

# Addressing Bullying Type Behaviours in School Policy



## Statutory Context & Guidance

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

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

	Date
Consultation (Staff, Pupils, Parents etc)	Students: March 2026
	Staff & Parents: April 2026
BOG Ratification	May 2026
Next consultation/review date:	May 2028

## Section 1: Statutory Context & Guidance

### Introduction

At St. Benedict's 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 this school, 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, boarding facilities 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)

- When school is informed Bullying type behaviour has happened outside school but has an impact during the school day.

## Ethos and Values

Our mission is to work as a school community in partnership with parents and our local community to inspire future generations.

St Benedict's College is a Catholic, all ability, inclusive school committed to delivering excellence for all. Together with home and community, we strive to enable our students to be happy, safe and successful.

The education and needs of our students are at the core of our daily work. Our mission serves to inspire and inform us, signposting our direction and providing a springboard for creativity.

### Our Goal is:

- To develop in every student a sense of their self worth and to raise their self esteem
- To provide students with the skills necessary to participate fully in the life of the school and the wider community
- To promote responsible attitudes and values and to respect the contribution and views of others
- To support high standards of teaching and learning within the school
- To promote parental awareness of their responsibilities and commitment to the school ethos, aims and policies

We at St. Benedict's College, recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community. Therefore we:

- Are committed to establishing an environment where students and staff are free and safe from bullying type behaviour
- Believe that every individual should be celebrated for their diversity
- Are committed to a preventative, relational and restorative ethos, where all feel welcomed, included and celebrated
- Value, respect and consider the views and contributions of all

## Links to Other Policies

This policy should be read in conjunction with SEN, Child Protection & Safeguarding, and the wider suite of Pastoral Care policies available on the school website or from the school office by request.

## Consultation

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

Pupil, parent & staff consultation involved:

Survey of student voice through questionnaires and focus groups, sharing of EA ABSIT pupil guide and consultation with the Student Council

Survey of parent voice through questionnaires and written feedback on the draft policy and consultation with the Parent Teacher Association

Staff training, consultation and feedback on the draft policy

## 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”

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

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.

### (Note 2: Consideration of an imbalance of power)

The Department of Education Addressing Bullying in Schools Statutory Guidance (2021) states that schools should consider the following:

“Whilst the term “imbalance of power” is not contained within the statutory definition in Northern Ireland, it is a long-standing element of bullying behaviour and internationally recognised by leading academics. Schools may wish to consider including imbalance of power within their own definitions of bullying.”

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.

(Note 3: One-Off incidents:

The Department of Education Addressing Bullying in Schools Statutory Guidance (2021) states that schools should consider the following:

“Schools have the discretion to include one-off acts of bullying behaviour provided their policy stipulates that one-off incidents, in certain circumstances, will be treated as such. The Anti-Bullying Policy should NOT specify incidents that will be considered bullying; instead, the policy should set out the criteria that will be used by school staff to assess whether the incidents will be addressed through the Addressing Bullying Policy or Positive Behaviour Policy.”

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.

Reinforce positive and upstanding behaviour expectations through the preventative curriculum.

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. |

### 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 St. Benedict's 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.

In St. Benedict's 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.

Addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention.

Creating, agreeing, and implementing an Acceptable Use Agreements see DE Circular 2016/27 |

### 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	Economic Status/FSM
Age	Gender/Gender identity/Perceived Gender
Appearance	Newcomer/Migrant Status
Child Looked After (CLA)/Care experienced	Peer relationship breakdown
Community background	Political affiliation/sectarianism
Cultural	Race
Disability	Religion

SEN

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 – Pastoral Leaders and SENCo

#### 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 St. Benedict’s College, 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

SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion & Diversity policies

Classroom

Structured form/class-meeting time to promote belonging, connection and positive relationships

Cross-curricular activities

Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations

Peer/Student Leadership Teams

Adults modelling self-regulation, inclusive language and positive relationships

Restorative Practice approaches embedded through staff training and complimentary resources

Celebration of diversity, equity and inclusion

Parent education e.g. workshops, newsletters, leaflets etc

Shared education projects, events, assemblies, key campaigns e.g. anti-bullying week

Non-Classroom

Supervision and transition arrangements e.g. including buses

Social and extra-curricular opportunities

Professional Development/Training (including for non-teaching and supervision staff)

Designated safe/quiet/reflective/nurture

/Activity zoned spaces

Enhanced structure during unstructured times e.g. breakfast club, lunchtime clubs, homework clubs

E-safety and digital citizenship

Social Emotional Learning

Relevant curriculum literature and resourcing exploring related concepts and themes e.g. empathy, inclusion, diversity, problem-solving, relationships, resilience etc.

