



St Malachy's College

Addressing Bullying Behaviour 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 and EA Guidance and the international context (Appendix 1).

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SECTION 1: Statutory Context & Guidance

Introduction

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

The purpose of this policy is to:

- define bullying type behaviour
- summarise rights, roles and responsibilities
- explain preventative measures
- clarify processes used for reporting, recording, and responding
- 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 College Complaints Procedure which is available on the College website.

Ethos and Values

We, at St Malachy's College, have a primary responsibility for the care, welfare, and safety of our pupils by providing a safe and supportive environment. This school is completely opposed to bullying type behaviour. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

The Addressing Bullying policy of St Malachy's College promotes an environment in which students, staff and parents are committed to the idea of excellence within a caring, supportive community. The ETI Inspection Report noted that **"the quality of pastoral care is outstanding"** and this was affirmed in the Sustaining Improvement Inspections in December 2016 and December 2020. The Addressing Bullying policy seeks to uphold the ethos of St Malachy's College as encapsulated in its Mission Statement and Motto:

'St Malachy's College, as a Catholic School, provides academic excellence in the context of a Christian community ethos. It seeks to preserve its traditions of spirituality and learning, so that all pupils and staff can experience continuity in achievement and further their own spiritual, educational, and personal growth in a pleasant, interesting, and stimulating environment'.

The College Motto "Gloria Ab Intus", Glory from Within, illustrates that the fundamental ethos of pastoral care within the College is that of formative and holistic education "Gloria Ab Intus", reminds us of all of the importance of 'Glory from within' and we, through our work in pastoral care and promoting an addressing bullying environment, endeavour to honour Bishop Crolly and the

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founders of the College. St Malachy's, as a Catholic school seeks through its pastoral care, to recognise and respect the uniqueness of all individuals, to enable them to reach their full potential and to help create the world, as God intends it to be.

This Addressing Bullying Policy has been approved by the Board of Governors at St Malachy's College following consultation with pupils, parents, and staff.

Links to Other Policies

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

- **Safeguarding and Child Protection Policy**
- **Equality and Inclusion**
- **Pupil Attendance Policy**
- **(Positive) Behaviour Policy**
- **Health and Safety Policy**
- **Digital Technology and eSafety Policy**
- **Special Educational Needs Policy**
- **Educational Visits Policy**
- **Relationships and Sexuality Education**
- **Pastoral Care Policy**

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 consultation: PASS data/focus class groups/ Use of EA ABSIT pupil guide/ School Council/ Presentation to pupils
- Parents & carers consultation involved: recorded presentation by Student Council/ Parent information Sessions- sharing of EA ABSIT guide
- Staff consultation involved: Staff Day Presentation of Policy and ABSIT Guide/ Staff training to Level 3 of key staff

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SECTION 2: What is Bullying Type Behaviour?

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

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

TRIP

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

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

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

The Legislation acknowledges that occasionally a **One-off Incident** will be considered as bullying type behaviour, pending the severity and significance of the incident, evidence of pre-meditation, significant level of physical/emotional impact on individual/s and the wider community. A one-off electronic communications, can constitute bullying type behaviour through repeated viewing and sharing of a post.

Omission must also be considered when addressing all bullying type concerns. This is where a pupil/s is or are deliberately left out, and where there is a wilful failure to include a pupil/s in a game or activity. Pupils don't have to be friends, but friendly.

Imbalance of power is not included within the legal definition (Act 2016) However, when someone seen with lesser power, is identified as an object of attention, attack or is targeted, this factor must be considered to determine whether bullying type behaviour has occurred.

The 2016 Act requires a 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

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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 relevant aspects of the Positive Behaviour, Special Educational Needs, Child Protection and Safeguarding 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:

- Develop a culture where pupils take pride in the College and are viewed as ambassadors for the College within the community and where all pupils respect the rights of others to travel safely. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.

- Where possible, use Bus Prefects to support the development of an addressing bullying culture.
- Regularly engage with transport providers (eg. Translink) to ensure effective communication and
- the early identification of any concerns.
- Address safeguarding concerns reported in relation to travel to and from school.
- Provide timely support and intervention.
- Assign staff to support a structured, supervised transition at the beginning and end of the school day.
- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities.
- Engage with student voice about experiences on the journey to and from school.
- Communicate consistently the expectation to include and respect individual rights and diversity.

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. In the College, we are committed to supporting our pupils to use the internet safely, responsibly, and respectfully.

The Addressing Bullying Policy is one of several school policies that address electronic behaviour and are reviewed in response to technological developments. As such, follow up is aligned to other policies and in particular the eSafety Policy.

If necessary, eSafety incidents will be reported to the PSNI or other relevant external agencies.
eSafety incidents which occur

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outside school hours are primarily the responsibility of parents. *If inappropriate activity occurs outside school hours with the intention of having a negative effect on any member of the College community, and this is brought to our attention, then we may liaise with parents as to an appropriate way forward. (eSafety Policy 2023)*

In St Malachy's College, we aim to prevent electronic bullying type behaviour by:

- Addressing key themes of electronic online behaviour and risk through curriculum content- the College actively promotes eSafety through the Preventative Curriculum.
- Lessons within the Digital Hub and wider ICT and Computing Curriculum
- Safe use of Google Classroom
- Form Tutorial and Assemblies including the involvement of external agencies
- Focus on the legal implications of inappropriate use of digital technology
- Education around Cyber Bullying.
- 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.
- Creating, agreeing and implementing an Acceptable Use Agreements as part of the eSafety Policy (the student agreement is in each student's HW Diary)
- Addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention.
- Ensuring all staff regularly have on-line safety training

Students will be helped to understand the need for the student Acceptable Use of Digital Technology Policy and encouraged to adopt safe and responsible use of digital technology outside of school.

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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)
Physical - negative physical contact, material harm such as damaging or taking possessions without permission
Electronic Acts
Misuse of online platforms or other electronic communications to cause psychological upset

(Please note the list is not exhaustive)

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

- Ability
- 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

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. Appendix 5 is a table of identified rights, roles, and responsibilities.

All staff have a duty to address bullying type behaviours and roles of staff within the pastoral structure are laid out within the College Pastoral Care Policy. 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.

- Vice Principal (Pastoral Care and Designated Teacher)
- Heads of School for KS3, 4 and 5 (also deputy Designated Teachers)
- Learning Support Co-ordinators

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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 Malachy's College, we scaffold and promote a positive, relational learning environment where all members of the school community feel safe, included and valued. The College provides a structured and relevant preventative curriculum which includes raising awareness of bullying type behaviour. This includes understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy. Students are consistently reminded that all instances of bullying type behaviour are unacceptable and will be addressed with appropriate consequences, supports and interventions. 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:

- Tutorial Programmes, assemblies, and relevant subject Schemes of Work.
- Addressing bullying messages actively promoted through Anti-Bullying Week, Safer Internet Week and visits from outside speakers.
- Year 14 pupils make up the Addressing Bullying Team and the Resilience Team. The team leads workshops during anti-bullying week and are available at specified times for peer support.

The Preventative Curriculum also includes:

- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- The School Council supports the delivery and promotion of key addressing bullying messaging within the school.
- Training for supervisors to assist with the management of unstructured times such as break and lunch.

- Opportunities for social groups in quieter areas for those students who may become overwhelmed in busy areas.
- Access to a "Quiet Room"
- Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks.

Whole School
<ul style="list-style-type: none"> • School Development plan and in particular, Section 1b • SEND, Addressing Bullying, Positive Behaviour, Safeguarding and Child Protection, Pastoral Care, Inclusion & Diversity policies • College Ethos and the 5 Pillars • Routines, reward celebrations and positive expectations • Peer/Student Leadership Teams • Peer mentors and KS5 Enrichment including links with TAHMI • Adults modelling self-regulation, inclusive language and positive relationships- staff Code of Conduct • Restorative Practice approaches • Wellbeing assessment data - PASS

Classroom
<ul style="list-style-type: none"> • Curriculum: PDMU/LLW/RSE/ Enrichment • Structured form/class-meeting time to promote belonging, connection and positive relationships • E-safety and digital citizenship/ Cyberfirst • Social and Emotional Learning • Social thinking/skills training programmes • Friendship Education • Strengths Based Approaches

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Non-Classroom

- Supervision and transition arrangements
- Social and extra-curricular opportunities
- Professional Development/Training (including for non-teaching and supervision staff)
- Designated safe/quiet/reflective/nurture/activity zoned spaces-LRC/ PLC/ Quiet Room
- Enhanced structure during unstructured times - breakfast, lunchtime clubs, homework clubs

Peer Support

- Student Leadership – Student Council/ Digital Ambassadors/ Peer Mentors
- Pupils trained and supported by staff and external agencies regarding roles and responsibilities
- Peer mentoring programme

Professional Development of Staff

In St Malachy'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 records.

To This end:

- The College School Development Plan (SDP for 2023-26) continues to have Staff
- Development as a key priority as indicated in Section 3.a) Building Capacity through Pupil & Staff Development. As a key part of the SDP, Section 1b, there is a great deal of CPD in the areas of the Preventative Curriculum and Emotional Resilience.
- In 2018, a Policy Sub-Committee was established which meets in advance of full BoG meetings. This committee is comprised of three members of the BoG and the Pastoral VP. The committee reviews policies to ensure that they are compliant with all relevant statutory legislation and DE and EA guidance and that policies reflect fully the ethos of the College.
- The Vice Principal Pastoral and the Head of Key Stage 4 attended EA Training on the implementation of the Addressing Bullying Act.
- Whole Staff Training was provided in August 2019 in relation to the Addressing Bullying Act and this was refreshed in August 2021 to prepare for the statutory implementation of the Act.
- All staff are trained in Child Protection on an annual basis. CPD records are kept and updated regularly and a CPD update is presented to the BoG on an annual basis.
- Key members of the Pastoral Team completed a Level 3 EA ABSIT (8 Session) Training Project to effectively implement the Addressing Bullying in Schools Act 2016 across the school community.
- Staff CPD includes staff training in the Addressing Bullying Policy and ABSIT Level 1 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 sending an email to a teacher/using private message on Google classroom

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

Parents/Carers or Others Reporting a Concern

Parents/carers may report bullying type concerns in the following ways:

- In the first instance, all bullying type concerns should be reported to the Form Teacher.
- If dissatisfied with the response report to the Year Head.
- If you remain dissatisfied report to the Vice-Principal.
- If you remain dissatisfied report to the principal.
- Where the parent/carer remains unhappy the

school's complaints policy and procedure should be followed. This policy is available on the school website, or by contacting the office.

While most bullying type concerns will come from pupils and their parents/carers, the school is open to receiving such reports from anyone within the school and wider community.

All reports of bullying type concerns received from pupils and/or parents/carers will be responded to in line with legislative processes as outlined in this policy. **It must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the individual pupil and their parents/carers.**

Responding to and Recording a Bullying Type Concern

It is the responsibility of all staff (including teachers, classroom 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 (Appendix 2), recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart, Appendix 3, and stored on the school data management system. Records will be maintained in line with our Data Protection Policy

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

- Clarify facts and perceptions.
- Check records and previous assessments.
- Collaboratively assess the incident using the T.R.I.P. criteria.

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Designated staff will complete relevant sections of the College BCAF including any of the following that apply:

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- Identify methods and potential motivating factors
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions (see appendix 4) for all pupils involved
- 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
- Review outcome of interventions
- Select and implement further interventions as necessary.
- Based on the level of progress, revisit BCAF or proceed to case closure.

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

SECTION 7: Monitoring and Review of Policy

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

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

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

- at intervals of no less than four years or
- following any complex incident which highlights the need for such a review,
- as required, when reviewing other associated policies
- 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 has been sent to all parents/carers via ParentApp and is available online at www.stmalchyscollege.org. Parents/carers can also request a hard copy by contacting the College Reception on 02890748285.

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>](#)

