Strathearn School

Addressing Bullying Type Behaviour policy

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Date of ratification:	September 2025
New consultation / review Date:	September 2028

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Section 1: Statutory Context and Guidance

It is a duty placed on Boards of Governors in Northern Ireland to ensure the School has an effective Addressing Bullying Policy and that practices are aligned to the Addressing Bullying in Schools (NI) Act 2016 which commenced in schools in September 2021.

This Addressing Bullying Policy takes account of key legislation and is informed by DE Guidance and Education Authority publications and the international context (Appendix 1).

Introduction

Strathearn School believes that pupils have the right to be educated in a safe and supportive environment and that the environment should allow all pupils to feel valued and secure.

At Strathearn School we acknowledge that bullying type behaviour exists in schools and wider society, and can impact on the lives, mental health and well-being of those involved. This policy aims to help create, maintain and embed a culture where everyone agrees that bullying type behaviour is unacceptable.

As a School, we believe that safeguarding our pupils is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational School environment where concerns of bullying type behaviour may be shared and addressed, and where pupils are supported within the context of Article 19 Measures to Prevent Bullying, Education (NI) 2003 and the 2016 Addressing Bullying in Schools Act (NI) (see Appendix 1).

The purpose of this policy is to:

- define bullying type behaviour;
- summarise rights, roles and responsibilities;
- explain the preventative measures;
- clarify processes used for reporting, recording, and responding; and
- outline the monitoring and review processes.

The policy is applied where concerns of alleged bullying type behaviour between pupils have been reported. For other concerns regarding bullying type behaviours, please refer to the School's complaints policy or associated policies which are aligned with DE Circular 2016/08 (Public services ombudsman (NI) Act).

Ethos and Values

The School is committed to providing a positive, purposeful, orderly and safe environment for all its pupils; a place which allows each pupil to flourish and grow in confidence, fostering independence, resilience, self-worth and compassion for others; and where they can learn and develop relationships free from bullying type behaviour. The School aims to establish an inclusive community where all pupils and staff are treated with dignity and respect, regardless of individual

differences including culture, race, religion, beliefs, sexual or gender orientation, appearance and personal capability.

We are committed to a preventative, relational and restorative ethos.

Links to other policies

This policy should be read in conjunction with SEND, Safeguarding, Inclusion, and the wider suite of Pastoral Care policies available on the School's website or from Reception by request. These policies include, but are not limited, to:

- Pupil Attendance policy
- Pupil Code of Conduct
- Code of Conduct for Educational Visits
- Complaints Procedures policy
- Educational Visits policy
- eSafety policy
- Health and Safety policy
- Pastoral Care policy
- Positive Behaviour policy
- Relationship and Sexuality Education policy
- Safeguarding and Child Protection policy
- Special Educational Needs and Inclusion policy
- Staff Code of Conduct / Staff Handbook
- Suspension and Expulsion policy

Please note that policies are reviewed and updated regularly.

Consultation

We value, respect and consider the views and contributions of children, young people and the wider School community. Therefore, as part of this policy development and review, and in compliance with Article 19 of the 2003 Education (NI) Order and the 2016 Addressing Bullying in Schools Act (NI), we have consulted with pupils, parents/carers and staff through the following:

Pupil consultation

School survey (December 2024), focus group, sharing of EA ABSIT pupil leaflet, School Council discussions.

Parent/Carer consultation

School survey (December 2024), focus group, sharing of EA ABSIT parent leaflet, sharing of draft policy.

Staff consultation

School survey (December 2024), sharing of EA ABSIT pupil and parent leaflets, sharing of draft policy.

Section 2: What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition of bullying:

1. "Bullying" includes (but is not limited to) the repeated use of-

   (a) any verbal, written or electronic communication,
   (b) any other act, or
   (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

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

The Act requires that the legal definition ***must*** be used by all schools to assess reported concerns of bullying type behaviour.

Assessing a Bullying Type Behaviour Concern

While the legal definition, as set out in the Act, is the primary definition, Strathearn School also use EA's acronym **TRIP.** This helps to build a shared understanding across our School community of the difference between socially unacceptable and bullying type behaviour.

Socially unacceptable behaviour becomes bullying type behaviour when, after clarifying facts and perceptions, **TRIP** is confirmed. **TRIP** is referred to as:

T	When the behaviour is **TARGETED** at a specific pupil or group of pupils.
R	When the behaviour is **REPEATED** over time.
I	When the behaviour is deliberately **INTENDED** to cause harm.
P	When the behaviour causes **PSYCHOLOGICAL/EMOTIONAL** and/or **PHYSICAL** harm.

Consideration of an imbalance of power

While an 'imbalance of power' has not been included in the legal definition, the Board of Governors have considered DE's Addressing Bullying in Schools Statutory Guidance (2021) and agreed to incorporate the criterion to help determine if bullying type behaviour was **targeted**. An 'imbalance of power' is present when **someone seen with lesser power** is identified as an object of negative attention. It will be used to validate and confirm the final **TRIP** decision.

One-Off incidents:

Although bullying-related incidents usually involve **repetition**, a **one-off incident** may be classified as bullying type behaviour through consideration of the following criteria:

- severity and significance of the incident;
- evidence of pre-meditation;
- impact of the incident on individuals (physical and emotional);
- psychological/physical impact of the incident on the individuals and/or wider School community;
- previous relationship(s) between those involved;
- any previous incident(s) involving the individuals.

A **one-off electronic communication** can constitute bullying type behaviour through repeated viewing and unwanted sharing of a post.

The 2016 Act requires the School to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. In Strathearn School, we will consider the following when assessing **TRIP**.

The pupil(s):

- capacity to regulate and understand the impact of their behaviour;
- developmental age;
- additional, educational, special, physical or medical needs;
- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. Social Behaviour Emotional Wellbeing, Autism, Attention Deficit Hyperactivity Disorder, Moderate Learning Difficulties etc.); and
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience.

Omission will be considered when addressing bullying type concerns. This is where a pupil(s) is or are wilfully excluded from a game, activity or group work etc. causing potential **psychological harm**. Pupils are taught that they do not have to be friends with everyone. However, in keeping with the ethos of the School, they should be friendly and considerate to others.

Language

We recognise that all behaviour is communication and should be addressed through a learner centred lens for those who display *and* experience socially unacceptable or bullying type behaviour. We will address all behaviour in a relational, solution focused manner aligned to safeguarding and SEND.

When discussing allegations of bullying type behaviour, we use language that is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance (see Appendix 1). We refer to the behaviour not the pupil and use the following:

- **pupil displaying bullying type behaviour** rather than the 'bully';
- **pupil experiencing bullying type behaviour** rather than the 'victim'; or
- **socially unacceptable behaviour** rather than 'bad behaviour' or 'serious/gross misconduct etc'.

Any incident(s) which do not meet the legal definition and TRIP criteria will be addressed under the Positive Behaviour, Special Educational Needs and Inclusion, Safeguarding and Child Protection and Pastoral policies. Reference should be made to EA's ABSIT parent and pupil guides (Appendix 4).

Journey To and From School

The Act outlines a statutory requirement for schools to implement measures to prevent and address bullying type behaviour for pupils whilst travelling ***to and from School***. To this end, in Strathearn we:

- Address safeguarding concerns reported in relation to travel to and from School;
- Provide timely support and intervention;
- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities;
- Reinforce positive and upstanding behaviour expectations through the preventative curriculum;
- Engage with pupil voice about experiences on the journey to and from School;
- Ensure effective communication with transport providers (e.g. Translink, EA Transport, etc.) for early identification and response to reported concerns; and
- Provide reporting mechanisms for School and the local community to report concerns. confidentially e.g. safeguarding email address, 'whisper button'.

Electronic Communication

The Addressing Bullying in Schools Act enables the School to take steps to help prevent and address online bullying type behaviour involving registered pupils during term time. We acknowledge that negative online behaviour occurring during or beyond School hours can harm a pupil's education and emotional well-being, and we will support affected individuals. At Strathearn School we are committed to supporting our pupils to use the internet safely, responsibly and respectfully.

The Addressing Bullying policy is one of several School policies that address electronic behaviour and are reviewed in response to technological developments. As such, follow up is aligned to the wider policy suite (see page 4).

In Strathearn School we aim to prevent electronic bullying type behaviour by:

- addressing key themes of electronic online behaviour and risk through curriculum content;
- engaging with statutory and voluntary sector agencies and resources (e.g. Safeguarding Board NI, PSNI, Public Health Agency, Safer Schools App) to support the promotion of key messages and online safe digital use;
- participating in Safer Electronic/Online/Cyber Campaigns to promote key messages;
- addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention;
- providing reporting mechanisms for School and wider community to report concerns confidentially e.g. safeguarding email address, 'whisper button';
- creating, agreeing and implementing an Acceptable Use Agreements see DE Circular 2016/27; and
- ensuring all staff regularly have online safety training.

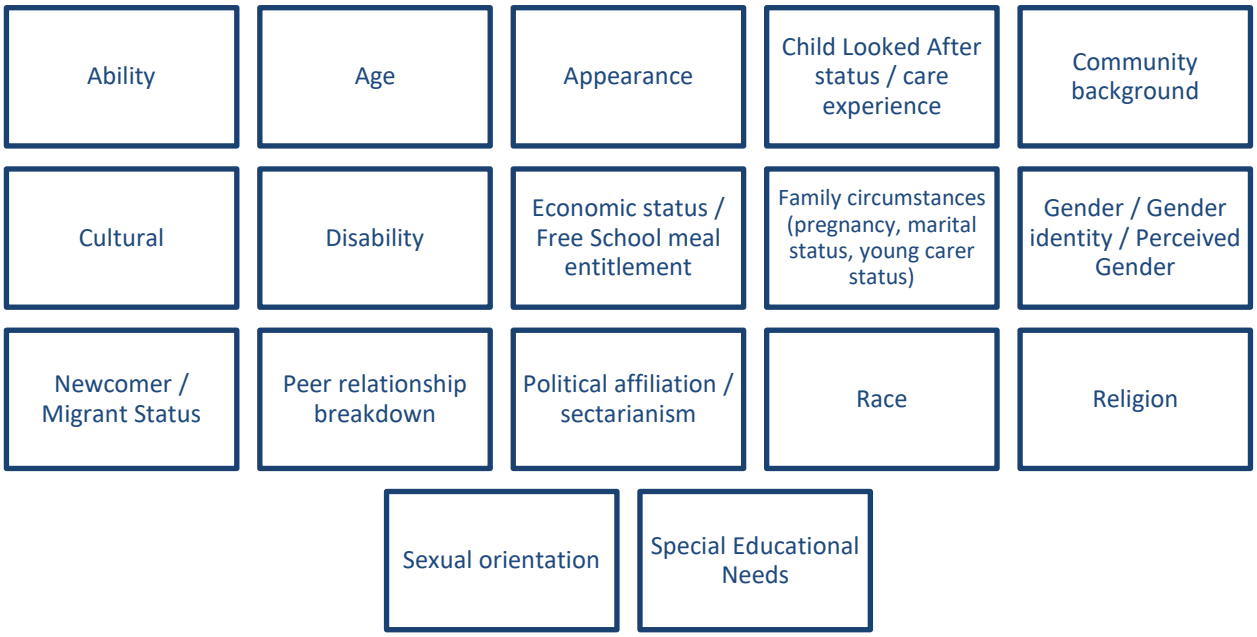
Section 3: Methods and Motivations of Socially Unacceptable or Bullying Type Behaviour

The following are methods of socially unacceptable behaviours which, when ***targeted***, ***repeated***, ***intentional*** and causing ***psychological/physical*** harm, may be considered as bullying type behaviour:

Physical Acts	Negative physical contact including kicking, punching, pushing, hitting, hair pulling, tripping, throwing objects at someone, spitting, poking, flicking. Material harm such as damaging, hiding or taking possessions without permission.
Verbal or Written acts	Unpleasant comments that are written or verbal including name calling, insults, unkind jokes, taunting, teasing, using negative gestures towards others, issuing threats including pressuring another pupil, or group of pupils into doing so, starting or spreading hurtful and/or untruthful rumours about others.
Social/Relational	Negatively influencing the actions of others to cause psychological or physical harm. This may include being unfriendly, isolating others, for example, by agreeing not to speak to someone.
Omission (Exclusion)	Excluding someone/others from e.g. game, activity, group work etc.
Electronic Acts	Misuse of online platforms or other electronic communications, including the use of mobile phones, to cause psychological upset. This may include sending unwelcome messages, sharing images or videos to threaten, embarrass or insult others, making abusive or silent calls.

(Please note the list is not exhaustive)

Strathearn School acknowledges various motivations for bullying type behaviour which are addressed through the Preventative Curriculum and responsive approaches. This includes all identity or prejudice motivated bullying type behaviour related to those characteristics protected through Section 75 of the Northern Ireland Act 1998. Motivations include but are not limited to:



Section 4: Rights, Roles and Responsibilities

Strathearn School acknowledge that all members of our community have a role to play and a responsibility to prevent and address bullying type behaviour.

The following members of the School community have been assigned specific responsibility within their role for oversight of the implementation of the Addressing Bullying Policy and associated practices aligned to safeguarding and SEND legislation.

Board of Governors

The Act places responsibility on the Board of Governors, in consultation with the Principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

- have a written Addressing Bullying Type Behaviour policy in place;
- maintain a standing item on the agenda, under Safeguarding, where a report on bullying type behaviour is presented by the Principal (see Appendix 5);
- appoint a lead Governor to liaise with the Principal or Vice Principal;
- minute the number of incidents including methods, motivations and how they were addressed; and
- identify trends and patterns to inform future policy, practice development and review.

