RAINEY ENDOWED SCHOOL

ADDRESSING BULLYING TYPE BEHAVIOUR POLICY

Frequency of review		**Every four years**		
Policy Owner	**Sub Committee(s)**	**Last ratified**	**Next review**	**Published**
Assistant Principal (Pastoral)	Education Committee	April 2022	September 2026	Internal Handbook and Website- send link to parents when reviewed
Assistant Principal (Pastoral)	Education Committee	September 2026	September 2030	Internal Handbook and Website- send link to parents when reviewed

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Section 1: Statutory Context & Guidance

Introduction

At Rainey Endowed 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.

In Rainey Endowed 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.) *(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
- 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).

The Addressing Bullying Type Behaviour Policy applies:

- while students are on school premises during the school day
- while the pupil is in the lawful control or charge of a member of the staff of the school e.g. during extra-curricular activities, school excursions, residential trips, etc
- Education provision arranged on behalf of the school and provided away from the school premises e.g. Another school in the Area Learning Community, A Further Education College, Alternative Educational Providers/Education Other than at School centres, Home (Exceptional Teaching Arrangements)

Ethos and Values

As a caring school, committed to excellence in all areas of its service to the local community, Rainey Endowed School desires to educate its pupils to be Global Citizens of the 21st Century. The school strives to achieve this by focusing on helping our pupils to become successful learners, confident individuals and responsible citizens. We recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community. Therefore we:

- We are committed to a society where children and young people can live free and safe from bullying type behaviour.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, relational and restorative ethos.
- We value, respect and consider the views and contributions of children, young people and wider school community

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:

Safeguarding and Child Protection Policy	Staff Code of Conduct
Attendance Policy	(Positive) Behaviour Policy
Health and Safety Policy	Online Safety Policy
Special Educational Needs Policy	ICT Acceptable User Policy
Relationships and Sexuality Education	Pastoral Care Policy
Educational Visits Policy	Staff Handbook

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 **Definition of "bullying"**
(1) In this Act "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. (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.

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.)
- 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.
- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities.
- Reinforce positive and upstanding behaviour expectations through the preventative curriculum.
- Engage with the 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 school 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 Rainey Endowed school we are committed to supporting our pupils to use the internet safely, responsibly, and respectfully.

The Addressing Bullying Type Behaviour 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.

In Rainey Endowed 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.
- Providing reporting mechanisms for school and wider community to report concerns confidentially
- 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 school 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 • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN	• Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Race • Religion • Sexual orientation

• Family circumstances (pregnancy, marital status, young carer status)	• Other

Section 4: Rights, Roles and Responsibilities

In this school, we believe that all members of our school 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.

The following staff 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. Assistant Principal (Pastoral Care), Designated Safeguarding Team, HOY's, and Learning Support Coordinator.

See also appendix 5 for the roles and responsibilities of staff, parents and pupils.

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 Rainey Endowed School we scaffold and promote a positive, relational learning environment where all members of the school 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	**Classroom**
• SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care policies • Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations • Positively framed, agreed and communicated Rights, Roles & Responsibilities for all school community members • School Council • Well-Being Ambassadors • Adults modelling self-regulation, inclusive language and positive relationships • Restorative Practice approaches embedded through staff training and complimentary resources	• Curriculum: LLW/RSE • Structured form/class-meeting time to promote belonging, connection and positive relationships • Cross-curricular activities • E-safety and digital citizenship • Social Emotional Learning • Relevant literature and resourcing exploring related concepts and themes e.g. empathy, inclusion, diversity, problem-solving, relationships, resilience etc. • Social thinking/skills training programmes • Friendship Education • Strengths Based Approaches • Collaborative Learning/Problem Solving and Conflict Resolution • Seating arrangements • Online apps and resources

• Take 5 • Celebration of diversity, equity and inclusion • Parent education e.g. workshops, leaflets etc • Shared education projects, events, assemblies, key campaigns e.WHog. anti-bullying week	
Non-Classroom • Supervision • Pastoral Mentors • Social and extra-curricular opportunities • Professional Development/Training (including for non-teaching and supervision staff) • Designated safe/quiet/regulation spaces • Enhanced structure during unstructured times e.g, lunchtime clubs, study support • Structures to facilitate reporting concerns	**Peer Support** • Student Leadership e.g. student council, Well Being Ambassadors, prefects, pastoral mentors • Pupils trained and supported by staff regarding roles, responsibilities • Peer mentoring programme • Pupil led/directed extra-curricular activities • Peer Mediation/Problem Solving

Professional Development of Staff

In Rainey Endowed School, 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 foundation training as part of this policy review.
- Key leadership staff (Assistant Principal and LSC) have completed EA Addressing Bullying in Schools leadership training.

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 etc

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 Year Head in one of the following ways:

- Speaking with the Year Head through agreed channels e.g. by requesting a telephone call back via the school office or general email: info@rainey.magherafelt.ni.sch.uk
- By sending an email to a Form Teacher/ Head of Year

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 Year Head, please contact the Assistant Principal (relevant Key Stage)/Assistant Principal/Vice-Principal/Principal (stepped response)

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 Year Head 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 etc) to report any bullying type of behaviour concerns. 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) Chart (see appendix 3) and stored on the school data management system. Records will be maintained in line with our Data Protection Policy in a private folder within central records, password protected and open only to key personnel e.g. SLT / DT/VP/P.

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

- Clarify facts and perceptions.
- Check records and previous assessments.
- Collaboratively assess the incident using the T.R.I.P. criteria (Record on BCAF Part 1).

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Year Heads will ensure that parts 2-4 of the BCAF are completed 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).
- 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.
- 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.
- 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 or
- 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
- following new guidance as directed by the Department of Education.

A copy of this policy is available online at www.raineyendowed.com. Parents/carers can also request a hard copy by contacting the school office on 02879632478 or info@rainey.magherafelt.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)

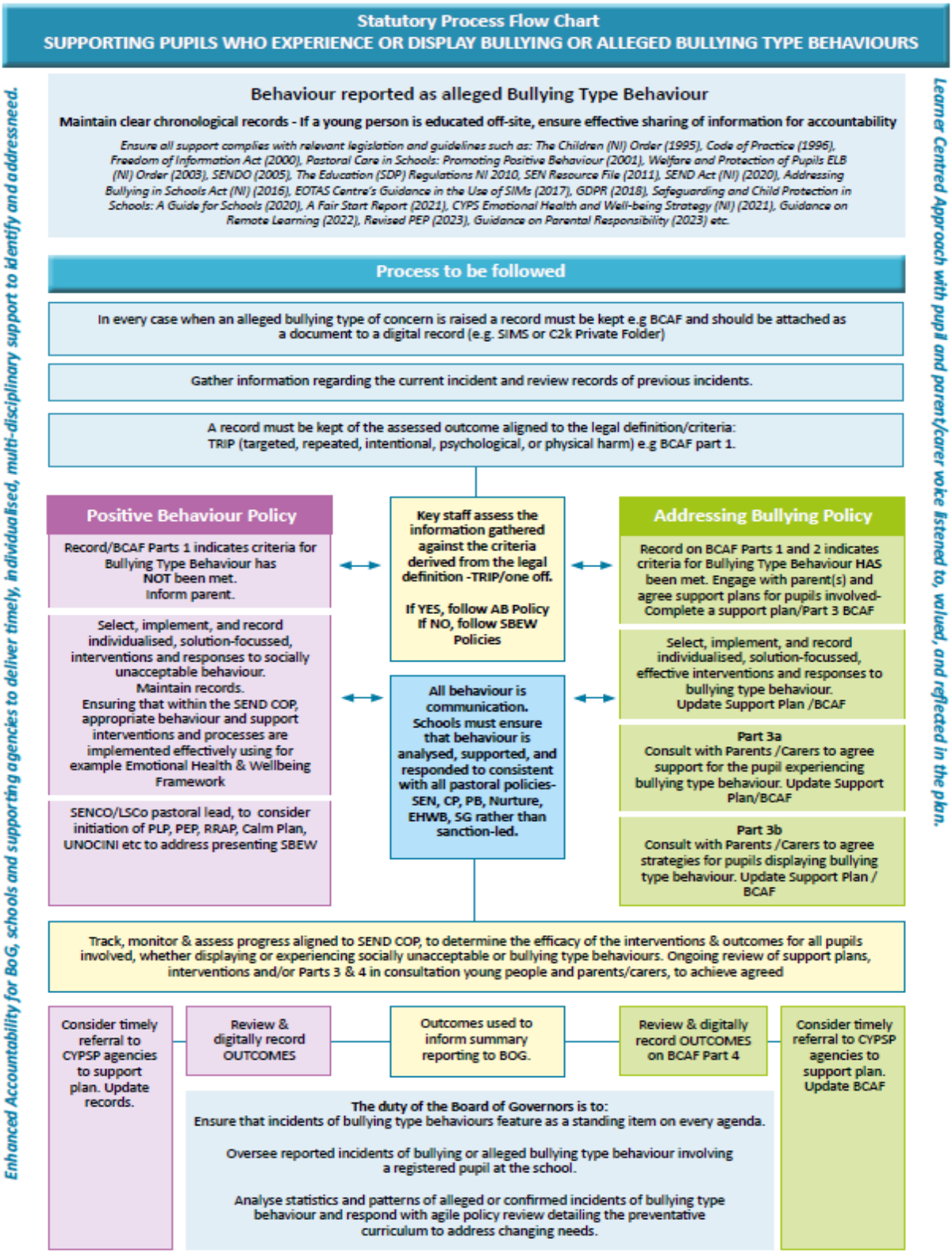
Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
Every School a Good School DE 2009 https://www.education-ni.gov.uk/articles/every-school-good-school-esags

The International Context

United Nations Convention on the Rights of the Child (UNCRC)
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 Flowchart



Appendix 3: Bullying Concern Assessment Form (BCAF)

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			

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

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 _____ Status _____ 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:

Part 3b nterventions until an **agreed** satisfactory outcome has been achieved

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.

Level 1: Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved. • Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources • Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers • Co-create, agree, and implement a Seeking Help Plan (ERtBB) • Complete and/or review additional assessments to build a picture of SBEW needs e.g GL PASS, Boxall • Use of specific verbal cues, affective statements e.g. High Five Journal • Use visual reminders of positive expectations • Explore friendship as a concept • Develop social skills/stories and additional emotional literacy sessions • Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc. • Explicitly teach positive expectations • Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds • Use play, art, or other therapeutic approaches • Make alternative arrangements for travelling to and from school (ERtBB) • Play group games to encourage positive interactions and inclusion	**Level 2:** Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact. • Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection • Consider access to nurture support, post primary well-being hub etc to support SBEW needs • Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk • Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Scaffold pupil experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good Practice Advice & Guidance for Schools Receiving Newcomers Including Pupils Seeking Asylum' document • Create, agree, and embed additional positive group expectations and routines • Use restorative practices, group mediation and conflict resolution approaches (ERtBB) • Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills • Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour • Provide access to School Counselling or other therapeutic service • Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self esteem

• Create activities, clubs, and events to grow social communication skills • Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart • Review transition planning and pupil support across phases, year groups, schools • Use 'Circle of Friends' activity (ERtBB) • Use circle time/connect and nurture strategies • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERtBB) • Other. Select further supports and interventions other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	• Consider referral to community-based organisations e.g. mentoring programmes • Build group awareness of bystander and upstander behaviours • Create a visual reminder of group expectations and routines, e.g First and Then • Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB) • Consider referral to Family Support Hub • Consider referral to EA services for advice • Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support • Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App • Introduce enhanced social skills sessions to scaffold positively framed expectations and routines • Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc. • Use targeted small group circle time, Circle of Friends (ERtBB) • Other. Select further supports and interventions from Level 1 strategies or other resources (see Leve1 for list)

Effective Responses, Support, and Intervention Levels 3 and 4

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

Level 3: Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, and relevant agencies to agree supports under review. • Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals • Avail of nurture support, post primary well-being hub etc to support SBEW needs	**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

• Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), • Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Schedule regular check-ins with a trusted adult or supportive adults around the pupil • Use multi-stage strategies and approaches with groups and/or individual pupils e.g. PIKAS method of Shared Concern (ERtBB) • Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning e.g. CSE or Forensic RAMP, PLP, UNOCINI etc • Complete a referral and engage with external agencies to facilitate an agreed intervention programme • Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes • Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs • Facilitate additional one to one session focusing on emotional wellbeing/literacy/resilience • Contact EA services for further advice and guidance • Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others • Facilitate additional one to one session with a focus on self-regulation and social communication • Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App • Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs • Provide opportunities to work one to one with a supportive adult • Provide targeted support to scaffold appropriate friendships/relationships • Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met • Complete a referral and engage with EA services to facilitate an agreed intervention programme • Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources	staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3. • Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s) • Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting • Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate • Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc • Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion • Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP) • Initiate/review of Child Looked After Personal Education Plan (PEP) • Refer to EA services for specialised support e.g. CPSS for advice. • Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc • Refer to Independent Counselling Service for Schools (ICSS) • Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc • Complete a UNOCINI. • Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance • Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention • Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File,

(Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.

Appendix 5: Rights, Roles & Responsibilities

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

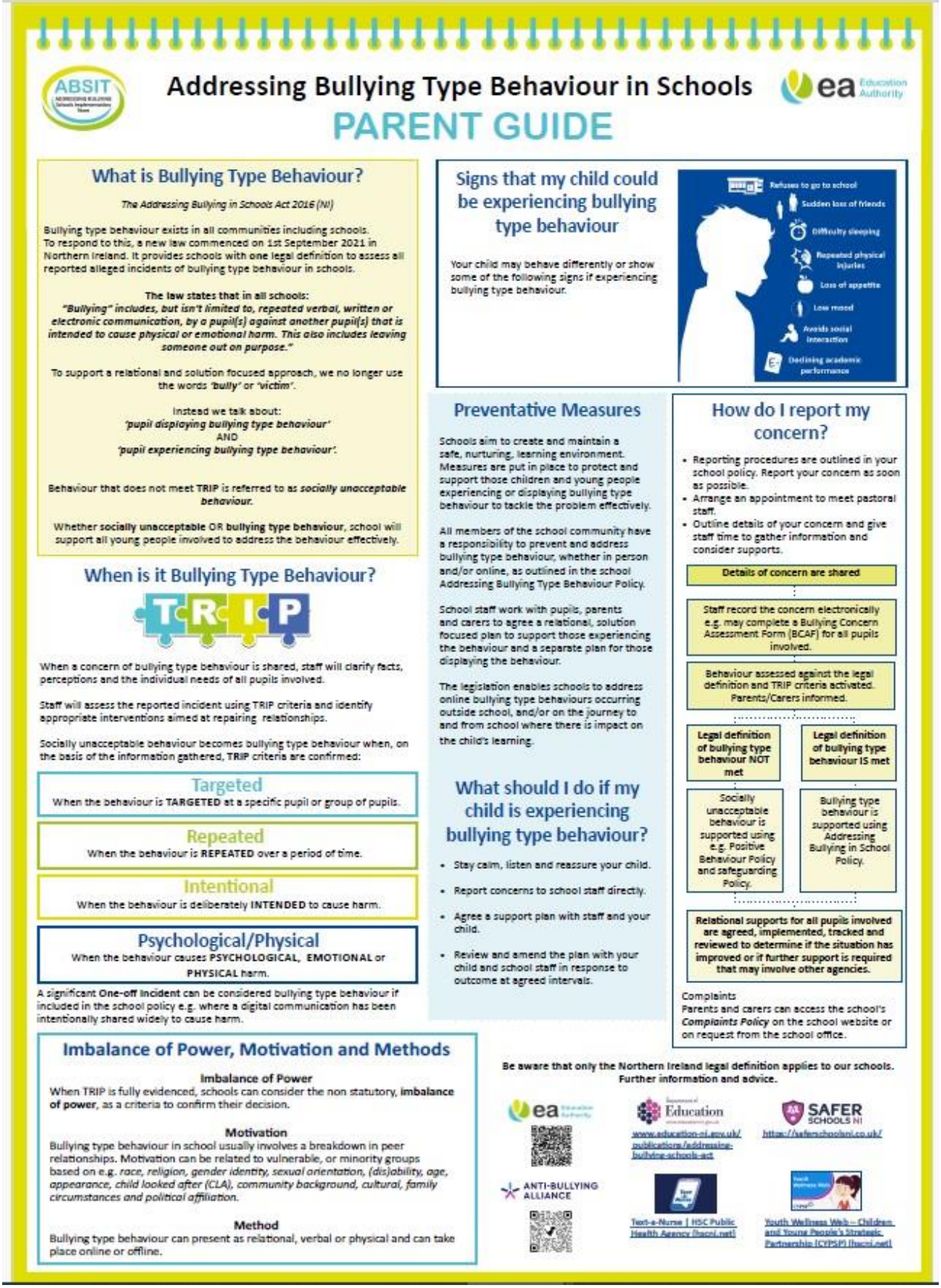
Staff **Rights, Roles & Responsibilities**	**Children & Young People's** **Rights, Roles & Responsibilities**	**Parent/Carer's** **Rights, Roles & Responsibilities**
Rights: • To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion. • Safe and secure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

	• Opportunities for involvement in peer support and/or mentoring.	
Staff **Rights, Roles & Responsibilities cont'd**	**Children & Young People's** **Rights, Roles & Responsibilities cont'd**	**Parent/Carer's** **Rights, Roles & Responsibilities cont'd**

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

and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. • Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and Board of Governors.		

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.

- Refuses to go to school
- Sudden loss of friends
- Difficulty sleeping
- Repeated physical injuries
- Loss of appetite
- Low mood
- Avoids social interaction
- Declining academic performance

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/

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
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 allegations or incidents of bullying type behaviour in schools.

The law says that **bullying type behaviour is mostly repeated verbal, written or electronic communication by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This can also include leaving someone out on purpose.**

To help repair the relationships and to support all children involved, we no longer use the words 'bully' or 'victim'.

Instead we talk about:

- 'pupil displaying bullying type behaviour'
  AND
- 'pupil experiencing bullying type behaviour'.

Other unkind behaviours can be called 'socially unacceptable behaviour'.

When is it Bullying Type Behaviour?

Bullying type behaviour occurs when all four of the actions below are confirmed.

Targeted
Behaviour is aimed at the same person or people

Repeated
Behaviour happens more than once

Intentional
Behaviour has been planned to cause harm

Psychological/Physical
Behaviour has caused emotional and/or physical harm

A serious **One-off Incident** can be considered bullying type behaviour (if included in the school policy) e.g. this may involve the **repeated** sharing of an unkind message or picture online to cause harm.

Imbalance of Power, Motivation and Methods

What if you feel others have more power?

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

Why does bullying type behaviour happen?

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

How does bullying type behaviour present?

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

If you feel you are experiencing bullying type behaviour

Talk to someone you trust

- **a friend**
- **parents/carers**
- **teachers**
- **lunchtime supervisors**

Or send a private message through your home-school communication app e.g. Seesaw, Google classroom, Dojo etc.

What will happen when you tell a teacher?

Your teacher, with school leaders, will support all children involved in a relational way. They will:

- **ask you to share the details of your worry.**
- **keep a digital record of what you tell them and the support plan.**
- **confirm if the behaviour you described is socially unacceptable or bullying type behaviour.**
- **with parents or carers, agree a supportive plan for all children involved, to help put an end to the behaviours causing distress.**

If a friend needs help

Thank your classmate for trusting you. It may have taken a lot of courage for them to tell you.

Let them tell you what is wrong and listen. Once they are finished, reassure them that it was ok to share the concern.

Encourage your classmate to ask a member of staff for help.

Accompany them to share their concern with a staff member who will provide support.

> **"Bullying type behaviour is usually when someone is repeatedly and deliberately causing hurt"**

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/

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?

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.

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)

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

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	
Number of cases ongoing following confirmation of TRIP criteria	
Number of cases resolved following confirmation of 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.	

ABSIT
ADDRESSING BULLYING
Schools Implementation Team