

OMAGH HIGH SCHOOL



BULLYING TYPE BEHAVIOUR (ANTI-BULLYING POLICY)

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OMAGH HIGH SCHOOL

Addressing Bullying Type Behaviour Policy

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 Type Behaviour Policy and practices aligned to the Addressing Bullying in Schools (NI) Act 2016 which commenced in schools September 2021.

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

Ethos and Values

Omagh High School exists to serve the unique academic, physical, social and emotional needs of pupils who are in a special and critical period of their lives as they change from childhood, through adolescence to adulthood. The staff of Omagh High School is committed to creating and maintaining an orderly, trusting and caring environment where teaching and learning are exciting and pupils are assisted as they develop responsibility. All aspects of the school's organisation, curricular and extra-curricular activities are child-centred and designed to meet with all of the developmental needs of the individual so that all may experience success. A culture of achievement, improvement and ambition exists, with clear expectations that all pupils will achieve to the very best of their ability. Therefore, the staff (T/NT) endeavour to safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school.

The values of Omagh High School emphasise respect for each individual and encourage openness and tolerance. By its nature, bullying is contrary to these values and is unacceptable.

In Omagh High 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 (N.I.) (appendix 1).

The ethos of Omagh High School is important in helping to address the issue of bullying and in minimising its incidence. (Signs and Symptoms of Bullying – refer to Appendix 2) However, bullying must also be addressed in more specific ways. Preventing and countering bullying require an awareness of bullying type behaviour and a collective vigilance on the part of all members of the school community.

At Omagh High 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.

The purpose of this policy is to:

- define bullying type behaviour
- summarise rights, roles and responsibilities
- explain preventative measures
- clarify processes used for reporting, recording, and responding
- outline 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 complaints procedures or associated policies which are aligned DE Circular 2016/08 Public services ombudsman (NI) Act).

POLICY CONSULTATION PROCESS

We value and respect the views and contributions of our 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 (N.I.) consultation is a valuable part of the policy review process.

Consultation (Appendix 10) with Omagh High School community will be undertaken on an annual basis to ensure the efficient monitoring and evaluation of the effectiveness of the Addressing Bullying Type Behaviour Policy. In so doing, meaningful ways of giving the pupils their voice, listening to the views of pupils, parents, carers, staff and governors will be employed in order to gather data to inform the review of the policy and the school development planning process.

Methods of consultation may include carrying out an annual whole-school baseline audit involving pupils, parents, carers, staff (T/NT) and governors after the October half-term break; questionnaires; on-line surveys; school council; class councils; Friends of Omagh High School consultation; responses to the policy when posted on the website; and focus groups in school.

The results of consultations will be analysed and feedback provided to all participants.

In turn, results will be used to address concerns, improve support provided, inform and guide amendments to the policy and procedures, identify CPD requirements, inform the SDP and monitor and evaluate policy efficacy thus promoting equality, good relations and diversity within Omagh High School.

Section 2: What is Bullying Type Behaviour?

Definition of Bullying

The legal definition (which MUST be used by all schools to assess reported concerns of bullying type behaviour) within the 'Addressing Bullying in Schools Act (Northern Ireland) 2016' states that **"...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." This includes omission.

For the purposes of this policy and in line with the 'Addressing Bullying in Schools Act (Northern Ireland) 2016', emotional or psychological harm is defined as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem. Physical harm is defined as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Where there is evidence that a pupil or group of pupils has been involved in 3 or more repetitious behaviours involving the same target/s with the intention of causing physical or emotional harm then this will constitute bullying type behaviour.

Methods of Bullying

Bullying can take many forms, the three main types being physical, verbal and emotional.

Bullying includes (but is not limited to) the repeated use of –

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

These methods can be described as, but are not limited to, saying, writing or using online contact and platforms to say mean and hurtful things to or about others, make fun of others, call another pupil mean and hurtful names, tell lies or spread false rumours about others, try to make other pupils dislike another pupil/s or extort from, blackmail or exploit another.

The use of mobile phones, email and web based chatrooms has led to the rise of cyber bullying. Cyberbullying may be defined as "the use of technology through digital devices like cell phones, computers and tablets over the internet most commonly using social media, SMS, instant messages and emails to harass, humiliate, threaten, embarrass or target another person/s."

In short, cyber bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and social media platforms.

In Omagh High 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. PSNI, Knowsley City Learning Centres Online Safety Newsletter) 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.
- Creating, agreeing and implementing an Acceptable Use Agreements see DE Circular 2016/27
- Ensuring all staff regularly have on-line safety training

(b) any other act, or

Other methods of bullying type behaviour commonly include physical bullying and can be described as, but are not limited to hitting, kicking, pushing, shoving around, locking a pupil/s inside a room, material harm such as taking/stealing money or possessions and other direct/indirect acts.

(c) any combination of those,

The Act acknowledges that various methods of bullying behaviour can occur separately or together.

The Act also specifies that methods of bullying behaviour include omission. This includes a pupil being intentionally left out and where there is a wilful failure to include a pupil. Other examples include a pupil being excluded or left out of a group of friends, voluntary group activities, games or voluntary class group work.

Exclusionary bullying type behaviours are as serious as other verbal or physical acts.

While **repetition** is an important element in establishing bullying type behaviour, **one-off incidents** may also be treated as such. Examples include (but are not limited to) a one-off planned fight or a one-off cyber bullying incident where there is repeated viewing or sharing of a post even if there is only one post. A one-off incident which causes significant levels of emotional or physical harm to one or more pupils may also be considered as bullying type

behaviour especially where there is an **imbalance of power**, for example, a senior pupil physically assaulting or intimidating a junior pupil.

Although 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 (appendix 3)
- evidence of pre-meditation
- 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.

Furthermore, **the intention** of causing physical or emotional harm to a pupil or group of pupils underlies all forms of bullying type behaviour. If a pupil continues to display bullying type behaviour after the school has implemented interventions to respond to the situation, resolve the concern and restore relationships then **the intention to cause harm** is clearly evident. The school reserves the right to use discretion in assessing an individual’s capacity to understand the impact of their behaviours, for example, due to special educational needs.

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

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.

In this school, we will consider the following when assessing any alleged incidents of bullying type behaviour:

The pupil’s/pupils’:

- capacity to regulate and understand the impact of their behaviour
- developmental age
- additional, educational, special, physical, or medical needs
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience

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	Physical - negative physical contact, material harm such as damaging or taking possessions without permission
Verbal or Written acts	Verbal or written - unpleasant comments, written, verbal, gestures.
Social/Relational	Negatively influencing the actions of others to cause psychological or physical harm
Omission (Exclusion)	Excluding someone/others from e.g. game, activity, group work etc
Electronic Acts	Misuse of online platforms or other electronic communications to cause psychological upset

(Please note the list is not exhaustive)

Our school acknowledges various motivations for bullying type behaviour which we address through our preventative curriculum and responsive approaches. These include but are not limited to:

<ul style="list-style-type: none"> • Ability • Age • Appearance • Looked After Children (LAC) • Community background • Cultural • Disability • SEN • Family circumstances 	<ul style="list-style-type: none"> • Economic Status/FSM • Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Race • Religion • Sexual orientation • Other
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Language

We will address all behaviour in a relational, solution focused manner aligned to Safeguarding and SEND. When recording and dealing with allegations of bullying type behaviour, language used is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance (appendix 1). Reference is made to the behaviour not the pupil and the following terms will be used:

- **pupil displaying bullying type behaviour** rather than the ‘bully’.
- **pupil experiencing bullying type behaviour** rather than the ‘victim’.
- **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 Policy. (Please see the parent and pupil guides in appendix 8).

Section 4: Rights, Roles and Responsibilities

Roles and Responsibilities in procedures to be followed when supporting pupils experiencing or displaying bullying or alleged bullying type behaviours – A SUMMARY. (also refer to appendix 4)

Allegation may be reported to any member of staff (T/NT).

Allegation does NOT meet criteria

Pastoral staff, parents and carers address situation of anti-social behaviour.

May include –

- any member of staff initially
- House Teacher
- Assistant Pastoral Leader
- Pastoral Leader
- Parents/Carers
- Pastoral VP
- Principal
- Outside Agencies
- Included in BOG report

Allegation DOES meet criteria

- any member of staff initially
- Pastoral Leader
- Parents/Carers
- SENCo and Pastoral VP
- MAST meeting
- Principal
- BOG informed

Section 5: Preventative Measures

Each member of the school community has a role to play in helping to prevent bullying and in creating an atmosphere in which it is not allowed to develop. In Omagh High School action will be taken to seek to prevent bullying by encouraging active participation from all members of the school community in the following ways:

- (a) By promoting and maintaining an ethos which encourages consideration and respect for others and which is firmly based on the values of Omagh High School;
- (b) By educating pupils about the boundaries of appropriate behaviour towards others;
- (c) Works in partnership with parents / carers through the development of an open system of communication through the homework diary, parent/teacher meetings, telephone, Friends of Omagh High School parents' association;
- (d) By addressing bullying and related issues through assemblies, the LLW programme, visiting speakers and workshops as well as in other subjects;
- (e) By building confidence, self-esteem, resilience and emotional literacy through, for example, planned workshops, LLW programme, school assemblies;
- (f) Implements a whole-school reward system which regularly and consistently acknowledges, affirms and celebrates positive achievement and behaviour by placing records in homework diary, school assemblies, pupil of the month, Head of House awards;
- (g) Works effectively with appropriate outside agencies to support the care and welfare of the pupils, for example, EWO, PSNI, Theatre companies for workshops, Young Enterprise, Social Services, Mentors, School Counsellor, SEN Support Services, CAMHS, ASAS, PPDS¹, Translink;
- (h) Ensures effective communication with transport providers (e.g. Translink, EA Transport, etc.) for early identification and response to reported concerns.
- (i) By ensuring effective supervision of locations within school where bullying is likely to occur and highlighting to pupils, with the support of parents, the importance of appropriate behaviour when travelling to and from school;
- (j) By providing Safe Havens/enhanced structure during unstructured times to support vulnerable pupils, for example, through seating plans, supervision of movement between classes, 'back playground' activities, concerns box, breakfast club, extra-curricular activities;
- (k) By ensuring that pupils and parents are aware of school policy on the use of mobile phones and similar electronic devices within school as well as the acceptable use of the internet within school (through the Mobile Phone Policy and the Acceptable Use of the Internet Policy);
- (l) By providing an 'Online Safety Newsletter' for pupils, parents and staff;
- (m) By utilising prefects as mentors to Year 8 House Groups;
- (n) By ensuring high levels of pupil participation through the promotion of active class, school and Strule councils on matters relating to the identification, reporting, addressing and monitoring of incidents of alleged bullying behaviour;

- (o) Class role plays;
- (p) Drawing up class / school anti-bullying thought for the day and/or pupil aide memoires;
- (q) By encouraging a strong sense of belonging to school through participation in extracurricular activities i.e. sport, music, art, drama, extra-curricular break/lunch/ after school activities, breakfast club, meet & greet;
- (r) By having clear procedures for responding to bullying, which are kept under regular review;
- (s) The annual NIABF Anti-Bullying Week activities;
- (t) Peer mentoring programme conducted by trained senior peer mentors
- (u) Pupil questionnaires /audits;
- (v) Provides effective guidance and support by involving pupils in target setting, self-assessment and evaluation of outcomes for IEPs and Risk Reduction Action Plans;
- (w) Contribution to school policies such as: promoting positive behaviour and reward systems, anti-bullying, assessment and marking, school uniform etc.;
- (x) Consultation with parents, carers, governors, staff (T/NT) in relation to current policy and practice using responses to inform policy amendments and review
- (y) By having a standing item on the agenda of each Pastoral Team meeting where incidents of alleged bullying are discussed;
- (z) By having a standing item on the agenda of each meeting of the Board of Governors where a report on bullying is presented.

PROFESSIONAL DEVELOPMENT OF STAFF

Omagh High School is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.

All staff and Governors will be afforded the opportunity for safeguarding training including relevant Anti-Bullying Policy training. A record of all such training will be kept and updated as necessary to inform future training needs based on PRSD outcomes, baseline audit responses and the School Development Planning process. (Appendix 11)

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

As a school we recognise 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.

Pupils Reporting a Bullying Type Concern

Pupils may report bullying type concerns by:

- verbally sharing with a member of staff (T/NT).
- writing a note to a member of staff (T/NT).
- sending an email to a teacher.
- placing the concern in the 'Pupil Concerns Box'.
- reporting the issue through their parent/carer to school.
- speaking with the ICSS.

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 Reporting a Bullying Type Concern

In the first instance, parents/carers or others report concerns to their child's House Teacher in one of the following ways:

- Speaking to the House Teacher through agreed channels e.g. requesting a telephone call back or general email info@omagghigh.omagh.ni.sch.uk.
- By writing a note to the House Teacher.
- By sending an email to the House Teacher.

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

Should you continue to have concerns following contact with your child's House Teacher, please contact the Pastoral Leader.

Response to an Alleged Bullying Type Concern

Staff are expected to respond to alleged bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour and Addressing Bullying Type Behaviour Policies.

