

ADDRESSING BULLYING POLICY

Revised: September 2025

Next Revision: September 2027

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.

ALL staff have a responsibility to be alert to, and to deal with, bullying-type behaviour; however, Heads of Year will assume the lead role when dealing with incidents of bullying.

First Contact for bullying incidents:	Tutor / Head of Year
Further contact for bullying incidents:	Heads of Key Stage
Vice-Principal (Designated Teacher for Child Protection)	Mr W Keown
Governor with responsibility for bullying incidents	Mr R Hassard

MISSION

- To ensure that every member of the school feels valued and respected, has positive feelings about the school, can concentrate on work and is free from any intimidation
- To develop a culture in which bullying type behaviour is not tolerated and is challenged. Bullying type behaviour can only thrive in a climate of silence. We will encourage all pupils to 'Speak Out' and not to 'Suffer in Silence'
- To inform pupils, staff and parents of the school's expectations and to foster a productive partnership, which helps maintain an environment free of bullying type behaviour
- To tackle incidents of bullying type behaviour systematically, consistently and effectively, in accordance with the Addressing Bullying in Schools (Northern Ireland) Act 2016 ("The Act")

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1. Introduction, Guiding Principles and Scope

RATIONALE

Campbell College regards bullying type behaviour as unacceptable since it can cause unhappiness to members of the school community, preventing them from developing their full potential. People flourish in a secure and caring environment. Consequently, there is a collective responsibility amongst the Campbell community to contribute in whatever way possible to the protection and maintenance of such an environment.

PRINCIPLES

Principles and values held by the College:

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/wellbeing needs of all children and young people are paramount and pupils' needs, whether the pupil exhibiting or on receipt of bullying type behaviour, need to be separated from their behaviour.
- When bullying type behaviour concerns are identified, the College will work in a restorative and solution focussed way to achieve the necessary change.
- Pupils experiencing bullying type behaviour will be listened to and supported.
- Pupils who engage in bullying type behaviour will be listened to and supported to accept responsibility and change their behaviour.
- Staff will receive awareness-raising training regarding bullying type behaviour prevention including effective, appropriate strategies for intervention.
- Where a concern arises, staff will receive ongoing support from Middle and Senior Managers with Pastoral responsibility.

Parents will be made aware of our school's practice to prevent and to respond to concerns through parent evenings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

SCOPE OF THIS POLICY

1. The Act contains a non-exhaustive definition of bullying type behaviour which applies only to pupil-to-pupil bullying, i.e. bullying type behaviour ***by a pupil or a group of pupils against another pupil or group of pupils.***
2. The Act states that the Addressing Bullying Policy will apply:
 - a. On school premises, during the school day
 - b. While travelling to and from school
 - c. When pupils are under the lawful control of school staff (e.g. during a school trip)
 - d. When pupils are receiving education, arranged by the school, but delivered away from the school premises (e.g. at another school in the Area Learning Community)
3. The Act gives schools the power to take action to prevent online or cyber bullying that is taking place outside school. However, the Act places no duty on schools to do this.

In practice, this means that the College will use this Policy to deal with incidents of alleged bullying type behaviour that happen during the school day or whilst boys are in school uniform. However, this may be extended in the case of alleged cyber-bullying or if bullying occurs outside of school but could only have happened because of an incident or a relationship which started in school. This will be at the discretion of a senior member of the pastoral team.

2. Definition of Bullying Type Behaviour and what this might look like?

'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 type behaviour"
(1) In this Act "bullying type behaviour" 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:

1) Bullying type behaviour may be **T**argeted:



2) Bullying type behaviour may be **R**epeated:



3) Bullying type behaviour may be **I**ntentional



4) Bullying type behaviour may cause **P**hysical, psychological and/ or emotional harm

Bullying type behaviours are not limited to repetition

While repetition is recognised as an important element in establishing bullying type behaviour, repetition is not required for behaviours to be defined as such. The College has the discretion to include one-off acts as bullying type behaviour.

In judging if a one-off act is bullying type behaviour the following may be considered:

- The severity and significance of the incident and evidence of pre-meditation
- impact of the incident on individuals (physical/emotional) and the impact of the incident on the wider school community
- previous relationships between those involved and any previous incidents involving the individuals

As a rule of thumb, bullying type behaviour does not have to but will usually involve behaviour that is repeated, and which has not responded to previous intervention.

When an alleged incident fails to meet the criteria for bullying type behaviour, the College's Pastoral Care and Positive Behaviour Policies should be used to address socially unacceptable behaviour.

Intention to Cause Harm

The 2016 Act requires the College to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. 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

'Harm' may be defined as:

1. Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
2. Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

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. 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'

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)

Non-Physical

Bullying type behaviour may be by any verbal, written or electronic communication

For example, saying, writing or using online contact and platforms to:

- Say mean and hurtful things to, or about, others.
- Make fun of others.
- Call another pupil mean and hurtful names.
- Tell lies or spread false rumours about others.
- Try to make other pupils dislike another pupil/s.
- Extort from, blackmail or exploit another.

Online

The use of electronic communication as a method of bullying type behaviour is most commonly identified as cyber bullying.

Cyber bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and online platforms.

Physical

Other methods of bullying type behaviour may be physical and can be described as, but are not limited, to: Hitting, kicking, pushing, shoving around, locking a pupil/s inside a room etc., material harm such as taking/stealing money or possessions, other direct/indirect acts

The list above is not exhaustive. Bullying type behaviour can be any of the above, separately or together.

Bullying type behaviour may include omission.

This includes where a pupil is intentionally left out (e.g. 'they stopped him playing with them') and where there is a wilful failure to include a pupil (e.g. 'they purposefully did not ask him to join the game'). Other examples include a pupil being excluded or left out of:

A group of friends, activities, games, group work in class.

Exclusionary bullying type behaviours may be as serious as other verbal or physical acts

3. What signs should we look out for if we think someone may be experiencing bullying type behaviour?

Students may

- be reluctant to go to school and complain of frequent minor illnesses
- become withdrawn at home
- have problems sleeping
- have unexplained cuts or bruises
- have books, schoolbags or clothing damaged
- have possessions go missing
- become uninterested in school work

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 • Family circumstances (pregnancy, marital status, young carer status)	• Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Race • Religion • Sexual orientation • Other _____
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4. What are we doing collectively to prevent bullying type behaviour?

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.

Each member of the College community has a role to play in helping to prevent bullying type behaviour and in creating an atmosphere in which it is not allowed to develop. 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:

<u>Whole School</u> • SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion & Diversity 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 • 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 • Shared education projects, events, assemblies, key campaigns e.g. Rights Respecting School kindness day, anti-bullying week • Wellbeing assessment data e.g. GL PASS • House system promoting sense of belonging and vertical, as well as horizontal, relationships.	<u>Classroom</u> • 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 • Collaborative Learning/Problem Solving and Conflict Resolution • Bystander/Upstander Education • Agile groupings and seating arrangements
<u>Non-Classroom</u> • Supervision • Social and extra-curricular opportunities • Professional Development/Training (including for non-teaching and supervision staff) • Play/art and other therapeutic approaches for example Lego Club • Designated safe/quiet/reflective/nurture /activity zoned spaces – for example Wellbeing Lounge • Structures to facilitate reporting concerns e.g. confidential wellbeing reporting link, designated email, concern boxes etc	<u>Peer Support</u> • Student Leadership e.g. student council, pupil wellbeing teams, prefects, house-captains, Wellbeing Ambassadors etc • Pupils trained and supported by staff regarding roles, responsibilities • Peer mentoring programme • Pupil led/directed extra-curricular activities • Buddy Schemes • Bystander/Upstander Training • Peer Mediation/Problem Solving • Peer Listening programmes

5. What can we do individually to help prevent bullying type behaviour?

STAFF

Our staff will

- be fair and consistent in the treatment of students
- be aware of the school's addressing-bullying policy
- take opportunities to talk to classes about bullying type behaviour and the effects on the student experiencing bullying and the student exhibiting bullying type behaviour
- foster in students: self-esteem, self-respect and respect for others
- be alert to signs of distress and other possible indications of bullying type behaviour
- listen to children who have been experienced bullying type behaviour, take what they say seriously and act to support and protect them
- report suspected cases of bullying type to a student's Tutor and/or Head of Year
- follow up any complaint by a parent about alleged bullying type behaviour, and report back within an agreed timescale
- deal with observed instances of bullying type promptly and effectively, in accordance with agreed procedures

STUDENTS

We expect our students to:

- refrain from becoming involved in any kind of bullying type behaviour
- not retaliate physically/ verbally to any form of bullying type behaviour – doing so may result in having to apply sanctions to them. There is never a valid reason for physical altercations.
- report to a member of staff any witnessed or suspected incidences of bullying type behaviour, to dispel any climate of secrecy and help to prevent further incidences
- not suffer in silence but have the courage to 'Speak Out', to put an end to their own suffering or that of other potential targets

To encourage people to 'Speak Out' with confidence and to make the reporting of incidents as easy as possible, we aim to provide a wide range of initial contacts. Students may choose to discuss their concerns with any of the following:

Friends, Subject Teachers, Heads of Year, Housemasters, Personal Tutors, School Counsellor, Heads of Key Stage, Vice-Principals, Learning Support Staff, Prefects, Wellbeing Ambassadors, Medical Staff, Support Staff.

Students may also raise their concerns using the online pastoral concern form. QR codes to access this are available throughout the College.

PARENTS

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

- watching out for signs of distress or unusual behaviour in their children, which might be evidence of bullying type behaviour.
- advising their children to report any bullying type behaviour
- advising their children not to retaliate physically and/ or verbally to any forms of bullying type behaviour – any form of physical altercation is not acceptable.
- informing the school of any suspected bullying type behaviour, even if their children are not involved. This may be done by contacting the College directly or completing the online pastoral concern form, which is available on the College website.
- to be aware of the dangers of mobile phone messaging and social media sites and know how inappropriate contact or messages can be reported on-line (see E-safety Policy and Guidance)
- to support the College if an incident of bullying type behaviour occurs
- to understand that we cannot be responsible for issues that occur outside of school and at times when they are under the guardianship of their parents. The College will, however, offer support and guidance as necessary.

6. Who should I speak to if I am concerned about a bullying type behaviour issue?

I AM A PARENT

(Guidance is offered in Appendix 1)

Tutors would normally be the first point of contact with the College; however, all incidents of bullying type behaviour will be monitored by the Head of Year, and dealt with jointly between the tutor and the Head of Year.

- **IF YOU HAVE CONCERNS IT IS BEST TO TALK DIRECTLY WITH THE HEAD OF YEAR.**

THE FULL LINE OF REFERRAL IS

TUTOR → HEAD OF YEAR → HEAD OF KEY STAGE → VICE-PRINCIPAL → HEADMASTER

CONFIDENTIALITY

The College has a duty of care to all students, so confidentiality cannot be guaranteed when the information given could represent a safeguarding concern for any student. All information will be handled sensitively.

I AM A STUDENT

(Guidance is offered in Appendix 2)

There are a number of people you can talk to at Campbell:

- A class teacher
 - A prefect
 - Matron
 - Your tutor
 - Your Head of Year
 - Head of Key Stage
 - Vice-Principal
 - School Counsellor
 - A trusted adult
-
- **YOUR TUTOR IS THE BEST PERSON TO TALK TO AS THEY WILL DEAL WITH CONCERNS INITIALLY, BUT YOU CAN TALK TO ANY MEMBER OF STAFF WHO WILL KNOW WHAT TO DO.**
 - **ANY INCIDENT OF BULLYING TYPE BEHAVIOUR WILL THEN BE DEALT WITH BY A NUMBER OF PEOPLE WORKING TOGETHER SUCH AS YOU, YOUR TUTOR AND YOUR HEAD OF YEAR.**

7. What does the school do when bullying type behaviour occurs?

The College takes a non-prescriptive approach to dealing with incidents of alleged bullying type behaviour. A student may approach any member of staff regarding this type of behaviour so the start point of each incident may be different. All incidents of alleged bullying type behaviour will be progressed to at least Head of Year level and decisions regarding the nature of any incident will be taken collaboratively by the relevant pastoral team(s). Decisions will be based on the available evidence and the professional judgement of staff involved. The welfare of students involved will be the priority as well as achieving a satisfactory and enduring outcome. Alleged bullying type behaviour incidents must be recorded in CPOMS and/or SIMS, where a Bullying Concern Assessment Form (BCAF) may be completed (Appendix 3). These are the systems the College uses to record pastoral concerns and its information management system, and those involved should normally be informed of outcomes and the reasons for any actions taken.

The main aim of any intervention is to:

- **RESPOND** to the bullying type behaviour taking place,
- **RESOLVE** the concern,
- **RESTORE** the well-being of all those involved, and

It is vital that parents/guardians support the College, and allow us to address the issue. The best support you can give your son is to keep calm, tell him you, and we, understand and that we will work together to make this better.

The procedure for dealing with the incident is:

1. **Gather** and clarify all the facts
2. **Check:**
 - a. that the behaviour constitutes bullying type behaviour.
 - b. if there are records of any previous incident.
3. **Determine** the level of severity of the bullying type behaviour. This will involve taking account of
 - a. the nature of the behaviour
 - b. the frequency of the behaviour
 - c. the duration of the behaviour
 - d. the perceptions of the student experiencing the behaviour (consider the distress suffered by the target)
 - e. the reasons behind the bullying type behaviour
4. **Act** on the basis of this initial assessment:
 - a. Choose an appropriate intervention
 - b. Ensure effective communication amongst all parties
 - c. Consider possible need for
 - i. Parental involvement
 - ii. SENCO involvement
 - iii. Risk Assessment
 - iv. External agency involvement (e.g. CPSS)
5. **Monitor** and evaluate the on-going effectiveness of your chosen intervention/strategy. (there may not be a 'quick-fix' so any intervention should be monitored)

6. **Record** details and action taken
7. **Review** outcomes to determine whether further action is required and progress accordingly.

8. Recording Incidents of Bullying Type Behaviour

All alleged incidents of bullying type behaviour must be recorded

It is important to have a fully transparent system so that reported incidents can be taken forward in line with the College Policy and can be traced through the system as having been resolved by the College. The College will be able to record whether the alleged incident of bullying is confirmed and responded to through the Addressing Bullying Policy, or if the alleged incident is responded to under another policy. Depending on the progression of any given incident the Head of Year, Head of Key Stage or VP (Pastoral) will be responsible for ensuring that required details are recorded. The process of recording bullying incidents will be guided by 'Using SIMS Behaviour Management to Record a Bullying Concern – Guidance for Schools 2020 – 2021'. This may include completing a Bullying Concern Assessment Form (BCAF). Any documentation created in investigating a bullying incident will be held securely in CPOMS, the College network or in SIMS.

CPOMS and/or the School Information Management Systems (SIMS) will be used to record alleged incidents of bullying type behaviour. The record will:

- State what appears to be the motivation for any incident
- If the incident is designated as bullying type behaviour, then the methods will be defined.
- Include information about how the incident was addressed.

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Designated staff (HoYs/ HoKs/ VP Pastoral) will ensure that parts 2-4 of the BCAF are completed. They 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.

9. What has this policy been based on?

This policy has been developed consistent with 2016 Statutory Requirements (The Act).

The Act should be understood in its wider legal and policy context, which is as follows:

Relevant NI legislation:

1. The Children's (NI) Order 1995
2. The Education and Libraries (NI) Order 2003

Relevant Department of Education Guidance:

3. Pastoral Care in Schools: Promoting Positive Behaviour 2001
4. Measures to Prevent Bullying in DE Circular 2003/13
5. Safeguarding and Child Protection: A guide for schools (2017)

Relevant International Conventions:

6. The United Nations Convention on the Rights of the Child (UNCRC)

10. How does this fit in with other School Policies?

This policy has links with a number of school policies, including:

- Pastoral Care
- Positive Behaviour
- E-Safety (which covers Cyberbullying)
- Relationships and Sexuality (which covers Homophobic Behaviour)
- Safeguarding and Child Protection
- Learning Support (SEN)
- Suspension and Expulsion
- Complaints

How do we monitor the effectiveness of this policy?

All incidents of bullying type behaviour are recorded and the incident will remain open until we are convinced that the behaviour has stopped and that the target of the behaviour is confident that the behaviour has been dealt with effectively.

The team of Heads of Year meet along with the Heads or Key Stage and/or the VP to discuss the effectiveness of any actions taken and the time taken to deal effectively with the incident. The Policy is also discussed during the College's Safeguarding Team meeting. We have implemented the recommendations of the NIABF (Northern Ireland Anti-Bullying Forum) and remain in contact with the Behaviour Support Team of the Education Authority and Child Protection Support Services, who act as a source of advice on how to improve our provision.

This policy will be reviewed biannually by the Board of Governors; however, the College may revise the policy at any time it considers necessary. The latest version will be available by contacting the College.

APPENDIX 1



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?



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

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

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

Targeted

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

Repeated

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

Intentional

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

Psychological/Physical

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

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

Imbalance of Power, Motivation and Methods

Imbalance of Power

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

Motivation

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

Method

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

Signs that my child could be experiencing bullying type behaviour

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



Preventative Measures

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

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

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

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

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

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

How do I report my concern?

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

Details of concern are shared

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

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

Legal definition of bullying type behaviour NOT met

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.

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



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

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

Appendix 2



Addressing Bullying Type Behaviour in Schools



POST PRIMARY

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2015 (NI)

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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 backgrounds, 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.

Socially unacceptable behaviour identified is supported using Positive

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.

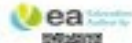
Mirroring. Focus solely on what you are being told and show you are listening without giving your opinion.

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.




ANTI-BULLYING ALLIANCE




Text a Nurse, Lifford Public Health Agency (24/7)



www.education-ni.gov.uk/publications/online/bullying-schools



<https://safer-schools-ni.org/>



North Wellbeing Hub – Children and Young People's Services, Partnership (NYP) (24/7)

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 criteria 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:																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 10%;">Date</th> <th style="width: 10%;">Stage on Code of Practice</th> <th style="width: 15%;">Intervention</th> <th style="width: 15%;">Success Criteria</th> <th style="width: 15%;">Action taken by whom and when</th> <th style="width: 15%;">Outcomes of Intervention</th> <th style="width: 10%;">Review</th> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>							Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review																					
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Record of participation in planning for interventions	
Pupil:	
Parent/carer:	
Other Agencies:	

Part 3b 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:

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 • Create activities, clubs, and events to grow social communication skills • Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart	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. • 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 • 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.
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• 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.	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)
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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	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
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• 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 (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.	• 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, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.
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