

Addressing Bullying Policy



Agree Date	Review Date	Person Responsible	Lead Governor
April 2026	April 2029 Max permitted review date four years after agree date.	Miss. Shannon	Mrs. McConnell

This Anti-Bullying policy forms part of a complementary suite of safeguarding policies which include the following:

- The Positive Behaviour Policy
- The Safeguarding and Child Protection Policy
- The Special Educational Needs Policy

Safeguarding and Child Protection in Schools. A Guide for Schools (updated Aug. 2020)

Key Language

Target(s) – the child / children who is/are the intentional focus of the child/ children who is/are presenting bullying behaviour.

Introduction

Earlview Primary School and Nursery recognises the negative impact of bullying behaviour on a child's life and the necessity for all members of a school community to act to prevent and act on any such cases should they arise. We, as a school, are committed to safeguarding the wellbeing of all children attending. This policy outlines aims, outcomes, responsibilities and responses, in line with the following legislation and guidance documents:

- Education and Libraries (N.I) Order 2003 – Article 19.
- Addressing Bullying in Schools (Northern Ireland) Act 2016.
- Safeguarding and Child Protection in Schools. A guide for Schools (Updated August 2020)
- Pastoral Care in Schools: Promoting Positive Behaviour (DENI, 2001).
- Children and Young People's Emotional Health and Wellbeing in Education Framework (February 2021)
- Effective Responses to Bullying Behaviour (January 2022 and updated 2024)

Additionally, note has been taken of relevant DENI Circulars for example:

- 2016/20 – Child Protection - Record Keeping in Schools.
- 2015/19 – Notification of Pupil Suspension.
- 2014/14 - Pupil Participation.
- 2013/25 – e Safety Guidance.

Earlview Primary School and Nursery prioritises a culture and ethos that promotes a sense of caring, belonging and respect for all and plans strategically to improve emotional health and wellbeing for all. We believe that this is how children excel and become proud of their achievements. To do this, they must be free from the distress caused by the act of bullying behaviour.

As part of the Positive Behaviour Policy, it was agreed that everyone has a:

- Right to learn & responsibility to behave in a way which enables others to learn
- Right to be safe and the responsibility to behave in ways which keeps everyone else safe both emotionally and physically

We aim to provide a listening, supportive and restorative approach, which enables effective communication between all parties. The aims set out below reflect the overarching aim of this policy: to help children to flourish academically, socially and emotionally in a safe and secure school environment.

<p>Our school's stated aims are to:</p> <ul style="list-style-type: none"> • Create a disciplined yet caring environment where children feel valued and secure. 	<p>Outcomes:</p> <p>Children feel valued and secure within a caring and disciplined environment.</p>
<ul style="list-style-type: none"> • Encourage children to realise their own individual potential and develop a sense of self-worth. 	<p>Children are confident and achieve.</p>
<ul style="list-style-type: none"> • Identify individual barriers to learning and work collaboratively to reduce them. 	<p>Staff and children work together to reduce the barriers which block effective learning.</p>

The key principles which underpin our Anti-Bullying Policy are taken from the Governors' Statement of Written Principles which is found in the school's Positive Behaviour Policy on page 5:

All members of Earlview's School Community – pupils, parents/ carers, staff (T/NT) & Governors:

1. Should show respect and a caring attitude to one another
- 9 Are entitled at all times to play, work, learn and teach in a safe, secure, happy and caring environment.
- 10 Will work in partnership to identify and meet the needs of those pupils who need additional support to achieve their potential.

Unacceptable Behaviours including Bullying Behaviour

There are many forms of socially unacceptable behaviours which can be grouped under the following categories such as:

- Physical – punch, kick etc.
- Verbal – name calling, threats etc.
- Social Exclusion
- Indirect - Spreading rumours, gossiping, covert etc.
- Cyber – The use of technology to complete verbal and indirect behaviours.

Unfortunately, such behaviours are often seen within schools and although they are types of unacceptable anti-social behaviours, they are not always bullying behaviour.

