

Portavogie Primary School & Nursery Unit

Addressing Bullying Type Behaviour Policy

'Nurturing Each Child's Unique Potential'



Policy Date: June 2026

Ratified by the Board of Governors: Thursday 11 June 2026

Review Date: June 2030

Principal: Mrs Victoria Murray

Chairperson of the Board of Governors: Mr Jim Miskimmin

Designated Teacher for Safeguarding: Mrs Kim Spence

Designated Governor for Safeguarding: Mr Sam Mawhinney

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Section 1: Statutory Context & Guidance

Introduction

At Portavogie Primary School & Nursery Unit 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.

At Portavogie Primary School & Nursery Unit, 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.) (see appendix 1).

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 to DE Circular 2016/08 Public Services Ombudsman (NI) Act.

The Addressing Bullying Type Behaviour Policy applies:

- while pupils are on school premises during the school day.
- while the pupil is in the lawful control or charge of a member of the staff of the school e.g. during extra-curricular activities, school excursions, and residential trips.
- during education provision arranged on behalf of the school and provided away from the school premises.

Ethos and Values

Our school vision is 'Nurturing Each Child's Unique Potential'. This vision reflects our deep commitment to supporting every learner in discovering and developing their strengths — academically, socially, emotionally and creatively. It underpins our approach to addressing bullying type behaviour, which is grounded in care, growth and respect for every child.

Our work is guided by six core values, agreed by the whole school community:

- Community — we cherish unity and cooperation, valuing each individual's unique contribution to the school.
- Respect — we promote kindness, empathy and inclusivity, honouring the dignity and views of all.
- Resilience — we nurture perseverance and adaptability, empowering children to tackle challenges with confidence and optimism.
- Environmental Awareness — we foster care for our planet and promote sustainable practices in learning and play.
- Excellence — we aim high, academically and personally, and celebrate each child's best efforts and achievements.
- Digital Skills — we equip pupils with technological proficiency and digital confidence to prepare them for life and learning in the 21st century.

In line with these values we are committed to a society where children and young people can live free and safe from bullying type behaviour. We believe every child should be celebrated in their diversity, we embed a preventative, relational and restorative ethos, and we value and respect the views and contributions of all members of our school community.

Links to Other Policies

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

Safeguarding and Child Protection Policy	Staff Code of Conduct/Staff Handbook
Pupil Attendance Policy	Positive Behaviour Policy
Health and Safety Policy	Online Safety Policy
Special Educational Needs Policy	Educational Visits Policy
Relationships and Sexuality Education	Pastoral Care Policy
Equality and Inclusion	Visitor Policy

Consultation

We value and respect the views and contributions of our school community. 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.), we have consulted with pupils, parents/carers, and staff through our regular stakeholder engagement processes. These include:

- Pupil voice: class-based discussions, pupil questionnaires (P3–P7), and the School Council.
- Parent/carer voice: online questionnaires and ongoing communication via Just2Easy, the school newsletter and the school office.
- Staff voice: whole-staff planning meetings, online questionnaires and informal meetings led by the Principal for both teaching and non-teaching staff.
- Governor voice: questionnaires and review of draft policy priorities.

Section 2: What is Bullying Type Behaviour?

'The Addressing Bullying in Schools Act (N.I.) 2016' provides schools with a legal definition which must be used by all schools to assess reported concerns of bullying type behaviour.

Addressing Bullying in Schools Definition of "bullying"
(1) In this Act "bullying" includes (but is not limited to) the repeated use of — (a) any verbal, written or electronic communication, (b) any other act, or (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils. (2) For the purposes of subsection (1), "act" includes omission.

TRIP

While the legal definition, as set out in the Act, is the primary definition, we also use the mnemonic TRIP. This helps to build a shared understanding across our school community of the difference between socially unacceptable and bullying type behaviour.

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

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

Consideration of an imbalance of power:

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

One-Off Incidents:

Although 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 (see appendix 4).
- 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.

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

The 2016 Act requires schools to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. At Portavogie Primary School & Nursery Unit, we will consider the following when assessing **TRIP**. The pupil(s):

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

Omission will be considered when addressing bullying type concerns. This is where a pupil(s) is or are wilfully excluded from a game, activity or group work etc. causing potential **psychological harm**. Pupils do not have to be friends in this school, but friendly.