Collaborative Learning/Problem Solving and Conflict Resolution

Agile groupings and/or seating arrangements

Online apps and resources

Peer Support

Student Leadership e.g. student council, prefects, house-captains, ambassadors etc

Pupils trained and supported by staff regarding roles, responsibilities

Peer mentoring programme

Pupil led/directed extra-curricular activities

Structures to facilitate reporting concerns  
e.g. confidential wellbeing reporting link,  
designated teacher email, worry boxes etc

#### Professional Development of Staff

In St. Benedict's 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 record

#### Completing and updating BACF Forms

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.

Be vigilant in identifying the signs of bullying and reactive to any instances of bullying type behaviour identified

Key leadership staff have completed EA Addressing Bullying in Schools leadership training.

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 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

Through a parent who contacts a staff member

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 Class/Form Teacher through agreed channels e.g. by requesting a telephone call back via the school office or general email

By writing a note to a Class/Form Teacher

By sending an email to a Class/Form Teacher

Please note, we do not advise parents to send confidential information regarding concerns of bullying type behaviour to the general school email address, as this is monitored by support staff and not pastoral leads and is not monitored outside school hours.

Should a parent/guardian continue to have concerns following contact with your child's form teacher please contact the Year Head/Head of Key Stage/ Vice Principal/Principal.

Please note in the first instance teaching and support staff including teaching assistants, office staff, technicians etc should also report any concerns directly to the child's form teacher in a timely manner as above. |

## Responding to and Recording a Bullying Type Concern

(Note 3: Transfer to use of EDIS

To comply with legislation, following the transfer of systems schools will move BCAF reporting, recording and data storage processes to EDIS.) |

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.

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

- Clarify facts and perceptions, through a process of interviews and statements, which may include a review of digital content on laptops/mobile phones
- Review 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. Designated staff 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 – both internal and external (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, including risk assessments as appropriate (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 included within the Safeguarding report and will be presented by the principal (see appendix 7).
- appoint a lead Safeguarding 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.
- meet with any pupils/parents/guardians deemed appropriate in the follow up to bullying behaviour concerns.

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,
- following new guidance as directed by the Department of Education.

A copy of this policy will be available online via the school website. Parents/carers can also request a hard copy by contacting the school office directly.