Following consultation with pupils, parents / guardians, governors and staff, we have agreed that socially unacceptable behaviours becomes bullying behaviour when the following features outlined in our definition below are evidenced:

The School's Definition

Bullying behaviour:

- Usually repetitive and may be prolonged and persistent.
- Causes a great deal of intentional harm, hurt and distress – emotional and physical.
- Is intentional and targeted.
- Can be verbal, written or electronic communication.
- Usually involves one party / parties having an imbalance of power over another / others.

Motivation:

Various themes or 'motivations' often underpin bullying behaviour. This list below indicates possible themes such as:

- Personal appearance
- Racist
- Religious/Sectarian
- Homophobic
- Transphobic
- Disablist/ 'Ablist'
- Sexist
- Relationship breakdown
- Unknown
- Other

The above list is not exhaustive.

Preventative Measures – in school and while travelling to and from school*

Prevention of bullying behaviour is a priority for Earlview Primary School and Nursery. Therefore, we actively implement preventative measures (these measures are kept under review and will be amended in light of new legislation/and /or experience gained from dealing with 'new' issue), which seek to promote positive behaviour and educate children about the impact of their behaviour towards others for example when using electronic communication.

This includes, but is not limited to:

- Staff effectively delivering the Personal Development and Mutual Understanding. The curriculum offers a medium to explore sensitive issues with children and young people in an age-appropriate way, which helps them to develop appropriate protective behaviours. By embedding 'keeping safe messages' in the wider curriculum, we believe we can create a 'preventative curriculum' which proactively promotes the positive emotional health and wellbeing of pupils.
- Educating and empowering pupils to identify and report concerns.
- Delivery and formulation of the school's Positive Behaviour Policy.

- Ensuring all staff are trained to identify bullying behaviour through on-going CPD training opportunities.
- Staff and young people work together to develop a shared understanding of what constitutes bullying behaviour and how it is different from socially unacceptable behaviours and are able to distinguish between using agreed criteria.
- Effective supervision of children at all times throughout school.
- Promoting positive relationships amongst all staff and pupils.
- Encouraging children to be open and share feelings (for example through impromptu Circle Time to tackle particular issues, use of Worry/Feelings boxes etc.)
- Implementing and monitoring the playground 'Buddy System'.
- Addressing issues through school assemblies and wall displays.
- School council termly discussion of campaigns / playground and classroom rules.
- Whole school involvement in Anti-bullying week-
- Anti-Bullying Ambassadors.

Consultation and participation arrangements

Parents/carers, Pupils, governors and staff have regular opportunities to:

- Review policy.
- We use the current ETI Safeguarding proformas.
- Identify key issues arising from feedback received to inform and guide the School Development Planning process (SDP).
- Use emotional mapping to identify and manage school hot spots.
- Involve School Council and Anti-Bullying Ambassador representatives in policy development and review.

Governors will:

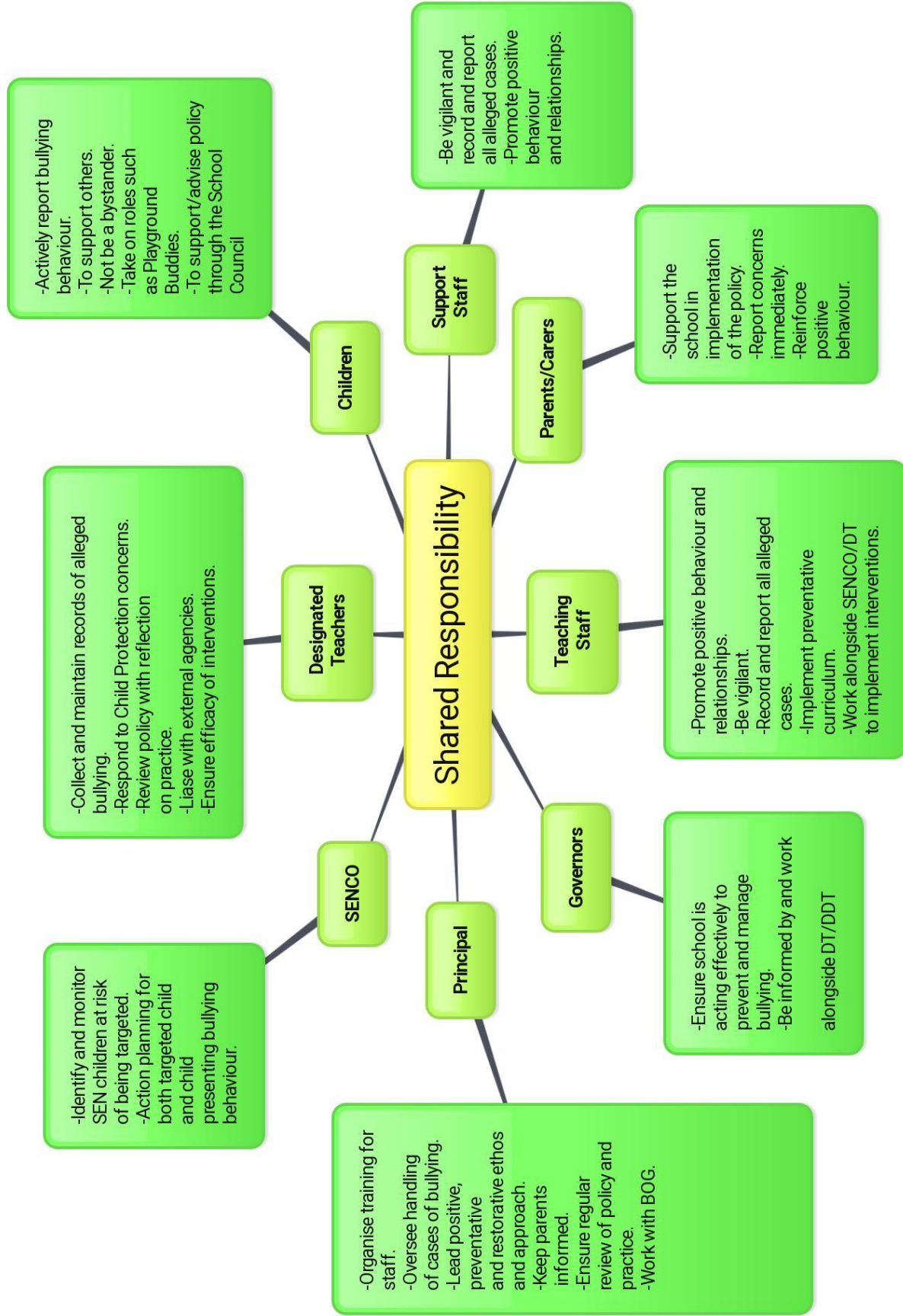
- Ensure consultation takes place
- Keep prevention measures under review and ensure copies are made available for parents and staff.
- Monitor and assess policy outcomes (Reoccurring item on the Agenda - Governor minutes for evidence).
- Participate in on-going policy review.

Pupils will:

- Actively participate in School Council Anti-Bullying activities such as designing posters, creating class and school anti-bullying charters, aide -memoirs

Responsibilities

Everyone in the school community has a role in the prevention and handling of bullying incidents. Earlview Primary School and Nursery operates on the principle of shared responsibility. The chart on the following page details the main responsibilities of all key stakeholder



Expression of Concern

THE PROCESS

The diagram below is taken from the “Effective responses to bullying behaviour” (NIABF resource) It illustrates the process to be followed when an incident of alleged bullying is reported to the school.



Procedures

All allegations of bullying **must be reported** to the Principal/Designated Teacher for Child Protection. The Designated /Deputy Designated teachers will maintain the register of recorded incidents together with details of how the allegation was managed and the outcomes achieved.

In the case of alleged bullying, the staff member who responds must first establish the facts of the incident and begin the information gathering process.