Language

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

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

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

Any incident(s) which do not meet the legal definition and TRIP criteria will be addressed under the Positive Behaviour, Special Educational Needs, Child Protection, Safeguarding, Pastoral and Inclusion and Diversity policies. (Please see the parent and pupil guides in appendix 6).

Journey To and From School

The Act outlines a statutory requirement for schools to implement measures to prevent and address bullying type behaviour for pupils whilst travelling to and from school. As a small primary school in a village community, the majority of our pupils walk to school or are dropped off by parents/carers. At Portavogie Primary School & Nursery Unit we:

- address safeguarding concerns reported in relation to travel to and from school.
- provide timely support and intervention.
- ensure staff supervision at the beginning and end of the school day.
- agree a scaffolded support plan to address individual needs, regulation and vulnerabilities where required.
- reinforce positive behaviour expectations through the preventative curriculum.
- engage with pupil voice about experiences on the journey to and from school through class-based discussions and the School Council.
- promote and develop a culture where all pupils respect the rights of others to travel safely.
- communicate consistently the expectation to include and respect individual rights and diversity.
- participate in the Sustrans Active School Travel Programme, encouraging walking, wheeling and active travel.
- provide reporting mechanisms for school and the local community to share concerns through the class teacher, the school office on 028 4277 1771, or info@portavogieps.co.uk.

Electronic Communication

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

The Addressing Bullying Policy is one of several school policies that address electronic behaviour and is reviewed in response to technological developments. As such, follow-up is aligned to the wider policy suite (see page 3).

At Portavogie Primary School & Nursery Unit, 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, including annual workshops delivered by PSNI and NSPCC, to support the promotion of key messages and safe digital use.
- participating in Internet Safety Week and related online safety campaigns to promote key messages.
- involving pupils through the E-Safety Committee (P6 and P7 pupils), who meet with staff to review online safety and raise awareness across the school.
- addressing reported safeguarding concerns in relation to the misuse of electronic communication and providing timely support and intervention.
- providing reporting mechanisms for school and wider community to report concerns through the class teacher, the school office, or directly to the Principal.
- creating, agreeing and implementing Acceptable Use Agreements (see DE Circular 2016/27).
- ensuring all staff regularly engage with online safety training.
- using the Just2Easy platform as a secure means of communication between parents and teachers.

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. This includes all identity or prejudice motivated bullying type behaviour related to those characteristics protected through Section 75 of the Northern Ireland Act 1998. Motivations include but are not limited to:

Ability	Economic Status/FSM
Age	Gender/Gender identity/Perceived Gender
Appearance	Newcomer/Migrant Status
Child Looked After (CLA)/Care experienced	Peer relationship breakdown
Community background	Political affiliation/sectarianism
Cultural	Race
Disability	Religion
SEN	Sexual orientation
Family circumstances (pregnancy, marital status, young carer status)	Other

Section 4: Rights, Roles and Responsibilities

At Portavogie Primary School & Nursery Unit, we believe that all members of our school community have the right to be educated in a safe, supportive, learning environment. We acknowledge that all members of our community have a role to play and responsibility to prevent and address bullying type behaviour.

Please see appendix 5 for a full table of identified rights, roles, and responsibilities of staff (including teaching and support staff), pupils and parents/carers agreed within our school setting.

The following staff have been assigned specific responsibility for oversight of the implementation of the Addressing Bullying Policy and associated practices aligned to Safeguarding and SEND legislation. They will support the Principal and Board of Governors with the ongoing review processes:

- Principal — Mrs Victoria Murray.
- Designated Teacher for Safeguarding — Mrs Kim Spence.
- Deputy Designated Teacher — Mrs Hughes.
- Nursery Designated Teacher — Mrs Johnston.
- SENCo and Learning Support Teacher.
- Designated Governor for Safeguarding — Mr Sam Mawhinney.
- Chairperson of the Board of Governors — Mr Jim Miskimmin.

