



Glenwood Primary School Addressing Bullying Policy

*'Together we aim to develop confident, compassionate, and resilient learners
who are equipped to thrive in an everchanging world'.*

Policy update:	Sept 26		
Policy to be reviewed by:	Sept 28		
Signed by Principal:		Date:	
Signed by Chair of Governors:		Date:	

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Section 1: Statutory Context and Guidance

Introduction

At Glenwood Primary School, we acknowledge that bullying type behaviour can occur in schools and wider society and can have a significant impact on the emotional health, wellbeing and educational experiences of those involved. We are committed to creating, maintaining and embedding a culture where everyone agrees that bullying type behaviour is unacceptable.

Safeguarding and promoting the welfare of our pupils is paramount and is the responsibility of all members of the school community. This policy supports pupils within the context of the Education and Libraries Order (NI) 2003, Article 19 Measures to Prevent Bullying, and the Addressing Bullying in Schools Act (Northern Ireland) 2016.

The purpose of this policy is to:

- define bullying type behaviour
- summarise rights, roles and responsibilities
- explain preventative measures
- clarify statutory processes for reporting, recording and responding
- outline monitoring and review arrangements

This policy applies to concerns of alleged bullying type behaviour between pupils.

Ethos and Values

Glenwood Primary School is a nurturing and enriching environment where we foster a culture of kindness, empathy and mutual respect. Together, we build a safe and caring school where everyone belongs and thrives.

Our ethos is underpinned by The Glenwood Way: Move Calmly – Speak Nicely – Listen Carefully – Act Kindly – Do Your Best.

We promote our Glenwood WISDOM Values daily with greater attention given to exploring each value per half term: Teamwork, Resilience, Respect, Kindness, Curiosity, Commitment.

We are committed to a preventative, relational and restorative approach, where pupils are taught the skills needed to build positive relationships and where concerns are addressed in a supportive, fair, and consistent manner.

Everyone at Glenwood Primary School has the right to feel safe, valued and respected. Bullying behaviour is not acceptable. Pupils are encouraged to speak to a

trusted adult if they are worried about themselves or another pupil. The school will listen, support those involved, and take appropriate action to address concerns.

Links to Other Policies

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Online Safety / Acceptable Use Policy
- Mobile Phone Policy
- Educational Visits Policy
- Staff Code of Conduct

Consultation

The development of this policy was informed by consultation with pupils, parents/carers and staff. Feedback from stakeholder groups helped shape the school's preventative, supportive and restorative approaches to addressing bullying behaviour. During the 2024-25 academic year, the school gathered views through surveys and consultation activities. The following themes emerged:

- Pupils generally reported feeling safe in school, knowing who to speak to if they had a concern, and confidence that staff address bullying behaviour.
- Parents highlighted the importance of maintaining a safe and inclusive environment, addressing online bullying, and ensuring concerns raised by pupils are listened to and acted upon.
- Staff identified the need for consistent approaches to behaviour management, pastoral support and emotional wellbeing across the school.

The School Council, the P7 House Captains and Deputy House Captains are actively involved in reviewing and evaluating the school's approaches to preventing and addressing bullying behaviour. Through consultation and discussion, they provide valuable pupil perspectives which help inform policy development and ensure that pupils' views are reflected in the school's preventative, supportive and restorative practices. They support the promotion of anti-bullying messages through assemblies, Anti-Bullying Week activities and other pupil-led initiatives throughout the academic year.

Section 2: What is Bullying Type Behaviour?

Legal Definition

The Addressing Bullying in Schools Act (NI) 2016 provides the statutory definition which must be used by all schools:

Bullying includes (but is not limited to) the repeated use of any verbal, written or electronic communication, any other act, or any combination of those, by a pupil or group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm. For the purposes of this definition, act includes omission.

TRIP Criteria

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 behaviour 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.

One-Off Incidents

While repetition gives bullying type behaviour its oppressive and frightening quality, individual incidents of bullying type behaviour are also significant, and will be recognised and dealt with as such.

When assessing a one-off incident, the school will consider:

- The severity and significance of the incident;
- Evidence of premeditation;
- The impact on the pupil(s) involved, including emotional and/or physical effects;
- The impact on the wider school community;
- Previous relationships between those involved; and

- Any previous incidents involving the individuals concerned.

Any incidents which are not considered bullying type behaviour will be addressed under *The Positive Behaviour Policy*

Language

In discussing and responding to bullying concerns, the school uses language that focuses on behaviour rather than labels. We therefore refer to:

- A pupil displaying bullying behaviour
- A pupil experiencing bullying behaviour

The school does not use labels such as "bully" or "victim", as these can define a child by a particular incident or experience. Instead, our language recognises that behaviours can change and that all pupils can be supported to make positive choices, take responsibility for their actions, and build positive relationships. This approach also helps ensure that pupils who experience bullying behaviour are not defined solely by that experience and are supported to develop resilience, confidence and wellbeing.

A key principle of this policy is that the behaviour is addressed, challenged and changed, while the dignity and worth of every pupil is respected.

Journey to and from School

The school recognises that bullying behaviour may occur during the journey to and from school and that such behaviour can have an impact on pupils within the school environment. Where concerns are reported, the school will take reasonable steps to investigate and address the behaviour, working in partnership with pupils, parents/carers and, where appropriate, external agencies to promote pupils' safety and wellbeing.

Electronic Communication

Glenwood Primary School acknowledges that online behaviour can significantly impact pupils' wellbeing and education. Where electronic behaviour during term

time negatively affects a pupil, the school will take appropriate steps in line with this policy and the Online Safety Policy.

Section 3: Methods and Motivations

Methods

Bullying behaviour may be carried out through a range of methods, including:

- Physical acts (e.g. pushing, hitting, damaging property)
- Verbal or written acts (e.g. name-calling, threats, offensive comments or notes)
- Social or relational behaviours (e.g. spreading rumours, manipulation of friendships, public humiliation)
- Deliberate omission or exclusion (e.g. leaving someone out repeatedly and intentionally)
- Electronic or online acts (e.g. messages, social media posts, sharing images or online comments)

This list is not exhaustive and other forms of bullying behaviour may occur.

Motivations

Bullying behaviour may be motivated by prejudice, negative attitudes, personal circumstances, or perceived differences. Motivations may include:

- Age, appearance, attainment or ability
- Disability, special educational needs or additional needs
- Race, ethnicity, culture, nationality or religion
- Gender identity, gender expression or sexual orientation
- Family circumstances or changes in family relationships
- Peer relationship difficulties or friendship breakdowns
- Community background
- Any other actual or perceived difference

The school recognises that some incidents may involve multiple motivations and that understanding the underlying motivation is important in determining the most appropriate response and support.

Section 4: Rights, Roles and Responsibilities

School Staff

All staff have a responsibility to:

- Safeguard and promote the welfare and wellbeing of all pupils.
- Model positive relationships, respectful behaviour and inclusive attitudes.
- Create a safe, supportive and welcoming learning environment.
- Respond promptly, fairly and consistently to concerns about bullying behaviour.
- Listen to and support pupils who report concerns.
- Record concerns accurately using the school's agreed procedures.
- Seek advice and support from colleagues, senior leaders or external agencies when required.

Pupils

Pupils are expected to:

- Treat others with kindness, respect and consideration.
- Contribute to a safe and inclusive school environment.
- Report concerns about bullying behaviour affecting themselves or others.
- Support peers by encouraging them to seek help from a trusted adult.
- Cooperate with investigations and restorative approaches where appropriate.

Parents and Carers

Parents and carers play an important role in supporting the school's approach and are encouraged to:

- Report concerns promptly to the school.
- Listen to and support their child if concerns arise.
- Work in partnership with the school to address concerns.
- Reinforce positive relationships and respectful behaviour at home.
- Support agreed interventions and strategies designed to resolve concerns and promote positive outcomes.

Section 5: Preventative Measures

The school seeks to prevent bullying behaviour through:

- A clear ethos based on mutual respect, inclusion and shared values.
- Consistent Positive Behaviour expectations that promote respectful relationships and responsible choices.
- Curriculum-based learning through PDMU, including developing pupils' social, emotional and relationship skills.
- Assemblies, awareness campaigns and themed events, including participation in Anti-Bullying Week and Safer Internet Day.
- Opportunities for pupil voice and peer leadership through the School Council, House Captains and other pupil leadership roles.
- Effective supervision and positive play opportunities during break and lunchtime periods.
- Staff training and professional development to ensure a consistent and informed approach to preventing and responding to bullying behaviour.
- Strong partnerships with parents/carers and external agencies where appropriate.
- The promotion of online safety and responsible digital citizenship.

Section 6: Statutory Systems and Processes

All concerns of bullying type behaviour are managed using the school's secure, GDPR-compliant digital safeguarding and behaviour recording system.