## 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:

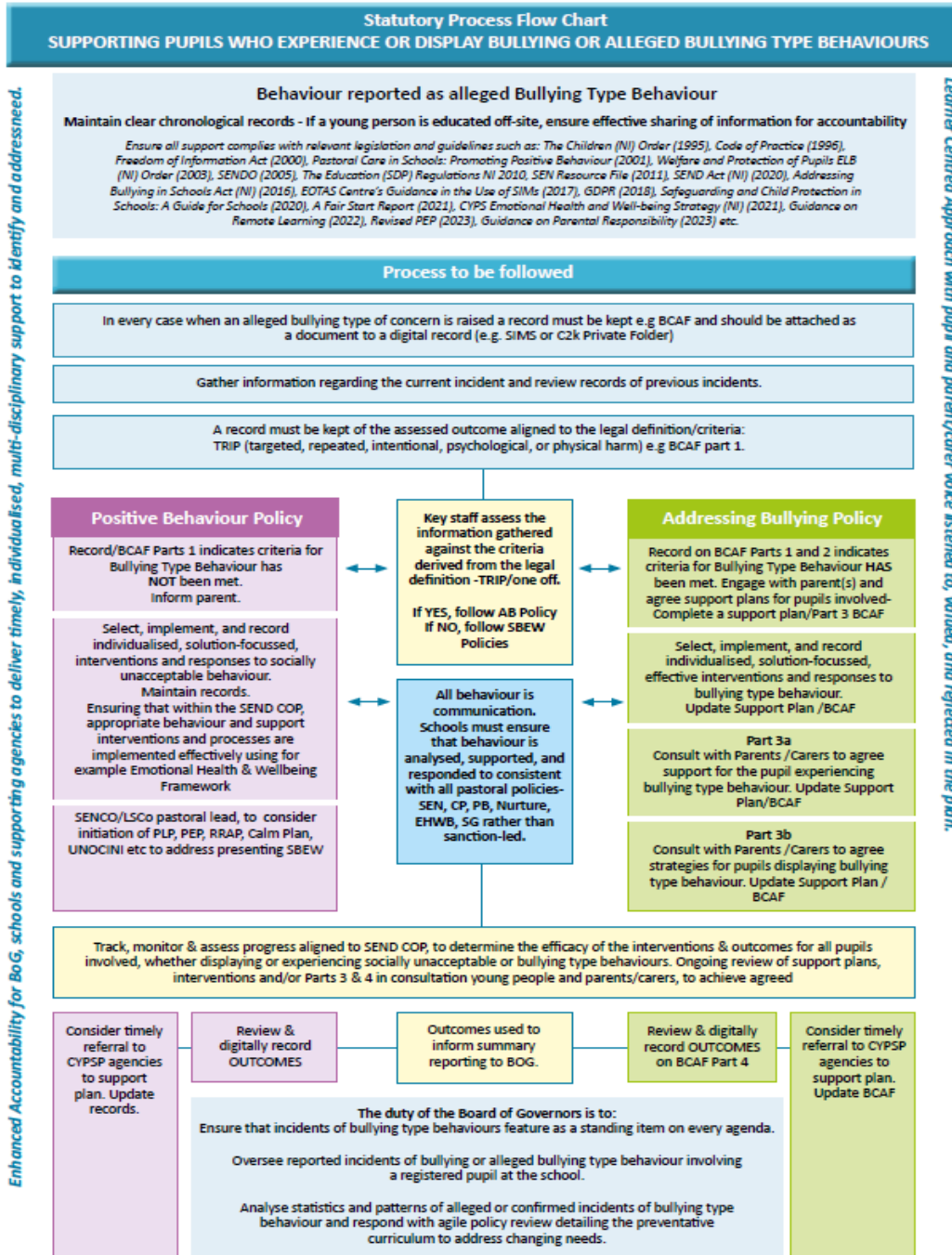
Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (A,19)

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)

(To be updated Sept 2025 through EDIS)

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)
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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

<p><b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING TYPE BEHAVIOUR:</b></p> <p>Pupil Name: _____ Year Group/Class: _____</p> <p>REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR</p>						
<p>Parent/ carer informed: _____ Date: _____ By whom: _____</p> <p>Staff Involved: _____</p>						
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] :k interventions 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:

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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)

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

Complete and/or review additional assessments to build a picture of SBEW needs e.g. GL PASS, Boxall

Use of specific verbal cues, affective statements e.g. High Five Journal

Use visual reminders of positive expectations

Explore friendship as a concept

Develop social skills/stories and additional emotional literacy sessions

Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc.

Explicitly teach positive expectations

Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds

Use play, art, or other therapeutic approaches

Make alternative arrangements for travelling to and from school (ERtBB)

Play group games to encourage positive interactions and inclusion

Create activities, clubs, and events to grow social communication skills

Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart

Create, agree, and embed additional positive group expectations and routines

Use restorative practices, group mediation and conflict resolution approaches (ERtBB)

Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills

Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils

Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc.

Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour

Provide access to School Counselling or other therapeutic service

Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self esteem

Consider referral to community-based organisations e.g. mentoring programmes

Build group awareness of bystander and upstander behaviours

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.

Create a visual reminder of group expectations and routines, e.g First and Then

Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB)

Consider referral to Family Support Hub

Consider referral to EA services for advice

Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support

Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App

Introduce enhanced social skills sessions to scaffold positively framed expectations and routines

Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc.

