



Wellington College Belfast

Addressing Bullying Policy

Statutory Context & Guidance

It is a statutory requirement of all school Board of Governors in Northern Ireland, to ensure the school has an effective Addressing Bullying Policy and practices aligned to the Act (2016) which commenced in schools September 2021.

This Addressing Bullying Policy takes account of specific Legislation, Education Authority/Department of Education guidance and the international context (Appendix 1).

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Section 1:

Introduction

At Wellington College we believe that the safeguarding of all our pupils is paramount and the responsibility of all community members. This policy supports our work in creating a safe, inclusive and relational school environment and informs systems and processes to prevent, report and respond to bullying type behaviour between students.

Our aim is to create, maintain and embed a culture where all agree that bullying type behaviour is unacceptable. We acknowledge that bullying type behaviour exists in schools and wider society, potentially impacting the lives, mental health and well-being of those involved. Therefore, we promote an open climate where pupils, staff and parents are free to share concerns, with the understanding that we will address bullying type behaviours with the best interests of all pupils in mind and in the context of legislation.

Everyone within the College, regardless of individual differences including, but not limited to, culture, race, religion, beliefs, sexual orientation, gender orientation, appearance, ability or disability, has the right to learn in a safe, caring and nurturing environment; one which is free from the threat of harm, both physical and emotional. All members are valued and their rights protected.

In all elements of College life, both inside and outside of the classroom, the College endeavours to promote positive relationships and an environment in which students, parents/ guardians and staff feel comfortable to report any bullying incidents which they feel is taking place.

Vision & Values

We ASPIRE to deliver academic excellence, in a values rich environment, where students and staff learn, grow and achieve, together.

Achievement	We always aspire to be the best we can be
Self-belief	We work to build confidence, and instil worth and value
Pride	We represent ourselves and our College with pride
Integrity	We live out our values with kindness, compassion and truth
Respect	We show respect, for self, for school and all in our College community
Excellence	We strive for excellence, together.

Aims

At Wellington College, our aims within this policy and in relation to addressing bullying type behaviour are to:

- educate our College community of what constitutes bullying type behaviour
- clarify the preventative strategies in place to reduce the likelihood of occurrence and/or reoccurrence

- make the students and parents/carers fully aware as to how to raise any bullying type concerns ensure that any bullying behaviour is reported to by students and parents/carers
- respond to all reported instances of bullying behaviour appropriately and in line with guidance
- support students who have experienced bullying type behaviour
- guide those students who display bullying type behaviour to adopt a more conscientious and empathetic attitude
- outline roles and responsibilities
- ensure robust monitoring and review procedures are in place following incidents of bullying behaviour
- provide up to date training for staff and governors

Context

Statutory Guidance

It is a statutory requirement of all school Board of Governors in Northern Ireland, to ensure the school has an effective Addressing Bullying Policy and practices aligned to the ACT (2016) which commenced in schools September 2021. This Addressing Bullying Policy takes account of specific Legislation, Education Authority/Department of Education guidance and the international context (**Appendix 1**).

It is a statutory duty for schools to relationally support all pupils to address Bullying Type Behaviour in a solution focused manner ***as pupils need scaffolded support to maintain positive relationships.***

Links to Other School Policies

This policy should be read in conjunction with wider SEN, safeguarding, inclusion, and pastoral care suite of policies. The development and implementation of this Addressing Bullying Policy has been reviewed to ensure consistency with related policies including:

- Positive Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Special Educational Needs Policy;
- Relationships and Sexuality Education Policy;
- Transgender Policy;
- E-Safety Policy & Acceptable Use of Internet Policy,
- Bring your own Device Policy
- Pupil Attendance Policy

(These policies are available to view on the school website)

Consultation

We value the views and contributions of our school community, and actively seek these views, respecting and taking them into account. Therefore, this policy was created by the Board of Governors, following consultation with students, parents/carers, and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Section 2:

Definition of Bullying

The College uses the legal definition of bullying for Northern Ireland as defined in the 2016 Anti-Bullying Act:

Addressing Bullying in Schools Definition of “bullying”:
<p>(1) In this Act “bullying” includes (but is not limited to) the repeated use of—</p> <ul style="list-style-type: none">a. any verbal, written or electronic communication,b. any other act (including exclusion and omission), orc. 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.

The phrase ‘**is not limited to**’ in the definition above gives the College the legal discretion to define a one-off incident as bullying type behaviour. While bullying is usually repeated behaviour, there are instances of **one-off incidents** that the school will consider as bullying. This may be particularly the case when the behaviour takes the form of electronic communication. For example, repetition can occur through the repeated viewing and sharing of a post even if there is only one post.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

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

The phrase ‘**emotional harm**’ is defined as intentionally causing distress or anxiety, humiliating, or affecting adversely a pupil’s self-esteem.

The phrase ‘**physical harm**’ as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

The term '**exclusion**' is defined as intentionally choosing (acting) to stop someone/others from joining in.

The term '**omission**' is defined as where a student is deliberately left out and where there is a wilful failure to include a student. Examples could include purposefully excluding a student from a group of friends' activities or group work in lessons.

Any incident(s) which are not considered Bullying Type Behaviour will be addressed under the Positive Behaviour, Special Educational Needs and suite of Pastoral policies.

Discretion

The 2016 Act requires schools to consider the following when assessing whether an incident(s) meet the legal definition of bullying type behaviour. Consideration of 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. SBEW, ASD, ADHD, FASD, MLD etc.)
- individual circumstances e.g trauma profile, safeguarding concerns, family circumstances
- resilience

All behaviour is communication to be addressed through a learner centred lens, for both those displaying and experiencing socially unacceptable or bullying type behaviour. We address all behaviour in a relational, solution focused manner aligned to Safeguarding and SEND.

T.R.I.P.

When any allegation of bullying type behaviour is shared, schools have a statutory requirement to assess the allegation against the criteria below:

1. When the behaviour is **targeted** at a specific pupil or groups of pupils.
2. When the behaviour is **repeated** over a period of time.
3. When the behaviour is deliberately **intended** to cause harm.
4. When the behaviour causes **psychological/emotional** and/or **physical** harm.

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 negative attention, schools can consider the impact of the behaviour(s) being displayed and experience when making their assessment.

Terminology

In line with the legislation as mentioned above, the College will apply the following language when reviewing bullying behaviour: **‘student(s) displaying bullying behaviour’** and **‘student(s) experiencing bullying behaviour’**. Previous language which used to include ‘bully’, ‘victim’ and ‘perpetrator’ is no longer considered appropriate. In the College, we believe that it is important to avoid labelling and stereotyping individual students and to focus instead on the behaviours.

Socially Unacceptable Behaviour

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

Physical Acts	Physical - negative physical contact, such as hitting, kicking, pushing, shoving or material harm such as damaging or taking possessions without permission.
Verbal or Written acts	Verbal or written - unpleasant comments, making fun of others, telling lies or spreading false rumours, gestures.
Social	Social - negatively influencing the actions of others to cause psychological or physical harm
Omission (Exclusion)	Omission- excluding someone/others from e.g. game, activity, group work etc
Electronic Acts	Electronic - misuse of online platforms or other electronic communications to cause psychological upset, impersonating someone online to cause hurt, sharing images to embarrass someone.

(The list is not exhaustive)

Motivations of Bullying Type Behaviour

As a school we acknowledge the wide range of possible motives for bullying type behaviour including ‘identity or prejudiced based’ bullying type behaviour and seek to address potential motivation through both our preventative and responsive curriculum. Some examples of motives are, but are not limited to:

- Ability
- Age
- Appearance
- Community background
- Cultural
- Disability
- Economic Status/FSM
- Looked after Child status
- Newcomer/Migrant Status
- Peer relationship breakdown
- Political affiliation/sectarianism
- Race
- Religion
- SEND

- Family circumstances (pregnancy, marital status, young carer status)
- Gender identity
- Sexual orientation
- Other

Vulnerable Students

The College acknowledges that any student can experience bullying behaviours. Additionally, the College is aware that some groups of students are potentially more vulnerable than others to this behaviour. Vulnerable groups may include pupils with special educational needs and/or disabilities, members of the College's LGBTQ+ community and students from ethnic minorities. To ensure that all pupils are made aware about the impact of bullying, the Personal Development curriculum throughout the College educates students as part of preventative measures.

Section 3: Preventative Measures

In Wellington College we scaffold and promote a positive relational learning environment, where all members of the school community feel safe, included and valued. Preventative measures go across all domains of school life and include but are not limited to:

Whole School

- Policies (SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, DEI policy)
- Visible school ethos - ASPIRE
- Positively Framed Rights, Roles & Responsibilities of all in the Wellington community
- Adults modelling self-regulation, inclusive language and positive relationships
- Restorative Practices
- Steps to Wellbeing (Take 5 programme)
- Celebration of diversity, equity and inclusion
- Parent Workshops/education
- Anti-bullying week
- Wellbeing assessment data e.g. GL PASS

Classroom

- Curriculum: PD/LLW/RSE
- Structured form time focused on creating a sense of belonging, connection and positive relationships
- Cross-curricular activities
- E-safety and digital citizenship
- Social Emotional Learning
- Literature and Resourcing
- Strengths Based Approaches
- Collaborative Learning/Problem Solving and Conflict Resolution
- Bystander/Upstander Education
- Online apps and resources

Journey To and From School

It is a statutory requirement that schools **must** put measures in place, to address the display and experience of bullying type behaviour on the **journey to and from school**. To this end, in our school we:

- Promote and develop a culture where all pupils respect the rights of others to travel safely. This includes regular reminders of the positive expectations of pupils (ASPIRE) whilst travelling to and from school.
- Educate pupils to discourage peers from engaging in socially unacceptable or bullying type behaviour on the journey to and from school e.g. 6th Form mentors.
- Engage with transport providers (Translink, EA Transport, etc.) to ensure effective communication and early identification of any concerns where known e.g Safety Bus visit for Year 8.
- Ensure the community are aware of systems to share any safeguarding concerns including bullying type behaviour.
- Assign staff to support a structured, supervised transition to and from school where appropriate.
- Educate pupils on socially acceptable behaviour both in class and during assemblies.
- Address safeguarding concerns reported in relation to travel to and from school.

Electronic/Online Communication

The Addressing Bullying Policy is one of several policies in our wider pastoral care and safeguarding suite of policies that address electronic/online behaviour. As such, follow up regarding these behaviours will be aligned to other school policies e.g. Safeguarding Policy, Bring Your Own Device Policy, E-Safety Policy. Given the nature of technology, as constantly developing we aim to monitor policies and make changes where and when necessary.

The Act enables schools to take steps to help prevent and address **bullying type behaviour using electronic/online communication** involving registered pupils. This can relate to instances that occur any time during term time where the behaviour is likely to have a detrimental effect on the pupil's education and social behavioural emotional well-being in school.

Our school is committed to raising awareness of the impact of electronic/online bullying type behaviour and will support our pupils to make use of the internet in a safe, responsible, and respectful way. We aim to do this via our preventative approaches, whereby we will:

- Address key themes of electronic online behaviour and risk through curriculum content/assemblies.

- Engage 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.
- Participate in Safer Electronic/Online Campaigns to promote key messages.
- Address safeguarding concerns reported in relation to the misuse of electronic communication.
- Provide reporting mechanisms for the school and wider community to report concerns confidentially

Professional Development of Staff

- Wellington College is committed to ensuring that all staff (teaching and non- teaching) are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions to address the prevention, early detection and addressing of bullying type behaviour within the College.
- Governors will also receive safeguarding training which will include the College's anti-bullying measures.
- Records of CPD will be kept and updated regularly.

Section 4: Reporting Bullying Type Behaviour Concerns

Any member of the College community can report bullying behaviour. This can be done in person, via telephone or in writing or to the College info account via our website.

Upon receipt of the communication, the appropriate procedures, as outlined below, will take place.

Stage 1

Both the Positive Behaviour Policy and Anti-Bullying Policy apply to behaviour which takes place during College activities described in The Addressing Bullying in Schools Act (Northern Ireland) 2016.

Stage 2

When a bullying incident is reported and when investigated, it is deemed not to be bullying, then the Positive Behaviour Policy will be applied. The College will introduce both parties involved to participate in a restorative conversation in order to talk about the incident, the impact that the incident had and the way forward.

When a bullying incident is reported and when investigated, it is deemed to be bullying, then the Anti-Bullying Policy will be applied. The College will further explore the situation and apply the appropriate sanctions required.

It should be noted that any pupil can raise a concern, not just the pupil who is experiencing the behaviour. Pupils should not view this as 'telling', the focus should be on 'getting help'. All pupils are encouraged to share if they have a concern about socially unacceptable/bullying type behaviour that they experience, display or witness.

Where the parent/carer remains unsatisfied the College **General Complaints Procedure** should be followed. This policy is available on the school website, or by contacting the office.

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.**

Section 5: Recording Bullying Type Concerns

Alleged bullying behaviour inside and outside of the College must be recorded using **the Bullying Concern Assessment Form**. This will be done by the Head of Year for the student who is alleged to be displaying bullying behaviour. It is a legal requirement to include the following information in every recorded instance:

- where the incident occurred;
- the motivating factors (where known);
- the methods (i.e. verbal, written, electronic or a combination of some/all);
- how it has been addressed.

The reasoning behind recording information is to ensure that pupils are looked after, feel safe and a positive learning environment is maintained. Recording information allows the College to:

- identify patterns of behaviour;
- promote inclusive practice by identifying and meeting the needs of individuals and groups;
- evaluate the effectiveness of positive behaviour management strategies;
- ensure that intervention, strategies and procedures are implemented effectively;
- track instances of bullying behaviour.

Section 6 Rights, Roles and Responsibilities

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

When an incident is reported or observed by a Member of Staff:

- The member of staff records the details of the incident and passes it on to the Form Tutor/Head of Year
- The Form Tutor/Head of Year speaks with students involved and determines a course of action. Part 1 of the BCAAF is filled in and the HoY and SLT link will assess if it is fitting to move to part 2.
- Supports and interventions are put in place for both students displaying and/or experiencing bullying type behaviour. Parents/carers are informed and a record is placed on SIMS.

When an incident is reported or observed by a Parent/Carer:

- The parent/carers contact the College and speak to the Form Tutor/Head of Year
- The Form Tutor/Head of Year speaks with students involved and determines a course of action. Part 1 of the BCAAF is filled in and the HoY and SLT link will assess if it is fitting to move to part 2.
- Supports and interventions are put in place for both students displaying and/or experiencing bullying type behaviour. Parents/carers are informed and a record is placed on SIMS.

When an incident is reported or observed by a Student:

- The student informs a member of staff
- The member of staff records and passes details on to Form Tutor/Head of Year
- The Head of Year speaks with students involved and determines a course of action. Part 1 of the BCAAF is filled in and the HoY and SLT link will assess if it is fitting to move to part 2.
- Supports and interventions are put in place for both students displaying and/or experiencing bullying type behaviour. Parents/carers are informed and a record is placed on SIMS.

When an incident is reported or observed by a Non-Teaching Member of Staff:

- The non-teaching member of staff informs a member of teaching staff
- The member of teaching staff records and passes details on to Head of Year
- The Head of Year interviews students involved and determines a course of action. Part 1 of the BCAAF is filled in and the HoY and SLT link will assess if it is fitting to move to part 2.
- Supports and interventions are put in place for both students displaying and/or experiencing bullying type behaviour. Parents/carers are informed and a record is placed on SIMS.

Section 7 Processing Information

When an alleged bullying incident has been reported to the College, it will be investigated. (see Routes of referral)

In the first instance of bullying type behaviour being reported, the Form Tutor and/or Head of Year will clarify facts and perceptions. They will gather all the appropriate information from students involved and/or students who have information about the incident. All students that are spoken to will be listened to respectfully.

Upon gathering the information, the College will keep parents/carers and staff members informed, when appropriate.

Part 1 of the Bullying Concern Assessment Form (Appendix 4) will be completed by the Head of Year of the student who allegedly is displaying bullying behaviour.

Upon reviewing all the information gathered, the Head of Year, in conjunction with key staff, will come to a final decision as to whether the behaviour identified meets the legal criteria of bullying type behaviour (BCAF 2).

If the legal definition and criteria are met based on the information available, and having clarified facts and perceptions, school will identify **method(s)** and potential **motivation(s)**.

Where bullying type behaviour presents, school will support both those displaying and experiencing to prevent, address and support effective, solution focused responses to any bullying type behaviour.

Any bullying type behaviour (experienced or displayed) involving a student who has identified Special Educational Needs will involve the SENCO.

Support and intervention plans will be recorded on the BCAF part 3A (pupil(s) experiencing) and 3B (pupil(s) displaying).

The effectiveness of the supports will be monitored and evaluated on the BCAF part 4.

The College recognises that not all socially unacceptable behaviour is bullying behaviour. Equally, not all unacceptable behaviour online is cyber bullying. All members of the College community must participate in the development of the shared understanding of what does and does not constitute bullying behaviour. If, however, after clarifying facts and opinions, the incident reported does not meet the legal criteria of bullying, it will be dealt with through the Anti-Bullying Policy and the remainder of the Bullying Concern Assessment Form will be completed and uploaded to SIMs along with any other written evidence collated by either the Form Tutor or Head of Year

Any parent/carer who is unhappy with how an incident has been dealt with by College staff should contact the Principal, who will deal with the issue in line with the College's Complaints Policy.

Section 8: Monitoring and Review of Policy

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy.

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the Pastoral Care Report where recorded incidents of bullying will be noted;
- identify trends and priorities for action;
- assess the effectiveness of strategies aimed at preventing bullying behaviour;
- assess the effectiveness of strategies aimed at responding to bullying behaviour.
- review the Anti-Bullying Policy every 4 years.

In addition to the online copy of this policy, parents/carers can request a hard copy by contacting the school office.

APPENDICES

Appendix 1:

The Wellington College Anti-Bullying Policy has been created in the context of the following legislation, policies and guidance.

The Legislative Context:

[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)

- Provides a legal definition of bullying;
- Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents;
- Requires schools to record all incidents of bullying behaviour and alleged bullying incidents;
- Sets out under which circumstances this policy should be applied, namely: · In school, during the school day · While travelling to and from school · When under control of school staff, but away from school (e.g. school trip) · When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
- Requires that the policy be updated at least every four years.

[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)

[The Education and Libraries Order \(Northern Ireland\) 2003](#) (A17-19)

[The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)

[The Children \(Northern Ireland\) Order 1995](#)

[The Human Rights Act 1998](#)

[The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

The Policy & Guidance Context

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)

[Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)

[Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)[Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)

[Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

The International Context

[United Nations Convention on the Rights of the Child](#) (UNCRC) sets out every child's right to:

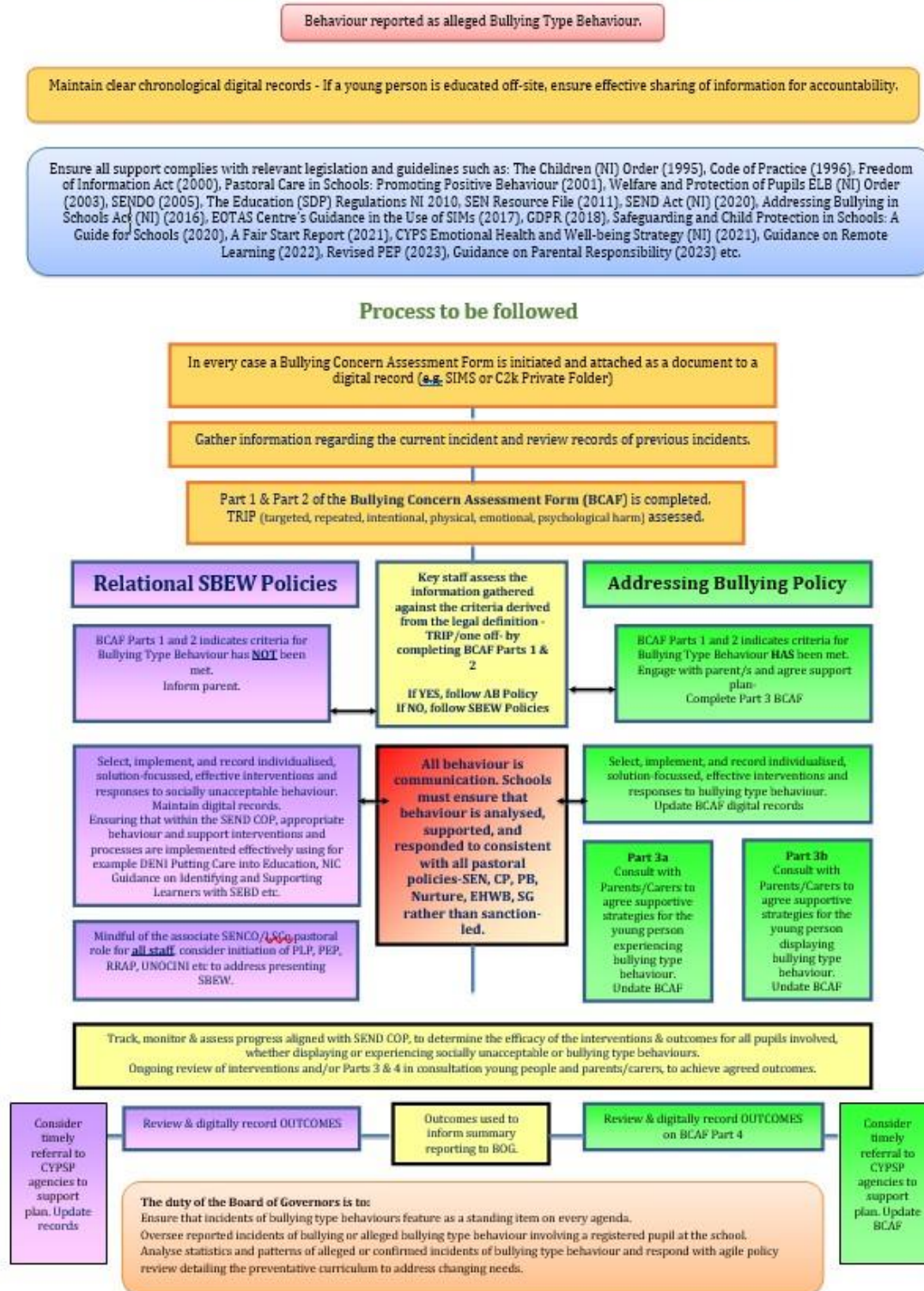
- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation;
- Be protected from discrimination;
- Express their views, in a supported and accessible way, on issues that affect them; and to have their opinions taken seriously;
- Education.

Appendix 2: Legislative Processes Guidance Flow Chart

OVERVIEW ILLUSTRATING THE PROCEDURES INVOLVED WHEN SUPPORTING PUPILS WHO ARE EXPERIENCING OR DISPLAYING BULLYING OR ALLEGED BULLYING BEHAVIOURS

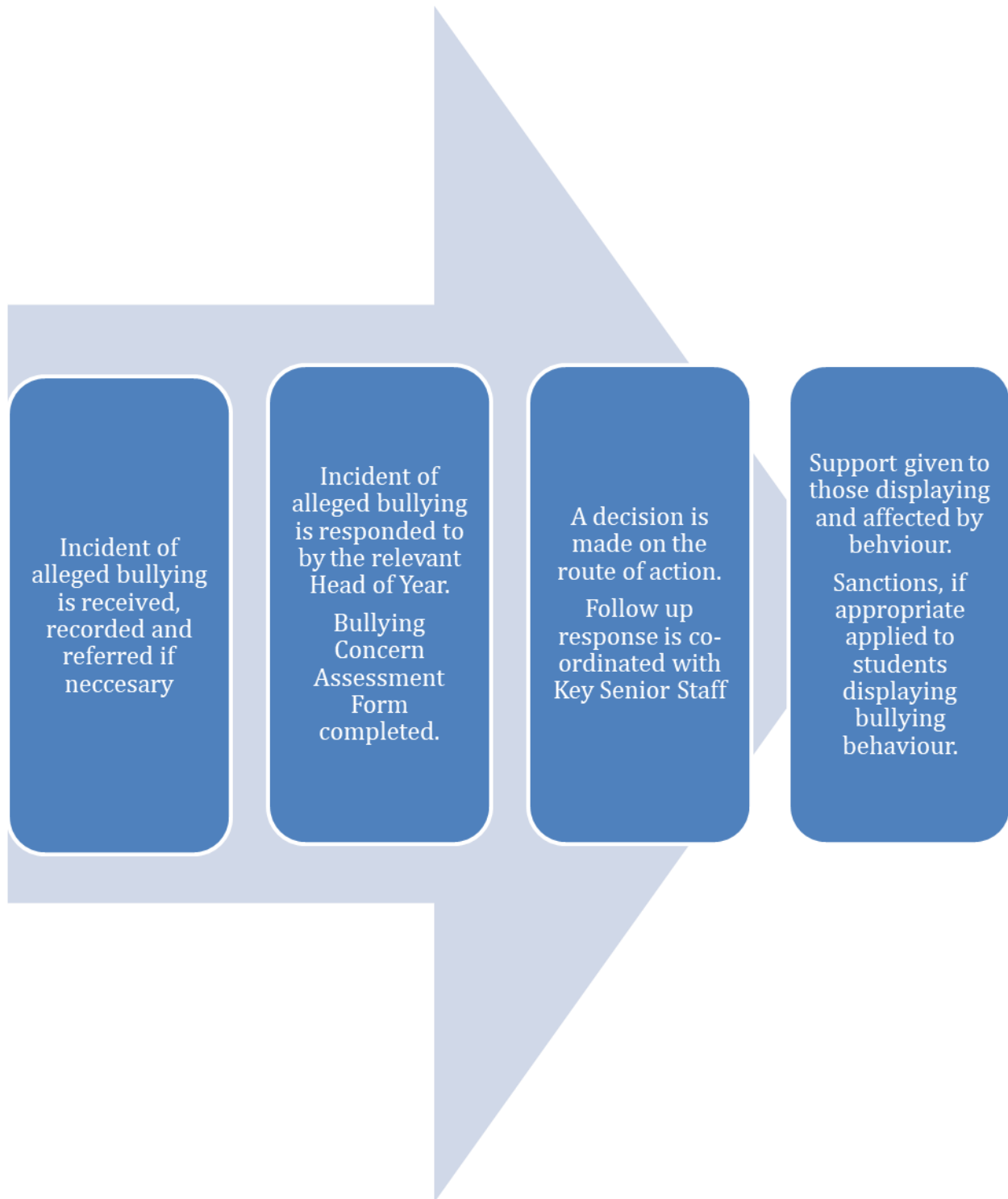
Enhanced Accountability for BoG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need.

Learner Centred Approach with pupil and parent/carer voice listened to, valued, and reflected in the plan.



Appendix 3

ROUTES OF REFERRAL FOR RESPONDING TO ALLEGATIONS OF BULLYING – COORDINATED BY SLT/VP OR PRINCIPAL



At all stages, students involved in the incident and their parents/carers are kept informed.

Appendix 4: 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 experiencing, witnesses (i.e. other pupils, staff) including date(s) of events, if known, 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 behaviour.	
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour intentional?	YES / NO
Is the behaviour causing psychological or physical 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 behaviour has occurred.	NO, the above criteria have not been met and bullying 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 in the Behaviour Records. Refer to the Positive Behaviour, SEN and Suite of Pastoral Policies of your school, continue to track and monitor to ensure the behaviour does not escalate.
<p>Agreed by _____</p> <p>Status _____</p> <p>On ____/____/____</p>	

PART 2

2:1 Who experienced the bullying type 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 methods:

- Physical - negative physical contact, material harm such as damaging or taking possessions without permission
- Social - negatively influencing the actions of others to cause psychological or physical harm
- Omission- excluding someone/others from e.g. game, activity, group work etc
- Electronic - misuse of online platforms or other electronic communications to cause psychological upset
- Written
- Other

Please specify: _____ -

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

Select one or more of the following motivations:

- ☐ 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

Please specify: _____ -

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:						
Pupil Name:			Year Group/Class:			
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
Date	Stage on Code of Practice	Intervention	Success Criteria	Action taken by whom and when	Outcomes of Intervention	Review

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

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

Bullying Concern Assessment Form

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:						
Pupil Name:			Year Group/Class:			
REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING 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

Bullying Concern Assessment Form

PART 4 - REVIEW OF BULLYING 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:

School	Signed: Date:
Parent	Signed: Date:
Pupil	Signed: Date:

Appendix 5:

Effective Responses, Support, and Interventions Level 1 & 2


These lists are not exhaustive and supports implemented are specific to each individual pupil.

<u>Level 1 : Low Level</u> <ul style="list-style-type: none">• Explicitly teach expectations• Visual reminder of key expectations• Use of praise and rewards• Explore friendship as a topic or discussion.• Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens• Explore the importance of empathy and kindness, through assemblies• Solution focussed meeting with parent• Devise a seeking help plan with a key adult• Alternative arrangements for unstructured time• Alternative arrangements for travelling to and from school• Other	<u>Level 2 – Any Level 1 suggestions plus the following</u> <ul style="list-style-type: none">• Partner with a positive role model e.g Anti-bullying Ambassadors• Interventions focused on emotional well-being/literacy with elements of resilience work.• Reflective time with a key adult• Use role plays and problem-solving scenarios to practice and model appropriate social skills• Referral to community-based organisations e.g. Reach mentoring etc• Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc• SEND Code of Practice - Consider PLP• Access School Counselling Service or Headspace• Access Dreamscheme Mentoring• Mediation / Conflict Resolution work• Upstander and by-stander work with groups of students• Specific talks in assemblies• Other
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Effective Responses, Support, and Interventions Levels 3 and 4

<u>Level 3 Any Level 2 suggestions plus the following</u> <ul style="list-style-type: none">• Small group work/interaction between peers• Intervention sessions with a focus on appropriate self-management/self-regulation• Regular check-ins with key adults• Review and update PLP• Referral to external agencies/support programmes• Multi-disciplinary meeting• Class/timetable changes• Other	<u>Level 4 : Any Level 3 suggestions plus the following</u> <ul style="list-style-type: none">• Be aware of and implement strategies to prevent triggers impacting• Practice positive reflection• Reflect on difficulties of situations with key worker/mentor• Refer to Child Protection Support Services CPSS• Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc• Progress to the next stage of Code of Practice• Carry out early Annual Review• Refer to external agencies e.g. G.P., CAMHS, Family Support Hub etc• Other
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Appendix 6: Education Authority ABSIT Post-Primary Guide



Addressing Bullying Type Behaviour in Schools



POST PRIMARY

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

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

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

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

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

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

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

When is it Bullying Type Behaviour?



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

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

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

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

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

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

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

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

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

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

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

What to do if you need help?

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

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

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

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

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

What will happen when I report my concern?

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

Concerns are reported to school staff.

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

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

Legal definition of bullying type behaviour NOT met.

Legal definition of bullying type behaviour IS met.

Socially unacceptable behaviour identified is supported using Positive

Behaviour, Safeguarding and Pastoral Policies.

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

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

If a friend shares that they are being bullied?

Thank your friend for trusting you and listen without interruption.



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

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



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

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


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


ANTI-BULLYING ALLIANCE


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




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



<https://safer-schools-ni.co.uk/>




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



Addressing Bullying Type Behaviour in Schools

PARENT GUIDE



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Instead we talk about:
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Repeated

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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.

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.

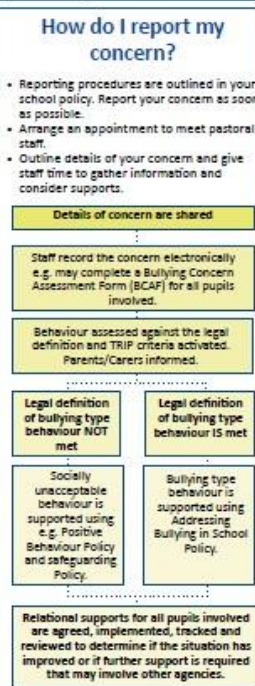
All members of the school community have a responsibility to prevent and address bullying type behaviour, whether in person and/or online, as outlined in the school Addressing Bullying Type Behaviour Policy.

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.

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.



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

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.



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.





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



Text e-Nurse | HSC Public Health Agency (hsca.net)



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