Section 5: Preventative Measures

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

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

Whole School	Classroom
<ul style="list-style-type: none"> • SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion & Diversity policies • Visible school ethos through displays, sensory tools, classroom environments and celebrations • Positively framed and communicated Rights, Roles & Responsibilities for all school community members • Pupil leadership through the School Council (P3–P7), House Captains and Vice Captains, P7 Buddies and the E-Safety Committee • Adults modelling self-regulation, inclusive language and positive relationships • Restorative approaches used by staff to respond to incidents and rebuild relationships • Trauma-informed and nurture principles underpinning pastoral practice 	<ul style="list-style-type: none"> • Weekly PDMU delivered in every year group • Structured class meeting time to promote belonging, connection and positive relationships • Cross-curricular activities and outdoor learning • E-safety and digital citizenship through curriculum content and visitor inputs (PSNI, NSPCC) • Social and emotional learning • Circle-time, connect and nurture strategies • Class sensory boxes, calming coins and sensory areas to support regulation • Visual timetables, social stories and visual supports across all classes • Relevant literature and resources exploring empathy, inclusion, diversity, problem-solving, relationships and resilience • Friendship education

<ul style="list-style-type: none"> • Celebration of diversity, equity and inclusion, recognised through the NI Autism Impact Award (January 2025) and TinyLife Award (January 2024) • Parent education through workshops and guidance, including phonics, reading and online safety • Cross-community shared education through the Peace Plus partnership with St Mary's PS, Portaferry (P6 'Better Together', P7 'Healthy Me') and the annual cross-community football and rounders tournament • Anti-Bullying Week and Internet Safety Week marked annually through assemblies and class-based lessons • Weekly Prize Pupil awards and a monthly Values Award scheme to recognise pupils who embody our school values • Wellbeing assessment data e.g. GL PASS • Participation in the EA 'Being Well Doing Well' whole-school mental health programme (Cohort 3) 	<ul style="list-style-type: none"> • Strengths-based approaches • Collaborative learning, problem solving and conflict resolution • Agile groupings and seating arrangements • Online apps and resources including Just2Easy and Mathletics • Roots of Empathy in P5, delivered by the SENCo from 2026/27 to build emotional resilience and empathy
<p>Non-Classroom</p>	<p>Peer Support</p>
<ul style="list-style-type: none"> • Staff supervision and structured transitions at the start and end of the school day • Buddy strategies, including P7 Buddies who act as confident role models for younger pupils • Social and extra-curricular opportunities including football, choir, tennis, gymnastics and Computer Club • Professional development and training for teaching and non-teaching staff, including classroom assistants and supervisory staff • Designated safe, quiet, reflective spaces including the sensory den in the main school and the sensory area in the Learning Support mobile • Enhanced structure during unstructured times including Breakfast Club and subsidised After School Clubs • Forest School activities (Foundation Stage and Key Stage 1) • Access to a weekly Extended Schools-funded counsellor offering one-to-one sessions in 6-week blocks • Structures to facilitate reporting concerns through the class teacher, school office, Principal, or via Just2Easy 	<ul style="list-style-type: none"> • Student leadership through the School Council, House Captains and Vice Captains, E-Safety Committee and P7 Buddies • Pupils trained and supported by staff regarding their roles and responsibilities • Buddy schemes between older and younger pupils • Peer listener and emotional health activities through the Peace Plus P6 'Better Together' and P7 'Healthy Me' programmes • Pupil-led extra-curricular activities and house events to promote teamwork and inclusion • Pupil voice opportunities through class discussions, questionnaires and School Council meetings

Professional Development of Staff

At Portavogie Primary School & Nursery Unit, we recognise the need for effective, updated, and ongoing training for all staff within our preventative measures. As such, we are committed to:

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

To this end:

- All our teaching and support staff have completed the EA Addressing Bullying in Schools foundation training as part of this policy review.
- Key leadership staff have completed EA Addressing Bullying in Schools leadership training.
- Whole-school safeguarding refresher training takes place every two years, with the most recent in August 2025.
- All members and/or lead Governors with overall responsibility for the development and review of the Addressing Bullying Policy have completed EA Addressing Bullying in Schools training.

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

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 Concern

Pupils may report bullying type concerns in the following ways:

- verbally sharing with a staff member (class teacher, classroom assistant, supervisor or any trusted adult).
- by writing a note to a staff member.
- by asking a parent/carer to contact the school on their behalf.

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 Concern

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

- speaking with the Class Teacher through agreed channels e.g. by requesting a telephone call back via the school office on 028 4277 1771, or by contacting the general school email info@portavogieps.co.uk.
- by writing a note to the Class Teacher.
- by messaging the Class Teacher securely through the Just2Easy platform.

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 Class Teacher, please contact the Principal (Mrs Victoria Murray) directly. Where required, concerns will be escalated to the Designated Teacher for Safeguarding (Mrs Kim Spence) and, in line with the Safeguarding and Child Protection Policy, to the Board of Governors.

Please note in the first instance teaching and support staff including teaching assistants, lunchtime supervisors and office staff should also report any concerns directly to the child's Class Teacher in a timely manner as above.

Responding to and Recording a Bullying Type Concern

It is the responsibility of all staff (including teachers, classroom assistants, wider support staff, office staff and supervisors) to report any bullying type behaviour concerns. All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart (see appendix 2) and recorded on a Bullying Concern Assessment Form (BCAF) (see appendix 3). Records will be maintained in line with our Data Protection Policy in a secure, locked cupboard in the Principal's office and, where digital, stored in a password-protected folder accessible only to key personnel (Principal, Designated Teacher, Deputy Designated Teacher). Following the transfer of systems, schools will move BCAF reporting, recording and data storage processes to EDIS.

Upon receipt of a concern of bullying type behaviour, designated staff will:

- clarify facts and perceptions.
- check records and previous assessments.

- collaboratively assess the incident using the T.R.I.P. criteria (record on BCAF Part 1).

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers, designated staff (Principal, Designated Teacher, Deputy Designated Teacher and SENCo where appropriate) will ensure that parts 2–4 of the BCAF are completed and will:

- identify methods and potential motivating factors (record on BCAF Part 2).
- identify relevant level of support and intervention (Levels 1–4).
- select appropriate support and interventions (see appendix 4) for all pupils involved (record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).
- ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and Diversity, and Positive Behaviour policies.
- implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3).
- review outcome of interventions (record on BCAF Part 4).
- select and implement further interventions as necessary.
- based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

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

Section 7: Monitoring and Review of Policy

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

- maintain a standing item on the agenda, under Safeguarding, where a report on bullying type behaviour is presented by the Principal (see appendix 7).
- appoint a lead Governor to liaise with the Principal. At Portavogie Primary School & Nursery Unit, this is the Designated Governor for Safeguarding, Mr Sam Mawhinney.
- minute the number of incidents including methods, motivations and how they were addressed.
- identify trends and patterns to inform future policy and practice development and review.
- record written responses to relevant pupils, parents/carers when appropriate.

The Addressing Bullying Policy will be reviewed in consultation with all school community stakeholders:

- at intervals of no less than four years (this is a minimum requirement; the school may choose to review more frequently). or
- following any complex incident which highlights the need for such a review.
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy.
- in response to a recommendation by the Education and Training Inspectorate.
- following new guidance as directed by the Department of Education.

This policy was ratified by the Board of Governors on Thursday 11 June 2026 and will be reviewed in June 2030.

A copy of this policy is available online at <https://www.portavogieps.co.uk/>. Parents/carers can also request a hard copy by contacting the school office on 028 4277 1771 or by emailing info@portavogieps.co.uk.

Appendix 1: Legislative Context & Guidance

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
- The Education (Northern Ireland) Order 1998
- The Education and Libraries Order (Northern Ireland) 2003 (Articles 17–19)
- 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 (QUB and SBI, 2024)
- CCEA Relationships and Sexuality Education Resource Guidance (2024)
- ETI Safeguarding Proforma (ETI, 2023)
- Nurture Group Provision Guidance for Schools (DE, 2023)
- Consultation on the Statutory Guidance on the Reduction and Management of Restrictive Practices in Educational Settings in Northern Ireland (DE, DoH & DoJ, 2023)
- Children and Young People’s Emotional Health and Wellbeing in Education Framework (DE/DoH, 2021)
- 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 (Department of Health, Social Services and Public Safety, 2016)
- Miss School = Miss Out Improving Pupil Attendance Strategy (DE, 2016)
- Pastoral Care in Schools: Promoting Positive Behaviour (DE, 2001)
- Every School a Good School (DE, 2009)