1. Clarify facts and perceptions. This should not be framed as an investigation; the focus is not on gathering evidence or building a case to prove guilt. Rather, we must seek to understand the situation, to allow us to implement effectively appropriate interventions to stop any further reoccurrences. Staff will speak to the alleged target/s and pupil/s displaying bullying behaviour and where possible any adult/s or child witnesses
2. Assess if the behaviour meets the legal definition of bullying. Where the behaviour is assessed not to be bullying behaviour, the situation still must be addressed using the school's Positive Behaviour Policy.
3. Check records e.g. on SIMS for history of relationships and information on any previous incidents.
4. Assess the situation, the severity of the incidents and the impact on those involved.
5. Identify any themes or motivating factors for example Disablist Bullying, Cyber-bullying, Bullying involving Children Looked After (CLA)
6. Identify the method of bullying behaviour being displayed.
7. Complete the relevant sections of the Bullying Concern Assessment Form (BCAF), which may be used in conjunction with the SIMS Behaviour Management Module. We as a school still have the right to decide if a one-off incident is bullying behaviour provided it meets exceptional criteria (see the updated section in the Updated BCAF).
8. Decide on an appropriate intervention using the NIABF resource: Effective Responses to Bullying Behaviour
9. Consider the possible need for involvement of others, e.g. parental involvement, Learning Support Coordinator (LSCO) involvement, external agency support e.g. Behaviour Support & Provisions (BS&P), Autism Advisory and Intervention Service (AAIS), the Child Protection Support Service for Schools (CPSS) Child Protection Support Service (CPSS) | Education Authority Northern Ireland .
10. Consider the need for a Risk Assessment and Risk Reduction Action Plan (RRAP) link RRAP (see appendix 2)

Recording and Reporting

The flow charts on the following two pages explain the process of a report.

Report made by a pupil

Pupil reports incident to teacher, classroom assistant or playground supervisor



Classroom assistant or supervisor reports to class teacher



Teacher completes report form after investigating the incident and informs principal if further action must be taken



Principal interviews all parties concerned



Bullying Concern Assessment Form completed.

On the basis of the evidence gathered a joint decision is taken regarding whether the alleged bullying behaviour has or has not met our updated definition of what constitutes bullying behaviour.

Not
Bullying
Behaviour

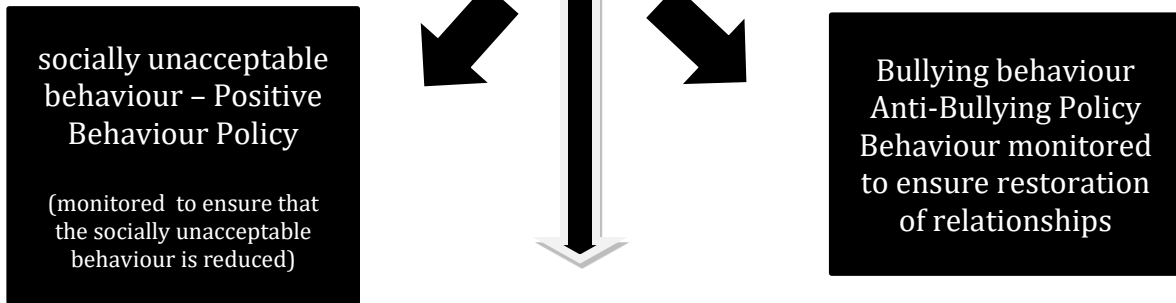


**Is
Bullying
Behaviour**

Parents/carers informed of the decision/outcome by phone call or letter



After investigation, appropriate sanctions will be applied and appropriate support provided



Report made by a parent/carer

Teacher completes report form after investigating the incident and informs principal on the basis of evidence if further action must be taken



Principal or a senior member of staff interviews all parties concerned



Bullying Concern Assessment Form completed.

On the basis of the evidence gathered a decision is taken regarding whether the alleged bullying behaviour has or has not met our Updated definition which is in line with the 2016 definition

of what constitutes bullying behaviour.

