



Addressing Bullying Type Behaviour Policy

Ethos and Values

At The Wallace High School, we acknowledge that bullying type behaviour exists in schools and wider society and can impact on the lives, mental health, and well-being of those involved. This policy aims to help create, maintain, and embed a culture where everyone agrees that bullying type behaviour is unacceptable.

The Wallace High School, (the Board of Governors and the staff) wish to create, for our young people, an environment in which each young person can thrive, is happy and develops resilience. The Board of Governors at Wallace High School undertakes to ensure measures to prevent bullying in school and the recording of incidents and alleged incidents of bullying involving a pupil at the school.

The core values of Wallace High School are commitment, opportunity, respect and excellence for all pupils within the school community. Positive behaviour is encouraged in school through our CORE values, Commitment, Opportunity, Respect and Excellence, and the implementation of the school's Positive Behaviour Management Policy, which addresses measures to prevent bullying.

Respect for others is one of the core values which we expect all of the members of our school community to uphold and we view bullying as being contrary to this central belief. All members of our school community have a right to be free from being bullied and a responsibility to assist in whatever way they can to ensure that others are similarly protected. If bullying does occur, we are committed to dealing with it promptly and effectively.

At The Wallace High School, we recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community. The Wallace community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community and operates a zero tolerance towards it. Therefore, Wallace High School aims to create an atmosphere in which all pupils have a right to learn free from intimidation or fear and have a clear understanding that bullying thrives on being ignored.

At The Wallace High School, we believe that safeguarding our pupils is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational school environment where concerns of bullying type behaviour may be shared and addressed, and where pupils are supported within the context of Article 19 Measures to Prevent Bullying, Education (NI) 2003 and the 2016 Addressing Bullying in Schools Act (N.I.) (Appendix 1).

Our Pastoral school policies are designed to create a clear framework of mutual respect within which we all play an important role. Governors, parents, staff and pupils are all encouraged to refer to these policies to ensure they each understand the important role we play in helping one another be happy, successful and enjoy Wallace.

As a school we recognise the importance of developing the values of commitment, opportunity, respect and excellence in the delivery of our discrete subject content and in the design, delivery and ongoing quality assurance of our Personal Development and Relationship and Sexuality Education Programmes.

We expect that each young person develops an understanding of acceptance, tolerance, inclusivity and respect for diversity. Our Pastoral policies, in their entirety, aim to support and direct our work in achieving these goals.

Statutory Context

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.

This Addressing Bullying Type Behaviour Policy takes account of key legislation and is informed by DE Guidance, EA publications and the international context (Appendix 1-3).

When discussing allegations of bullying type behaviour, we use language that is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance (see Appendix 1).

We refer to the behaviour not the pupil and use the following:

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

Any incident(s) which do not meet the legal definition and TRIP criteria will be addressed under the Positive Behaviour, Special Educational Needs, Child Protection, Safeguarding, Pastoral policies.

Although incidents usually involve repetition, a one-off incident may be classified as bullying type behaviour through consideration of the following criteria eg: a one-off electronic communication can constitute bullying type behaviour through repeated viewing and unwanted sharing of a post.

What is Bullying type behaviour?

Bullying type behaviour exists in all communities including schools. To respond to this, The Addressing Bullying in Schools Act (NI) 2016 commenced on 1st September 2021. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools and associated guidance.

The legal definition of bullying that applies to all schools in NI:

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

The school considers harm to be:

- physical harm – intentionally causing injuries such as bruises, cuts, broken bones, burns
- emotional harm – intentionally causing distress, anxiety, humiliation or impacting

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

Socially unacceptable behaviour becomes bullying type behaviour when, after clarifying facts and perceptions, TRIP is confirmed. It should be noted that any behaviours regarded as socially unacceptable will be dealt with in line with our Positive Behaviour Policy.

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.

The 2016 Act requires school to consider whether a pupil(s) intended to cause harm when determining if the incident(s) meets the legal definition. In this school, we will consider the following when assessing TRIP.

