



**'We Work Best When We Work
Together'**

ANTI BULLYING POLICY

Addressing Bullying Type Behaviour

Policy Update: April 2026

Policy to be reviewed by: September 2028

Rationale and Ethos

At Malvern Primary School, we are committed to promoting a safe, inclusive, and nurturing learning environment where every child is respected, valued, and enabled to achieve their full potential.

In line with current expectations from the EA and inspection focus from the ETI, the school adopts a whole-school, preventative, and relational approach to addressing bullying-type behaviour.

We recognise that:

- Positive relationships are central to effective learning
- Children's wellbeing underpins educational outcomes
- Behaviour is a form of communication

Legislative and Policy Context

This policy reflects statutory duties under:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- EA (2025) Addressing Bullying Type Behaviour (ABTB) Guidance

The school demonstrates:

- Consistency in practice
- Clarity in procedures
- Accountability through recording and monitoring
- Evidence-informed interventions

Definition of Bullying Type Behaviour

Bullying-type behaviour is defined as:

Repeated acts (verbal, written, or electronic) by a pupil(s) with the intention of causing physical or emotional harm. The school applies the TRIP criteria:

- Targeted
- Repeated
- Intentional
- Physical and/or Psychological harm
-

Where TRIP is not met, behaviour is categorised as socially unacceptable behaviour, and still addressed appropriately.

Key Themes Embedded in Practice

The school ensures:

- A child-centred, rights-based approach
- Early identification and intervention
- Effective pastoral systems
- Pupil voice informing practice
- Strong partnership with parents/carers
- Reflective practice and continuous improvement

Preventative and Proactive Approaches

In line with expectations for high-quality pastoral provision, the school:

- Promotes a positive, inclusive ethos
- Embeds emotional health and wellbeing across the curriculum
- Develops pupil resilience, empathy, and respect
- Uses data-informed approaches to identify emerging concerns
- Provides staff training aligned with EA ABTB guidance

Preventative work is:

- Systematic
- Embedded
- Evaluated for impact

Effective Safeguarding and Pastoral Care

The school ensures:

- Clear reporting pathways
- Pupils feel safe to disclose concerns
- Staff respond with professional curiosity and sensitivity
- All concerns are treated as safeguarding matters where appropriate and managed in line with safeguarding procedures.

Reporting and Assessment Procedures

All concerns will:

1. Be listened to and recorded promptly
2. Be assessed using the Bullying Concern Assessment Form
3. Be evaluated against TRIP criteria
4. Include pupil voice
5. Involve parental engagement where appropriate

Response and Intervention

Responses will demonstrate:

- Timeliness
- Fairness
- Proportionality
- Consistency

The school adopts a solution-focused, relational approach, including:

- Restorative conversations
- Individual support planning
- Skill development (social, emotional, behavioural)
- Targeted pastoral interventions

The focus is on:

- Resolving the issue
- Repairing relationships
- Reducing recurrence

Recording, Monitoring and Evaluation

In line with statutory requirements, the school:

- Maintains accurate, up-to-date records of all concerns
- Uses BCAF documentation
- Tracks:
 1. Nature and frequency of incidents
 2. Outcomes of interventions
 3. Patterns and trends

This information is used to:

- Inform school improvement planning and strengthen preventative strategies.

Pupil Voice and Participation

Pupils are actively involved through:

- School Council
- Surveys and consultations
- Participation in restorative processes

This ensures:

- Ownership of school culture and authentic pupil engagement

Partnership with Parents/Carers

The school values strong partnerships and will:

- Communicate clearly and sensitively
- Involve parents in resolution processes
- Provide guidance and support where needed

Monitoring and Review

The Board of Governors will ensure:

- Policy review at least every four years
- Ongoing evaluation informed by:
 - Data and Stakeholder feedback
 - ETI guidance

Appendix 1: Bullying Concern Assessment Form (BCAF)

Section A: Basic Details

- Pupil Name(s):
- Year Group/Class:
- Date of Report:
- Reported By:
- Staff Member Responsible:

Section B: Nature of Concern

- Description of incident(s):
- Date(s)/Time(s):
- Location(s):
- Type of behaviour (tick all that apply):
 - Verbal
 - Physical
 - Written
 - Online
 - Exclusion
 - Other

Section C: TRIP Assessment

Criteria	Yes	No	Evidence
Targeted	<input type="checkbox"/>	<input type="checkbox"/>	
Repeated	<input type="checkbox"/>	<input type="checkbox"/>	
Intentional	<input type="checkbox"/>	<input type="checkbox"/>	
Harm caused	<input type="checkbox"/>	<input type="checkbox"/>	

Outcome:

- Bullying-Type Behaviour
- Socially Unacceptable Behaviour

Section D: Motivation (as required by EA)

Tick where relevant:

- Appearance
- Race
- Gender identity
- Sexual orientation
- Disability/SEN
- Religion
- Socio-economic status
- Other: _____

Section E: Pupil Voice

Pupil experiencing behaviour:

- What happened?
- How did it make you feel?
- What would help resolve this?

Pupil displaying behaviour:

- What happened?
- What were you thinking/feeling?
- What needs to happen next?

Section F: Actions and Interventions

- Immediate actions taken:
- Support provided (both pupils):
- Restorative actions:
- Parental contact (details/dates):

Section G: Review and Outcomes

- Review date(s):
- Has behaviour improved?
- Further action required:

Section H: Staff Signature

- Name:
- Signature:
- Date:

Section I: Principal/Designated Teacher Oversight

- Name:
- Signature:
- Date: