"Well I was wondering what you could do to help to improve the situation for x to help him/her to become happier at school."**

- \* Accept any suggestions with positive feedback.
- \* Don't question their suggestions if they are positive.
- \* If the suggestions are negative, ask the student whether they think this would help x to feel happier.
- \* If the student can't think of anything to do or is resistant to the idea ask him/her to take some time to think about something they could do to help make x feel happier then move to Step 4.

#### Step 4

**"OK. I'll see you next week to find out how you are getting on."**

- \* If the child had an idea then you will say you will see them to "discuss how their idea went when they tried it."
- \* If they didn't have an idea then say you will see them to "discuss the idea they have come up with."

## \* Steps for 'Method of Shared Concern'

### **MODEL B - Meeting with the child who has been experiencing bullying**

#### **Step 1**

**"I have asked you to come and speak with me because I have heard that some bad things have been happening to you that are making you very unhappy at school."**

- \* Wait for the child to respond.
- \* Let the child explain their situation. Then simply acknowledge that there is a situation, which is making him/her unhappy.

#### **Step 2**

**"So it sounds like you are having a bit of a tough time."**

- \* Wait for the child to respond.
- \* As soon as the child agrees and acknowledges go to Step 3.

#### **Step 3 (a)**

**"I have spoken to a few students about your situation and they have made a few good suggestions to help you to feel happier and safer at school."**

- \* If the pupil is concerned about this reassure him/her that you will be keeping a close eye on what is happening.
- \* Let the pupil know that there may be a few changes in the behaviour of some other pupils towards him/her.
- \* If you feel the child could help the situation by changing some of his/her behaviour go to Step 3(b).

#### **Step 3 (b)**

**"I was wondering what you could do to help to improve the situation for yourself to help you to become happier at school."**

- \* Accept any suggestions with positive feedback.
- \* Don't question their suggestions if they are positive.
- \* If the suggestions are negative, ask the student whether they think this would help him/her to feel happier.
- \* If the student can't think of anything to do or is resistant to the idea ask him/her to take some time to think about something he/she could do to help to feel happier then move to Step 4.

#### **Step 4**

**"OK. I'll see you next week to find out how you are getting on."**

- \* If the child had an idea then you will say you will see them to "discuss how their idea went when they tried it."
- \* If they didn't have an idea then say you will see them to "discuss the idea they have come up with."

## 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.

School's Pastoral Co-ordinators will need to liaise with the Designated Teacher for Child Protection and members of schools leadership team, 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 responsibility, 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 3/4 and with reference to the Department of Education's (DE's) most current Child Protection guidance.

DE's guidance 'Pastoral Care in School: Child Protection' (issued under covering Circular 1999/10) states:

*"Where a pupil's bullying behaviour is persistent and defies attempts by the school to address it satisfactorily by behaviour management strategies or disciplinary methods within a reasonable time, the child protection procedures should be instigated. The victim's needs should always be paramount."* (Paragraph 87)

Schools should be cognisant of the Regional Child Protection Policy and Procedures and legislative requirements.

### ACPC Regional Child Protection Policy and Procedures 9.50 (2005)

*"The framework in accordance with Chapter 5 of these Procedures should be instigated in the following circumstances:*

- \* *anti-bullying procedures have failed to be effective*
- \* *bullying is persistent and severe, resulting in the victim suffering/likely to suffer significant harm*
- \* *there are concerns that the bullying behaviour is indicative of the bully suffering/likely to suffer significant harm*
- \* *where concerns exist in relation to the parent's/carer's capacity to meet the needs of the child"*

The Trust is required to *"make enquiries regarding children where there is reasonable cause to suspect that a child has suffered or is likely to suffer significant harm"*. Children (NI) Order 1995 Article 66.

*“The Trust has a duty to safeguard and promote the welfare of children within its area who are in need and provide a range of services appropriate to these needs”.* Children (NI) Order 1995 Article 18

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.

UNOCINI assessment forms can be downloaded from:  
[www.dhsspsni.gov.uk/unocini\\_forms.doc](http://www.dhsspsni.gov.uk/unocini_forms.doc).