The pupil(s):

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

When determining if this is the case the school will consider the following:

- the severity and significance of the incident,
- evidence of pre-meditation,
- impact of the incident on individuals and the wider school community,
- previous relationships between those involved,
- and any previous incidents involving those individuals.

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.

(Please note the list is not exhaustive)

Physical Acts	Physical - negative physical contact, material harm such as damaging or taking possessions without permission. <ul style="list-style-type: none"> includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons. indirect contact e.g. spitting, throwing objects at someone, unacceptable gestures, taking or causing damage to personal belongings, defacing personal property. taking images of another pupil without their permission and/or sharing these with others.
Verbal or Written acts	Verbal or written - unpleasant comments, written, verbal, gestures. <ul style="list-style-type: none"> includes name calling, insults, jokes, threats, spreading rumours; taunting; teasing; name-calling; mocking another due to physical characteristics, race, personal beliefs, sexual orientation, achievements or (perceived) personality traits, using abusive language; issuing threats. spreading rumours.
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 <ul style="list-style-type: none"> includes isolation, refusal to work with/talk to/play with/ help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another omission or excluding someone from a social group. blackmail, forcing someone to do something against his/her will.
Electronic Acts	Misuse of online platforms or other electronic communications to cause psychological upset <ul style="list-style-type: none"> through the use of technology such as mobile phones and internet by text, by email, through use of chatrooms, via social media sites or by other web-based facilities. This may also include Impersonating someone online to cause upset/hurt.

As well as recording the type of bullying behaviours and names of those exhibiting or experiencing bullying type behaviours we will also record the motivations for the behaviours, which may include: age, appearance, breakdown in peer relationships, cultural, religion, political affiliation, community background, gender identity, sexual orientation, pregnancy, martial status, young carer status, looked after status (CLA), disability, ability, race or other. (Please note the list is not exhaustive)

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 The Wallace High School 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. As such, follow up is aligned to the Digital Device Acceptable Use Policy.

At this school we aim to prevent electronic bullying type behaviour by:

- Addressing key themes of electronic online behaviour and risk through curriculum content.

- Engaging with statutory and voluntary sector agencies and resources (e.g. 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.
- Ensuring all staff regularly have on-line safety and ABSIT Level 1 training / Trust trap – PSNI guidance

The Preventative Curriculum

Our school acknowledges various motivations for bullying type behaviour exists. As part of our preventative approach, we address through our Personal Development and Relationship and Sexuality Education Programmes.

Personal Development including Relationships and Sexuality Education (PD including RSE) is embedded within the curriculum. A tailored approach across all ages ensures students are being equipped with the knowledge and understanding regarding respectful relationships and positive behaviour. PD including RSE lessons provide opportunities to explore themes such as diversity, healthy relationships, empathy, resilience, digital safety, and conflict resolution, helping pupils to understand the impact of their actions on others as well as promoting the importance of kindness and inclusion. Our PD including RSE curriculum actively supports our wider school ethos of creating a safe, supportive, and inclusive environment for all.

Responding to and Recording a Bullying Type Concern

At The Wallace High School all allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart (see Appendix 2), recorded digitally on a Bullying Concern Assessment Form (BCAF) and stored on the school data management system, with only staff directly responsible for the records through their role or responsibilities in school having access to these records.

Procedures for dealing with reported incidents

It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc) to report any bullying type of behaviour concerns.

Any reports of bullying type behaviours, in the first instance, will be reported to the Head of Year, or, in their absence, the Assistant Head of Year. The Pastoral Vice Principal will also be informed and an appropriate strategy will be agreed.

- Upon receipt of a concern of bullying type behaviour, Form staff will investigate promptly to clarify facts and assess the incident using the T.R.I.P. criteria,
- Written statements will be taken,
- Following investigations the school will decide whether the reported incident is bullying or anti-social behaviour.
- Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers, the Head of Year will:
- Contact the parents/guardians of both the pupil experiencing bullying behaviour and the pupil displaying bullying behaviours,
- Identify and provide immediate practical help and support to both pupils,
- Ensure that these approaches are aligned to and in the context of wider Safeguarding, SEND, Equality and diversity, and positive behaviour policies,
- Support the pupil experiencing bullying behaviour to ensure they are able to experience all aspects of normal school life without fear of further bullying or recrimination,
- Implement, track, monitor and record effectiveness of supports and
- Review the outcome of these interventions.

It will be made very clear to the pupil displaying bullying type behaviours that their behaviour is totally unacceptable. Advice will be given to help the pupil to change their behaviour and they will be carefully monitored until staff are satisfied that the behaviour has stopped. If appropriate assistance from outside agencies may be sought.

Appropriate disciplinary action will be taken in line with the school's Behaviour Management Policy. The range of sanctions includes withdrawal of privileges, Friday detention, Vice Principal detention, suspension or expulsion for severe or persistent unacceptable information.

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

A digital record will be kept of all significant aspects of the incident and the incident will be logged in the school's bullying register and the report of bullying will be recorded electronically on BCAF.

Continued support will be given, including restorative practice approaches where necessary and a member of the Form Staff will follow up at a later date to ensure the matter has not re-occurred.

Preventative Measures

The Wallace High School seeks to raise the awareness of and prevent bullying type behaviours by a registered pupil during the school day, while travelling to and from school during the term, while under the supervision of a member of staff of the school or while the pupil is receiving educational provision on behalf of the school.

Preventative measures cover a range of class and whole-school activities, such as:

- Consistent implementation of our Positive Behaviour Policy.
- Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations (THINK assemblies),
- Fostering in our pupils self-esteem, self-respect and respect for others through the delivery of the pastoral development programme, assemblies and visits by external speakers.
- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
- Address bullying through the school council discussions and listening to views on how to best deal with these behaviours.
- Introduction and promotion of the Anti-bullying charter (consultation via Student Council).
- Monitoring and reviewing supervision arrangements in areas such as the Link, canteen, playgrounds, corridors and toilets.
- Be alert to signs of distress and other indications of bullying both inside and outside the classroom.
- Active whole school participation in Anti-bullying Week assemblies.
- Provision of a supervised quiet environment at break and lunch time accessible to pupils.
- Listen to children who have experienced bullying type behaviours and take what they say seriously as well as acting to support and protect them.
- Encourage all staff to report suspected cases of bullying to the Head of Year, Assistant Head of Year or Vice Principal (Pastoral).
- Train staff in the recognition and reporting of bullying type behaviours through staff development and INSET programmes (ABSIT Level 1 Staff Training).
- Ensuring pupils and parents have an understanding of how to report incidents of bullying type behaviours.
- Allocating prefects to act as mentors for junior school classes, ensuring they know how and when to report any concerns they may have or are passed to them by a pupil.
- Working with external bodies such as Translink to unacceptable behaviour is not tolerated on journeys to and from school.

The Responsibilities & Development of Staff

In The Wallace High School, we recognise the need for effective, updated, and ongoing training for all staff within our preventative measures. All our teaching and support staff have completed relevant Safeguarding, Child Protection, SEND and Addressing Bullying in Schools foundation training provided by the Education Authority.

Our staff will:

- follow up any complaint by a parent about bullying and report back fully on the action that has been taken.
- deal with observed cases of bullying promptly and effectively in accordance with agreed procedures.

The Responsibilities of Pupils:

We expect our pupils:

- to understand that all pupils at Wallace have a right to be protected and to behave in a caring manner towards other members of the school community.
- to refrain from becoming involved in any kind of bullying type behaviours.
- to report to a member of staff any witnessed or suspected instances of bullying type behaviours.
- to refrain from 'doing nothing' recognising that to do so may mean that pupils experiencing bullying type behaviours continue to suffer.
- to help foster inclusive friendships so that other pupils do not feel isolated or excluded.

Pupils may report bullying type concerns in the following ways:

- Verbally sharing with a staff member, by writing a note to a staff member or by sending an email to a teacher.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- advising their children to report any bullying type behaviours to any member of staff, who will then inform the relevant Head of Year.
- advising their children not to retaliate violently to any form of bullying type behaviours.
- being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
- informing the school of any suspected bullying type behaviours, even if their children are not involved.
- co-operating with the school if their child is accused of bullying type behaviours, try to ascertain the truth, and point out the implications of bullying type behaviours both for the children who are bullied and for the bullies themselves.
- carefully monitoring their children's use of the internet and mobile phone.