At Glenwood Primary School, CPOMS is currently used to record, manage and monitor safeguarding, behaviour and bullying type behaviour concerns. Access is restricted to authorised staff only.

Should the school's digital system change, statutory processes outlined in this policy will remain in place.

Reporting

- Children

Children are encouraged to report concerns about bullying behaviour to any member of staff they trust. They may do this in a range of ways, including speaking

directly to a member of staff, writing a note or message, or asking a parent/carer or friend to help them share their concern. Pupils are encouraged to report concerns relating to themselves or others so that appropriate support and intervention can be provided.

- Parents

Concerns relating to bullying behaviour can be distressing for both children and parents. Parents/carers are encouraged to approach such situations calmly and avoid assigning blame or labelling other pupils before the matter has been fully investigated. It is important that discussions at home provide reassurance and support, rather than increasing a child's anxiety or distress.

Parents/carers should reassure their child that they have done the right thing by sharing their concerns and that the school will work with them to address the situation appropriately. A partnership approach between home and school is essential in ensuring the best outcomes for all pupils involved.

Parents/carers should also encourage their child to respond appropriately to any bullying behaviour and avoid retaliating or seeking revenge, as this can escalate the situation and make it more difficult to resolve. Instead, pupils should be encouraged to seek support from a trusted adult and report any further concerns promptly

Responding and Recording

The school is committed to responding to concerns about bullying behaviour in a timely, supportive and effective manner. The focus of any intervention is to address the concern, support the wellbeing of those involved and prevent any recurrence of the behaviour. Responses will be guided by the school's preventative, supportive and restorative approaches.

In general, the class teacher is the first point of contact for pupils and parents/carers raising concerns about bullying behaviour. The class teacher will discuss and investigate the concern as appropriate and record relevant information on **CPOMS**, the school's digital safeguarding and wellbeing recording system. The use of CPOMS ensures that relevant staff are informed on a need-to-know basis and can work collaboratively to support pupils and monitor the situation.

The class teacher will inform the appropriate Head of Key Stage and, where necessary, the SENCO, Vice Principal or Principal. The Head of Key Stage is responsible for monitoring concerns and following up on cases that are not resolved satisfactorily at class teacher level. They will coordinate further investigation and intervention in line with the procedures outlined in this policy.

The Vice Principal or Principal may become involved at any stage and will take the lead in cases that are considered serious, complex, persistent, or where safeguarding concerns are identified. The Principal will be kept informed of significant incidents, actions taken and outcomes, as appropriate.

When responding to a bullying concern, the school will seek to:

- Listen carefully to all parties involved.
- Establish the facts and understand the context of the concern.
- Provide appropriate support for pupils affected by the behaviour.
- Address the behaviour and its impact on others.
- Promote reflection, responsibility and the repair of relationships where appropriate.
- Work in partnership with parents/carers and relevant staff.
- Monitor the situation to ensure that the behaviour has ceased and that pupils feel safe and supported

The school will endeavour to address concerns at the earliest possible stage.

Support and intervention strategies will be proportionate to the nature of the concern and the needs of the pupils involved.

Follow-up discussions and monitoring arrangements will be implemented where appropriate to ensure that concerns have been resolved and that pupils continue to feel safe, valued and supported.

Staff may refer to **Education Authority (2022). *Effective Responses to Bullying Behaviour***.

Confidentiality and Information Sharing

To protect the privacy and wellbeing of all pupils, the school will not disclose details, sanctions, or support measures relating to another child. Information will be shared

only with those who have a legitimate need to know, in accordance with UK GDPR, the Data Protection Act 2018 and the school's safeguarding responsibilities.

Section 7: Monitoring and Review of the Addressing Bullying Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Addressing Bullying Type Behaviour Policy.

To do this, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board of Governors' Safeguarding Sub-committee where a report on recorded incidents of bullying type behaviour will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying type behaviour
- assess the effectiveness of strategies aimed at responding to bullying type behaviour

This policy will be reviewed in consultation with pupils, parents/carers, staff and governors at intervals of no more than four years, or sooner where required by legislation, Department of Education guidance, or following significant incidents which indicate the need for review.