Within school a continuum of **socially unacceptable behaviours** may exist. These behaviours infringe upon everyone's right to be safe. Socially unacceptable behaviours become bullying behaviours when the information gathered by school staff clearly demonstrates that the unacceptable behaviour meets the criteria listed i.e. on the basis of the evidence gathered the behaviour is/was intentional, targeted at a specific pupil or group of pupils, repeated and intentionally causing physical or emotional harm or exclusionary in nature.

Where a reported incident does not meet these criteria, it will be dealt with following the positive behaviour management policy in school.

Procedures for dealing with Bullying

Bullying is unacceptable and a culture of openness is the best way to counter such behaviour. It is the responsibility of each member of the community – pupils, staff, parents and BOG – to report instances of bullying or suspicions of bullying, in the understanding that all such reports will be listened to, taken seriously and dealt with appropriately.

In each instance, the priority should be that the vulnerable child (target/s) feels supported and that the individual/s responsible for bullying is made aware that their behaviour is unacceptable, appropriate interventions implemented and the bullying stops.

It is accepted that the precise interventions implemented will vary from incident to incident. However, the broad guidelines below apply:

- (a) Incidents of alleged bullying should initially be reported by pupils, parents or other members of staff to the House Teacher who will liaise with the Pastoral Leader. There is also a 'concern/help box' which pupils may use to communicate their concerns. However, it is recognised that on occasion, the report may be made to the Pastoral Leader, Vice Principal or Principal. A record of any report will be taken (following Procedures to be followed when Supporting Pupils who are Experiencing or Displaying Bullying or Alleged Bullying Type Behaviours – Appendix 5) and passed to the Vice Principal (Pastoral) who will keep an overview.
- (b) The Pastoral Leader will investigate and complete the BCAF.
- (c) Pupils directly involved will be asked to give a written account of the incident.
- (d) Parents of all pupils directly involved will be contacted promptly.

- (e) If necessary, referrals to outside agencies will be made in accordance with 'Procedures to be followed when Supporting Pupils who are Experiencing (Target) or Displaying Bullying or Alleged Bullying Type Behaviours'.
- (f) Support will be provided for both the pupil/s experiencing and the pupil/s displaying bullying type behaviour (appendices 5 and 7).
- (g) The completed BCAF will be attached in BMM SIMS.
- (h) The situation will be monitored and reviewed by the Pastoral Leader / Vice Principal to ensure the welfare of all pupils involved.
- (i) A summary report will be given to the Vice Principal as a standing item on the agenda of all Pastoral meetings.
- (j) A summary report will be given to the BOG as a standing item on the agenda of all BOG meetings. (appendix 9)

Responses to Bullying (including restorative measures)

A range of responses may be used in dealing with incidents of bullying. The response/s to be used will depend on the severity and persistence of the bullying. It is intended that the person/s responsible will learn from what has happened and change his/ her/ their behaviour. Education and awareness raising are effective ways of challenging bullying and encouraging individual pupils to take responsibility for their own actions. This may include the pupil's involvement in a programme of mentoring, counselling or referral to an outside agency. LLW classes, assemblies and group work with the PPDS¹ may also be used more generally for this purpose. A restorative meeting will be held between all parties concerned where all involved are in agreement to participate in such a meeting.

In addition, sanctions, in line with the Positive Behaviour Policy, to be considered are:

- (a) Verbal reprimand from House Teacher / Pastoral Leader / VP / Principal
- (b) Verbal or written apology
- (c) Full Report
- (d) Formal meeting with parents
- (e) MAST meeting
- (f) Exclusion from class / ICE
- (g) Suspension
- (h) Expulsion

PPDS¹ – Pupil Personal Development Services EA

Recording incidents of bullying or alleged bullying involving a registered pupil at the school

While pupils are travelling to and from school, representing the school at another location or availing of an educational experience at another venue they must follow the school's code of conduct demonstrating respect for all members of the community and their property. Incidents of bullying type behaviour at any such time will be dealt with in the same manner as if they had occurred on the school premises.

Hence, Omagh High School will keep a BCAF record (appendix 6) of ALL bullying or alleged bullying incidents that occur while:

- (a) on the premises of the school during the school day including after school activities or while on the premises between 08.00 and 08.55. This includes the school building, the school grounds within the perimeter fence and car parks;
- (b) travelling to or from the school during the school term i.e. while wearing school uniform to travel directly to school at the start of the day and directly from school to home at the end of the school day (including after school activities) when on foot, on the school bus, on a 'school' taxi to an off-site educational provider, on a 'school' taxi to home;
- (c) the pupil is in the lawful control or charge of a member of the staff of the school, for example, whilst on a school trip, a school visit, representing school, playing on a school team, attending another school/FE college under local Area Learning Community arrangements, attending a Strule activity or learning experience; or
- (d) the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

These records will be generated by the Pastoral Team or Principal depending upon the nature, time and location of the incident or the manner in which it is reported or observed.

Related Policies

- The efficacy of the Addressing Bullying Type Behaviour Policy is dependent upon the use of other linked school policies.
- All socially unacceptable behaviours are managed under the Positive Behaviour Policy procedures – see the current policy for details.
- Code of Practice action plans are drawn up, tracked, monitored, assessed and reviewed through the implementation of the Special Educational Needs (SEN) Policy – see current school SEN policy for further details regarding procedures etc.
- Should physical restraint prove necessary, it will be undertaken in compliance with the school's Safe Handling Policy – see current policy for further details.
- Incidents relating to e-safety will be managed with reference to the E-safety Policy requirements – see current policy for further details.
- Further details relating to the 'preventative measures' can be found in the statutory personal development curriculum / pastoral care policy.

Section 7: Monitoring and Review

The Board of Governors and Principal will, on the basis of evidence gathered, monitor the Anti-Bullying Policy by using performances and other data to:

- appoint a lead Governor to liaise with the principal
- Determine how effective the school's preventative measures are in reducing levels of and opportunities for bullying behaviour, severity and frequency of incidences by noting reduction/increases, monitoring response times etc.;
- Identify patterns and trends, measure impact on levels of achievement, evaluate the efficacy of interventions and the support provided;
- Determine how effective the policy's processes are in identifying underlying motivation, promoting and maintaining restoration;
- Ensure that the policy through consultation and participation is successfully identifying current needs and addressing them appropriately;
- Inform and guide policy development and review through feedback received from baselining surveys with parents/carers, staff, Governors and pupils;
- Ensure that policy concerns are identified quickly and addressed through the ongoing School Development Planning process.

As such, a summary report will be given to the BOG as a standing item on the agenda of all BOG meetings.

In response, the Addressing Bullying Type Behaviour Policy will be kept under review. The preventative measures will be reviewed by the Board of Governors at intervals of no more than four years. Additionally, it may be necessary from time to time to make policy amendments as the result of the feedback from baselining audits/debriefing processes and when changes to legislation occur. Amendments may also be made in response to issues arising from a current situation and/or from data generated to identify existing behavioural patterns and trends.

All policy reviews and amendments (Appendix G) will be dated and signed by the Chair of the Board of Governors and the Principal to ratify the process. Details of consultations and resultant amendments will also be detailed. (Appendix E)

APPENDICES

- APPENDIX 1 The Legislative Context
- APPENDIX 2 Signs and Symptoms of Bullying
- APPENDIX 3 Effective Responses, Support, and Intervention Levels 1, 2, 3 and 4
- APPENDIX 4 Rights, Roles and Responsibilities
- APPENDIX 5 Procedures to be followed when supporting pupils
- APPENDIX 6 BCAF – Bullying Concern Assessment Form
- APPENDIX 7 Practical advice for pupils; Support for Pupils; Strategies and Interventions
- APPENDIX 8 EA ABSIT Parent and Pupil Guides
- APPENDIX 9 Reporting to Board of Governors Pro-forma
- APPENDIX 10 Record of Consultations
- APPENDIX 11 Record of Staff Training
- APPENDIX 12 Record of Policy Reviews

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/niu/2016/8/contents>

[The Education \(Northern Ireland\) Order 1998](#)

[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 \(DE, 2001\)](#)

Every School a Good School DE 2009 <https://www.education-ni.gov.uk/articles/every-school-good-school-esags>

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

Signs and Symptoms of Bullying

The following signs may suggest that a pupil has been or is experiencing bullying type behaviour and that the situation warrants investigation:

- Unwillingness to attend school / truancy
- Anxiety about travelling to and from school / avoiding regular travelling times
- Underachievement
- Loss of concentration / enthusiasm / interest in school / changed behaviour
- Repeated non-specific reasons for visits to the person responsible for pupil welfare – headache / stomach ache
- Unexplained changes in mood especially before returning to school after holidays / weekends
- Physical signs of anxiety – stammering / nightmares, sleep difficulty / loss of appetite / nausea / withdrawal
- Physical bruising / torn clothes
- Loss of self-esteem / confidence / mood swings
- Books torn or destroyed / missing possessions
- Reluctance to say what is wrong

APPENDIX 3: Effective Responses, Support, and Intervention Levels 1 and 2

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

<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <ul style="list-style-type: none"> • 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 (see Level 1 for list)
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Effective Responses, Support, and Intervention Levels 3 and 4

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

<p>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.</p> <ul style="list-style-type: none"> • 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 Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc. 	<p>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.</p> <ul style="list-style-type: none"> • 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.
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APPENDIX 4: Rights, Roles & Responsibilities

We believe that all members of our school community have the right to a safe, supportive, learning environment. We all have a role and responsibility to prevent and address bullying type behaviour.