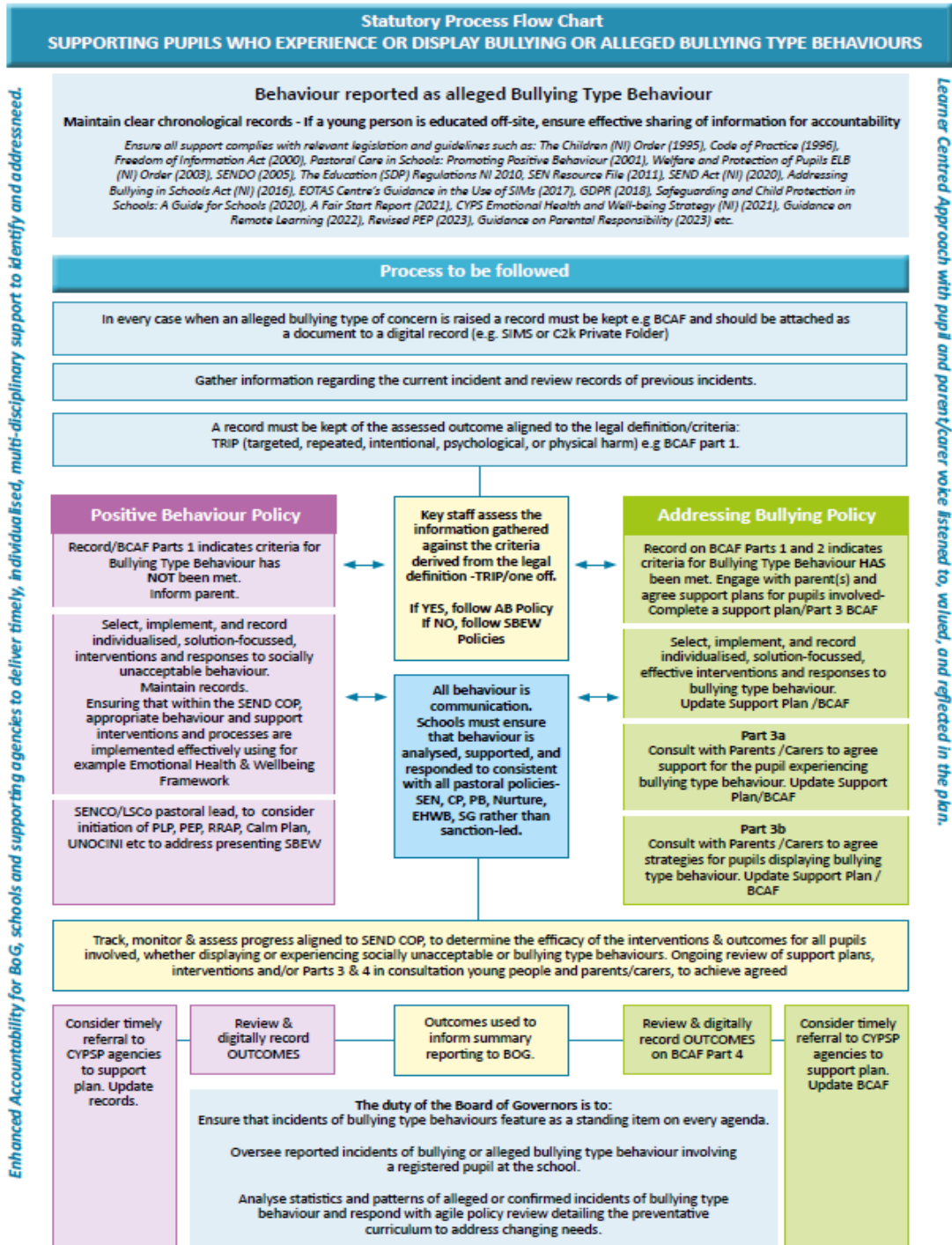
The International Context:

United Nations Convention on the Rights of the Child (UNCRC), in particular:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (Article 19).
- Be protected from discrimination (Article 2).
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (Article 12).
- Education (Article 28).

Appendix 2: Statutory Process Flowchart

The school follows the Education Authority’s Statutory Process Flowchart for responding to allegations of bullying type behaviour. The flowchart is reviewed and updated in line with EA guidance and is available from the Principal or Designated Teacher on request.



Appendix 3: Bullying Concern Assessment Form (BCAF)

Incident Date: _____

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

PART 1 — Assessment of Concern

Date: _____

The Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as the repeated use of any verbal, written or electronic communication, any other act, or any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm.

	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 (other pupils, staff) including dates, events, and 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 behaviour.

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 criteria 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 the 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 / when	Outcomes of Intervention

Review

Record of participation in planning for interventions:

Pupil: _____

Parent/carer: _____

Other Agencies: _____

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

PART 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING TYPE BEHAVIOUR

Pupil Name: _____ Year Group/Class: _____

Refer to the school Addressing Bullying Policy and to Level 1–4 interventions in Effective Responses to Bullying Type Behaviour.

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

Staff Involved: _____

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

Review

Record of participation in planning for interventions:

Pupil: _____

Parent/carer: _____

Other Agencies: _____

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

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

Date of Review Meeting: _____

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

- 1 — Fully
- 2 — Partially
- 3 — Further intervention/support required

Give details: _____

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

- Re-assess Level of Interventions and implement other strategies from an appropriate level.
- Track, monitor and review the outcomes of further intervention.
- Keep under review the Stage of Code of Practice each pupil is on.
- Follow Safeguarding Policy.
- Seek multi-agency input (EA, Health and Social Services etc.).
- Engage with Board of Governors.

Agreed by: _____ **Signed by:** _____ **Date:**
__/__/__

Appendix 4: Effective Responses, Support and Intervention

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

Levels 1 & 2

Level 1	Level 2
<ul style="list-style-type: none"> • 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-focused meeting with parents/carers of the child experiencing or displaying. • Review SEND Code of Practice and the potential requirement for a PLP to address needs e.g. SBEW, ASD, MLD, ADHD. • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Targeted Progress Plan (TPP), Child Looked After Personal Education Plan (PEP). • Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets. • 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. • Complete and/or review additional assessments to build a picture of SBEW needs e.g. GL PASS, Boxall. • Use specific verbal cues and affective statements. • 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 Club. • Explicitly teach positive expectations. • Explore additional opportunities to build empathy and kindness e.g. Roots of Empathy, Restorative Approaches. • Use play, art, or other therapeutic approaches. • Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart. 	<ul style="list-style-type: none"> • 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 additional nurture support to support SBEW needs. • Review SEND Code of Practice and the potential requirement for a PLP to address needs. • Refer, align and link to existing support plans e.g. PLP, TPP, PEP. • Scaffold pupil experience to help build new relationships and friendships e.g. flexible groupings, seating plans. • Create, agree, and embed additional positive group expectations and routines. • Use restorative practices, group mediation and conflict resolution approaches. • Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills. • Use SMART(E) targets to ensure increased 'felt' safety and connection for all pupils. • Introduce further group interventions focused on emotional wellbeing and literacy. • Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour. • Provide access to the Extended Schools-funded counsellor. • Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self-esteem. • Build group awareness of bystander and upstander behaviours. • Create a visual reminder of group expectations and routines. • Consider referral to Family Support Hub. • Consider referral to EA services for advice.

- Review transition planning and pupil support across phases, year groups and schools.
- Use 'Circle of Friends' activity.
- Use circle time, connect and nurture strategies.
- Use reflective scripts and approaches to respond, resolve and restore wellbeing.
- Select further supports and interventions from other resources e.g. SEN Resource File, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed approaches.

- Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil.
- Facilitate intervention sessions regarding online behaviour and safety e.g. resources on SBNI hub.
- Use targeted small group circle time, Circle of Friends.
- Select further supports and interventions from Level 1 strategies or other resources.

Levels 3 & 4

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

Level 3	Level 4
<ul style="list-style-type: none"> • 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 to address SBEW needs. • Review SEND Code of Practice, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate. • Refer, align and link to existing support plans e.g. PLP, TPP, PEP. • 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. • Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning. • Complete a referral and engage with external agencies to facilitate an agreed intervention programme. • Consider additional referral to community-based organisations e.g. CYPSP Partners. • Use restorative conferences, prepared restorative conversations, one-to-one restorative session templates. • Facilitate additional one-to-one sessions focusing on emotional wellbeing, literacy and resilience. • Contact EA services for further advice and guidance. • Facilitate additional one-to-one intervention to teach and model the importance of empathy and kindness. • Facilitate additional one-to-one session with a focus on self-regulation and social communication. • Facilitate intervention sessions regarding online behaviour and e-safety. 	<ul style="list-style-type: none"> • 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 Code of Practice, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate. • Refer, align and link to existing support plans e.g. PLP, TPP, PEP, RRAP. • 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 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. • Refer to Independent Counselling Service for Schools (ICSS). • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway. • Complete a UNOCINI. • Further review bullying type concerns alongside other school policies including

<ul style="list-style-type: none">• 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.• Engage with EA services to facilitate an agreed intervention programme.• Select further supports and interventions from Level 1 and 2 strategies or other resources.	<p>Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND.</p> <ul style="list-style-type: none">• Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention.• Select further supports and interventions from Levels 1–3 strategies or other resources.
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Appendix 5: Rights, Roles & Responsibilities