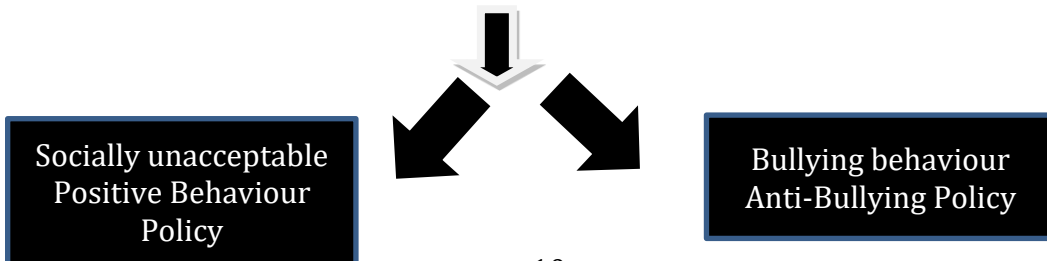
Not
Bullying
Behaviour

Parents/carers informed of outcome by phone call or letter

**Is
Bullying
Behaviour**



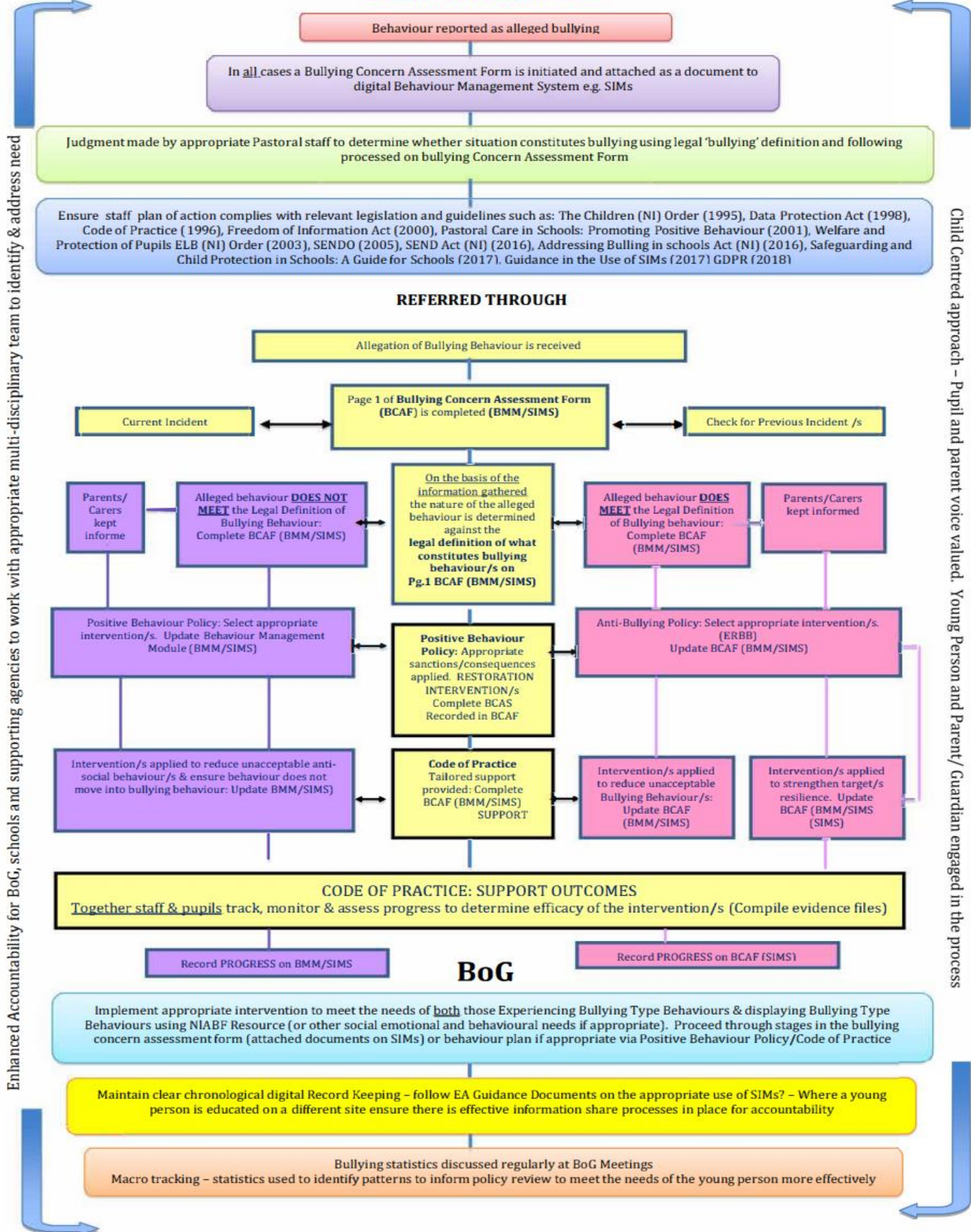
After investigation, appropriate sanctions will be applied and appropriate support provided.