Parents/Carers or Others Reporting a Concern:

In the first instance, parents/carers or others report concerns to their child's Head of Year via the school office.

Policy Review

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.

This policy will be reviewed at least every 3 years in consultation with pupils, parents, teachers and governors.

Links to Other Policies: This policy should be read in conjunction with wider suite of Pastoral Care policies available on the school website. Copies of the school's Pastoral Care, Child Protection and Behaviour Management Policies can be found on the school website www.wallacehigh.net or can be obtained on request from the school office.

Appendix 1: The Legislative Context:

[Anti-discrimination laws applicable in Northern Ireland \(Equality Commission, 2024\)](#)
[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
[Public Services Ombudsman Act \(Northern Ireland\) 2016](#)
[The Children's Services Cooperation Act \(Northern Ireland\) 2015](#)
[The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
[The Special Education Needs and Disability Order \(Northern Ireland\) 2005](#)
[The Special Educational Needs and Disability Act \(Northern Ireland\) 2016](#)
<https://www.legislation.gov.uk/nia/2016/8/contents>
[The Education \(Northern Ireland\) Order 1998](#)
[The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
[The Northern Ireland Act 1998 Section 75](#)
[The Human Rights Act 1998](#)
[The Children \(Northern Ireland\) Order 1995](#)
[The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

The Policy & Guidance Context

[Implementing Trauma Informed Approaches in Northern Ireland and Executive Summary \(QUB and SBI, 2024\)](#)
[CCEA Relationships and Education Resource Guidance \(2024\)](#)
[ETI Safeguarding Proforma \(ETI, 2023\)](#)
[Nurture Group Provision Guidance for Schools \(DE, 2023\)](#)
Draft Consultation: [Consultation on the Statutory Guidance On The Reduction And Management Of Restrictive Practices In Educational Settings In Northern Ireland \(DE, 2023\)](#) DE, DoH & DoJ
[Children and Young Peoples Emotional Health and Wellbeing in Education Framework \(DE, 2021\)](#) DE/DoH
[A Life Deserved: Caring for Children and Young People in Northern Ireland \(DOH and DE, 2021\)](#)
[Suspensions and Exclusions for Pupils in Northern Ireland \(DE Circular, March 2021\)](#)
[Model Equality and Inclusion Policy and Guidance \(EA, 2020\)](#)
[Resource File for Children with Special Educational Needs \(DE, 2020\)](#)
[Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties \(CCEA, 2020\)](#)
[Mental health care systems \(SBNI, 2019\)](#)
[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016 Statutory Guidance for Schools and Boards of Governors \(DE, 2019\)](#)
[Putting Care into Education \(DE, 2018\)](#)
[Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)
[Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)
[Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)
[Miss School = Miss Out Improving Pupil Attendance Strategy \(DE, 2016\)](#)
[Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)
Every School a Good School DE 2009 <https://www.education-ni.gov.uk/articles/every-school-good-school-esags>

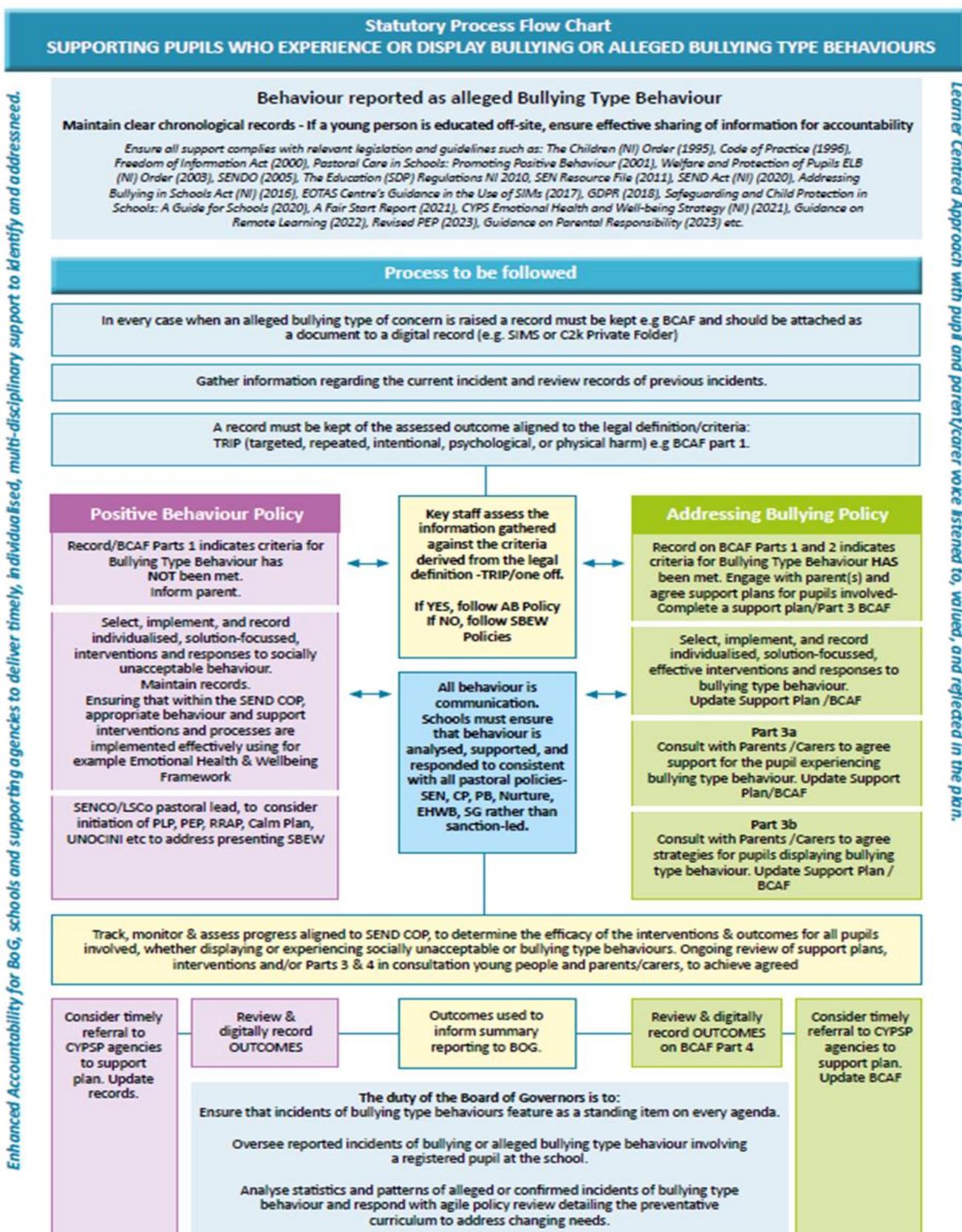
The International Context

[United Nations Convention on the Rights of the Child](#) (UNCRC)

To:

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

Appendix 2: Statutory Process Flow Chart



Appendix 3: EA Guidance

Preventative Measures

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

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

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

How do I report my concern?

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

Details of concern are shared

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

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

Legal definition of bullying type behaviour is met

Legal definition of bullying type behaviour is NOT met

Socially unacceptable behaviour is supported using e.g. Positive Behaviour Policy and safeguarding 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.

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.

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.educationni.gov.uk/violence-bullying-schools-act/

ea Education Authority www.educationni.gov.uk/violence-bullying-schools-act/

SAFER SCHOOLS NI saferschoolsni.co.uk/

ANTI-BULLYING AT ISAFI anti-bullying.isafi.org/

Text a Nurse [Text a Nurse LSISC Public Health Agency \(LSCSP\) \(lsisc.net\)](http://textanurse.lsiscpublichealthagency.lsisc.net/)

NorthWesters northwesters.com/ Children and Young People's Strategic Partnership [CYPSP] (lsisc.net)