At Portavogie Primary School & Nursery Unit, 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	Children & Young People's Rights	Parents/Carers' Rights
<ul style="list-style-type: none"> • To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion. • A safe and secure working environment with appropriate training to meet the needs of the children in their care. • Emotional health and wellbeing promoted and supported by colleagues, including access to wellbeing resources and whole-staff wellbeing sessions on Baker Days. • Access to ongoing CPD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, and wider SBEW training. • Informed, consulted on, and have a say within Addressing Bullying Policy review, preventative curriculum content, and support/intervention plans. • Kept informed and updated in relation to children's progress and wellbeing. • To know the identified individual needs (including SEND and medical needs) of the children in their care and the support plans to address these needs. • Participate in decision-making processes that concern them — safeguarding, support and intervention plans, 	<ul style="list-style-type: none"> • Emotional health and wellbeing promoted and supported through a preventative curriculum and weekly PDMU. • Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. • Equal opportunities and effective partnerships for positive learning and social experiences with school staff and peers. • Access to support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviour. • Readily available school safeguarding and SEND policies including Addressing Bullying Policy, with clear processes to report, record and respond to allegations. • Access to pastoral staff, including the Designated Teacher for Safeguarding (Mrs Kim Spence) and the Principal (Mrs Victoria Murray), to share concerns and discuss appropriate and timely support. • Relational and solution-focused support whether displaying or experiencing socially unacceptable/bullying type behaviour. • Individual needs addressed through the 	<ul style="list-style-type: none"> • Their child receives a quality learning experience. • Their child is taught in a relational, nurturing, and safe environment. • Their child 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, with clear processes to report, record and respond to allegations. • Consulted regarding school policies including Addressing Bullying Policy development and review processes. • Kept informed and updated about their child's progress, wellbeing, relevant needs/concerns and instances as outlined in this policy. • Participate in decision-making processes that concern their child — support and intervention plans (BCAF, PLP, TPP), preventative curriculum strategies, behaviour reflection and external supports accessed. • Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in this policy. • Secure communication with teachers through the

<p>preventative curriculum strategies, and behaviour reflection.</p>	<p>suite of pastoral, safeguarding and SEND policies, including PLPs and Targeted Progress Plans (TPPs) where appropriate.</p> <ul style="list-style-type: none">• Timely referrals to EA services (e.g. EWS, CPSS, Educational Psychology, Autism Advisory, Speech & Language) and external organisations (e.g. CAMHS, Family Support Hub, GP, PSNI) where appropriate.• Opportunities for involvement in peer support through the School Council, P7 Buddies, House Captains, E-Safety Committee and Peace Plus peer listener activities.• Access to the weekly Extended Schools-funded counsellor where referred.	<p>Just2Easy platform, the school office on 028 4277 1771, or info@portavogieps.co.uk.</p>
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Appendix 5: Rights, Roles & Responsibilities (continued)

Staff Roles & Responsibilities	Children & Young People's Roles & Responsibilities	Parents/Carers' Roles & Responsibilities
<ul style="list-style-type: none"> • Safeguard and promote the welfare of all children. • Encourage socially acceptable behaviour within an inclusive, empathetic whole-school environment. • Create opportunities to celebrate success, diversity, and equality to create a positive ethos, including weekly Prize Pupil awards and the monthly Values Award. • Plan and deliver an ongoing preventative curriculum including weekly PDMU, which is updated to address need. • Act in a professional manner to model, teach and develop children's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of CPD, including whole-school safeguarding refresher every two years. • Co-develop, implement, and promote the Addressing Bullying Policy to enable easy access and clear understanding of processes for all, with opportunity to seek clarification from the Designated Teacher (Mrs Kim Spence) or Principal (Mrs Victoria Murray). • Review the Addressing Bullying Policy with all stakeholders within the school community at least every four years or in response to concerns raised. • Keep records of Bullying Type Behaviour 	<ul style="list-style-type: none"> • Report allegations and bullying type concerns via the designated channels e.g. talk to a trusted adult. • Request and engage with appropriate support both within and outside school via the designated staff member as outlined in this policy. • Contribute to learning and personal development targets on PLPs and TPPs with support. • Endeavour to constructively engage with reflection, support and intervention offered. • Act in a respectful, kind, empathetic manner. Pupils do not have to be friends with everyone, but they do have to be friendly. • Reflect on, assess, and review individual progress with school staff, parents/carers, and external supports in context of appropriate support plans. • Take an active role in pupil voice opportunities, including the School Council, class discussions and pupil questionnaires. 	<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 this policy (Class Teacher in the first instance, then Principal). • Respond in a timely way 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, PLP, TPP. • Communicate directly with school using agreed channels (Just2Easy, school office, school email), respecting the needs and confidentiality of all involved. • Encourage their child to model the school's ethos and values — community, respect, resilience, environmental awareness, excellence and digital skills. • Engage with wider services and agencies to support their child as required. • Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.

<p>allegations and incidents using the Bullying Concern Assessment Form (BCAF).</p> <ul style="list-style-type: none">• Build effective partnerships and positive relations with and between children, parents/carers and staff.• Take timely and appropriate action to address children, parent/carer and staff concerns.• Use relational and evidence-informed approaches (SEN, Nurture, Trauma Informed, Restorative Practice) to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour.• Address individual needs through the suite of pastoral, safeguarding and SEND policies.• Work in partnership with and make timely referrals to EA services and external organisations to address bullying type behaviour when and where appropriate.• Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and the Board of Governors.		
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Appendix 6: Education Authority ABSIT Guides

The Education Authority's ABSIT Parent Guide and Pupil Guide to Addressing Bullying Type Behaviour are shared with parents/carers and pupils as part of consultation and ongoing communication. Copies are available from the school office or by emailing info@portavogieps.co.uk.



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.

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.



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.

Preventative Measures

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

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

School staff work with pupils, parents and carers to agree a relational, solution focused plan to support those experiencing the behaviour and a separate plan for those displaying the behaviour.

The legislation enables schools to address online bullying type behaviours occurring outside school, and/or on the journey to and from school where there is impact on the child's learning.

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.

<p>Legal definition of bullying type behaviour NOT met</p> <p>Socially unacceptable behaviour is supported using e.g. Positive Behaviour Policy and safeguarding Policy.</p>	<p>Legal definition of bullying type behaviour IS met</p> <p>Bullying type behaviour is supported using Addressing Bullying in School Policy.</p>
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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.

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.

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.

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










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



<https://safer-schoolsni.co.uk/>



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



Youth Wellbeing Web - Children and Young People's Strategic Partnership (CYSP) (hsni.net)



Addressing Bullying Type Behaviour in Schools

PRIMARY



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 allegations or incidents of bullying type behaviour in schools.

The law says that bullying type behaviour is mostly repeated verbal, written or electronic communication by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This can also include leaving someone out on purpose.

To help repair the relationships and to support all children involved, we no longer use the words 'bully' or 'victim'.

Instead we talk about:

- 'pupil displaying bullying type behaviour'
- AND
- 'pupil experiencing bullying type behaviour'.

Other unkind behaviours can be called 'socially unacceptable behaviour'.

When is it Bullying Type Behaviour?



Bullying type behaviour occurs when all four of the actions below are confirmed.

Targeted

Behaviour is aimed at the same person or people

Repeated

Behaviour happens more than once

Intentional

Behaviour has been planned to cause harm

Psychological/Physical

Behaviour has caused emotional and/or physical harm

A serious One-off Incident can be considered bullying type behaviour (if included in the school policy) e.g. this may involve the repeated sharing of an unkind message or picture online to cause harm.

Imbalance of Power, Motivation and Methods

What if you feel others have more power?

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

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 does bullying type behaviour present?

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



If you feel you are experiencing bullying type behaviour



Talk to someone you trust

- a friend
- parents/carers
- teachers
- lunchtime supervisors

Or send a private message through your home-school communication app e.g. Seesaw, Google classroom, Dojo etc.

What will happen when you tell a teacher?

Your teacher, with school leaders, will support all children involved in a relational way. They will:

- ask you to share the details of your worry.
- keep a digital record of what you tell them and the support plan.
- confirm if the behaviour you described is socially unacceptable or bullying type behaviour.
- with parents or carers, agree a supportive plan for all children involved, to help put an end to the behaviours causing distress.

If a friend needs help

Thank your classmate for trusting you. It may have taken a lot of courage for them to tell you.

Let them tell you what is wrong and listen. Once they are finished, reassure them that it was ok to share the concern.

Encourage your classmate to ask a member of staff for help.

Accompany them to share their concern with a staff member who will provide support.

“Bullying type behaviour is usually when someone is repeatedly and deliberately causing hurt”

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



Text-a-Mumme I HSC Public Health Agency (textni.net)



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

Appendix 7: Board of Governors Reporting Pro-forma

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

Reporting timeframe and date (e.g. Term 1 2026–27): _____

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:
