
Belfast Royal Academy

per vias sapientiae



Addressing Bullying Policy

September 2026

Title	Addressing Bullying Policy
Summary	Guidance for all stakeholders regarding: definition of bullying; Measures the School has in place to promote positive behaviour; The procedures for responding to instances of bullying type behaviour; Roles and responsibilities of staff.
Purpose	To ensure an effective response to bullying type behaviour by the whole School community.
Operational Date	September 2026
Next Review Date	August 2027
Author	Vice-Principal (Pastoral)

To be posted on School website	Yes
Date posted (if applicable)	September 2026

Belfast Royal Academy seeks to provide a safe and supportive educational environment in which pupils have the opportunity to achieve their potential. All pupils have a right to be educated in an atmosphere in which they feel valued, secure and supported by each member of the community, regardless of race, religion, ethnicity, gender or sexual orientation. The values of the School emphasise respect for each individual and encourage tolerance and openness. By its nature, bullying type behaviour is contrary to these values and is unacceptable. To secure this right, everyone has a responsibility to fulfil their role when responding to any socially unacceptable or bullying type concern.

This policy has been drawn up in line with current government guidance and legislation:

- Addressing Bullying in Schools Act (Northern Ireland) 2016
- Safeguarding and Child Protection in Schools – A Guide to Schools, DENI, 2017
- Education and Libraries (Northern Ireland) Order 2003
- Pastoral Care in Schools: Promoting Positive Behaviour, (Department of Education) 2021
- Effective Responses to Bullying Behaviour, (Department of Education) 2022

The purpose of this policy is to define bullying type behaviour, outline roles and responsibilities, preventative curriculum, processes for reporting, recording and effective responses to bullying type behaviour.

This Addressing Bullying Policy is closely linked, cross referenced and interconnected with our suite of Pastoral Policies – Positive Behaviour Policy; Safeguarding and Child Protection Policy; Acceptable Use of ICT Policy; Attendance Policy; Pastoral Care Policy; Safe Handling Policy; RSE Policy; Staff Code of Conduct; Equality, Diversity and Inclusion Policy; Health and Safety Policy; SEND Policy.

Many of the policies outlined above, including the Addressing Bullying Policy, are available to parents digitally via our website, and hard copies are available on request from the school office. Bullying type concerns relating to school staff, other staff or parents are managed through our Complaints Policy.

If you are unsatisfied with the school response regarding a bullying type concern, complaints should be managed in line with our Complaints Policy.

DEFINITION

The legal definition taken from The Addressing Bullying in Schools Act (N.I) 2016 states. Bullying includes (but is not limited to) the repeated use of:

- any verbal, written or electronic communication,
- any other act, (including physical or by omission*), 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.

**Omission will be considered when addressing all bullying type concerns this is where a pupil/s is or are deliberately left out, and where there is a wilful failure to include a pupil/s in a game or activity. Pupils don't have to be friends, but friendly.*

The School uses this definition to develop an awareness and understanding that socially unacceptable behaviour becomes bullying type behaviour, when based on the information gathered, the criteria listed below have been met:

- The behaviour is Targeted at a specific pupil or group of pupils.
- The behaviour is Repeated.
- The behaviour is Intentional.
- The behaviour is causing Physical, emotional or psychological harm.

At Belfast Royal Academy we believe that bullying is behaviour that is usually repeated, and which is carried out intentionally to cause hurt, harm, or to adversely affect the rights and needs of another or others. However, there are instances of one-off incidents that the school will consider as bullying type behaviour. When assessing a one-off incident, to make a decision on whether to classify it as bullying type behaviour, the school shall consider the following criteria:

- The severity and significance of the incident;
- Evidence of pre-meditation;
- Impact of the incident on individuals (physical/emotional);
- Impact of the incidents on wider school community;
- Previous relationships between those involved;
- Any previous incidents involving the individuals.

Bullying type behaviour differs from socially unacceptable behaviour e.g. peer relationship issues. Socially unacceptable behaviour will be treated in line with our Positive Behaviour Policy. Consideration will be given to the child or young person's capacity to understand the impact of the behaviour, age and capabilities, additional needs, SEN diagnosis, levels of resilience and individual circumstances. Bullying type behaviour may also be linked to our Inclusion, Equality and Diversity Policy.