The following flowchart gives an overview of the processes involved.

Dealing with a Bullying Concern Flowchart: An Overview of the Processes Involved

PROCESS TO FOLLOW WHEN SUPPORTING YOUNG PEOPLE WHO ARE EXPERIENCING OR DISPLAYING BULLYING TYPE BEHAVIOURS



Enhanced Accountability for BoG, schools and supporting agencies to work with appropriate multi-disciplinary team to identify & address need

Child Centred approach – Pupil and parent voice valued. Young Person and Parent/ Guardian engaged in the process

Interventions: Aims and Support provisions

Pastoral Care in Schools; Promoting Positive Behaviour guidance (DE, 2001) states that:

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

The key aim of restorative work is to help young people take responsibility for their choices and take action to put things right/make things better – they can be taught conflict resolution and problem-solving strategies.

To provide support for target/ targets.	<ul style="list-style-type: none"> • To be believed. • To be supported in overcoming the distress. • To choose the strategies, which will help them cope with the negative impact of bullying behaviour. • To strengthen individual resilience. 	<ul style="list-style-type: none"> • Individual Behaviour Plan (IBP – Code of Practice Level 1-3). • Risk Reduction Plan (Code of Practice Level 1-3). • The Support Group Method (see Effective Responses to Bullying Behaviour document NIABF, 2011).
To reduce the bullying behaviour of the child / children presenting the behaviour.	<ul style="list-style-type: none"> • To raise their awareness of the feelings and emotions of others. • To recognise the impact of their actions on others. • To develop emotional intelligence and empathy. • To work actively together with other to reduce their bullying behaviour. • To acknowledge when they have harmed someone and to know what to do to put it right. 	

Earlview Primary School and Nursery takes a **restorative** approach in regards to intervention. Through direct links with the Special Educational Needs Policy support will be provided through implementing one or more of the following interventions:

The key restorative strategies listed below will be used to inform and guide the development of the above interventions:

- Adopting a Solution Focused Approach.
- Enabling pupils to take responsibility for their behaviour – through Worth a Re-think/ Think Discussion Sheet.
- Engaging in dialogue and effective communication.

- Helping pupils to understand the effect of their behaviour on others e.g. through participation in the Support Group Model.
- Undoing harm.

Staff will discuss the Interventions in- ‘Effective responses to bullying Behaviour’ listed in Appendix 3 with the pupils, parents and any relevant bodies to create agreed targets.

In any support interventions pupils, staff and parents will together evaluate the effectiveness of the strategies and outcomes obtained.

Any bullying intervention should also include some of sanction in response to unacceptable actions and behaviour in line with school’s Positive Behaviour Policy.

A suspension may be considered once other interventions have failed or required for example to enable a risk reduction action plan to be agreed should an exceptional and serious safety situation arise.

Outcomes - Tracking, Monitoring and Assessment of interventions

Staff will work with the target / targets and pupils presenting bullying behaviour to ensure pupil participation and on-going self-assessment of their progress in meeting individual targets (see Special Educational Needs and Disability Act NI 2016 and Quality Indications for The Work of SEN Co-ordinators DENI, 2011).

The Anti-Bullying Register

The Designated Teacher for Child Protection will keep a record of all alleged bullying incidents (using Sims) and track and monitor the outcomes of any planned interventions.

All cases of bullying and subsequent interventions must be monitored and policy reviewed bi-annually.

Policy Review

This policy and the prevention measures will be reviewed bi-annually, or following any case of bullying present in the school to ensure that it is meeting the needs of the child and effectively reducing and managing bullying behaviour.

The Designated Teacher for Child Protection will carry out the review, in conjunction with the wider school community.

Professional Development of Staff

The Principal is responsible for the organising of regular and targeted training and Continuing Professional Development related to the preventing and handling of bullying.

The Principal will work in partnership with the Designated Teacher to plan for the promotion of the school's anti-bullying message under the remit of Safeguarding and Child Protection.

Appendix 1 - Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

<p><i>PART 1 - Assessment of Concern</i> <i>Date:</i></p> <p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of –</i></p> <ul style="list-style-type: none"> <i>(a) any verbal, written or electronic communication</i> <i>(b) any other act, or</i> <i>(c) any combination of those,</i> <p><i>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.</i></p>																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;"></th> <th style="width: 30%;">Name(s)</th> <th style="width: 15%;">Gender</th> <th style="width: 20%;">DOB/Year Group</th> </tr> </thead> <tbody> <tr> <td>Person(s) reporting concern</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Name of pupil(s) experiencing alleged bullying behaviour</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Name of Pupil(s) demonstrating alleged bullying behaviour</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		Name(s)	Gender	DOB/Year Group	Person(s) reporting concern				Name of pupil(s) experiencing alleged bullying behaviour				Name of Pupil(s) demonstrating alleged bullying behaviour			
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<p>Check records for previously recorded incidents</p>																	

One-off Incident

<p>When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:</p>	
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	

<p>YES the above criteria have been met and bullying behaviour has occurred.</p>	<p>NO the above criteria have not been met and bullying behaviour has not occurred.</p>
<p>The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form</p>	<p>The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate .</p>
<p>Agreed by _____</p> <p>Status _____</p> <p>On ___/___/___</p>	

PART 2

<p>2:1 Who was targeted by this behaviour?</p> <p>Select one or more of the following:</p>

- Individual to individual 1:1
 Individual to group
 Group to individual
 Group to group

2.2 In what way did the bullying 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 ____ Family backgrounds _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR Both pupils						
Pupil Name:		Year Group/Class:				
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: N/A						
Continue to track interventions until an agreed satisfactory outcome has been achieved						

PART 4 - REVIEW OF BULLYING 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:	
School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

Form RRAP

**BEHAVIOUR SUPPORT & PROVISIONS
Risk Reduction Action Plan**



This Risk Reduction Action Plan (RRAP) is informed and guided by the outcomes arrived at by working through the attached DE risk assessment grids.

The plan has been drawn up in consultation with:

Pupil: _____ Year: _____ Date: ___/___/___

Parent/Carer: _____ Date: ___/___/___

SENCo: _____ Date: ___/___/___

Principal: _____ Date: ___/___/___

Chair (BOG): _____ Date: ___/___/___

Other: _____ Date: ___/___/___

Code of Practice Stage: _____

IEP/IBP Linked: Yes: No: (please tick)

Review process: Weekly/Monthly/Termly (please circle)

By whom: _____

Risk Reduction Action Plan
Review Date: _____/_____/____

Further action required: Yes: No: (please tick)

RISK FACTOR (RF): RF = Likelihood (L) x Frequency (F)

Score	Level	Behaviour 1	L x F <i>Eg. 5x5</i>	RF	Score	Level	Behaviour 2	L x F <i>Eg. 5x5</i>	RF	Score	Level	Behaviour 3	L x F <i>Eg. 5x5</i>	RF
21-25	V High				21-25	V High				21-25	V High			
15-20	High				15-20	High				15-20	High			
8-12	Medium				8-12	Medium				8-12	Medium			
6-10	Low				6-10	Low				6-10	Low			
1-5	V Low				1-5	V Low				1-5	V Low			
				25					25					25

Pupil Information: i.e. medical conditions, diagnoses, personal circumstances etc.

Pupil Support Mentor: Member of staff with responsibility for monitoring and reviewing the RRAP with the pupil.