Use targeted small group circle time, Circle of Friends (ERtBB)

Other. Select further supports and interventions from Level 1 strategies or other resources (see Level 1 for list)

## 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

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

Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3.

Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s)

Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting

Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate

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

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,

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

Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.

Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance

Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention

Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.

## 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	Children & Young People's	Parent/Carer's
Rights, Roles & Responsibilities	Rights, Roles & Responsibilities	Rights, Roles & Responsibilities
<p><b>Rights:</b></p> <p>To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion.</p> <p>Safe and secure working environment with appropriate training to meet the needs of the young people in their care.</p> <p>Emotional health and wellbeing promoted and supported by colleagues.</p> <p>Access to ongoing PD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes &amp; systems to report, record and respond to all allegations/incidents of bullying type behaviour and wider SBEW training.</p> <p>Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative</p>	<p><b>Rights:</b></p> <p>Emotional health and wellbeing promoted and supported through a preventative curriculum.</p> <p>Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all.</p> <p>Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people.</p> <p>To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours.</p> <p>Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems</p>	<p><b>Rights:</b></p> <p>Their child/young person receives a quality learning experience.</p> <p>Their child/young person is taught in a relational, nurturing, and safe environment.</p> <p>Their child/young person is treated fairly and with respect.</p> <p>A school environment that promotes effective partnerships and positive relations with school staff.</p> <p>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.</p>

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 ETC) preventative curriculum strategies and behaviour reflection.

to report, record and respond to allegations/incidents of Bullying Type Behaviour.

Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches and Restorative Practices etc.

Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour.

Individual needs to be addressed through the suite of pastoral/safeguarding policies.

Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate.

Opportunities for involvement in peer support and/or mentoring.

Consulted regarding school policies including Addressing Bullying Policy development and review processes.

Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances as outlined in the Addressing Bullying Policy.

Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed.

Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Staff

Children & Young People's

Parent/Carer's

Rights, Roles & Responsibilities cont'd

Rights, Roles & Responsibilities cont'd

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.

### Roles & Responsibilities:

Report allegations and/or bullying type concerns via the designated channels and platforms e.g. talk to a trusted adult or through confidential digital platforms.

Request and engage with appropriate support both within and outside school via e.g. the designated staff member as outlined in the Addressing Bullying Policy.

Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support.

Endeavor to constructively engage with reflection, support and intervention offered.

Act in a respectful, kind, empathetic manner i.e. 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, Calm Plan, PLP, RRAP.

Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved.

Encourage their child/young person to model the school's ethos and values.

Engage with wider services and agencies to support you child or young person as required.

Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.

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, Nurture, Trauma Informed and Restorative Practice etc to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour.

Address individual needs through the suite of pastoral/safeguarding/SEND policies.


Work in partnership with and make timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate.

Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues and Board of Governors.



# 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.

### 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.



### 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.

### 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**

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

**Legal definition of bullying type behaviour IS met**

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.

### 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.

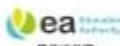

**Motivation**


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.

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](http://www.education-ni.gov.uk/publications/addressing-bullying-schools-act)




<http://www.safer-schools-ni.co.uk/>



NHS.uk  
NHS Health Agency (hscni.net)



Youth Wellbeing Web - Children and Young People's Strategic Partnership (CYPSM) (hscni.net)



# Addressing Bullying Type Behaviour in Schools



## POST PRIMARY

### What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (N.I.)

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.

### 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.



### 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 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.

Socially unacceptable behaviour identified is supported using Pastlaw

Legal definition of bullying type behaviour IS met.

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.

**Minoring.** 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.

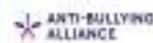
**Ask questions and don't rush the conversation** as it is important that your friend feels heard and supported.

**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/policies/anti-bullying-in-schools](http://www.education-ni.gov.uk/policies/anti-bullying-in-schools)



[www.safer-schools-ni.org](http://www.safer-schools-ni.org)



North West NI HSC Public Health Agency



North West NI HSC Public Health Agency  
Children and Young People's Mental Health Partnership (CYPMH)

## Appendix 7

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

Reporting timeframe and date \_\_\_\_\_

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.

