# Nendrum College

COMBER

# ADDRESSING BULLYING BEHAVIOUR POLICY

**Signed Chair Board of Governors: _____**

**Date Ratified by Board of Governors: _____**

**Review Date: 24 September 2025**

*Member of staff responsible for policy: Miss V Thompson*
*Date approved by Board of Governors: September 2025*
*Date of next review: June 2027*

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## ***Section 1: Statutory Context & Guidance***

### ***Introduction***

At Nendrum College 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.

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

The purpose of this policy is to:

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

The policy is applied where concerns of alleged bullying type behaviour between pupils have been reported. For other concerns regarding bullying type behaviours please refer to the school complaints procedures or associated policies which are aligned DE Circular 2016/08 Public services ombudsman (NI) Act.

**Our Shared Vision**

At Nendrum College Comber, our vision is to develop confident, compassionate, and engaging young people who are prepared to make meaningful contributions to both local and global society. We are committed to providing a nurturing, inclusive, and aspirational learning environment, where every pupil is supported to reach their full potential, in a modern and digital world: academically, socially, spiritually, and emotionally.

Through high expectations, mutual respect and a culture of personal growth, we encourage educational excellence. These principles, embedded in our core values of nurture, commitment, and community, aim to foster a strong sense of belonging and responsibility in everyone.

### ***Links to Other Policies***

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

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

***Consultation***

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

Consultation was undertaken through staff meetings, pupil voice activities, including Student Council discussions, opportunities for parent/carer feedback, and governor review. The views expressed through this process have informed the development of this policy and will continue to inform its implementation and future review.

## ***Section 2: What is Bullying Type Behaviour?***

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

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

***TRIP***

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

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

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

When determining whether reported behaviour constitutes bullying type behaviour, the College will assess each reported concern against the statutory definition and the TRIP framework. Following clarification of the facts and perceptions, all four elements of TRIP will be considered alongside the available evidence to determine whether the behaviour meets the legal definition of bullying type behaviour. In reaching this decision, the College will also take account of the additional considerations set out below, including imbalance of power and the circumstances surrounding serious one-off incidents, in line with the Addressing Bullying in Schools Act (Northern Ireland) 2016 and Department of Education guidance.

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

Although incidents usually involve **repetition**, a **one-off incident** may be classified as bullying type behaviour through consideration of the following criteria:

- severity and significance of the incident (See appendix 4)
- evidence of pre-meditation
- psychological/physical impact of the incident on the individuals and/or wider school community
- previous relationship(s) between those involved.
- any previous incident(s) involving the individuals.

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

The 2016 Act requires 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.); and /or
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience.

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

***Language***

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

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

- **pupil displaying bullying type behaviour** rather than the 'bully'.
- **pupil experiencing bullying type behaviour** rather than the 'victim'.
- **socially unacceptable behaviour** rather than 'bad behaviour' or 'serious/gross misconduct 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 and Inclusion and Diversity policies. (Please see the parent and pupil guides in appendix 6).

***Journey To and From School***

The Act outlines a statutory requirement for schools to implement measures to prevent and address bullying type behaviour for pupils whilst travelling ***to and from school***. To this end, in our school we:

- Address safeguarding concerns reported in relation to travel to and from school;
- Provide timely support and intervention;
- Assign staff to support a structured, supervised transition at the beginning and end of the school day;

- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities;
- Reinforce positive and upstanding behaviour expectations through the preventative curriculum;
- Engage with pupils and Student Council about experiences on the journey to and from school;
- Promote and develop a culture where all pupils respect the rights of others to travel safely;
- Communicate consistently the expectation to include and respect individual rights and diversity;
- Ensure effective communication with transport providers (e.g. Translink, EA Transport, etc.) for early identification and response to reported concerns;
- Provide reporting mechanisms for members of the College community and the local community to report concerns confidentially

***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 Nendrum College 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 wider policy suite (see page 4).

In Nendrum College 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;
- Creating, agreeing and implementing an Acceptable Use Agreements (ref DE Circular 2016/27); and
- Ensuring all staff regularly have on-line safety training.

## ***Section 3: Methods and Motivations of Socially Unacceptable or Bullying Type Behaviour***

The following are methods of socially unacceptable behaviours which, when ***targeted***, ***repeated***, ***intentional*** and causing ***psychological/physical*** harm, may be considered as bullying type behaviour:

| | |
|---|---|
| **Physical Acts** | Physical - negative physical contact, material harm such as damaging or taking possessions without permission |
| **Verbal or Written acts** | Verbal or written - unpleasant comments, written, verbal, gestures. |
| **Social/Relational** | Negatively influencing the actions of others to cause psychological or physical harm |
| **Omission (Exclusion)** | Excluding someone/others from e.g. game, activity, group work etc |
| **Electronic Acts** | Misuse of online platforms or other electronic communications to cause psychological upset |

*(Please note the list is not exhaustive)*

Our College acknowledges various motivations for bullying type behaviour which we address through our preventative curriculum and responsive approaches. This includes all identity or prejudice motivated bullying type behaviour related to those characteristics protected through Section 75 of the Northern Ireland Act 1998. Motivations include but are not limited to:

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

The College recognises that bullying type behaviour may also be motivated by factors not listed above. Any behaviour intended to target or cause harm to another pupil will be investigated and addressed regardless of the underlying motivation. Emerging or contextual factors may include, but are not limited to, online status, social media activity, caring responsibilities, body image, personal interests or any other perceived difference.

## ***Section 4: Rights, Roles and Responsibilities***

In this College, we believe that all members of our College community have the right to be educated in a safe, supportive, learning environment. We acknowledge that all members of our community have a role to play and responsibility to prevent and address bullying type behaviour.

Please see appendix 5 which is a table of identified rights, roles, and responsibilities and/or schools should list below any general rights, roles and responsibilities of staff (including teacher and support staff), pupils and parents agreed within the school setting.

Please see Appendix 8 which outlines the staff who have been assigned specific responsibility within their role for oversight of the implementation of the Addressing Bullying Policy and associated practices aligned to Safeguarding and SEND legislation. They will support the Principal and Board of Governors with the ongoing review processes.

## ***Section 5: Preventative Measures***

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

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

| | |
|---|---|
| **Whole School**<br>● SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion & Diversity policies<br>● Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations<br>● Positively framed, agreed and communicated Rights, Roles & Responsibilities for all school community members<br>● Peer/Student Leadership Teams<br>● Adults modelling self-regulation, inclusive language and positive relationships<br>● Communication-supportive practice recognising that some pupils, including those with Special Educational Needs, speech, language and communication needs (SLCN), autism and other additional needs, may require differentiated approaches to understanding, reporting and resolving bullying type behaviour.<br>● Restorative Practice approaches embedded through staff training and complimentary resources<br>● Trauma Informed and Nurture Principles<br>● Celebration of diversity, equity and inclusion<br>● Parent education e.g. workshops, newsletters, leaflets etc<br>● Events, assemblies, key campaigns e.g. Rights Respecting School kindness day, anti-bullying week<br>● Wellbeing assessment data | **Classroom**<br>● Curriculum: LLW & RSE<br>● Structured form and class time to promote belonging, connection and positive relationships<br>● Cross-curricular activities<br>● E-safety and digital citizenship<br>● Social Emotional Learning<br>● Physical/sensory environment regulation checklists<br>● Relevant literature and resourcing exploring related concepts and themes e.g. empathy, inclusion, diversity, problem-solving, relationships, resilience etc.<br>● Social thinking/skills training programmes<br>● Friendship Education<br>● Strengths Based Approaches<br>● Collaborative Learning/Problem Solving and Conflict Resolution<br>● Bystander/Upstander Education<br>● Agile groupings and seating arrangements<br>● Online apps and resources |
| **Non-Classroom**<br>● Supervision and transition arrangements e.g. including buses<br>● Buddy strategies<br>● Social and extra-curricular opportunities<br>● Professional Development/Training (including for non-teaching and supervision staff)<br>● Designated safe/quiet/reflective/ zoned spaces<br>● Enhanced structure during unstructured times e.g. break club, lunchtime clubs, homework clubs | **Peer Support**<br>● Student Leadership e.g. student council, prefects, mentors<br>● Pupils trained and supported by staff regarding roles, responsibilities<br>● Peer mentoring programme<br>● Buddy Schemes<br>● Bystander/Upstander Training<br>● Peer Mediation/Problem Solving (including use of external facilitators) |

| | |
|---|---|
| • Structures to facilitate reporting concerns | |

***Information, Advice and Support***

Nendrum College recognises that effective partnerships with pupils, parents/carers and external agencies are central to preventing and addressing bullying type behaviour. We are committed to ensuring that all members of the College community can access appropriate information, advice and support to promote positive relationships, wellbeing and inclusion.

Accessible information and guidance will be provided through the College website, newsletters, meetings with staff, workshops, pupil awareness activities and the resources contained within the appendices to this policy. Where appropriate, pupils and parents/carers will be signposted to relevant statutory and voluntary organisations for additional advice and support.

Pupils are encouraged to seek help whenever they are concerned about bullying type behaviour, whether they are experiencing it, displaying behaviours of concern or witnessing it happening to another pupil. Support is available through trusted members of staff, Form Teachers, Year Heads, Learning Support, the Safeguarding Team and the wider pastoral support systems within the College.

Where appropriate, the College will work collaboratively with parents/carers and external agencies to ensure that pupils receive timely, coordinated and appropriate support. Information about additional sources of advice and support is available in the Parent and Pupil Guides included in Appendix 6.

***Professional Development of Staff***

In Nendrum College we recognise the need for effective, updated, and ongoing training for all staff within our preventative measures. As such, we are committed to:

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

To this end:

- All our teaching and support staff have completed the EA Addressing Bullying in Schools Level 1 training as part of this policy review (academic year 2024-2025);
- Key leadership staff completed EA Addressing Bullying in Schools Level 3 training (April 2025);
- Our teaching and non-teaching staff have completed additional training: EA Introduction to Equality and AAIS Tier 1.
- All members and/or lead Governors with overall responsibility for the development and review of the Addressing Bullying Policy have completed EA Addressing Bullying in Schools (June 2025).

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

As a school we recognise that reporting a concern of bullying type behaviour can be difficult. For this reason, we have systems in place to enable pupils, parents, and any other person to share concerns discreetly and efficiently with a trusted adult. All concerns of bullying type behaviour will be responded to in line with legislative processes as outlined in this policy.

### ***Pupils Reporting a Concern:***

Pupils may report bullying type concerns in the following ways:

- Verbally sharing with a staff member
- By writing a note to a staff member
- By sending an email to a teacher/using private message on Google classroom

All pupils are encouraged to share concerns regarding socially unacceptable or bullying type behaviour that they experience, display or witness. They should not view this as 'telling' but rather 'talking about concerns' with the emphasis on 'getting help'.

### ***Parents/Carers or Others Reporting a Concern:***

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

- Speaking with the Form Teacher through agreed channels: by requesting a telephone call back via the College office or general email info@nendrumcollege.comber.ni.sch.uk
- By writing a note to the Form Teacher or a Class Teacher

***Please note, we do not advise parents to send confidential information regarding concerns of bullying type behaviour to the general school email address.***

Should you continue to have concerns following contact with your child's Form Teacher please contact the Year Head. Please note in the first instance, teaching and support staff including teaching assistants, lunchtime supervisors, office staff etc should also report any concerns directly to the child's class/form teacher in a timely manner as above.

### ***Responding to and Recording a Bullying Type Concern***

It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors and volunteers, where applicable) to report any concerns relating to alleged bullying type behaviour. All reports and allegations of bullying type behaviour will be responded to in accordance with the Statutory Process Flowchart (Appendix 2), recorded using the Bullying Concern Assessment Form (BCAF) (Appendix 3), regardless of whether the behaviour is subsequently confirmed as bullying type behaviour, and securely stored on the school data management system (SIMS, moving to EDIS).

Records will be maintained in accordance with the College's Data Protection Policy and relevant data protection legislation. Access will be restricted to authorised personnel only, including the Senior Leadership Team (which includes the Designated Teacher and Learning Support Coordinator) and the Senior Pastoral Team (Year Heads), and will be securely stored within the College's central records system.

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

- Clarify facts and perceptions;
- Check records and previous assessments
- Collaboratively assess the incident using the TRIP criteria (Record on BCAF Part 1).

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Relevant designated staff (Appendix 8) will ensure that parts 2-4 of the BCAF are completed and will:

- Identify methods and potential motivating factors (Record on BCAF Part 2);
- Identify relevant level of support and intervention (Levels 1-4);
- Select appropriate support and interventions (see appendix 4) for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying);
  Instead of the above
- Select appropriate support and intervention strategies for both the pupil experiencing and the pupil displaying bullying type behaviour (see Appendix 4) and record these on BCAF Part 3a (pupil experiencing) and Part 3b (pupil displaying);
- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and diversity, and positive behaviour policies;
- Implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3);
- Review outcome of interventions (Record on BCAF Part 4);
- Select and implement further interventions as necessary; and
- Based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

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

## ***Section 7: Monitoring and Review of Policy***

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

- maintain a standing item on the agenda, under Safeguarding, where a report on bullying type behaviour is presented by the principal (see appendix 7);
- appoint a lead Governor to liaise with the principal;
- minute the number of incidents including methods, motivations and how they were addressed;
- identify trends and patterns to inform future policy and practice development and review; and
- record written responses to relevant pupils, parents/carers when appropriate.

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

- at intervals of no less than four years;
- following any complex incident which highlights the need for such a review;
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy;
- in response to a recommendation by the Education and Training Inspectorate; and
- following new guidance as directed by the Department of Education.

Instead of the above

This policy will be formally reviewed in consultation with pupils, parents/carers, staff and the Board of Governors:

- at intervals of no more than four years,
- in accordance with the Addressing Bullying in Schools Act (Northern Ireland) 2016;
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy;
- in response to a recommendation by the Education and Training Inspectorate;
- the policy may also be reviewed earlier following significant incidents, changes in legislation or statutory guidance, or where monitoring and evaluation identify the need for amendments to ensure continued effectiveness.

Parents/carers can also request a hard copy by contacting the school office on 02891872361 or info@nendrumcollege.comber.ni.sch.uk

## *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**

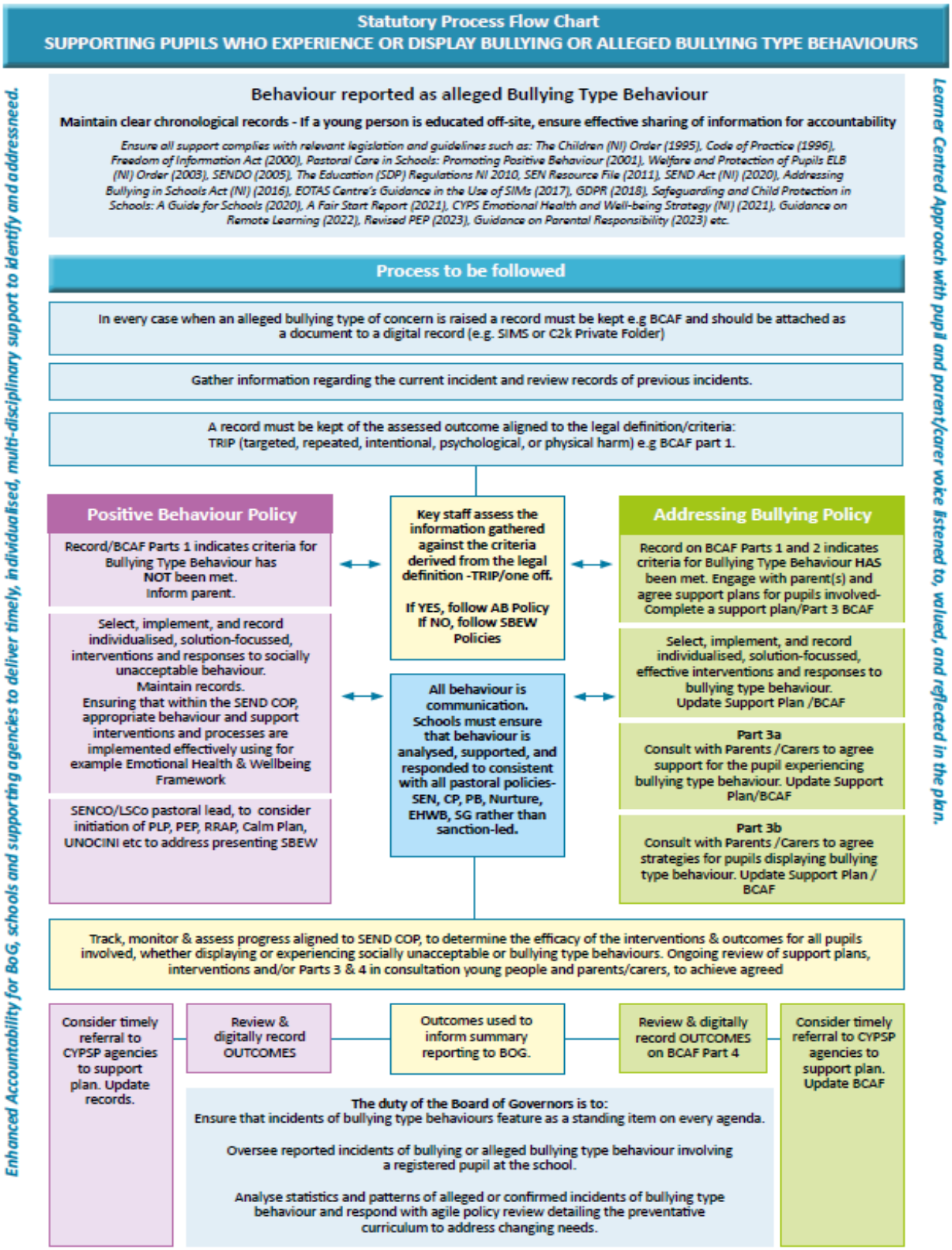
Implementing Trauma Informed Approaches in Northern Ireland and Executive Summary (QUB and SBI, 2024)
CCEA Relationships and Education Resource Guidance (2024)
ETI Safeguarding Proforma (ETI, 2023)
Nurture Group Provision Guidance for Schools (DE, 2023)
Draft Consultation: Consultation on the Statutory 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) states children should:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (A19);
- Be protected from discrimination (A2);
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (A12); and
- Have the right to an education (A28).

## *Appendix 2: Statutory Process Flowchart*



***Appendix 3: Bullying Concern Assessment Form (BCAF)*** ***(Subject to EDIS update)***

## 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:

*"bullying" includes (but is not limited to) the repeated use of —*
*(a) any verbal, written or electronic communication*
*(b) any other act, or*
*(c) any combination of those,*
*by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.*

| | Name(s) | Gender | DOB/Year Group |
|---|---|---|---|
| Person(s) reporting concern | | | |
| Name of pupil(s) experiencing alleged bullying type behaviour | | | |
| Name of Pupil(s) demonstrating alleged bullying type behaviour | | | |

**Check records for previously recorded incidents**

| Date | Information gathered | Location (stored) |
|---|---|---|
| | | |
| | | |
| | | |

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met:
**The school will treat any incident which meets these criteria as bullying type 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 type behaviour, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision-making process:** | |
|---|---|
| **Criteria:** | **Information gathered:** |
| **severity and significance of the incident** | |
| **evidence of pre-meditation** | |
| **Significant level of physical/emotional impact on individual/s** | |
| **Significant level of impact on wider school community** | |
| **Status/nature of previous relationships between those involved** | |
| **Records exist of previous incidents involving the individuals** | |

| **YES, the above criteria have been met and bullying type behaviour has occurred.** | **NO, the above criterial have not been met and bullying type behaviour has not occurred.** |
|---|---|
| The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form | The criteria having not been met, proceed to record the details. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate. |
| Agreed by _____<br>Status _____<br>On ___/___/___ | |

## PART 2

**2:1 Who experienced this behaviour?**

Select one or more of the following:

☐ Individual to individual 1:1 ☐ Individual to group ☐ Group to individual ☐ Group to group

**2.2 In what way did the bullying type behaviour present?**

Select one or more of the following:

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

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

Select one or more of the following:

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

**Part 3a**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING TYPE BEHAVIOUR:**

**Pupil Name:** **Year Group/Class:**

**REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR**

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

**Staff Involved:**

| Date | Stage on Code of Practice | Intervention | Success Criteria | Action taken by whom and when | Outcomes of Intervention | Review |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| Record of participation in planning for interventions |
|---|
| **Pupil:** |
| **Parent/carer:** |
| **Other Agencies:** |

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

**Part 3b**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING TYPE BEHAVIOUR:**

**Pupil Name:** **Year Group/Class:**

**REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR**

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

**Staff Involved:**

| Date | Stage on Code of Practice | Type of Intervention | Success Criteria | Action taken by whom and when | Outcome of Intervention | Review |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| Record of participation in planning for interventions |
|---|
| **Pupil:** |
| **Parent/carer:** |
| **Other Agencies:** |

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

**PART 4 - REVIEW OF BULLYING TYPE CONCERN AND ACTIONS TO DATE**

Date of Review Meeting:

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

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details:

_____

_____

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

☐ Re-assess Level of Interventions and implement other strategies from an appropriate level

☐ Track, monitor and review the outcomes of further intervention

☐ Keep under review the Stage of Code of Practice each pupil is on

☐ Follow Safeguarding Policy

☐ Seek multi-agency input (EA, Health and Social Services etc.)

☐ Engage with Board of Governors

| Agreed by: | Signed by: | Date: |
| --- | --- | --- |
| | | |

## *Appendix 4:* Effective Responses, Support, and Intervention Levels 1 & 2

**This list is not exhaustive and supports implemented are specific to each individual pupil. Resources listed are possible exemplars and not exhaustive.**

| **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<br>● Review SEND CoP and the potential requirement for IEP/PLP to address needs e.g. SBEW, ASD, MLD, ADHD<br>● Refer, align and link to existing support plans e.g. Pupil Learning Plan (IEP/PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc<br>● Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and others<br>● Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers<br>● Co-create, agree, and implement a Seeking Help Plan (ERtBB)<br>● Co-create, agree, and implement a Conflict Resolution Plan<br>● Complete and/or review additional assessments to build a picture of SBEW needs e.g GL PASS, Boxall<br>● Use of specific verbal cues, affective statements<br>● Use visual reminders of positive expectations<br>● Explore friendship as a concept<br>● Develop social skills/stories and additional emotional literacy sessions<br>● Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc.<br>● Explicitly teach positive expectations<br>● Explore additional opportunities to build empathy and kindness e.g. Restorative Approaches<br>● Use play, art, or other therapeutic approaches<br>● Make alternative arrangements for travelling to and from school (ERtBB)<br>● Play group games to encourage positive interactions and inclusion<br>● Create activities, clubs, and events to grow social communication skills<br>● Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart<br>● Review transition planning and pupil support across phases, year groups, schools (PPBS, external agencies)<br>● Use 'Circle of Friends' activity (ERtBB)<br>● Use circle time/connect and nurture strategies<br>● Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERtBB) |
| **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<br>● Consider access to nurture support, post primary well-being hub etc to support SBEW needs<br>● Review SEND CoP and the potential requirement for IEP/PLP to address needs e.g. SBEW, ASD, MLD, ADHD<br>● Refer, align and link to existing support plans e.g. Pupil Learning Plan (IEP/PLP), Risk Reduction and Action Plan (RRAP), Risk<br>● Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc<br>● 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<br>● Create, agree, and embed additional positive group expectations and routines<br>● Use restorative practices, group mediation and conflict resolution approaches (ERtBB)<br>● Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills<br>● 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<br>● 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.<br>● Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour<br>● 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
- Use targeted small group circle time (ERtBB)

## Effective Responses, Support, and Intervention Levels 3 and 4

**This list is not exhaustive and supports implemented are specific to each individual pupil. Resources listed are possible exemplars and not exhaustive**

**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 IEP/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 (IEP/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, IEP/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

**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)<br>● Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting<br>● Review SEND CoP, update IEP/PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate<br>● Refer, align and link to existing support plans e.g. Pupil Learning Plan (IEP/PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc<br>● Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion<br>● Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP)<br>● Initiate/review of Child Looked After Personal Education Plan (PEP)<br>● Refer to EA services for specialised support e.g. CPSS for advice.<br>● Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc<br>● Refer to Independent Counselling Service for Schools (ICSS/HOPE)<br>● Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc<br>● Complete a UNOCINI.<br>● 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<br>● Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention |

## *Appendix 5: Rights, Roles & Responsibilities*

We believe that all members of our College 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<br>Rights, Roles & Responsibilities | Children & Young People's<br>Rights, Roles & Responsibilities | Parent/Carer's<br>Rights, Roles & Responsibilities |
|---|---|---|
| ***Rights:***<br>● To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion.<br>● Safe and secure working environment with appropriate training to meet the needs of the young people in their care.<br>● Emotional health and wellbeing promoted and supported by colleagues.<br>● Access to ongoing CPD 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.<br>● Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures.<br>● Kept informed and updated in relation to children and young people's progress and wellbeing.<br>● 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.<br>● Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection. | ***Rights:***<br>● Emotional health and wellbeing promoted and supported through a preventative curriculum.<br>● Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all.<br>● Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people.<br>● To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/ bullying type behaviours.<br>● 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.<br>● 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.<br>● Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour.<br>● Individual needs to be addressed through the suite of pastoral/safeguarding policies.<br>● 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.<br>● Opportunities for involvement in peer support and/or mentoring. | ***Rights:***<br>● Their child/young person receives a quality learning experience.<br>● Their child/young person is taught in a relational, nurturing, and safe environment.<br>● Their child/young person is treated fairly and with respect.<br>● A school environment that promotes effective partnerships and positive relations with College staff.<br>● 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.<br>● Consulted regarding school policies including Addressing Bullying Policy development and review processes.<br>● 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.<br>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.<br>● Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy. |

| Staff<br>Rights, Roles & Responsibilities | Children & Young People's<br>Rights, Roles & Responsibilities | Parent/Carer's<br>Rights, Roles & Responsibilities |
|---|---|---|
| ***Roles and responsibilities***<br>● Safeguard and promote the welfare of all children and young people.<br>● Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment.<br>● Create opportunities to celebrate success, diversity, and equality to create a positive ethos.<br>● Plan and deliver an ongoing preventative curriculum, which is updated to address need.<br>● Act in a professional manner to model, teach and develop children/ young people's interpersonal and emotional skills.<br>● Undertake Addressing Bullying in Schools training and support as part of CPD.<br>● Co-develop, implement, and promote our Addressing Bullying Policy to enable easy access for all, clear understanding of processes/<br>systems for all, and an opportunity to seek clarification from Senior Pastoral staff if necessary.<br>● Review your Addressing Bullying Policy with all stakeholders within our College community at least every 4 years or in response to concerns raised/need.<br>● Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF).<br>● 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).<br>● Take timely and appropriate action to address children, young people, parent/carer, and staff concerns.<br>● 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.<br>● Address individual needs through the suite of pastoral/ safeguarding/ SEND policies.<br>● Work in partnership with and make timely referrals to EA services and external organisations, support groups and agencies (to address BTB when and where appropriate. | ***Roles and responsibilities***<br>● 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.<br>● 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.<br>● Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support.<br>● Endeavor to constructively engage with reflection, support and intervention offered.<br>● Act in a respectful, kind, empathetic manner i.e. *Pupils don't have to be friends with everyone but have to be friendly.*<br>● Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, PLP, RRAP. | ***Roles and responsibilities***<br>● Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy.<br>● Respond timely to staff communications regarding bullying type concerns.<br>● Attend support and intervention meetings to agree next steps and plans moving forward.<br>● Support the implementation of agreed plans e.g. BCAF, Calm Plan, IEP/PLP, RRAP.<br>● Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved.<br>● Encourage their child/young person to model the College's ethos and values.<br>● Engage with wider services and agencies to support you child or young person as required.<br>● Refer any concerns regarding the College management of bullying type concerns through the school complaints procedure. |

| Staff<br>Rights, Roles & Responsibilities | Children & Young People's<br>Rights, Roles & Responsibilities | Parent/Carer's<br>Rights, Roles & Responsibilities |
|---|---|---|
| ● Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and Board of Governors. | | |

***Appendix 6: Education Authority ABSIT Guides***

# Addressing Bullying Type Behaviour in Schools

## PARENT GUIDE

### What is Bullying Type Behaviour?

*The Addressing Bullying in Schools Act 2016 (NI)*

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

**The law states that in all schools:**

***"Bullying" includes, but isn't limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose."***

To support a relational and solution focused approach, we no longer use the words *'bully'* or *'victim'*.

Instead we talk about:
***'pupil displaying bullying type behaviour'***
AND
***'pupil experiencing bullying type behaviour'.***

Behaviour that does not meet **TRIP** is referred to as ***socially unacceptable behaviour.***

Whether **socially unacceptable** OR **bullying type behaviour**, school will support all young people involved to address the behaviour effectively.

### When is it Bullying Type Behaviour?

**T R I P**

When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all pupils involved.

Staff will assess the reported incident using TRIP criteria and identify appropriate interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, **TRIP** criteria are confirmed:

**Targeted**
When the behaviour is **TARGETED** at a specific pupil or group of pupils.

**Repeated**
When the behaviour is **REPEATED** over a period of time.

**Intentional**
When the behaviour is deliberately **INTENDED** to cause harm.

**Psychological/Physical**
When the behaviour causes **PSYCHOLOGICAL, EMOTIONAL** or **PHYSICAL** harm.

A significant **One-off Incident** can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been intentionally shared widely to cause harm.

### Imbalance of Power, Motivation and Methods

**Imbalance of Power**
When TRIP is fully evidenced, schools can consider the non statutory, **imbalance of power**, as a criteria to confirm their decision.

**Motivation**
Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. *race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.*

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

### Signs that my child could be experiencing bullying type behaviour

Your child may behave differently or show some of the following signs if experiencing bullying type behaviour.




### Preventative Measures

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

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

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

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

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

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

### How do I report my concern?

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

**Details of concern are shared**

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

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

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

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

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

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

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

https://saferschoolsni.co.uk/

ANTI-BULLYING ALLIANCE

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

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

# Addressing Bullying Type Behaviour in Schools

## POST PRIMARY

### What is Bullying Type Behaviour?

*The Addressing Bullying in Schools Act 2016 (NI)*

Bullying type behaviour exists in all communities including schools. To respond to this, a new law commenced on 1st September 2021 in Northern Ireland. It provides schools with one legal definition to assess all reported alleged incidents of bullying type behaviour in schools.

**The law states that in all schools:**
***"Bullying" includes, but isn't limited to, repeated verbal, written or electronic communication, by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This also includes leaving someone out on purpose."***

To support a relational and solution focused approach, we no longer use the words *'bully'* or *'victim'*.

Instead we talk about:
*'pupil displaying bullying type behaviour'*
AND
*'pupil experiencing bullying type behaviour'.*

Behaviour that does not meet **TRIP** is referred to as ***socially unacceptable behaviour.***

Whether **socially unacceptable** OR **bullying type behaviour**, school will support all young people involved to address the behaviour effectively.

### When is it Bullying Type Behaviour?

When a concern of bullying type behaviour is shared, staff will clarify facts, perceptions and the individual needs of all pupils involved.

Staff will assess the reported incident using TRIP criteria and identify appropriate interventions aimed at repairing relationships.

Socially unacceptable behaviour becomes bullying type behaviour when, on the basis of the information gathered, **TRIP** criteria are confirmed:

**Targeted**
When the behaviour is **TARGETED** at a specific pupil or group of pupils.

**Repeated**
When the behaviour is **REPEATED** over a period of time.

**Intentional**
When the behaviour is deliberately **INTENDED** to cause harm.

**Psychological/Physical**
When the behaviour causes **PSYCHOLOGICAL, EMOTIONAL** or **PHYSICAL** harm.

A significant **One-off incident** can be considered bullying type behaviour if included in the school policy e.g. where a digital communication has been intentionally shared widely to cause harm.

**Why does bullying type behaviour happen?**
Bullying type behaviour in school usually involves a breakdown in peer relationships. Motivation can be related to vulnerable, or minority groups based on e.g. *race, religion, gender identity, sexual orientation, (dis)ability, age, appearance, child looked after (CLA), community background, cultural, family circumstances and political affiliation.*

**How might bullying type behaviour present?**
Bullying type behaviour can present as relational, verbal, or physical and can take place online and offline.

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

### What to do if you need help?

**Speak to an Adult You Trust**
Speak to a family member, Form Tutor, Head of Year, Head of Pastoral Care or other safe adult who will listen and agree a support plan.

**Keep a Record**
Keep a record of what's been going on. Report inappropriate online communication to the social media company and block the user. Don't reply.

**Identify opportunities to meet new friends.** Try morning, lunch or after school activities.
**You may want to contact a free, confidential helpline** e.g. Childline 0800 11 11

**Stay Positive**
You have done the right thing in coming forward.
Focus on the positives in your life.
Celebrate your unique qualities.
Find healthy ways to relieve stress such as exercise, meditation, positive self-talk, join a sports club and do things you enjoy.

**Other things to do in school:**
Speak to your student council about setting up a peer support scheme; or a student diversity, equity and inclusion committee.

### What will happen when I report my concern?

**Pupils can report concerns confidentially. Staff will support concerns relationally in line with statutory guidance.**

Concerns are reported to school staff.

Staff gather information and record the concern digitally e.g. they may use a Bullying Concern Assessment Form (BCAF).

The legal definition and TRIP criteria used to assess behaviour. Parents/ Carers consulted.

Legal definition of bullying type behaviour NOT met.

Legal definition of bullying type behaviour IS met.

Socially unacceptable behaviour identified is supported using Positive

Behaviour, Safeguarding and Pastoral Policies.

Bullying type behaviour identified and supported using the school Addressing Bullying Policy.

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

### If a friend shares that they are being bullied?

**Thank your friend for trusting you and listen without interruption.**

**Mirroring.** Focus solely on what you are being told and show you are listening without giving your opinion.

**Use Body Language.** e.g. nod, make eye contact to show you are listening.

**Ask questions and don't rush the conversation** as it is important that your friend feels heard and supported.

**Approach a staff member** if you are concerned about your friend's safety and wellbeing. Encourage them to speak to an appropriate adult.

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

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

ANTI-BULLYING ALLIANCE

SAFER SCHOOLS NI
https://saferschoolsni.co.uk/



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



South Wellness Web – Children and Young People's Strategic Partnership (CYPSP)

**Appendix 7**

**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. | |

**Appendix 8: Designated Staff for Dealing with Bullying Concerns**

| | |
|---|---|
| Form Teacher<br>Head of Year | Form Teacher will always work in collaboration with their Head of Year, and with other Form Teachers and Year Heads as required in responding to a bullying concern. |
| Learning Support Coordinator<br>Assistant Learning Support Coordinator | LSC and ALSC may be involved where pupils are already on the SEN register or should the response to the bullying concern require their input and potential Registration of a child on the SEN register. |
| Attendance Officer | The AO may be involved where there is a concern relating to non-attendance due to the bullying concern. This will be in consultation with Head of Year, LSC, ST-PBL and / or VP. |
| Designated Teacher<br>Deputy Designated Teacher | Where pupils are CPR, CLA, involved with or known to social services or external agencies, the DT and / or DDT will be involved in the response, in either an advisory or direct role. |
| Senior Teacher – Positive Behaviour for Learning | In more complex cases, the Senior teacher who oversees the Year Heads will be involved in the response, in either an advisory or direct role. |
| Senior Teacher – Character & Currency | The Senior Teacher who oversees Pupil Leadership, RSE and Community may be involved in the response in an advisory role and in evaluating the effectiveness of the preventative curriculum, and in recommending interventions. |
| Vice Principal | Will work directly with the Senior Teacher for Positive Behaviour for Learning and LSC in more complex cases. |
| Principal | Will work directly with Senior Teacher for Positive Behaviour for Learning, VP(DT), LSC for most complex and serious cases. |
| Board of Governors | Will work with Principal in implementing supports in the most complex and serious cases where there are threats to safety. |