

INTERVENTION TABLES Level 1 – Low Level Bullying Behaviour

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). Parents/carers will be informed of this decision.</p>	<p>Select whole-class 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: PDMU</p> <p>www.ccea.org.uk</p>	<p>SCRIPTS: for use with individual pupils</p> <p>A Rights Respecting Script: This reminds the pupil who is bullying of everyone’s right to be safe.</p> <p>Rule Reminder Script: This reminds the pupil who is bullying of the appropriate rule which has been broken.</p> <p>Expectation Discussion: A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</p> <p>ONE-TO-ONE INTERVIEW INTERVENTIONS</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> <p>Restorative Questioning: 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.</p> <p>Worth a Re-Think: This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences</p> <p>Shared Control Discussion: 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.</p> <p>Think Time Discussion Sheet: 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.</p>	<p>Pupil whose reaction to the bullying behaviour represents a low level of concern. Few if any additional needs and risk factors are present at this stage.</p>	<ul style="list-style-type: none"> - Informal chat to enable pupil to identify possible solutions to current situation. - Parental support if felt appropriate at this stage. - If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention. <p>Regular monitoring and review of situation by class/form teacher.</p>

INTERVENTION TABLES Level 2 – Intermediate Level Bullying Behaviour

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 be informed of this decision and involved in providing support.</p>	<p>Select whole-class 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: PDMU www.ccea.org.uk</p>	<p>SMALL GROUP INTERVENTIONS</p> <p>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 be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly. These interventions work best when staff are trained.</p> <p>Quality Circles: 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 Leadership Team who subsequently implement and evaluate solution(s).</p> <p>THE SUPPORT GROUP METHOD</p> <p>This is a seven step, participative long-term approach which supports the pupil experiencing bullying behaviour, involves volunteers from the peer groups of both the pupil experiencing bullying behaviour 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>Solution Focused Support Group Individual Behaviour Support Plan (COP Stage 2/SENCO)</p>	<p>Pupil whose reaction to the bullying behaviour presents a higher level of concern. Some additional needs and risk factors may be present at this stage.</p>	<p>Meet to:</p> <ul style="list-style-type: none"> - Gain pupil experiencing bullying behaviour's consent to enable the situation to be discussed with peers in his/her absence. - Receive feedback on intervention outcomes. - Agree, teach and practise coping skills (e.g. Fogging). - Strength-Building Plan for Pupil - If a trained effective Buddy / Peer Mediation support programme is available and used this should be recorded and outcomes reviewed.

INTERVENTION TABLES Level 3 – Complex Bullying Behaviour

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by EA Officer	Targeted Pupil	Target Interventions
<p>Following assessment, if the bullying behaviour is more complex and/or resistant to change. Pupil presenting with many additional needs and risk factors.</p>	<p>Select whole-class 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: PDMU www.ccea.org.uk</p>	<p>INDIVIDUAL PUPIL INTERVENTION Monitoring by key member of staff. Behaviour Management Programmes, including Individual Behaviour Plan (support and strengthening), target setting with incentives and consequences. Social and Emotional Mentoring by an identified member of staff. Individualised strength and emotional well being building programmes eg: Conflict resolution Solution-focused conversations Empathy training, mood management, anger management Peer support/befriending/mentoring/mediation. The Method of Shared Concern (PIKAS) interview.</p> <p>PARENTAL INVOLVEMENT 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. ADDITIONAL ADVICE/SUPPORT FROM EA SERVICES AND EXTERNAL AGENCIES Independent Counselling Service for Schools. Restorative meetings. Contact relevant EA</p>	<p>Pupil whose reaction to the bullying behaviour is severe. Many additional needs and risk factors present.</p>	<p>Individual Pupil Work - Monitoring by key member of staff. - Individual Support Plan for strength and emotional well-being building programmes. - Peer support/mentoring and befriending/ mediation. - Support Group Method. - PIKAS interview.</p> <p>Parental Involvement 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. Additional advice/support from EA Services and External Agencies Is there a need for parent to consult with GP about child?</p>

INTERVENTION TABLES Level 4 – High Risk Bullying Behaviour

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
Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.	<p>Select whole-class 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 www.ccea.org.uk</p>	<p>Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams</p> <p>Refer to the school's Positive Behaviour Policy and scheme for the suspension and expulsion of pupils.</p>	Pupil presenting with significant mental health, criminal and/or child protection concerns.	Refer to relevant investigative agencies: PSNI Health and Social Care Trust Gateway Teams