Name: _____

Post held: _____

Appendix 3: Effective Responses to Bullying Behaviour: Holistic Approaches

Effective Responses to Bullying Behaviour: Holistic Approaches

Whole school preventative measures should already be established and reviewed. The following should be considered across all levels of intervention:

Whole School Interventions

Improve School Ethos	<ul style="list-style-type: none"> * Assess how safe, happy and welcomed pupils feel in school through e.g. use of PASS (Pupil Attitudes to Self and School), whole school questionnaires, DE iMatter audits, comments box etc. * Give consideration to the quality of pupil-pupil relationships and teacher-pupil relationships; expectations for the behaviour of pupils, school staff, parents/carers and the wider school community. * Consider possible training opportunities accessible within EA and other support agencies.
Anti-Bullying and Positive Behaviour Policies	<ul style="list-style-type: none"> * Ensure the school's policies are up to date with current legislation and guidance including Pastoral care in schools: Promoting Positive Behaviour and are reviewed within the expected timescales, or as necessary, to ensure the effectiveness of the policies and the interventions.
PDMU / LLW	<ul style="list-style-type: none"> * Integrate anti-bullying messages across the preventative curriculum with a focus on building the skills of pupils and providing opportunities to challenge attitudes, in an age appropriate way. * Useful resources can be found at www.endbullying.org.uk; www.ccea.org.uk or www.eani.org.uk
Thematic Responses	<ul style="list-style-type: none"> * Where an incident(s) has highlighted issues relating to particular form(s) of prejudice-based bullying (e.g. racist, sectarian, homophobic, transphobic, etc.), the need for wider preventative measures and interventions across the whole school should be considered.

Targeted Assemblies	<ul style="list-style-type: none"> * Themed assemblies for targeted groups, which could involve guest speakers, Anti-Bullying Week resources can be used effectively to promote key anti-bullying messages or address any arising themes relating to bullying within the school. Resources - End Bullying
Inclusion Noticeboard	<ul style="list-style-type: none"> * A way for schools to show inclusion of different groups and minorities.
E-safety Training	<ul style="list-style-type: none"> * Consider use of awareness raising programmes within the curriculum that provide training/advice on safe internet use www.safeguardingni.org
Supervision Arrangements	<ul style="list-style-type: none"> * An incident(s) may highlight the need for supervision to be re-arranged or increased during unstructured times (e.g. break, lunchtime, moving from class to class). * Map playground hot spots and plan supervision in line with identified areas of concern.
School Council Activities	<ul style="list-style-type: none"> * Through the School Council promote engagement with pupils regarding how safe and happy they feel in school and provide opportunities for active participation to identify positive strategies to promote and enhance pupil well-being across the school e.g. safe zones, buddy systems etc.
Parent/Carer Workshop	<ul style="list-style-type: none"> * Engage with parents/carers on the definition of bullying behaviour to ensure there is an understanding of the difference between socially unacceptable behaviour and bullying behaviour. Inform them of the school's Anti-Bullying Policy, its implementation and how they can best support this. * A workshop may also be required in response to a bullying concern, particularly if there has been discussion in the school community.

Class/Group Interventions

Circle Time	<ul style="list-style-type: none"> * Use circle time to provide a safe space for pupils to share and explore concerns, issues, emotions and aspirations related to anti-bullying.
Social Skills Training	<ul style="list-style-type: none"> * Plan to meet the needs of individual/groups of pupils by providing support in emotional literacy and empathy in order to promote social skills and coping mechanisms.
Designated Supportive Adult	<ul style="list-style-type: none"> * In response to a bullying concern being raised, identify a named member of staff that the pupil or group of pupils can go to at any time in school. * Involve the pupil(s) in deciding who this member of staff could be. It is important to ensure that it is someone the pupil(s) trusts and is comfortable with. * Having a named point of contact can prove comforting to the pupil(s) and their parents/carers.
Peer Support	<ul style="list-style-type: none"> * Consider the most appropriate form of peer support. This may involve a range of methods, including befriending, peer ambassador, peer mentoring, peer mediation etc.
Bystander Role	<ul style="list-style-type: none"> * Support pupils to identify appropriate ways to help/support/defend pupils who are experiencing bullying behaviour, rather than ignoring or offering passive support. www.endbullying.org.uk /

Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour

Interventions and Support Levels 1 and 2

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 from Level 1 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 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 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.



Effective Responses to Bullying Type Behaviour & Socially Unacceptable Behaviour

Interventions and Support Levels 3 and 4

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 sessions 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 sessions 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 Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.