DUTIES PLACED ON THE BOARD OF GOVERNORS AND THE PRINCIPAL

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

The Board of Governors are required to:

“safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school” (Article 17:2)

The primary duties of the Board of Governors are to:

- Secure measures to prevent bullying type behaviours.
- Keep a record of all incidents of bullying type behaviours involving a registered pupil at the school.
- The Principal must ensure that measures to prevent bullying type behaviours are included in the Positive Behaviour Policy.
- All stakeholders must be consulted on general principles and measures to prevent bullying type behaviours.

AIMS

The ethos of Belfast Royal Academy is important in helping to address the issue of bullying type behaviour and in minimising its incidence. However, bullying type behaviour must also be addressed in more specific ways. Preventing and countering bullying type behaviour requires an awareness and a collective vigilance on the part of all members of the school community.

This Addressing Bullying Policy aims to:

- help in the understanding of what constitutes bullying type behaviour.
- indicate approaches to preventing and responding to bullying- type behaviour.

CONSULTATION

We value and respect the views and contributions of our school community. Therefore, as part of this policy development and review, and in compliance with Article 19 of the 2003 Education (NI) Order and the 2016 Addressing Bullying in Schools Act (N.I.), we have consulted with pupils, parents/carers, and staff.

- Pupil consultation involved School Development Planning questionnaire and School/Pupil Council feedback. Three Sixth Year pupils were also involved in the ABSIT Committee.
- Parents & carers consultation involved School Development Planning questionnaire.
- Staff consultation involved School Development Planning questionnaire, sharing of draft policy, and staff training.

1. Identifying Bullying Type Behaviour

Bullying type behaviour can take different forms. The following are examples of different types of bullying type behaviour:

- physical aggression, for example, through hitting, kicking, pushing or tripping.
- interference with another's property, causing deliberate damage to that property, or theft.
- verbal, for example, through racist, homophobic, transphobic or sectarian remarks, threats, name calling or demeaning comments.
- emotional hurt, for example, through isolating or excluding an individual from the activities and social acceptance of his/her peer group or spreading rumours.
- intimidation and harassment, for example, through pressure from members of a group against an individual so that he/she feels uneasy or frightened.
- using Information and Communications Technology to deliberately upset someone else, for example through mobile phone calls, text messages, postings on social media, sending picture/video clips via mobile phones, emails, chatrooms, instant messaging and websites. This is called electronic bullying and is the subject of a separate policy, the school's Anti-Cyberbullying Policy.

Staff receive training regarding identifying bullying type behaviour, including signs of distress, poor attendance and other possible indications.

2. Repetition

While repetition is internationally recognised as an important element in establishing bullying type behaviour, there may be certain situations which arise in which the School does not require repetition for behaviours to be defined as bullying type behaviour, for example, when bullying occurs through the medium of electronic communications, repetition can take place through the repeated viewing and sharing of a post, when the post has been posted once.

If hurtful behaviour has been seen, only once, this does not necessarily mean that the element of repetition is not present, and therefore that a single incident cannot be an instance of bullying type behaviour. Different people may be aware of single incidents which together add up to a pattern. For this reason, it is crucial that all members of the school community report even single or low-level concerns.

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

There are various motivations behind bullying type behaviour, this is often driven by an imbalance of power. These include, but are not limited to all protected characteristics (Section 75 of the Northern Ireland Act):

• Ability • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status)	• Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Race • Religion • Sexual orientation • Other_____
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All incident decisions are evidence-based and only made after a fair and balanced consideration of all the facts which are available, including the severity of the incident, imbalance of power, or the use of electronic communications.

Electronic Communication

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

The Addressing Bullying Policy is one of several school policies that address electronic behaviour and are reviewed in response to technological developments.

In Belfast Royal Academy we aim to prevent electronic bullying type behaviour by:

- Addressing key themes of electronic online behaviour and risk through curriculum content.
- Engaging with statutory and voluntary sector agencies and resources (e.g. Safeguarding Board NI, PSNI, Public Health Agency, Safer Schools App) to support the promotion of key messages and online safe digital use.
- Participating in Safer Electronic/Online/Cyber Campaigns to promote key messages.
- Addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention.
- Providing reporting mechanisms for school and wider community to report concerns confidentially e.g. school email address, speak to Head of Year.
- Creating, agreeing and implementing an Acceptable Use Agreements.
- eSafety updates as a standing order on Head of Year agenda.
- Promotion of Safer Schools App.

4. Preventing Bullying Type Behaviour

Each member of the school community has a role to play in helping to prevent bullying type behaviour and in creating an atmosphere in which it is not allowed to develop.

Belfast Royal Academy will work proactively, seeking to prevent bullying type behaviour in the following ways:

- By promoting and maintaining an ethos which encourages consideration and respect for others and which is firmly based on the values of Belfast Royal Academy.
- By educating pupils about the boundaries of appropriate behaviour towards others and addressing bullying type behaviour and related issues through Tutorials, Assemblies and the Learning for Life and Work Personal Development programme.
- By ensuring effective supervision of locations within School where bullying type behaviour is likely to occur and highlighting to pupils, with the support of parents, the importance of appropriate behaviour when travelling to and from school.
- By ensuring that pupils and parents are aware of school policy on the use of mobile phones within School and on the use of the internet within School (through the eSafety Policy and the Acceptable Use Policy).
- By listening to the views of the pupils through forums such as the School Council and adopting suggestions that they have for dealing with bullying type behaviour.
- By utilising Prefects and senior pupils as Mentors and emphasising the role all pupils have in caring for others, highlighting that reporting bullying type behaviour is not telling tales, but is responsible behaviour.
- Through staff training and ongoing professional development to highlight awareness of antibullying strategies.
- By liaising with other agencies as appropriate, e.g. the Education Authority, Social Services, Translink and PSNI.
- By encouraging a strong sense of belonging to School through participation in extra-curricular activities.

- Through marking events such as the NIABF Anti-Bullying week and Safer Internet Day in School.
- By having clear procedures for responding to bullying type behaviour, which are kept under regular review.
- Through the preventative curriculum actively promoting positive emotional health and wellbeing (e.g. mindfulness training). This curriculum is regularly reviewed to ensure it remains current and relevant to young people.
- By using school assemblies to target contemporary issues and to promote equality, diversity and inclusion.
- An Anti-bullying Charter is also displayed in every classroom (Appendix 5).

We further seek to prevent bullying type behaviour on the way to and from school through:

- Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community, including regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Regular engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Appropriate deployment of staff to support the transition from school day to journey home (e.g. staff duty at school gate/Duncairn Gardens/York Street Station/Antrim Road).

5. Procedures for dealing with Bullying Type Behaviour

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. Appendix 8 is a table of identified rights, roles, and responsibilities.

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

In each instance, the priority should be that the pupil experiencing bullying type behaviour feels supported and that the individuals displaying bullying type behaviour are made aware that their behaviour is socially unacceptable, and the bullying type behaviour stops.

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

- Instances or suspicion of bullying type behaviour (whether in school, at a school event or on a bus/train to/from school) should be reported by pupils, parents or other members of staff to the Head of Year in the first instance. However, it is recognised that on occasion, the report may be made to a Key Stage Leader, Senior Teacher, Vice-Principal or Principal.
- The Head of Year will investigate, in liaison with the Key Stage Leader, Senior Teacher (Pastoral) and the Vice-Principal (Pastoral). A Bullying Concern Assessment Form (BCAF)

will be opened in consultation with Head of Year, Key Stage Leader, Senior Teacher for Pastoral Care and/or Pastoral Vice Principal.

- Pupils directly involved may be asked to give a written account of the incident.
- Parents of all pupils involved will be contacted promptly by telephone.
- If necessary, referrals to outside agencies will be made.
- The pupil experiencing bullying type behaviour will be given practical advice and support, in conjunction with completing Parts 3a and 3b of the BCAf (Appendix 6); pastoral support, including counselling by the School Counsellor and Mentoring, will be offered - Effective Responses, Support, and Intervention Levels (Appendix 7).
- The situation will be monitored by the Head of Year to ensure the welfare of all pupils involved has been maintained.
- Teachers of the pupils involved will be informed so that they can contribute to monitoring the situation.
- Any behaviours that do not meet the legal definition will be regarded as socially unacceptable behaviours and will be dealt with in line with the Positive Behaviour Policy.
- Any response to allegations of bullying type behaviour will be cognisant of the child's individual needs, including SEN.
- Report back promptly to parents/carers informing them fully of actions taken/to be taken and outcomes achieved.

6. Reporting Procedures

a) Pupils Reporting a Concern

Pupils are encouraged to raise concerns with any member of staff, including teaching and support staff. Pupils can raise concerns by talking to a member of staff or writing a note. If a pupil is concerned about reporting a concern, this note can be anonymous, it should contain as much detail as possible to allow the allegation to be investigated fully.

Any pupil can raise a concern about bullying type behaviour, not just the pupil who is experiencing this behaviour. All pupils are encouraged to get help if they have a concern about bullying type behaviour that they are experiencing or is experienced by another.

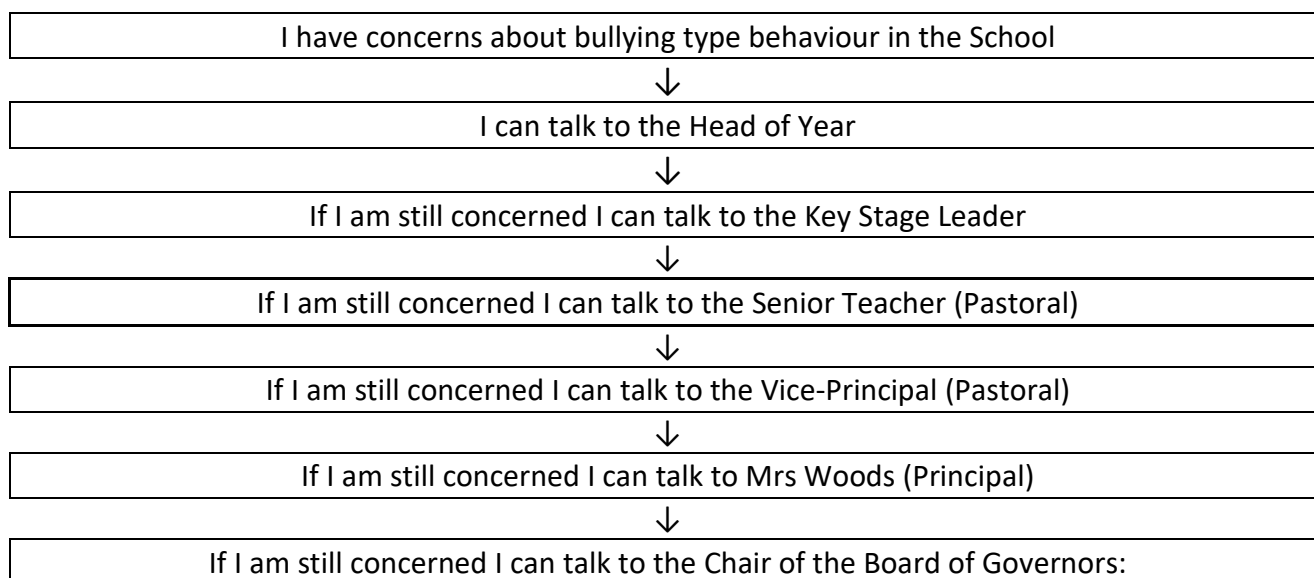
b) Parents/Carers Reporting a Concern

At Belfast Royal Academy, we ask parents/carers to encourage their children to react appropriately to bullying type behaviour and not retaliate. The process for parents/carers to report bullying concerns is outlined below:

- All bullying concerns should be reported to the Head of Year.
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Key Stage Leader, Senior Teacher (Pastoral) or Vice-Principal (Pastoral), as applicable.

- Where the parent is not satisfied that appropriate action has been taken by the Head of Year/Vice Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's Complaints Procedure should be followed. It should be noted that all reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy, and feedback will be made to the person who made the report. However, it must be further noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.



Pupils and/or their parents/guardians are encouraged to contact the School directly if they have a concern about bullying type behaviour. Any person listed above may be contacted by telephoning the main School switchboard on (028) 9074 0423.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, they may contact the Education Authority Addressing Bullying Team.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, they may contact the Northern Ireland Public Services Ombudsman. All reports of bullying type behaviours received from pupils and/or parents/carers will be responded to in line with this policy.

7. Recording Procedures

All alleged incidents of bullying type behaviour will be carefully recorded by pastoral staff using the BCAF (Appendix 6).

The report should include:

- The nature of the incident(s), alleged incident(s), including witness statements

- Assessment of the concern i.e. is it bullying type behaviour or socially unacceptable behaviour? The Positive Behaviour Policy outlines procedures for socially unacceptable behaviour.
- Where/when the incident(s) occurred.
- Who and in what way did the behaviour present?
- The motivating factors/underlying themes.
- The methods i.e. verbal, written or electronic or any combination of these.
- Information about how the incident was addressed i.e. the support and interventions for both the pupil(s) experiencing bullying type behaviour, and the pupil(s) displaying bullying type behaviour, including parental consultations.
- A review of bullying type behavioural concerns and actions.

All alleged incidents of bullying type behaviour are forwarded to the Vice-Principal (Pastoral) who will keep an overview, track incidents of bullying type behaviour, and look for patterns of bullying type behaviour.

The full report will be stored in the pupil file. Pastoral staff will complete the additional overview document saved within Private 9. This overview document will include the motivation behind the bullying type behaviour or alleged bullying type behaviour, methods used and information on how each incident was addressed, together with the outcomes of interventions.

8. Responses to Bullying Type Behaviour

The welfare needs of all children and young people are paramount and pupils' needs, whether the pupil(s) experiencing bullying type behaviour, or the pupil(s) displaying bullying type behaviour, need to be separated from their behaviour. A range of responses may be used in dealing with instances of bullying type behaviour. The response(s) to be used will depend upon the severity and persistence of the bullying type behaviour.

Using the Legislative flow chart, bullying concern assessment form (BCAF) and Effective Responses to Bullying Behaviour resource, the member of staff responsible shall:

- Complete the relevant section of the BCAF.
- Clarify facts and perceptions.
- Identify any motivating factors and methods.
- Identify the type of alleged bullying behaviour being displayed and experienced.
- Parents/carers informed via phone from a restorative perspective.
- Assess the incident against the legal definition.
- Identify intervention levels 1-4 in accordance with the bullying type behaviour.
- Select and implement appropriate interventions and supports, as outlined in the table level 1-4 for all pupils involved, in addition to strategies that may not be listed in the Effective Responses to Bullying Behaviour – Appendix 7.
- Track, monitor and record effectiveness of interventions.
- Review outcome of interventions.

When bullying type behavioural concerns are identified our school will work in a restorative way to achieve the necessary change i.e. it is intended that the person responsible will learn from what has happened and will change his/her behaviour. Education and awareness-raising are effective ways of challenging bullying type behaviour and encouraging individual pupils to take responsibility for their own actions. These may include: a programme of mentoring, calming strategies, restorative conversations (scripted), the use of the Learning Support Suite, counselling, community service, or referral to an outside agency. Class activities and Assemblies may also be used more generally for this purpose. The Positive Behaviour Action Plan may be implemented in incidents regarding bullying type behaviour.

Parents will be made aware of our school's practice to prevent and to respond to concerns through parent information events, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child. In certain situations, a restorative meeting may be set up, in agreement with parents, between the pupil experience bullying type behaviour and the pupil displaying bullying type behaviour.

This Addressing Bullying Policy has been drawn up in consultation with pupils through the Pupil Council, Heads of Year, the Vice-Principal (Pastoral), the Principal, parents and members of the Board of Governors. Data in relation to behaviour is analysed in relation to other associated data, such as attendance, performance, SEN and Child Protection in order to promote and sustain a safe, effective learning and teaching environment for all.

The Addressing Bullying Policy is kept under review, adhering to 'The Addressing Bullying in Schools Act (NI) 2016. The Addressing Bullying in Schools Act (NI) 2016, came into operation on 1st September 2021 which requires the Board of Governors of the school to determine the anti-bullying measures pursued at the school and to record all incidents of bullying type behaviours or alleged bullying type behaviours involving a registered pupil.

The Act can be found at: [Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)

As part of the Addressing Bullying in Schools Act (NI) 2016, the Board of Governors is provided with a termly Addressing Bullying report – Appendix 9.

9. Monitoring and Review of Policy

To monitor the effectiveness of the Addressing Bullying Policy, the Board of Governors will:

- Maintain a standing item on the agenda of each meeting of the Education Committee where a report on recorded incidents of bullying type behaviour will be noted, as well as a termly Addressing Bullying overview – Appendix 9;
- 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.
- It will be assessed every year as part of the ETI Safeguarding pro-forma and have the signatures of both the Warden of the Board of Governors and the Principal to confirm the ratification process.

The School's Addressing Bullying Policy will be reviewed at an interval of no more than four years. However, the policy will also be reviewed following any incidents which highlight the need for such a review, and through examination of the strategies in place in School both to prevent

bullying type behaviour occurring and to intervene in instances of bullying type behaviour. It will also be reviewed when directed to by the Department of Education and in light of new guidance.

OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING OR DISPLAYING BULLYING OR ALLEGED BULLYING BEHAVIOURS

Behaviour reported as alleged Bullying

Maintain clear chronological digital records - If a young person is educated off-site, ensure effective sharing of information for accountability

Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), The Education (SDP) Regulations NI 2010, SEN Resource File (2011), SEND Act (NI) (2020), Addressing Bullying in Schools Act (NI) (2016), EOTAS Centre's Guidance in the Use of SIMs (2017), GDPR (2018), Safeguarding and Child Protection in Schools: A Guide for Schools (2020), A Fair Start Report (2021), CYPs Emotional Health and Well-being Strategy (NI) (2021), Guidance on Remote Learning (2022), Revised PEP (2023), Guidance on Parental Responsibility (2023) etc.

Process to be followed

In every case a Bullying Concern Assessment Form is initiated and attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

Gather information regarding the current incident and review records of previous incidents

Part 1 & Part 2 of Bullying Concern Assessment Form (BCAF) is completed. TRIP is assessed.

Relational SBEW Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour has **NOT** been met.
Inform parent

Select, implement, and record individualised, solution-focussed, effective interventions and responses to socially unacceptable behaviour. Maintain digital records
Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example DENI Putting Care into Education, NIC Guidance on Identifying and Supporting Learners with SEBD etc.

Mindful of the associate SENCO/SGO pastoral role for **all staff**, consider initiation of PLP, PEP, RRAP, UNOCINI etc to address presenting SBEW

Key staff assess the information gathered against the criteria derived from the legal definition - TRIP/one off - by completing BCAF Parts 1 & 2

If YES, follow AB Policy
If NO, follow PB Policy

All behaviour is communication. Schools must ensure that behaviour is analysed, supported and responded to consistent with all pastoral policies-SEN, CP, PB, Nurture, EHWP, SG rather than sanctioned.

Anti- Bullying Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour **HAS** been met. Engage with parent and agreed support plan-
Complete Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour. Update BCAF digital records

Part 3a
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour. Update BCAF

Part 3b
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour. Update BCAF

Track, monitor & assess progress aligned with SEND COP, to determine the efficacy of the interventions & outcomes for all students involved, whether displaying or experiencing socially unacceptable or bullying type behaviours.
Ongoing review of Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed outcomes.

Consider timely referral to CYPSP agencies to support plan. Update records

Review & digitally record OUTCOMES

Outcomes used to inform summary reporting to BOG

Review & digitally record OUTCOMES on BCAF Part 4

Consider timely referral to CYPSP agencies to support plan. Update BCAF

The duty of the Board of Governors is to:

Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.
Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school
Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs

Enhanced Accountability for BOG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need

Learner Centred Approach with pupil and parent/carer voice listened to, valued and reflected in the plan.

Appendix 1 RELATED POLICIES

- Positive Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Adult Safeguarding Policy
- Acceptable Use of ICT Policy; Attendance Policy; Pastoral Care Policy;
- Safe Handling Policy;
- RSE Policy;
- Staff Code of Conduct;
- Equality, Diversity and Inclusion Policy;
- Health and Safety Policy;
- SEND Policy.

Appendix 2 SIGNS and SYMPTOMS

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

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

Appendix 3 ADVICE FOR PUPILS

School encourages pupils to:

- Say NO to BULLYING TYPE BEHAVIOUR
- Know and understand the legal definition and the impact of displaying this type of behaviour
- Be active not passive - speak out/tell about/report incidents of bullying
- Listen to, support and help pupils experiencing bullying type behaviour
- Develop a range of assertiveness strategies to use in the event of a bullying type situation
- Take personal responsibility
- Take collective responsibility
- Develop loyalty to School and pupils within it
- Take part in Anti-bullying Week
- Know who to talk to in School:
 - Prefect
 - Class Tutor
 - The Matron
 - The School Counsellor
 - Any Teacher
 - Head of Year
 - Key Stage Leader
 - Senior Teacher (Pastoral)
 - The Vice-Principal (Pastoral)
- Know that if they are experiencing bullying type behaviour, it is not their fault
- Be aware of support services out of School e.g. telephone numbers in Homework Diary:
 - Childline 0800 1111
 - Lifeline 0808 808 8000

Appendix 4 OTHER SUPPORT SERVICES

Pupils and parents can contact the following organisations for information and support:

- The Northern Ireland Anti-Bullying Forum, 63 Duncairn Gardens, Belfast BT15 2GB
Helpline: 028 9087 5006
- National Bullying Helpline: 0845 2255787 or 07734 701 221
- National Society for the Prevention of Cruelty to Children (NSPCC), Helpline: 0808 800 5000
- Parenting NI, 42 Dublin Road, Belfast BT2 7HN. Telephone: 028 90 310 891, Helpline: 0808 8010 722



ADDRESSING BULLYING CHARTER

Belfast Royal Academy has committed to the following principles to prevent and respond to bullying:

1. **LISTENS** - all pupils and parents are carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **INCLUDES US ALL** - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
3. **RESPECTS** - all school staff are role models to others within the school in how they treat others.
4. **CHALLENGES** - all forms of discriminatory language - including disabilist language - is challenged.
5. **CELEBRATES DIFFERENCES** - difference is actively and visibility celebrated and welcomed across the whole school.
6. **UNDERSTANDS** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **BELIEVES** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **REPORTS BULLYING** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **TAKES ACTION** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
10. **HAS CLEAR POLICIES** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.



Bullying Concern Assessment Form

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern		Date:	
Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:			
<i>"bullying" includes (but is not limited to) the repeated use of —</i>			
(a) any verbal, written or electronic communication (b) any other act, or (c) any combination of those,			
<i>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.</i>			
	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying behaviour			
Name of Pupil(s) demonstrating alleged bullying behaviour			
Check records for previously recorded incidents			

Bullying Concern Assessment Form

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

Date	Information gathered	Location (stored)

Bullying Concern Assessment Form

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

One-off Incident

When determining whether a one-off incident may be classified as bullying, 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 behaviour has occurred.	NO the above criteria have not been met and bullying 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 in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ____/____/____	

PART 2

2:1 Who was targeted by this behaviour?			
Select one or more of the following:			
☐ Individual to individual 1:1	☐ Individual to group	☐ Group to individual	☐
Group to group			

Bullying Concern Assessment Form

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

Bullying Concern Assessment Form

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:						
Pupil Name:		Year Group/Class:				
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review
Record of participation in planning for interventions						
Pupil:						
Parent/carers:						
Other Agencies:						
Continue to track interventions until an agreed satisfactory outcome has been achieved						

Bullying Concern Assessment Form

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:						
Pupil Name:		Year Group/Class:				
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review
Record of participation in planning for interventions						
Pupil:						
Parent/carers:						
Other Agencies:						
Continue to track interventions until an agreed satisfactory outcome has been achieved						

Bullying Concern Assessment Form

PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

Date of Review Meeting:

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

- ☐ 1 – Fully
- ☐ 2 – Partially
- ☐ 3 – Further intervention/support required

Give details:

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

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

Agreed by:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

Appendix 7 EFFECTIVE RESPONSES, SUPPORT AND INTERVENTION

Levels 1 & 2

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

Level 1: Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved. • Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources • Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers • Co-create, agree, and implement a Seeking Help Plan (ERTBB) • Complete and/or review additional assessments to build a picture of SBEW needs e.g. GL PASS, Boxall • Use of specific verbal cues, affective statements e.g. High Five Journal • Use visual reminders of positive expectations • Explore friendship as a concept • Develop social skills/stories and additional emotional literacy sessions • Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc. • Explicitly teach positive expectations • Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds • Use play, art, or other therapeutic approaches • Make alternative arrangements for travelling to and from school (ERTBB) • Play group games to encourage positive interactions and inclusion • Create activities, clubs, and events to grow social communication skills • Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart • Review transition planning and pupil support across phases, year groups, schools • Use 'Circle of Friends' activity (ERTBB) • Use circle time/connect and nurture strategies • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERTBB) • Other. Select further supports and interventions other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	Level 2: Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact. • Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection • Consider access to nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Scaffold pupil experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good Practice Advice & Guidance for Schools Receiving Newcomers Including Pupils Seeking Asylum' document • Create, agree, and embed additional positive group expectations and routines • Use restorative practices, group mediation and conflict resolution approaches (ERTBB) • Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills • Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour • Provide access to School Counselling or other therapeutic service • Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self esteem • Consider referral to community-based organisations e.g. mentoring programmes • Build group awareness of bystander and upstander behaviours • Create a visual reminder of group expectations and routines, e.g. First and Then • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERTBB) • Consider referral to Family Support Hub • Consider referral to EA services for advice • Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support • Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App • Introduce enhanced social skills sessions to scaffold positively framed expectations and routines • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Use targeted small group circle time, Circle of Friends (ERTBB) • Other. Select further supports and interventions from Level 1 strategies or other resources (see Level 1 for list)
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Levels 3 and 4