Appendix 1: CPOMS Compliance Checklist for Bullying Records

1. Incident Details

- Record the date and time of the incident.
 - Record names of all pupils involved
 - Describe the nature of the bullying behaviour (physical, verbal, cyber, indirect, etc.).
 - Note location and context of the incident.
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2. Action Taken

- Record initial response by staff (intervention, separation, support).
 - Note investigations or interviews conducted.
 - Record any consequences.
 - Include support provided to the pupils (counselling, pastoral care, etc.).
-

3. Follow-Up & Monitoring

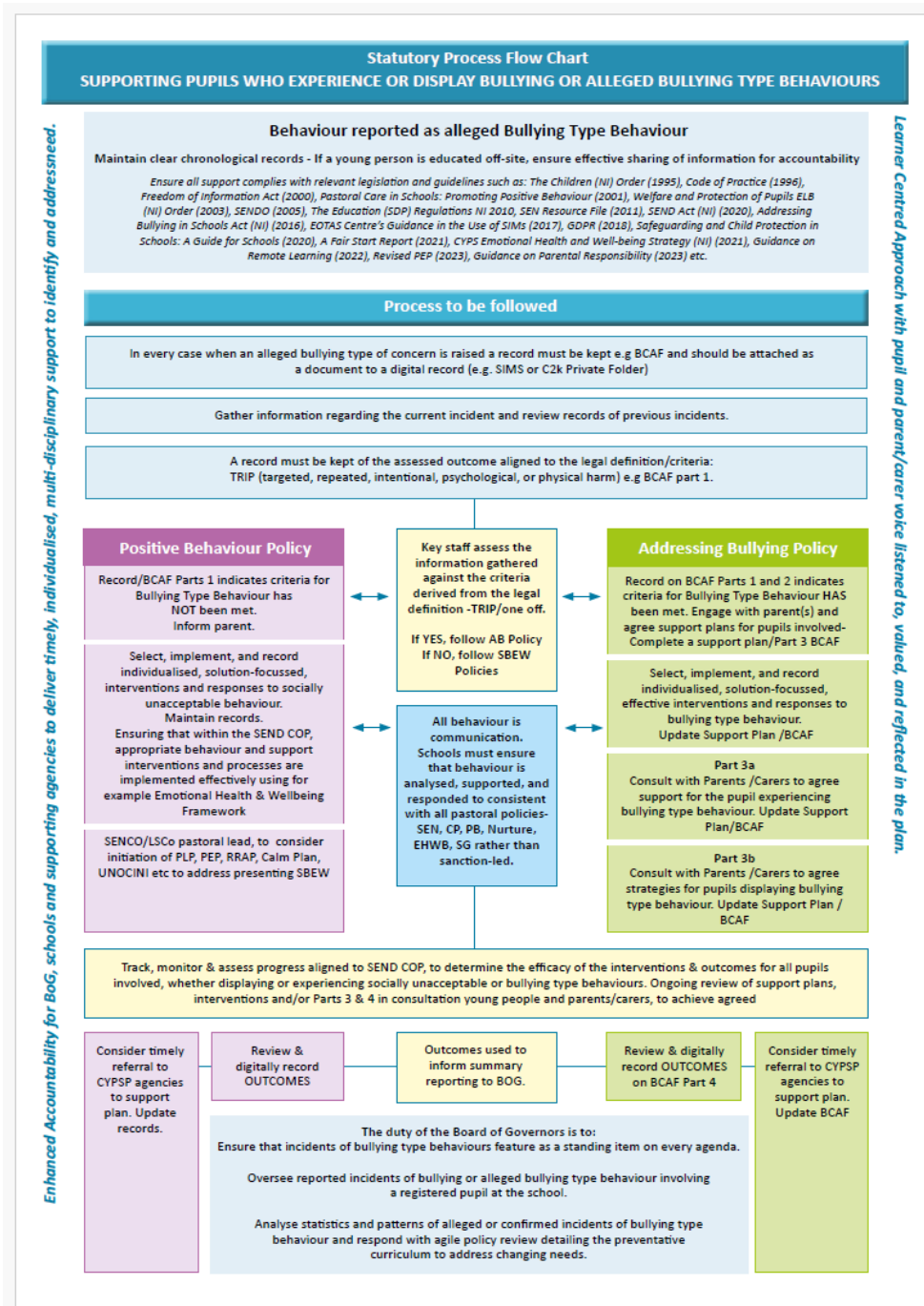
- Set reminders or follow-up actions in CPOMS.
 - Record any subsequent incidents or patterns.
 - Document communication with parents/guardians if applicable.
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4. Staff Awareness & Training

- Ensure staff know how to categorise bullying specifically, not just general behaviour.
 - Provide guidance on confidentiality and data protection.
 - Confirm all staff understand the importance of timely logging.
-

Appendix 2: Statutory Process Flowchart

Glenwood Primary School follows the statutory process outlined within the Education Authority's Guidance for Addressing Bullying Type Behaviour. The school records, monitors and reviews all concerns using CPOMS, the school's secure digital safeguarding and wellbeing recording system. CPOMS provides the digital chronology, investigation records, support plans, monitoring notes and outcomes required to evidence compliance with statutory duties.