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
<p>Rights:</p> <ul style="list-style-type: none"> • To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion. • Safe and secure working environment with appropriate training to meet the needs of the young people in their care. • Emotional health and wellbeing promoted and supported by colleagues. • Access to ongoing PD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour and wider SBEW training. • Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. • Kept informed and updated in relation to children and young people's progress and wellbeing. • To know the identified individual needs (including SEND and medical needs) of the young people in their care and the support plans to address these needs. • Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection. 	<p>Rights:</p> <ul style="list-style-type: none"> • Emotional health and wellbeing promoted and supported through a preventative curriculum. • Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. • Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people. • To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. • Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. • Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches and Restorative Practices etc. • Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour. • Individual needs to be addressed through the suite of pastoral/safeguarding policies. • Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. • Opportunities for involvement in peer support and/or mentoring. 	<p>Rights:</p> <ul style="list-style-type: none"> • Their child/young person receives a quality learning experience. • Their child/young person is taught in a relational, nurturing, and safe environment. • Their child/young person is treated fairly and with respect. • A school environment that promotes effective partnerships and positive relations with school staff. • Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. • Consulted regarding school policies including Addressing Bullying Policy development and review processes. • Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances as outlined in the Addressing Bullying Policy. • Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed. • Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Staff Rights, Roles & Responsibilities cont'd	Children & Young People's Rights, Roles & Responsibilities cont'd	Parent/Carer's Rights, Roles & Responsibilities cont'd
<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. • Create opportunities to celebrate success, diversity, and equality to create a positive ethos. • Plan and deliver an ongoing preventative curriculum, which is updated to address need. • Act in a professional manner to model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Co-develop, implement, and promote your Addressing Bullying Policy to enable easy access for all clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. • Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. • Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). • Build effective partnerships and positive relations with and between children, young people, parents/carers and staff (including explicit approaches to connect with vulnerable and hard-to-reach families). • Take timely and appropriate action to address children, young people, parent/carers, and staff concerns. • Use relational and evidence informed approaches e.g. SEN, Nurture, Trauma Informed and Restorative Practice etc to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding/SEND policies. • Work in partnership with and make timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. • Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and Board of Governors. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Report allegations and/or bullying type concerns via the designated channels and platforms e.g. talk to a trusted adult or through confidential digital platforms. • Request and engage with appropriate support both within and outside school via e.g. the designated staff member as outlined in the Addressing Bullying Policy. • Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support. • Endeavor to constructively engage with reflection, support and intervention offered. • Act in a respectful, kind, empathetic manner i.e. <i>Pupils don't have to be friends with everyone but have to be friendly.</i> • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, Calm Plan, PLP, RRAP. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy. • Respond timely to staff communications regarding bullying type concerns. • Attend support and intervention meetings to agree next steps and plans moving forward. • Support the implementation of agreed plans e.g. BCAF, Calm Plan, PLP, RRAP. • Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved. • Encourage their child/young person to model the school's ethos and values. • Engage with wider services and agencies to support you child or young person as required. • Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.

APPENDIX 5

PROCEDURES TO BE FOLLOWED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING OR DISPLAYING BULLYING OR ALLEGED BULLYING TYPE BEHAVIOURS

Behaviour reported as alleged bullying type behaviour



Maintain a clear chronological record of all accounts and conversations or interviews



Record an initial Bullying Concern on SIMS and create the Bullying Concern Assessment Form (BCAF) for that incident. This should be attached as a linked document in SIMS at the end of the process.

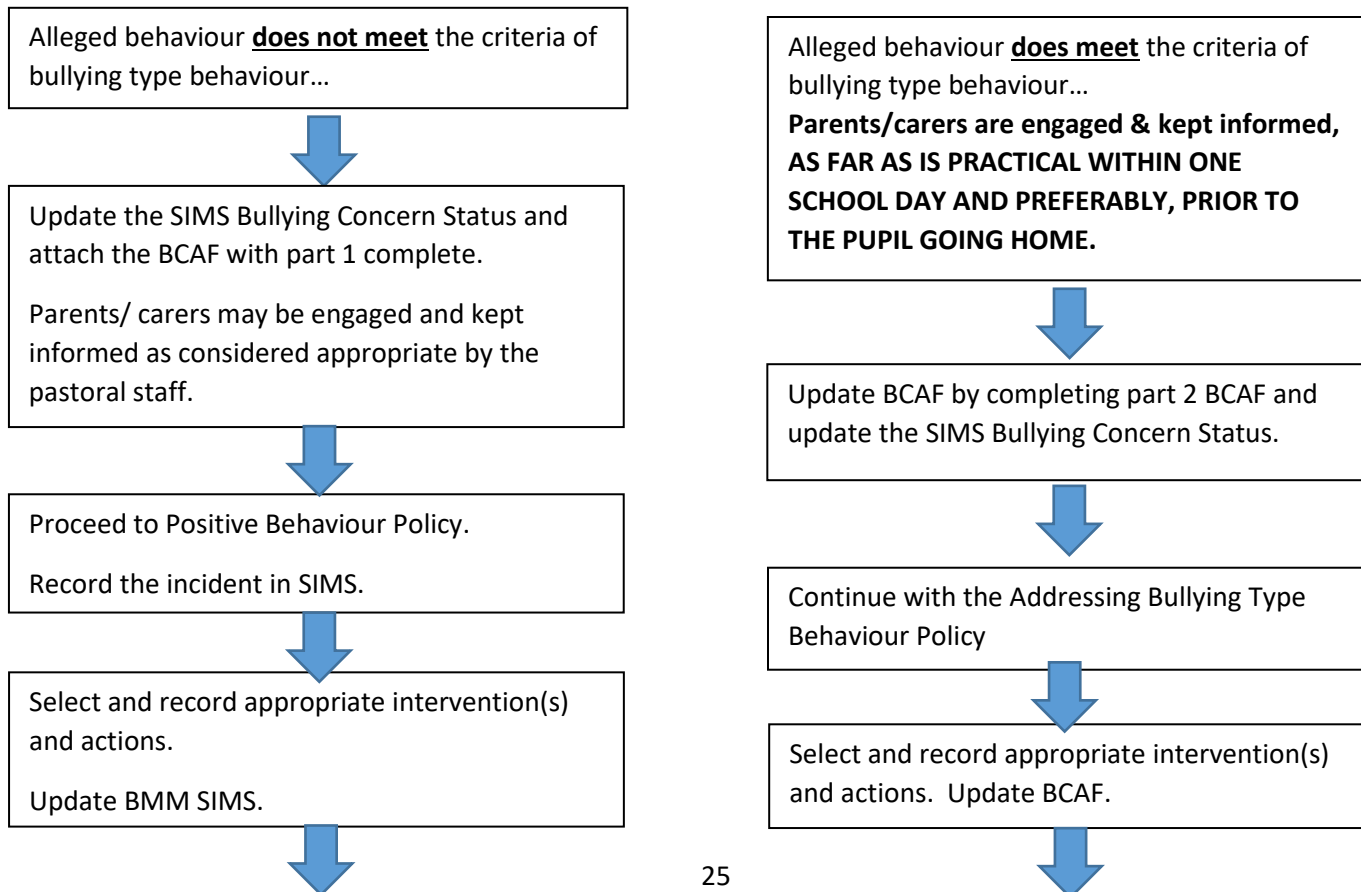


Gather information on the current incident and access information on SIMS Behaviour Management Module (BMM) re previous incidents.



Part 1 of BCAF is completed in Word and saved to a private folder.

The House Teacher / Pastoral Leader / Head of Pastoral Care / Principal use the criteria to determine the nature of the alleged behaviour.



Tailored Interventions implemented to reduce the level of unacceptable, anti-social behaviour(s) to ensure behaviour does not move to bullying type behaviour, perhaps through the SEN Code of Practice.

External, multi-agency support is required / is not required.

Update BMM SIMS / records.

Interventions implemented by Pastoral Leader to strengthen resilience in pupil/s experiencing bullying type behaviour. The Code of Practice may be used to develop agreed Action Plans for both pupil/s experiencing and pupil/s displaying bullying type behaviours in consultation with the SENCo / Pastoral VP and where necessary, draw up a Risk Reduction Action Plan.

Interventions implemented to reduce unacceptable bullying type behaviour(s).

External, multi-agency support is required / is not required. Pastoral VP to convene and chair such MAST meetings. SENCo / Pastoral VP to complete any subsequent referrals for support agencies.



Pastoral Leader to track, monitor and assess progress to determine, on the information generated, the outcomes of the implemented interventions. Pastoral Leader to discuss outcomes with Pastoral VP.

Pastoral Leader to record outcomes on BCAF. (BCAF Part 3 and Part 4)

Pastoral Leader to forward a completed BCAF to the Pastoral VP and attach BCAF in SIMS as linked document.

Pastoral VP to save a copy of the completed BCAF in a private folder in SIMS.



Outcomes used to inform summary report to BOG

APPENDIX 6: Bullying Concern Assessment Form (BCAF)

(To be updated Sept 2024 through EDIS)

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

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 7

Practical Advice for Pupils

Omagh High School encourages pupils to show respect and tolerance in their relationships with all members of the school community.

Pupils are encouraged to

- say **NO** to bullying
- know and understand what bullying means and the consequences of bullying type behaviour
- be active not passive in response to bullying type behaviour – speak out / tell about / report incidents of such behaviour
- listen to, support and help pupils who have been or are experiencing bullying type behaviour
- develop a range of assertiveness strategies to use in the event of an alleged bullying incident
- take personal responsibility
- take collective responsibility
- develop loyalty to Omagh High School and the members of the school community.

Support for Pupil/s Experiencing Bullying Type Behaviour

Discussion and agreement of a tailored Code of Practice Action Plan identifying SMARTER target/s; relevant success criteria; outcomes and assessment procedures.

Action plan to be recorded in Part 3 of the BCAF.

Staff and pupils together track and monitor progress to ensure the efficacy of the intervention is maintained and kept under review.

Update the BCAF Part 4 and share with key partners.

Support for Pupil/s Displaying Bullying Type Behaviour

Discussion and agreement of a tailored Code of Practice Action Plan identifying SMARTER target/s; relevant success criteria; outcomes and assessment procedures.

Action plan to be recorded in Part 3 of the BCAF.

Staff and pupils together track and monitor progress to ensure the efficacy of the intervention is maintained and kept under review and to ensure that the implementation of strategies identified and agreed will result in the reduction / removal of unacceptable bullying type behaviour/s as well as an enhanced ability to empathise with others and the restoration of relationships.

Update the BCAF Part 4 and share with key partners.

***(Strategies – DE SEN Resource File, ‘Understanding and Managing Social, Emotional and Behavioural Difficulties’ pages 272 – 279.
Interventions – NIABF’s ‘Effective responses to bullying behaviour’, pages 16-19.)***

A section on **Information and Guidance on the Issue of Bullying Type Behaviour** is in the Homework Diary.



Addressing Bullying Type Behaviour in Schools



PARENT GUIDE

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?



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:

Targeted

When the behaviour is **TARGETED** at a specific pupil or group of pupils.

Repeated

When the behaviour is **REPEATED** over a period of time.

Intentional

When the behaviour is deliberately **INTENDED** to cause harm.

Psychological/Physical

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.

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.



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.

REPORT INCIDENTS OF BULLYING TYPE BEHAVIOUR TO YOUR CHILD'S HOUSE TEACHER.

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.

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.



Text-e-Nurse | HSC Public Health Agency (hsca.net)



Youth Wellness Web - Children and Young People's Strategic Partnership (CYPS) (hsca.net)



Addressing Bullying Type Behaviour in Schools



POST PRIMARY

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NIS)

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 'victims'.

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?



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:

Targeted

When the behaviour is TARGETED at a specific pupil or group of pupils.

Repeated

When the behaviour is REPEATED over a period of time.

Intentional

When the behaviour is deliberately INTENDED to cause harm.

Psychological/Physical

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.

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.

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.



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

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.



South Westem Health Service (www.nhs.uk)



South Westem Health Service (www.nhs.uk)

APPENDIX 9

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

Reporting timeframe and date e.g. Term 1 2025-26 _____

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	
Number of cases ongoing following confirmation of TRIP criteria	
Number of cases resolved following confirmation of 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.

RECORD OF CONSULTATIONS

Date	Amendments	Signatures	
		Principal	Chairperson, Board of Governors

PENDIX 11: STAFF TRAINING

ADDRESSING BULLYING TYPE BEHAVIOUR POLICY TRAINING				
Date	Staff (T/NT) / Governors Involved	Impact of Training on Policy and Practice including when and how appropriate policy amendments have been made to current Addressing Bullying Type Behaviour Policy and procedures as a result of specific CPD Training.	Dissemination of training outcomes to staff – T/NT (when and how)	Future Training Needs