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

Level 3: Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, and relevant agencies to agree supports under review. • Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals • Avail of nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), • Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Schedule regular check-ins with a trusted adult or supportive adults around the pupil • Use multi-stage strategies and approaches with groups and/or individual pupils e.g. PIKAS method of Shared Concern (ErtBB) • Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning e.g. CSE or Forensic RAMP, PLP, UNOCINI etc • Complete a referral and engage with external agencies to facilitate an agreed intervention programme • Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes • Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs • Facilitate additional one to one session focusing on emotional wellbeing/literacy/resilience • Contact EA services for further advice and guidance • Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others • Facilitate additional one to one session with a focus on self-regulation and social communication • Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App • Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs • Provide opportunities to work one to one with a supportive adult • Provide targeted support to scaffold appropriate friendships/relationships • Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met • Complete a referral and engage with EA services to facilitate an agreed intervention programme • Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3. • Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s) • Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting • Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion • Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP) • Initiate/review of Child Looked After Personal Education Plan (PEP) • Refer to EA services for specialised support e.g. CPSS for advice. • Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc • Refer to Independent Counselling Service for Schools (ICSS) • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Complete a UNOCINI. • Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance • Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention • Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.
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Appendix 8 RIGHTS, ROLES & RESPONSIBILITIES

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

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
Rights: - To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion. - Safe and secure working environment with appropriate training to meet the needs of the young people in their care. - Emotional health and wellbeing promoted and supported by colleagues. - Access to ongoing PD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour and wider SBEW training. - Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. - Kept informed and updated in relation to children and young people's progress and wellbeing. - To know the identified individual needs (including SEND and medical needs) of the young people in their care and the support plans to address these needs. - Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection.	Rights: - Emotional health and wellbeing promoted and supported through a preventative curriculum. - Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. - Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people. - To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. - Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. - Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches and Restorative Practices etc. - Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour. - Individual needs to be addressed through the suite of pastoral/safeguarding policies. - Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. - Opportunities for involvement in peer support and/or mentoring.	Rights: - Their child/young person receives a quality learning experience. - Their child/young person is taught in a relational, nurturing, and safe environment. - Their child/young person is treated fairly and with respect. - A school environment that promotes effective partnerships and positive relations with school staff. - Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. - Consulted regarding school policies including Addressing Bullying Policy development and review processes. - Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances as outlined in the Addressing Bullying Policy. - Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed. - Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Staff Rights, Roles & Responsibilities cont'd	Children & Young People's Rights, Roles & Responsibilities cont'd	Parent/Carer's Rights, Roles & Responsibilities cont'd
Roles & Responsibilities: - Safeguard and promote the welfare of all children and young people. - Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. - Create opportunities to celebrate success, diversity, and equality to create a positive ethos. - Plan and deliver an ongoing preventative curriculum, which is updated to address need. - Act in a professional manner to model, teach and develop children/young people's interpersonal and emotional skills. - Undertake Addressing Bullying in Schools training and support as part of PD. - Co-develop, implement, and promote your Addressing Bullying Policy to enable easy access for all clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. - Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. - Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). - Build effective partnerships and positive relations with and between children, young people, parents/carers and staff (including explicit approaches to connect with vulnerable and hard-to-reach families). - Take timely and appropriate action to address children, young people, parent/carers, and staff concerns. - Use relational and evidence informed approaches e.g. SEN, Nurture, Trauma Informed and Restorative Practice etc to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. - Address individual needs through the suite of pastoral/safeguarding/SEND policies. - Work in partnership with and make timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. - Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and Board of Governors.	Roles & Responsibilities: - Report allegations and/or bullying type concerns via the designated channels and platforms e.g. talk to a trusted adult or through confidential digital platforms. - Request and engage with appropriate support both within and outside school via e.g. the designated staff member as outlined in the Addressing Bullying Policy. - Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support. - Endeavor to constructively engage with reflection, support and intervention offered. - Act in a respectful, kind, empathetic manner i.e. <i>Pupils don't have to be friends with everyone but have to be friendly.</i> - Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, Calm Plan, PLP, RRAP.	Roles & Responsibilities: - Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy. - Respond timely to staff communications regarding bullying type concerns. - Attend support and intervention meetings to agree next steps and plans moving forward. - Support the implementation of agreed plans e.g. BCAF, Calm Plan, PLP, RRAP. - Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved. - Encourage their child/young person to model the school's ethos and values. - Engage with wider services and agencies to support you child or young person as required. - Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.

Appendix 9

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

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

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

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