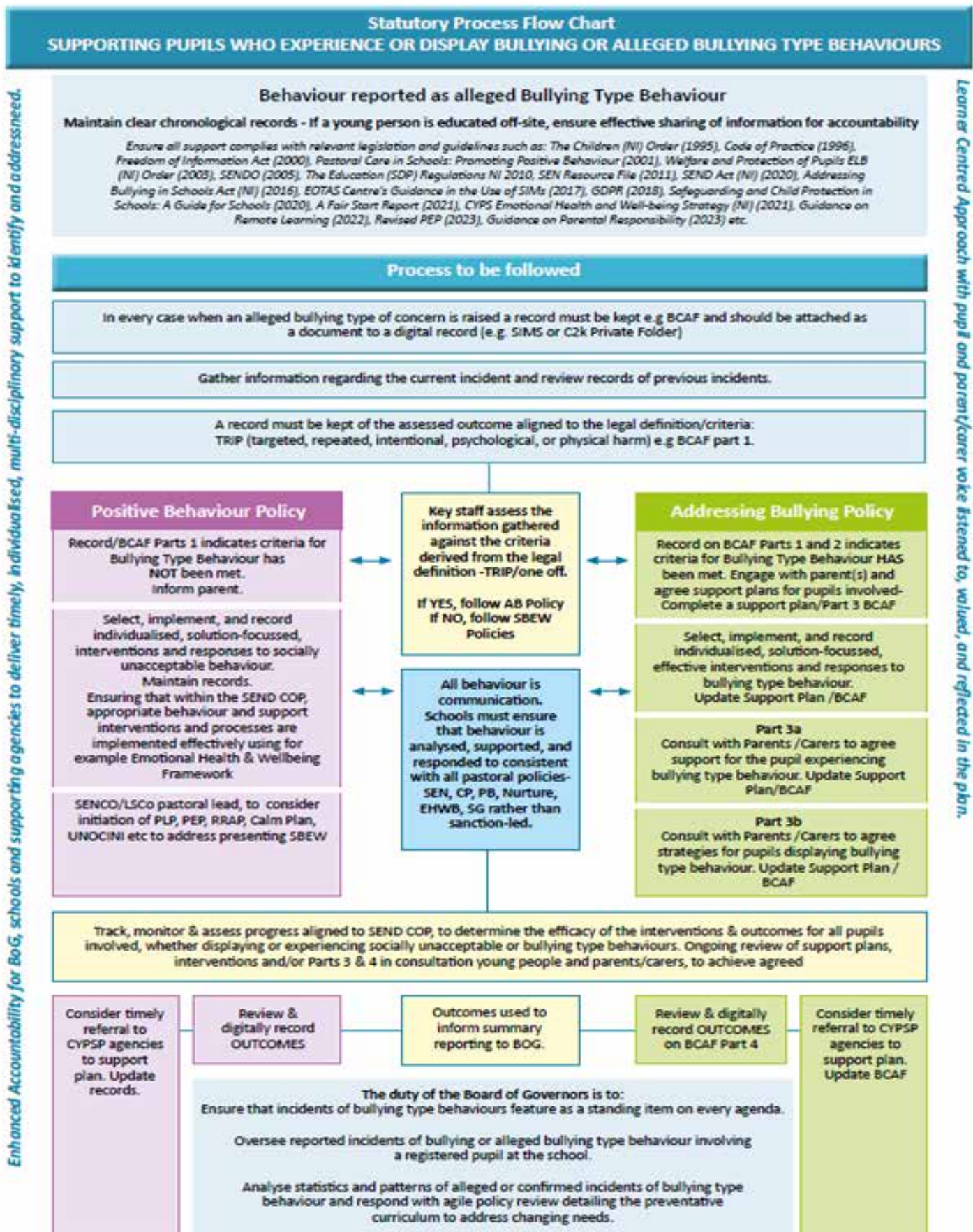
The International Context

[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)



Addressing Bullying Digital Record Form

Date: _____ **Staff Name:** _____

On the basis of the information gathered the College is supporting the pupils involved through the Colleges 'Addressing Bullying Policy'.

Person who reported concern:

Name (s)	Class Group

Name of pupil(s) experiencing bullying type behaviour:

Name (s)	Class Group

Name of pupil(s) demonstrating bullying type behaviour:

Name (s)	Class Group

Summary of bullying type behaviour (include dates/timeframe)

.....

.....

.....

Record of Interventions/Support/Parental/Carer Consultation: (inc. Safety plan/Risk Assessment)

When taken and by whom:

.....

.....

.....

Agreed Review Date: _____

Review of Bullying Concern and actions required:

.....

.....

.....

Appendix 4: Effective Responses, Support, and Intervention Level 1

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.
<ul style="list-style-type: none"> ● Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying behaviour ● 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 ● 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 ● 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. Restorative Approaches ● Make alternative arrangements for travelling to and from school (ERtBB) ● Create activities, clubs, and events to grow social communication skills ● Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart ● Review transition planning and pupil support across phases, year groups, schools ● Use 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, Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc. 	

Appendix 4: Effective Responses, Support, and Intervention Level 2

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

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
<ul style="list-style-type: none"> ● Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection ● Consider access to nurture support, post primary well-being hub etc to support SBEW needs ● Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD ● Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk ● Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc ● Scaffold pupil experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good Practice Advice & Guidance for Schools Receiving Newcomers Including Pupils Seeking Asylum' document ● Create, agree, and embed additional positive group expectations and routines ● Use restorative practices, group mediation and conflict resolution approaches (ERtBB) ● Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills ● Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils ● Introduce further group interventions focused on emotional well-being/literacy, resilience ● 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 ● Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB) ● Consider referral to Family Support Hub ● Consider referral to EA services for advice ● Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support ● Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App ● Introduce enhanced social skills sessions to scaffold positively framed expectations and routines ● Introduce further group interventions focused on emotional well-being/literacy, resilience, ● Use targeted small group circle time ● Other: Select further supports and interventions from Level 1 strategies or other resources (see Level 1 for list) 	

Appendix 4: Effective Responses, Support, and Intervention Level 3

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

Level 3	<p>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.</p>
	<ul style="list-style-type: none"> ● 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 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.