Principal

- have operational responsibility for the policy and its implementation;
- ensure that staff are aware of the policy and its procedures;
- provide professional learning opportunities;
- ensure the application of the policy is consistent and fair; and
- ensure that responses are provided, including by other staff, about any concerns regarding bullying type behaviour.

Vice Principal

- ensure the procedures outlined in the policy are followed, fairly and consistently;
- provide professional learning about bullying type behaviour and the processes to follow when responding to concerns;
- ensure the Preventative Curriculum is being delivered, to ensure pupils are equipped to respond to challenges they may face;
- support staff who are dealing with concerns of bullying type behaviour;
- monitor and evaluate the policy's effectiveness;
- review the policy, updating it when there is new guidance; and
- report any recorded incidents of bullying type behaviour to Governors through the Curriculum and Pastoral committee and Full Board meetings.

Head of Year[+]

Heads of Year are central to the support of pupils and have overall responsibility for pupil welfare and wellbeing in their year group. They will:

- oversee, and respond to, any reports of bullying type behaviour of pupils in their year group;
- communicate with parents/carers when responding to a concern of bullying related behaviour;
- promote the implementation of the policy and associated behaviours;
- discuss any concerns of bullying type behaviour with the Vice Principal;
- using a BCAF form, record any such incidents and, if necessary, apply the appropriate sanctions and/or seek the necessary support for those involved;
- regularly monitor any incidents of bullying type behaviour; and
- review and update the preventative curriculum resources to address any motivating factors.

[+] In the absence of the Head of Year, the Senior Leader or Vice Principal will assume responsibility.

Staff

- promote a safe and caring environment;
- be aware of the policy, linked policies and their application;
- be fair and consistent;
- manage behaviour both inside and outside the classroom/learning environment;
- communicate the School's expectations and values;

- respond promptly to any concern of bullying type behaviour raised by pupils or parents;
- listen to and value pupil contributions.

Parents

- be aware of the contents of this policy, including linked policies, and support them;
- encourage their child to be considerate, respectful and friendly to others;
- ensure their behaviour towards others in the School community is considerate, respectful and friendly; and
- promptly report any concerns they may have regarding their child's or another child's behaviour, especially if the concerns relate to bullying type behaviour.

Pupils

- be aware of the School rules (available in student planner or in the Positive Behaviour policy which can be found on the School's website);
- ensure their behaviour towards others in the School community is considerate, respectful and friendly towards others;
- ensure the School's high standards of expected positive behaviours are maintained;
- promptly report any concerns about bullying type behaviour towards themselves or others; and
- accept ownership of their behaviour and reflect on it as required.

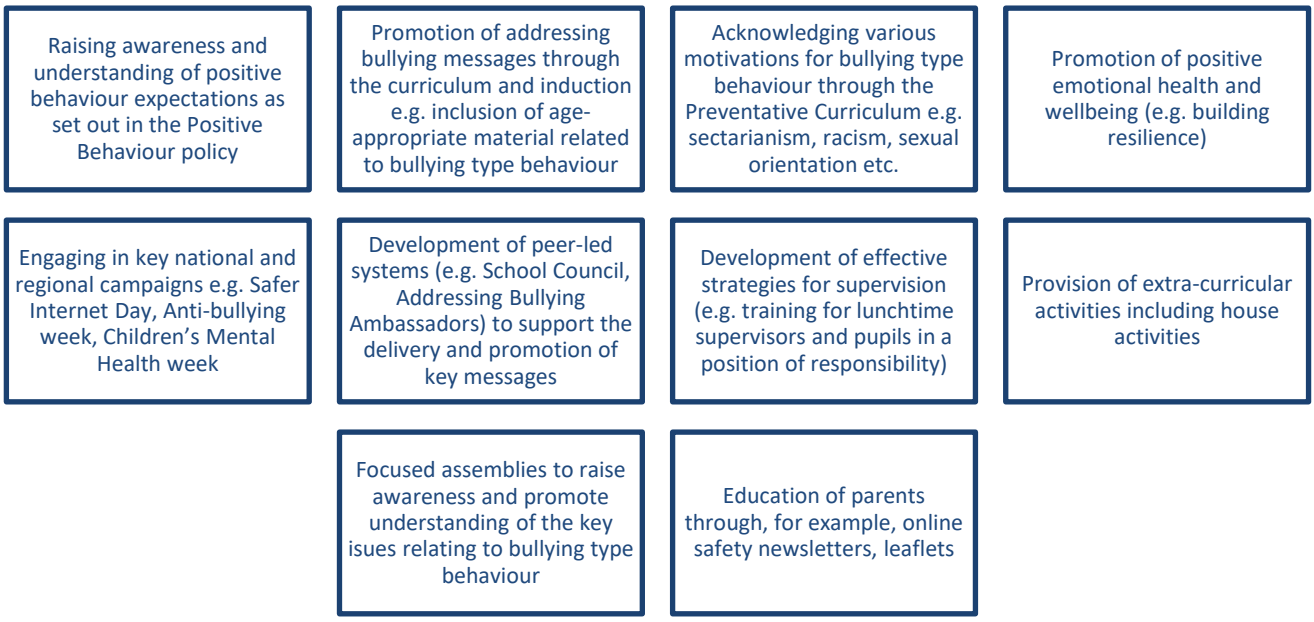
Pupils with a position of responsibility including Addressing Bullying Ambassadors

- be a role model to others, set high standards of behaviour and act in a manner that reflects the ethos and values of the School;
- support pupils in all year groups as an upstander; and
- promptly report any concerning behaviours to a member of staff.

Section 5: Preventative Measures

The Addressing Bullying in Schools Act (NI) 2016, requires schools to focus on preventative measures to help reduce bullying type behaviours. The focus of this section is to set out the approaches taken by the School to help prevent bullying type behaviour effectively.

Strathearn School scaffold and promote a positive, relational learning environment where all members of the School community feel safe, included and valued. Our preventative measures help avoid bullying type behaviour and contribute to support plans for pupils. They are evident in all domains of School life and include, but are not limited to:



Professional Development of Staff

Strathearn School recognises the need for effective, updated, and ongoing training for all staff within our preventative measures. As such, we are committed to:

- ensuring that all staff and Governors complete relevant Safeguarding, Child Protection, SEND and Addressing Bullying in Schools training, including those provided by the Education Authority;
- reviewing and amending the content of the Addressing Bullying Policy following training, complex case review or as directed by Department of Education; and
- keeping and regularly updating continued professional development records.

To this end:

- all teaching and non-teaching staff have completed the EA Addressing Bullying in Schools Level 1 training as part of this policy review;
- key members of the Senior Leadership Team have completed EA Addressing Bullying in Schools leadership Level 3 training; and
- all Governors including the lead Governor, with overall responsibility for the development and review of the Addressing Bullying Policy, have completed EA Addressing Bullying in Schools training.

Section 6: Statutory Systems and Processes for Reporting, Responding and Recording.

Strathearn School recognises that reporting a concern of bullying type behaviour can be difficult. For this reason, we have systems in place to enable pupils, parents, and any other person to share concerns discreetly and efficiently with a trusted adult. All concerns of bullying type behaviour will be responded to in line with legislative processes as outlined in this policy.

Reporting a concern

Pupils
Any pupil can report a bullying type concern. This does not have to be the pupil who is experiencing the bullying type behaviour but may be another pupil who wants to help that person. Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. They can raise their concerns:

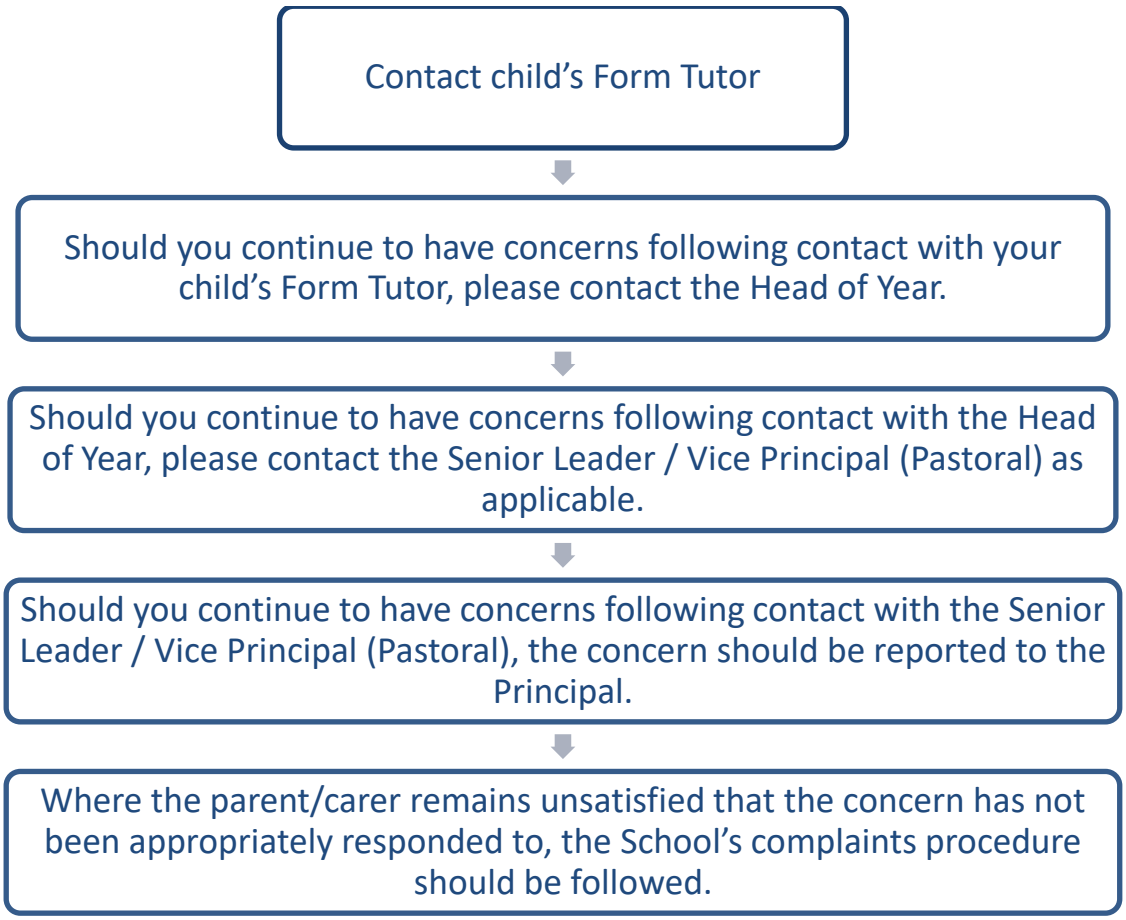
- verbally – by speaking to a member of staff;
- by writing a note to a member of staff;
- by sending an email to a member of staff; or
- using the reporting tool on a School iPad.

All pupils are encouraged to share concerns regarding socially unacceptable or bullying type behaviour that they experience, display or witness. They should not view this as 'telling' but rather 'talking about concerns' with the emphasis on 'getting help'.

Parents/Carers or others
Parents and carers should raise concerns about bullying type behaviour with the School at the earliest opportunity. In the first instance, parents/carers or others can report their concerns to their child's Form Tutor in one of the following ways:

- by contacting Reception (02890 471595) and requesting to speak to the Form Tutor;
- by writing a note to the Form Tutor; or
- by sending an email to the Form Tutor using the School's email address info@strathearn.belfast.ni.sch.uk and noting FAO [name of Form Tutor] in subject field.

The process for parent/carers to report bullying concerns is outlined below:



Please note, we do not advise parents to send confidential information regarding concerns of bullying type behaviour to the general School email address.

Staff, volunteers or extra-curricular providers (e.g. coaches, peripatetic tutors)
It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc.) to report any bullying type of behaviour concerns. Staff should report any concerns directly to the pupil's Form Tutor.

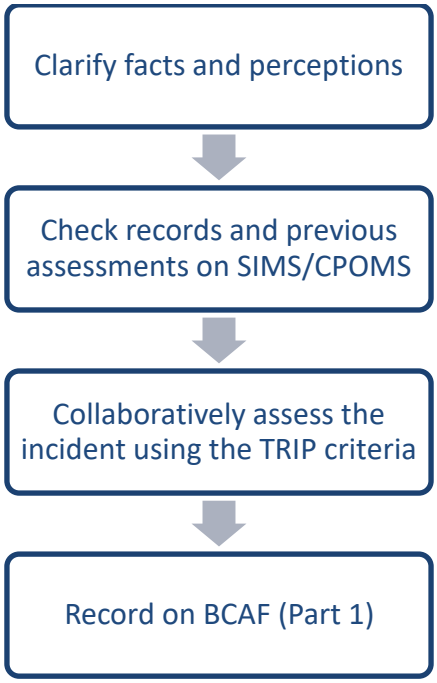
Volunteers and extra-curricular providers should report any bullying related concern to the member of staff supervising the volunteer.

Responding to and Recording a Bullying type concern

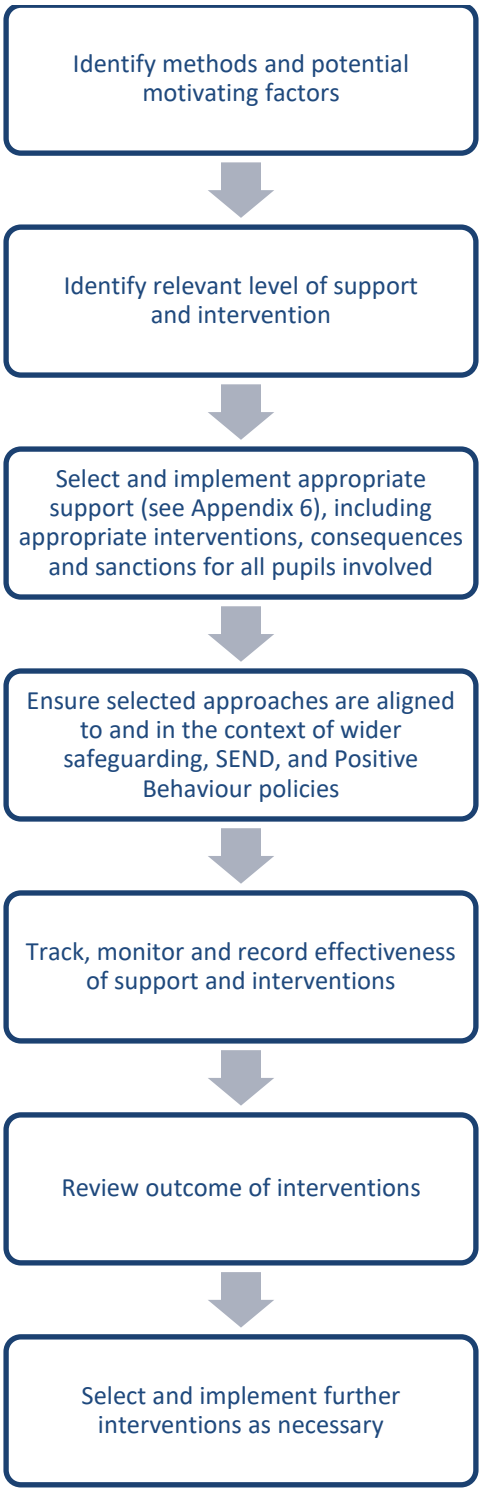
All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart (Appendix 2). They will be recorded using the Bullying Concern Assessment Form (BCAF) (Appendix 3) and stored on the School's data management system (SIMS or CPOMS).

Records will be maintained in line with the School's Data Protection policy in a private folder within central records, password protected and accessible only to designated personnel e.g. Head of Year, SLT, Designated/Deputy Designated Teachers. Records will be disposed of in line with the School's Disposal of Records policy.

Upon receipt of a concern of bullying type behaviour, the member of staff responding to the concern will:



Where bullying type behaviour has been confirmed and, in consultation with the pupils involved and their parents/carers, the member of staff responding to the concern (Head of Year, Designated or Deputy Designated Teacher) will ensure that the Parts 2-4 of the BCAF are completed. In doing so, they will:


Identify methods and potential motivating factors
Identify relevant level of support and intervention
Select and implement appropriate support (see Appendix 6), including appropriate interventions, consequences and sanctions for all pupils involved
Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, and Positive Behaviour policies
Track, monitor and record effectiveness of support and interventions
Review outcome of interventions
Select and implement further interventions as necessary

Interventions and Sanctions

When responding to a concern of bullying type behaviour, staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, sanctions may be given to those displaying bullying type behaviour, following those outlined in the Positive Behaviour policy. Such interventions and/or sanctions, are designed to support those experiencing and/or displaying socially unacceptable or bullying type behaviours. These interventions should be taken forward while listening to, supporting and strengthening relationships with and between the pupils involved. Interventions may be individual or group based. The level of support and intervention will be based on EA's Effective Responses to Bullying Behaviour (updated January 2022) (see Appendix 6) and any intervention chosen will best meet the needs of the pupil/s involved.

Please note details of support and intervention plans cannot be disclosed to anyone other than that pupil and their parents/carers.

Appendix 7 provides contact details for pupils and parents/carers who require further information or external support in relation to bullying type behaviours.

Section 7: Monitoring and Review of policy

The Act places responsibility on the Board of Governors, in consultation with the Principal, to monitor the effectiveness of the policy.

The policy will be reviewed in consultation with all School community stakeholders:

- at intervals of no less than four years;
- following any complex incident which highlights the need for such a review;
- in response to a recommendation by the Education and Training Inspectorate (ETI); or
- following new guidance as directed by the Department of Education.

To monitor the effectiveness of the policy, the Board of Governors shall:

- be updated on the number of incidents including methods, motivating factors and how they were addressed; and
- be updated on trends and patterns, and the effectiveness of strategies, to inform future policy and practice development and review.

A copy of this policy is available on the School's website www.strathearn.org.uk. Parents/carers can also request a hard copy by contacting Reception on 02890 471595 or info@strathearn.belfast.ni.sch.uk.

Appendix 1

The Legislative Context:

Anti-discrimination laws applicable in Northern Ireland (Equality Commission, 2024)
The Addressing Bullying in Schools Act (Northern Ireland) 2016
Public Services Ombudsman Act (Northern Ireland) 2016
The Children's Services Cooperation Act (Northern Ireland) 2015
The Education (School Development Plans) Regulations (Northern Ireland) 2010
The Special Education Needs and Disability Order (Northern Ireland) 2005
The Special Educational Needs and Disability Act (Northern Ireland) 2016 https://www.legislation.gov.uk/nia/2016/8/contents
The Children (Northern Ireland) Order 1995
The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
The Northern Ireland Act 1998 Section 75
The Human Rights Act 1998
The Children (Northern Ireland) Order 1995
The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

Implementing Trauma Informed Approaches in Northern Ireland and Executive Summary (QUB and SBI, 2024)
CCEA Relationships and Education Resource Guidance (2024)
ETI Safeguarding Proforma (ETI, 2023)
Nurture Group Provision Guidance for Schools (DE, 2023)
Draft Consultation: Consultation on the Statutory Guidance On The Reduction And Management Of Restrictive Practices In Educational Settings In Northern Ireland (DE, 2023) DE, DoH & DoJ
Children and Young Peoples Emotional Health and Wellbeing in Education Framework (DE, 2021) DE/DoH
A Life Deserved: Caring for Children and Young People in Northern Ireland (DOH and DE, 2021)
Suspensions and Exclusions for Pupils in Northern Ireland (DE Circular, March 2021)
Model Equality and Inclusion Policy and Guidance (EA, 2020)
Resource File for Children with Special Educational Needs (DE, 2020)
Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties (CCEA, 2020)
Mental health care systems (SBNI, 2019)
The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
Putting Care into Education (DE, 2018)
Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)

Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)
Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
Miss School = Miss Out Improving Pupil Attendance Strategy (DE, 2016)
Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)

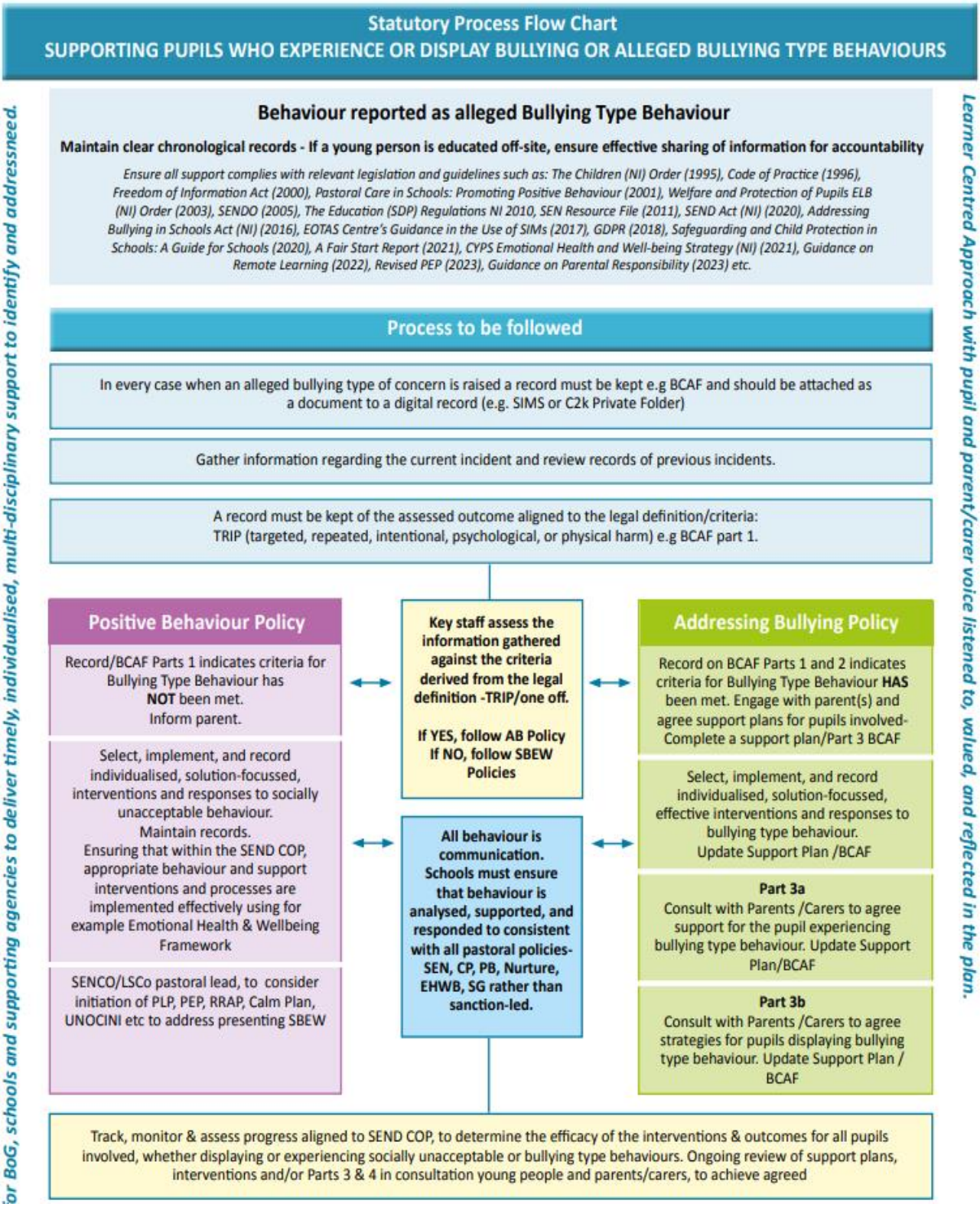
The International Context

United Nations Convention on the Rights of the Child (UNCRC)

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)

Appendix 2: Statutory Process Flowchart



Appendix 3: Bullying Concern Assessment Form (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern

Date:

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

"bullying" includes (but is not limited to) the repeated use of —

(a) any verbal, written or electronic communication

(b) any other act, or

(c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying type behaviour			
Name of Pupil(s) demonstrating alleged bullying type behaviour			
Check records for previously recorded incidents			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by pupil(s) experiencing, displaying, witnessing (i.e. other pupils, staff) including date(s) events, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met: **The School will treat any incident which meets these criteria as bullying type behaviours**.	
Is the behaviour intentional?	**YES / NO**
Is the behaviour targeted at a specific pupil or group of pupils?	**YES / NO**
Is the behaviour repeated?	**YES / NO**
Is the behaviour causing physical or emotional harm?	**YES / NO**
Does the behaviour involve omission? (*may not always be present)	**YES / NO**

One-off Incident

When determining whether a one-off incident may be classified as bullying type behaviour, the School shall take into consideration the following criteria and use the information gathered to inform and guide the decision-making process:	
Criteria:	**Information gathered:**
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider School community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

YES, the above criteria have been met and bullying type behaviour has occurred.	**NO, the above criterial have not been met and bullying type behaviour has not occurred.**
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details. Refer to the Positive Behaviour Policy of your School, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ___/___/___	

PART 2

2:1 Who experienced this behaviour?

Select one or more of the following:

☐ Individual to individual 1:1 ☐ Individual to group ☐ Group to individual ☐ Group to group

2.2 In what way did the bullying type behaviour present?

Select one or more of the following:

☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking
☐ Any other physical contact which may include use of weapons)
☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)
☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
☐ Electronic (through technology such as mobile phones and internet)
☐ Written
☐ Other Acts
Please specify:_____-

2.3 Motivation (underlying themes): this is not a definitive list

Select one or more of the following:

☐ Age
☐ Appearance
☐ Cultural
☐ Religion
☐ Political Affiliation
☐ Community background
☐ Gender Identity
☐ Sexual Orientation
☐ Family Circumstance (pregnancy, marital status, young carer status)
☐ Looked After Status (LAC)
☐ Peer Relationship Breakdown
☐ Disability (related to perceived or actual disability)
☐ Ability
☐ Pregnancy
☐ Race
☐ Not known
☐ Other _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING TYPE BEHAVIOUR:

Pupil Name: **Year Group/Class:**

REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR

Parent/ carer informed: **Date:** **By whom:**

Staff Involved:

Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING TYPE BEHAVIOUR:

Pupil Name: **Year Group/Class:**

REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR

Parent/ carer informed: **Date:** **By whom:**

Staff Involved:

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

Record of participation in planning for interventions
Pupil:
Parent/carer:
Other Agencies:

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

PART 4 - REVIEW OF BULLYING TYPE CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

4a- Following the Review Meeting, to what extent have the success criteria been met?

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:

_____

_____

Part 4b- If the success criteria have not been met, continue to:

☐ Re-assess Level of Interventions and implement other strategies from an appropriate level

☐ Track, monitor and review the outcomes of further intervention

☐ Keep under review the Stage of Code of Practice each pupil is on

☐ Follow Safeguarding Policy

☐ Seek multi-agency input (EA, Health and Social Services etc.)

☐ Engage with Board of Governors

Agreed by:	**Signed by:**	**Date:**

Appendix 4: Education Authority Parent and Pupil ABSIT Guides

ABSIT
ADDRESSING BULLYING Schools Implementation Team

Addressing Bullying Type Behaviour in Schools

Parent Guide

A parent friendly guide to preventing and responding to bullying type behaviours

ea Education Authority

How do I report my concern?

- Reporting procedures are outlined in your school policy. Report your concern as soon as possible.
- Arrange an appointment to meet pastoral staff.
- Outline details of your concern and give staff time to gather information and consider supports.

Details of concern are shared

Staff record the concern electronically e.g. may complete a Bullying Concern Assessment Form (BCAF) for all pupils involved.

Behaviour assessed against the legal definition and TRIP criteria activated. Parents/Carers informed.

Legal definition of bullying type behaviour NOT met

Socially unacceptable behaviour is supported using e.g. Positive Behaviour Policy and safeguarding Policy.

Legal definition of bullying type behaviour IS met

Bullying type behaviour is supported using Addressing Bullying in School Policy.

Relational supports for all pupils involved are agreed, implemented, tracked and reviewed to determine if the situation has improved or if further support is required that may involve other agencies.

Complaints
Parents and carers can access the school's ***Complaints Policy*** on the school website or on request from the school office.

Be aware that only the Northern Ireland legal definition applies to our schools. Further information and advice.

www.education-ni.gov.uk/publications/addressing-bullying-schools-act

https://saferschoolsni.co.uk/

Text-a-Nurse | HSC Public Health Agency (hscni.net)

Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP) (hscni.net)

Preventative Measures

Schools aim to create and maintain a safe, nurturing, learning environment. Measures are put in place to protect and support those children and young people experiencing or displaying bullying type behaviour to tackle the problem effectively.

All members of the school community have a responsibility to prevent and address bullying type behaviour, whether in person and/or online, as outlined in the school Addressing Bullying Type Behaviour Policy.

School staff work with pupils, parents and carers to agree a relational, solution focused plan to support those experiencing the behaviour and a separate plan for those displaying the behaviour. The legislation enables schools to address online bullying type behaviours occurring outside school, and/or on the journey to and from school where there is impact on the child's learning.

What should I do if my child is experiencing bullying type behaviour?

- Stay calm, listen and reassure your child.
- Report concerns to school staff directly.
- Agree a support plan with staff and your child.
- Review and amend the plan with your child and school staff in response to outcome at agreed intervals.

What is bullying type behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with **one** legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

Definition

1 In the Act "bullying" includes (but is not limited to) the repeated use of...
- any verbal, written or electronic communication,
- any other act, or
- 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.

It is a statutory duty for schools to relationally support all pupils to address bullying type behaviour in a solution orientated manner.

We refer to the **pupil experiencing bullying type behaviour** rather than 'victim'.

We refer to the **pupil displaying bullying type behaviour** instead of 'bully' or 'perpetrator'.

We refer to behaviours as **socially unacceptable behaviour** or **bullying type behaviour.**

When is it bullying type behaviour?

When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all those involved.

Staff will assess the reported incident using the TRIP criteria and select interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, **TRIP** is confirmed:

1. When the behaviour is **TARGETED** at a specific pupil or group of pupils.
2. When the behaviour is **REPEATED** over a period of time.
3. When the behaviour is deliberately **INTENDED** to cause harm.
4. When the behaviour causes **PSYCHOLOGICAL**, **EMOTIONAL** and/or **PHYSICAL** harm.

A significant **One-off Incident** can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been repeatedly and intentionally shared to cause harm.

Imbalance of Power, Motivation and Methods

Imbalance of Power

When TRIP is fully evidenced, schools can consider the non statutory, **imbalance of power**, as a criteria to confirm their decision.

Motivation

Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. *race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.*

Method

Bullying type behaviour can present as relational, verbal or physical and can take place online or offline.

Signs that my child could be experiencing bullying type behaviour

Your child may behave differently or show some of the following signs if experiencing bullying type behaviour.

What will happen when I report my concern?

Pupils can report concerns confidentially. Staff will support concerns relationally in line with statutory guidance.

Concerns are reported to school staff.

Staff gather information and record the concern digitally e.g. they may use a Bullying Concern Assessment Form (BCAF).

The legal definition and TRIP criteria used to assess behaviour. Parents/Carers consulted.

Legal definition of bullying type behaviour NOT met.

Legal definition of bullying type behaviour IS met.

Socially unacceptable behaviour identified is supported using Positive Behaviour, Safeguarding and Pastoral Policies.

Bullying type behaviour identified and supported using the school Addressing Bullying Policy.

Solution orientated supports for **all pupils** involved agreed, implemented, tracked and reviewed to determine if the situation has improved or if further support is required that may involve other agencies.

If a friend shares that they are being bullied?

Thank your friend for trusting you and listen without interruption.

Mirroring. Focus solely on what you are being told and show you are listening without giving your opinion.

Use Body Language. e.g. nod, make eye contact to show you are listening.

Ask questions and don't rush the conversation as it is important that your friend feels heard and supported.

Approach a staff member if you are concerned about your friend's safety and wellbeing. Encourage them to speak to an appropriate adult.

Be aware that only the Northern Ireland legal definition applies to our schools. Further information and advice.

ea Education Authority

Department of Education www.education-ni.gov.uk/

www.education-ni.gov.uk/publications/addressing-bullying-schools-act

SAFER SCHOOLS NI

https://saferschoolsni.co.uk/

ANTI-BULLYING ALLIANCE

Text-a-Nurse | HSC Public Health Agency (hscni.net)

Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP) (hscni.net)

ABSIT
ADDRESSING BULLYING Schools Implementation Team

Addressing Bullying Type Behaviour in Schools

POST-PRIMARY

A pupil friendly guide to preventing and responding to bullying type behaviours

ea Education Authority

What is bullying type behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with **one** legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

The law states that in all schools:

"Bullying" includes, but isn't limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose.

To support a relational and solution focused approach, we no longer use the words ***'bully'*** or ***'victim'***.

Instead we talk about:
'pupil displaying bullying type behaviour'
AND
'pupil experiencing bullying type behaviour'.

Behaviour that does not meet **TRIP** is referred to as ***socially unacceptable behaviour.***

Whether **socially unacceptable** OR **bullying type behaviour**, school will support all young people involved to address the behaviour effectively.

When is it bullying type behaviour?

T R I P

When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all pupils involved.

Staff will assess the reported incident using TRIP criteria and identify appropriate interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, **TRIP** criteria are confirmed:

1. When the behaviour is **TARGETED** at a specific pupil or group of pupils.
2. When the behaviour is **REPEATED** over a period of time.
3. When the behaviour is deliberately **INTENDED** to cause harm.
4. When the behaviour causes **PSYCHOLOGICAL, EMOTIONAL** or **PHYSICAL** harm.

A significant **One-off Incident** can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been intentionally shared widely to cause harm.

What to do if you need help?

Speak to an Adult You Trust
Speak to a family member, Form Tutor, Head of Year, Head of Pastoral Care or other safe adult who will listen and agree a support plan.

Keep a Record
Keep a record of what's been going on. Report inappropriate online communication to the social media company and block the user. Don't reply.

Identify opportunities to meet new friends.
Try morning, lunch or after school activities.
You may want to contact a free, confidential helpline e.g. Childline 0800 11 11

Stay Positive
You have done the right thing in coming forward.
Focus on the positives in your life.
Celebrate your unique qualities.
Find healthy ways to relieve stress such as exercise, meditation, positive self-talk, join a sports club and do things you enjoy.

Other things to do in school:
Speak to your student council about setting up a peer support scheme; or a student diversity, equity and inclusion committee.

Why does bullying type behaviour happen?

Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. *race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.*

How might bullying type behaviour present?

Bullying type behaviour can present as relational, verbal, or physical and can take place online and offline.

Imbalance of Power

When assessing a concern, schools can consider if some pupils involved appear more powerful than others.

Appendix 5: Board of Governors Reporting Proforma

Addressing Bullying in Schools Act (NI) 2016: Reporting to Board of Governors Pro-forma

Reporting timeframe and date e.g. Term 1 2024-25 _____

Staff member reporting _____ **Date of meeting** _____

Number of allegations of bullying type behaviour	
Number of cases that **did not meet TRIP** criteria	
Number of cases that **met TRIP** criteria	
Identified **methods** of **confirmed** bullying type behaviour and number of each e.g. Physical - 3	
Potential motivation for bullying type behaviour and number of each identified e.g. Racism - 2	
Support and interventions in place for both pupils displaying and experiencing bullying type behaviour. (Yes/No)	
Emerging trends identified and how these are being responded to.	
Areas identified as priority for School Development Planning.	

Appendix 6: EA's Effective Responses, Support and Interventions to Bullying Behaviour

This list is not exhaustive and supports implemented are specific to each individual pupil.

Level 1: Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved. • Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources • Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers • Co-create, agree, and implement a Seeking Help Plan (ERtBB) • Complete and/or review additional assessments to build a picture of SBEW needs e.g. GL PASS, Boxall • Use of specific verbal cues, affective statements e.g. High Five Journal • Use visual reminders of positive expectations • Explore friendship as a concept • Develop social skills/stories and additional emotional literacy sessions • Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc. • Explicitly teach positive expectations • Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds • Use play, art, or other therapeutic approaches • Make alternative arrangements for travelling to and from school (ERtBB) • Play group games to encourage positive interactions and inclusion • Create activities, clubs, and events to grow social communication skills • Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart • Review transition planning and pupil support across phases, year groups, schools • Use 'Circle of Friends' activity (ERtBB) • Use circle time/connect and nurture strategies • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERtBB) • Other. Select further supports and interventions other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	**Level 2:** Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact. • Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection • Consider access to nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk • Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Scaffold pupil experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good Practice Advice & Guidance for Schools Receiving Newcomers Including Pupils Seeking Asylum' document • Create, agree, and embed additional positive group expectations and routines • Use restorative practices, group mediation and conflict resolution approaches (ERtBB) • Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills • Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour • Provide access to School Counselling or other therapeutic service • Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self esteem • Consider referral to community-based organisations e.g. mentoring programmes • Build group awareness of bystander and upstander behaviours • Create a visual reminder of group expectations and routines, e.g. First and Then • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB) • Consider referral to Family Support Hub • Consider referral to EA services for advice • Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support • Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App • Introduce enhanced social skills sessions to scaffold positively framed expectations and routines • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Use targeted small group circle time, Circle of Friends (ERtBB) • Other. Select further supports and interventions from Level 1 strategies or other resources.

Effective Responses, Support, and Intervention Levels 3 and 4

This list is not exhaustive and supports implemented are specific to each individual pupil.

Level 3: Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, and relevant agencies to agree supports under review.

- Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals
- Avail of nurture support, post primary well-being hub etc to support SBEW needs
- Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate
- Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP),
- Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc
- Schedule regular check-ins with a trusted adult or supportive adults around the pupil
- Use multi-stage strategies and approaches with groups and/or individual pupils e.g. PIKAS method of Shared Concern (ERtBB)
- Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning e.g. CSE or Forensic RAMP, PLP, UNOCINI etc
- Complete a referral and engage with external agencies to facilitate an agreed intervention programme
- Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes
- Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs
- Facilitate additional one to one session focusing on emotional wellbeing/literacy/resilience
- Contact EA services for further advice and guidance
- Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others
- Facilitate additional one to one session with a focus on self-regulation and social communication
- Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App
- Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs
- Provide opportunities to work one to one with a supportive adult
- Provide targeted support to scaffold appropriate friendships/relationships
- Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met
- Complete a referral and engage with EA services to facilitate an agreed intervention programme
- Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.

Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the School's Safeguarding and Child Protection policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3.

- Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s)
- Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting
- Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate
- Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc
- Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion
- Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP)
- Initiate/review of Child Looked After Personal Education Plan (PEP)
- Refer to EA services for specialised support e.g. CPSS for advice.
- Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc
- Refer to Independent Counselling Service for Schools (ICSS)
- Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc
- Complete a UNOCINI.
- Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance
- Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention
- Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.

Appendix 7: Useful contacts for pupils and parents/carers

Organisation	Contact information	Details
Childline	0800 1111 www.childline.org.uk	Provides confidential advice to young people via telephone and online.
Antibullying Alliance	anti-bullyingalliance.org.uk/	A coalition of organisations and individuals, working together to stop bullying and create safer environments in which children and young people can live, grow, play and learn.
Familylives	www.familylives.org.uk/	Offers advice to pupils, parents and schools on how to deal with bullying.
Kidscape	0300 102 4481 www.kidscape.org.uk	Offers advice to pupils, parents and schools on how to deal with bullying. Provides information on cyber bullying.
Parenting Focus	0808 8010 722 www.parentingfocus.org/	Provides help and support to parents facing any family difficulty including bullying.
CEOP	www.ceop.police.uk	Part of the UK police, the Centre for Exploitation and Online Protection (CEOP) is responsible for protecting young people from online abuse.
NSPCC	0808 800 5000 www.nspcc.org.uk	Provides general advice on how to deal with bullying.
PSNI	101 www.psni.police.uk	Provides support for young people with information relating to cyber bullying.
FamilyWorks counselling	028 9182 1721 www.familyworksni.com	Provides private counselling for pupils in schools.
Lifeline	0808 808 8000 www.lifelinehelpline.info	Crisis response helpline service for people who are experiencing distress or despair.
Young Minds	www.youngminds.org.uk/young-person/coping-with-life/bullying/	Offers advice and support to young people affected by bullying.
National Bullying Helpline	www.nationalbullyinghelpline.co.uk	Help and advice for young people and parents dealing with bullying