Preventative Measures

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

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

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

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

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

How do I report my concern?

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

Details of concern are shared

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

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

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

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

Complaints

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

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



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



<https://safer-schools-ni.co.uk/>



<https://www.antibullyingalliance.org.uk/>



Teach-Nurse L
HSC Public Health
Agency (hscaireland)



Youth Wellbeing Web –
Strategic Partnership
(CYPSP) (hscaireland)



Addressing Bullying Type Behaviour in Schools

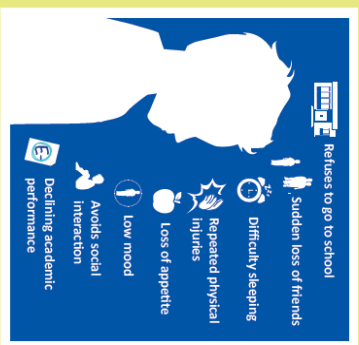
Parent Guide



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



What is bullying type behaviour?	When is it bullying type behaviour?	
<i>The Addressing Bullying in Schools Act 2016 (NI)</i> Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools. Definition 1 In the Act, "bullying" includes (but is not limited to) the repeated use of... • any verbal, written or electronic communication, • any other act, or • any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils. 2 For the purposes of subsection (1), "act" includes omission. It is a statutory duty for schools to relationally support all pupils to address bullying type behaviour in a solution orientated manner. We refer to the pupil experiencing bullying type behaviour rather than 'victim'. We refer to the pupil displaying bullying type behaviour instead of 'bully' or 'perpetrator'. We refer to behaviours as socially unacceptable behaviour or bullying type behaviour.	TRIP When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all those involved. When a concern of bullying type behaviour is shared, staff will assess the reported incident using the TRIP criteria and select interventions aimed at repairing relationships. Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, TRIP is confirmed: 1 When the behaviour is TARGETED at a specific pupil or group of pupils. 2 When the behaviour is REPEATED over a period of time. 3 When the behaviour is deliberately INTENDED to cause harm. 4 When the behaviour causes PSYCHOLOGICAL, EMOTIONAL and/or PHYSICAL harm. A significant One-off Incident can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been repeatedly and intentionally shared to cause harm.	
	Imbalance of Power, Motivation and Methods Imbalance of Power ——— When TRIP is fully evidenced, schools can consider the non statutory, imbalance of power, as a criteria to confirm their decision. Motivation ——— Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. <i>race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances</i> Method ——— <i>and political affiliation.</i> Bullying type behaviour can present as relational, verbal or physical and can take place online or offline. Signs that my child could be experiencing bullying type behaviour Your child may behave differently or show some of the following signs if experiencing bullying type behaviour.	



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.

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



www.doe.gov.uk



https://saferschoolsni.co.uk/





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



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



Addressing Bullying Type Behaviour in Schools

PRIMARY





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What is bullying type behaviour?	When is it bullying type behaviour?	Imbalance of Power, Motivation and Methods
<i>The Addressing Bullying in Schools Act 2016 (NI)</i> 1 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. 2 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. 3 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'.	Bullying type behaviour occurs when all four of the actions below are confirmed. 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. Bullying type behaviour is usually when someone is repeatedly and deliberately causing hurt	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. <i>race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.</i> 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.

Appendix 5: Effective Responses, Support, and Intervention Levels 1 & 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 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 (see Level 1 for list)
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Appendix 6: Effective Responses, Support, and Intervention 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 session focusing on emotional wellbeing/literacy/resilience • Contact EA services for further advice and guidance • Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others • Facilitate additional one to one session with a focus on self-regulation and social communication • Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App • Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs • Provide opportunities to work one to one with a supportive adult • Provide targeted support to scaffold appropriate friendships/relationships • Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met • Complete a referral and engage with EA services to facilitate an agreed intervention programme • Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3. • Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s) • Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting • Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion • Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP) • Initiate/review of Child Looked After Personal Education Plan (PEP) • Refer to EA services for specialised support e.g. CPSS for advice. • Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc • Refer to Independent Counselling Service for Schools (ICSS) • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Complete a UNOCINI. • Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance • Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention • Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.
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This list is not exhaustive and supports implemented are specific to each individual pupil