Appendix 4: Effective Responses, Support, and Intervention Level 4

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

Level 4	<p>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.</p>
<ul style="list-style-type: none"> ● Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s) ● Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting ● Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate ● Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc ● Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion ● Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP) ● Initiate/review of Child Looked After Personal Education Plan (PEP) ● Refer to EA services for specialised support e.g. CPSS for advice. ● Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc ● Refer to Independent Counselling Service for Schools (ICSS) ● Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc ● Complete a UNOCINI. ● Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance ● Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention ● Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, 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.

Rights		
Staff	Children & Young People	Parents / Carers
<ul style="list-style-type: none"> To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion. Safe and secure working environment with appropriate training to meet the needs of the young people in their care. Emotional health and wellbeing promoted and supported by colleagues. Access to ongoing CPD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour and wider SBEVW training. Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. Kept informed and updated in relation to children and young people's progress and wellbeing. To know the identified individual needs (including SEND and medical needs) of the young people in their care and the support plans to address these needs. Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection. 	<ul style="list-style-type: none"> Emotional health and wellbeing promoted and supported through a preventative curriculum. Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people. To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches and Restorative Practices etc. Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour. Individual needs to be addressed through the suite of pastoral/safeguarding policies. Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. Opportunities for involvement in peer support and/or mentoring. 	<ul style="list-style-type: none"> Their child/young person receives a quality learning experience. Their child/young person is taught in a relational, nurturing, and safe environment. Their child/young person is treated fairly and with respect. A school environment that promotes effective partnerships and positive relations with school staff. Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. Consulted regarding school policies including Addressing Bullying Policy development and review processes. Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances as outlined in the Addressing Bullying Policy. Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed. Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Appendix 5: Rights, Roles & Responsibilities


Roles & Responsibilities		
Staff	Children & Young People	Parents / Carers
<ul style="list-style-type: none"> 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 CPD. Co-develop, implement, and promote 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 Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). Build effective partnerships and positive relations with and between children, young people, parents/carers and staff (including explicit approaches to connect with vulnerable and hard-to-reach families). Take timely and appropriate action to address children, young people, parent/carer, and staff concerns. Use relational and evidence informed approaches e.g. SEN, 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. EWWS, 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. 	<ul style="list-style-type: none"> 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/ concept of co-existing Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, Calm Plan, PLP, RRAP. 	<ul style="list-style-type: none"> 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.

Appendix 6: Education Authority ABSIT Guides



Addressing Bullying Type Behaviour in Schools

PARENT GUIDE



What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

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

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

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


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

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


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

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

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

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

Bullying type behaviour is supported using Addressing Bullying in School Policy.

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

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

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




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




https://safer-schools.ni.gov.uk/



Anti-Bullying Alliance



Teen & Nurse | HSC Public Health Agency (hscni.net)



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



Addressing Bullying Type Behaviour in Schools



POST PRIMARY

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NIS)

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

The law states that in all schools:

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

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

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

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

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

When is it Bullying Type Behaviour?



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

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

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

Targeted

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

Repeated

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

Intentional

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

Psychological/Physical

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

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

Why does bullying type behaviour happen?

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

How might bullying type behaviour present?

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

Imbalance of Power

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

What to do if you need help?

Speak to an Adult You Trust

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

Keep a Record

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

Identify opportunities to meet new friends. Try morning, lunch or after school activities.

You may want to contact a free, confidential helpline e.g. Childline 0800 11 11

Stay Positive

You have done the right thing in coming forward. Focus on the positives in your life. Celebrate your unique qualities.

Find healthy ways to release 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

Behaviour, Safeguarding and Pastoral Policies.

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

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

If a friend shares that they are being bullied?

Thank your friend for trusting you and listen without interruption.

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

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

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

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

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



www.education-ni.gov.uk
bullying@education-ni.gov.uk



www.education-ni.gov.uk



www.nhs.uk
NHS Advice / NHS Public Health Advice Assistant



www.nhs.uk
NHS Helpline Web - Children and Young People's Helpline, Parents Helpline, Parkinson's (1753), DASH (1753)

Appendix 7: Addressing Bullying in Schools Act (NI) 2016: Reporting to Board of Governors Pro-forma

Reporting timeframe and date e.g. Term 1 2024-25 _____

Staff member reporting: _____ **Date of meeting:** _____

Number of allegations of bullying type behaviour	
Number of cases that did not meet TRIP criteria	
Number of cases that met TRIP criteria	
Identified methods of confirmed bullying type behaviour and number of each e.g. Physical - 3	
Potential motivation for bullying type behaviour and number of each identified e.g. Racism - 2	
Support and interventions in place for both pupils displaying and experiencing bullying type behaviour. (Yes/No)	
Emerging trends identified and how these are being responded to.	
Areas identified as priority for School Development Planning.	