BALLYCASTLE HIGH SCHOOL
NIL SINE LABORE

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Addressing Bullying Policy

- *Approval by the Board of Governors: **September 2024***
- *The implementation of this policy will be monitored by: Senior Leadership Team*
- *This policy will be reviewed every four years*

Contents

Section 1: Statutory Context:

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).*

Introduction

At Ballycastle High School 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 supportive school environment and informs systems and processes to prevent and respond to bullying type behaviour between pupils.

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 and the context of legislation.

In this policy we:
- define bullying type behaviour.
- outline roles and responsibilities to address this where and when it occurs.
- clarify the preventative strategies to reduce the likelihood of occurrence and/or reoccurrence.
- highlight processes for reporting, recording and effectively responding to bullying type behaviour that we may use.

Ethos and Values

We at Ballycastle High School recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community.

Therefore we:
- acknowledge the fundamental dignity of each person and aim to promote respect for self, others, school, wider community, and the environment.
- aim to create a safe, calm, inclusive atmosphere which values truth, trust, freedom, and responsibility.
- strive to offer a curriculum which enables every pupil to reach their full potential.
- endeavour to equip all pupils with the self-confidence and skills to enable them to make informed and responsible choices.

- encourage parents/carers support in promoting the ethos and aims of the school, to build the life of the school community.

Links to Other Policies
This policy should be read in conjunction with SEN, Safeguarding and Pastoral Care policies.

Related policies include:
- Promoting Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Pupil Attendance Policy
- Health and Safety Policy
- E-Safety Policy & Acceptable Use of Internet Policy
- Mobile Phone Policy
- Educational Visits Policy
- Staff Code of Conduct/Staff Handbook

(These policies are available to view on the school website or by request from the front office.)

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 pupils, parents/carers, and staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

We have consulted with different stakeholders in the development of the policy in the following ways

- Pupil consultation involved: Survey completed in May, focus groups and sharing of policy to Anti-Bullying Champions.
- Parents & carers consultation involved: Survey and sharing of draft policy.
- Staff consultation involved: Survey and sharing of draft policy.

Section 2: What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a *legal definition which must be used to assess* all allegations and incidents reported.

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.**

It is a statutory duty for schools to relationally support all pupils to address Bullying Type Behaviour in a solution focused manner.

Therefore, language must be aligned to the Addressing Bullying in Schools Act 2016 *(appendix 1)* within which we refer to the behaviour not the pupil.

▸ **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'.

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 group 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.

In determining 'harm' we define:

- **Psychological harm** as intentionally causing distress or anxiety, humiliation, or affecting adversely a pupil's self-esteem.

- **Physical harm** as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

The Legislation acknowledges that occasionally a ***One-off Incident*** may be considered as bullying type behaviour, pending:
- severity and significance of the incident
- evidence of pre-meditation
- significant level of psychological and/or physical impact on individual(s) and the wider school community
- previous relationship between those involved.
- any previous incident(s) involving the individuals.

A one-off electronic communication can constitute bullying type behaviour through repeated viewing and sharing of a post. Any incident(s) which are not considered Bullying Type Behaviour will be addressed under the Promoting Positive Behaviour, Special Educational Needs and Suite of Pastoral Policies.

Omission must be considered when addressing 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 do not have to be friends in this school, 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 negative attention, the School can consider the impact of the behaviour(s) being displayed and experienced when making their assessment.

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, material harm such as damaging or taking possessions without permission
Verbal or Written acts	Verbal or written - unpleasant comments, written, verbal, 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

(The list is not exhaustive)

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.

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
- 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_____

Section 3: Preventative Measures

In Ballycastle High School 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)
- Visible school ethos e.g. School values on posters and in homework diaries – Aspiration, Kindness, Community.
- Rewards / Merit System – shared with pupils on epraise and with parents on SIMS app.
- Positive expectations – displays, celebrations in assemblies etc.
- Clear School rules ie. Ready, Respectful, Safe
- Adults modelling self-regulation, inclusive language and positive relationships
- Restorative Practices
- 5 Steps to Wellbeing (We are a Take 5 School)
- Celebration of diversity, equity and inclusion
- Parent Workshops/education
- Shared education projects, events, assemblies, key campaigns e.g. anti-bullying week, Safer Internet Day
- Vertical and horizontal curriculum mapping
- Wellbeing assessment data e.g. GL PASS

Classroom
- Curriculum: 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
- Flexible groupings
- Online apps and resources

Non-Classroom
- Supervision and transition arrangements
- Buddy strategies
- Social and extra-curricular opportunities
- Professional Development/Training
- Designated safe / quiet / reflective / zoned spaces
- Enhanced structure during unstructured times e.g. breakfast club, jobs, lunchtime clubs, homework clubs

Peer Support
- Student Leadership
- Peer mentoring
- Pupil led/directed extra-curricular activities

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 <u>to and from school</u>***. To this end, in our school we:

Schools to include specific examples of the measures they have in place to address bullying type behaviour on the journey to and from school.
e.g.

- 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 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 School Prefects on buses.
- Engage with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and early identification of any concerns where known.
- 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 were appropriate – bus duty rota for Staff each day after School.
- Educate pupils on socially acceptable behaviour both in class and during assemblies.
- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities.
- Address safeguarding concerns reported in relation to travel to and from school.

Electronic 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, Mobile Phone Policy, E-Safety and Acceptable Use of the Internet Policy and BYOD Policies. 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.
- 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.

Section 4: Statutory Systems and Processes for Reporting, Responding and Recording.

As a school we recognise that coming forward to share a bullying type concern can be challenging. For this reason, we have various systems in place to enable both pupils, parents, and any person within the school community to share concerns discreetly and efficiently with a trusted adult. There are several channels for raising a concern:

Pupils Reporting a Concern:
Pupils may report bullying type concerns in the following ways:
- Verbally sharing with a staff member
- By writing a note to a staff member
- By sending an email to a teacher
- Placing the concern in the 'Worry Box'

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.

Parents/Carers 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 Head of Year.
- If disappointed/unsatisfied with the response report to the Head of Pastoral Care
- If you remain disappointed/unsatisfied report to the Vice-Principal.
- If you remain disappointed/unsatisfied report to the Principal.

Where the parent/carer remains disappointed/unsatisfied 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 (Appendix 2, 3 & 4)

Concerns raised will be responded to using the *legislative flow chart where* they will be assessed against the legal definition and digitally recorded e.g using the *Bullying Concern Assessment Form BCAF*. If the legal definition and criteria are met, the school will proceed to record supports and interventions for all pupils involved 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.

If, however, on investigation, the incident reported does not meet the legal definition. Support will be implemented via the Positive Behaviour, Special Educational Needs, Safeguarding and suite of pastoral policies.

Digital BCAF records will be stored securely within SIMS/C2K private folders. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. The Principal will have oversight of these records.

Based on information available, having clarified facts and perception, school will identify potential motivation(s).

In this context where bullying type behaviour presents, school will support both those displaying and experiencing to prevent, address and support bullying type behaviour.

All records will be maintained in line with relevant data protection legislation and guidance. Disposal will be in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying type behaviour will be used to inform the future development of the Addressing Bullying Policy and practice within the school.

The Principal will report all bullying type incidents to the Board of Governors to support the ongoing review of preventative and responsive approaches. These reports will be anonymised and include general data. Board of Governors will only discuss specific pupils involved in a case if a formal complaint has been forwarded in writing to the school/Board of Governors by the parent/carer.

Section 5: Professional Development of Staff

The school recognises the need for effective, updated, and ongoing training for all staff, teaching, and non-teaching. The school is committed to:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff, teaching, and non-teaching.
- Staff CPD records which will be kept and updated regularly.

Section 6: 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 Addressing Bullying Policy. To this end, the Board of Governors will:

- maintain a standing item on the agenda - incidents of bullying type behaviour will be noted.
- identify trends and priorities for action.
- assess the effectiveness of strategies aimed at preventing bullying type behaviour.
- assess the effectiveness of strategies aimed at responding to bullying type behaviour.

It is a legal requirement that the Addressing Bullying Policy be reviewed at intervals of no less than four years and following any incident, which highlights the need for such a review. It must also be reviewed when directed to by the Department of Education following new guidance. As such, the Addressing Bullying Policy will be reviewed as required, in consultation with the school community, on or before:

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

Appendix

Appendix 1:

The Legislative Context:

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)

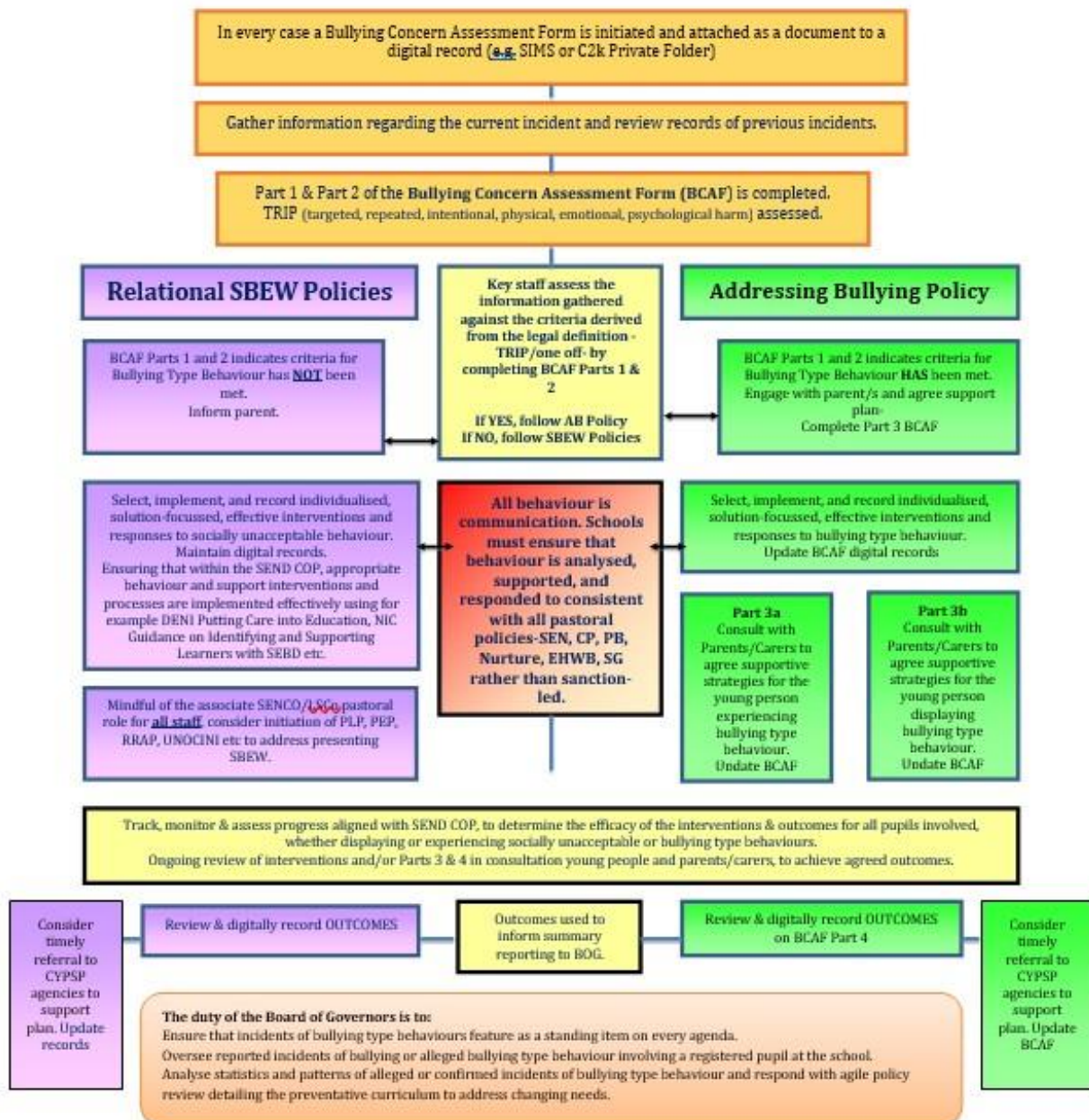## *Appendix 2: Legislative Processes Guidance Flow Chart*

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

Behaviour reported as alleged Bullying Type Behaviour.

Maintain clear chronological digital records - If a young person is educated off-site, ensure effective sharing of information for accountability.

Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), The Education (SDP) Regulations NI 2010, SEN Resource File (2011), SEND Act (NI) (2020), Addressing Bullying in Schools Act (NI) (2016), EOTAS Centre's Guidance in the Use of SIMs (2017), GDPR (2018), Safeguarding and Child Protection in Schools: A Guide for Schools (2020), A Fair Start Report (2021), CYPS Emotional Health and Well-being Strategy (NI) (2021), Guidance on Remote Learning (2022), Revised PEP (2023), Guidance on Parental Responsibility (2023) etc.

Process to be followed

In every case a Bullying Concern Assessment Form is initiated and attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

Gather information regarding the current incident and review records of previous incidents.

Part 1 & Part 2 of the **Bullying Concern Assessment Form (BCAF)** is completed.
TRIP (targeted, repeated, intentional, physical, emotional, psychological harm) assessed.

Relational SBEW Policies

Key staff assess the information gathered against the criteria derived from the legal definition - TRIP/one off- by completing BCAF Parts 1 & 2

If YES, follow AB Policy
If NO, follow SBEW Policies

Addressing Bullying Policy

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour has **NOT** been met.
Inform parent.

BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour **HAS** been met.
Engage with parent/s and agree support plan-
Complete Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to socially unacceptable behaviour. Maintain digital records.
Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example DENI Putting Care into Education, NIC Guidance on Identifying and Supporting Learners with SEBD etc.

All behaviour is communication. Schools must ensure that behaviour is analysed, supported, and responded to consistent with all pastoral policies-SEN, CP, PB, Nurture, EHWB, SG rather than sanction-led.

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour.
Update BCAF digital records

Mindful of the associate SENCO/LSCo pastoral role for **all staff**, consider initiation of PLP, PEP, RRAP, UNOCINI etc to address presenting SBEW.

Part 3a
Consult with Parents/Carers to agree supportive strategies for the young person experiencing bullying type behaviour.
Update BCAF

Part 3b
Consult with Parents/Carers to agree supportive strategies for the young person displaying bullying type behaviour.
Update BCAF

Track, monitor & assess progress aligned with SEND COP, to determine the efficacy of the interventions & outcomes for all pupils involved, whether displaying or experiencing socially unacceptable or bullying type behaviours.
Ongoing review of interventions and/or Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed outcomes.

Consider timely referral to CYPSP agencies to support plan. Update records

Review & digitally record OUTCOMES

Outcomes used to inform summary reporting to BOG.

Review & digitally record OUTCOMES on BCAF Part 4

Consider timely referral to CYPSP agencies to support plan. Update BCAF

The duty of the Board of Governors is to:
Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.
Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school.
Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs.

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: 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 criterial 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.
Agreed by _____ Status _____ On ___/___/___	

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

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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

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:

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

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 4:

Effective Responses, Support, and Interventions Level 1 & 2

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

Level 1 : Low Level	Level 2
- Explicitly teach expectations. - Visual reminder of key expectations - Weekly emotional literacy lessons - Use of praise and rewards - Explore friendship as a topic or discussion. - Develop a therapeutic environment though e.g. art, play - Create activities, clubs and events where conversation is the primary goal-no computers, phones or screens. - Play group games, lego therapy to encourage positive interactions. - Circle time - Explore the importance of empathy and kindness. - Social skills/stories and emotional literacy work - Solution focussed meeting with parent. - SEND Code of Practice - Consider a PLP - Device a seeking help plan. - Circle of friends' activity - Alternative arrangements for unstructured time - Alternative arrangements for travelling to and from school. - Worth a rethink activity - Boxall - Other	- Social skills sessions to remind of positively framed expectations/routines. - Visual reminder of key expectations - Emotional literacy/Social Thinking programmes - Specific and targeted use of praise and rewards - Partner with a positive role model - 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. - Integrate with unfamiliar children in a small group setting to build new friendships. - Praise and rewards for working alongside other students. - Build in opportunities for help to be requested. - Use visuals such as the Blob Tree poster. - Referral to community-based organisations e.g. Reach mentoring etc - Refer for EA support – EWS, Ed Psych, BST, Nurture, Sp Ed, AAIS etc - Quality Circle - SEND Code of Practice - Consider PLP - Access School Counselling Service - Mediation - Team around the child - Conflict Resolution - Upstander and by-stander work with groups of students - Other

Effective Responses, Support, and Interventions Levels 3 and 4

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

Level 3	Level 4 : High Level
- Create opportunities for small group games/activities to be extended to accommodate additional people. - Offer the young person opportunities to take responsibility for younger peers under supervision. - Small group work to allow interaction between peers. - Interventions focusing on emotional wellbeing/literacy with elements of resilience work. - Intervention sessions with a focus on appropriate self-management/self-regulation - Regular check-ins with key adult - Intervention programme on the importance of empathy and kindness towards others - Social skills sessions to remind the young person of socially acceptable behaviour. - Provide opportunities to work one to one with a supportive adult. - Group work facilitated by an adult, to focus on reciprocal conversations. - Attend nurture. - Review and update PLP - Complete Risk Reduction Action Plan (RRAP) - PIKAS method of Shared Concern - Referral to external agencies/support programmes - Social and emotional mentoring - Multi-disciplinary meeting - Class/timetable changes	- Assign a mentor - Be aware of and implement strategies to prevent triggers impacting. - Practice positive reflection - Reflect on difficulties of situations with key worker/mentor. - Acknowledge and celebrate small step.s - Intervention and emotional well-being support with a particular focus on self-regulation - Work in small groups on social strategies - 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 - Refer to Independent Counselling Service for Schools ICSS - Other

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 in any form.

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
Rights: • Listened to, valued, and treated with respect. • Equality of opportunity within an inclusive environment. • Safe and secure working environment. • Emotional health and wellbeing promoted and supported by colleagues. • Access to ongoing PD -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. • 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, where and when appropriate.	**Rights:** • Emotional health and wellbeing promoted and supported through a preventative curriculum. • Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all. • Have equal opportunities for positive learning and social experiences . • Effective partnerships and positive relations with school staff, children, and young people. • Freedom from verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. • Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. • Participate in decision making processes that concern them – Addressing Bullying Policy review, support/intervention plans (BCAF, IEP,RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection. • Access to and consultation on appropriate and timely support and intervention, which incorporates a restorative, SEN, nurture, and trauma informed approach. Support both those displaying and experiencing socially unacceptable/bullying type behaviour. • Individual needs to be addressed through the suite of pastoral/safeguarding policies. • Access to EA/DE, external organisations (PSNI) , support groups (Family Hub) and agencies to address BTB when and where appropriate. • Opportunities for involvement in peer mentoring throughout the school day, across a variety of age groups.	**Rights:** • Their child/young person receives a quality learning experience. • Their child/young person is taught in a relational, nurturing, and safe environment. • Their child/young person is treated fairly and with respect by all. • Effective partnerships and positive relations with school staff. • Easy access to the school's Addressing Bullying Policy, clear understanding of legislative processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour and an opportunity to seek clarification from Pastoral leads if necessary. • Consulted regarding Addressing Bullying Policy development and review processes. • Kept informed and updated about their child's/young person's progress, wellbeing, relevant concerns and/or incidents 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.
Roles & Responsibilities: • Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. • Create opportunities to celebrate success, diversity, and equality to create a positive ethos. • Plan and deliver an ongoing Preventative curriculum, which is updated to address need/s. • Model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Create, implement, and publicise your Addressing Bullying Policy to enable easy access for all, clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. • Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. • Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). • Build effective partnerships and foster positive relations with staff, children, young people, and parents. • Take appropriate action to address children, young people, parent, and staff concerns. • Behave in a professional manner. Use restorative, SEN, nurture and trauma informed practice, to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding policies. • Work in partnership with Education Authority/Department of Education, external organisations (PSNI) , support groups (Family Hub) and agencies to address Bullying Type Behaviours. • Maintain open lines of communication with Senior Leadership Team and Board of Governors to share success and concerns.	**Roles & Responsibilities:** • Report any allegations and/or bullying type concerns via the designated channels and platforms e.g.email, QR code, Whisper button ect. • Seek appropriate support both within and outside school via the designated staff member as outlined in the Addressing Bullying Policy. • Contribute to learning and personal development targets on the BCAF, PLP, RRAP, Calm Plan with support. • Collaboratively and positively engage with the support and intervention offered. • Proactively and positively reflect on their behaviour and that of others. • Behave in a respectful, kind, empathetic manner to all. *Pupils don't have to be friends with everyone, but they must be friendly.* • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports.	**Roles & Responsibilities:** • Raise concerns with staff in a timely and appropriate manner, using the school's system of response as outlined in their Addressing Bullying Policy. • Respond timely to staff communications and/or concerns. • Attend support and intervention meetings. • Engage and contribute to support of their child's/young person's programme of intervention - PLP, BCAF, RRAP, Calm Plan. • Encourage their child/young person to contribute to and support the school's expectations. • Report complaints appropriately using the school's complaints procedure as outlined in the Addressing Bullying Policy.

Appendix 6: Education Authority ABSIT Guides

Addressing Bullying Type Behaviour in Schools
PARENT GUIDE

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

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

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

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

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

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

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

When is it Bullying Type Behaviour?

T R I P

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

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

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

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

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

Intentional
When the behaviour is deliberately INTENDED to cause harm.

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

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

Imbalance of Power, Motivation and Methods

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

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

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

Signs that my child could be experiencing bullying type behaviour

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

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

Preventative Measures

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

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

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

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

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

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

How do I report my concern?

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

Details of concern are shared

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

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

Legal definition of bullying type behaviour NOT met → Socially unacceptable behaviour is supported using e.g. Positive Behaviour Policy and safeguarding Policy.

Legal definition of bullying type behaviour IS met → Bullying type behaviour is supported using Addressing Bullying in School Policy.

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

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

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

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

https://saferschoolsni.co.uk/

ANTI-BULLYING ALLIANCE

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

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

Addressing Bullying Type Behaviour in Schools

POST PRIMARY

ABSIT · **ea** Education Authority

What is Bullying Type Behaviour?

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

Instead we talk about:
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AND
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Behaviour that does not meet TRIP is referred to as *socially unacceptable behaviour.*

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

When is it Bullying Type Behaviour?

T·R·I·P

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

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

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

Targeted
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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.

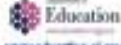**Use Body Language.** e.g. nod, make eye contact to show you are listening.

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.

ea Education Authority · **Education**
www.education-ni.gov.uk/publications/addressing-bullying-in-schools-act

ANTI-BULLYING ALLIANCE · **SAFER SCHOOLS NI** https://saferschoolsni.co.uk/

Text-a-Nurse | HSC Public Health Agency (hscni.net) · Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP) (hscni.net)

Appendix 7: Procedure for dealing with a bullying concern

Head of Year: ☐ Create the initial record – Bullying Concern, type, incident date, status, pupil names, roles and motivation.	Incident status: Bullying Concern Raised

⇩

Head of Year: • Generate a BCAF, complete part 1 and save. • Pass to SLT Anti-Bullying Team	Incident status: Bullying Concern Raised

⇩

SLT Anti-Bullying Team: • Does the incident meet the legislative definition of bullying?	Incident status: Bullying Concern Raised

↖ No   Yes ↘

SLT Anti-Bullying Team: Attach the BCAF to the incident. (part 1 complete)	Incident Status: Bullying Concern Investigated **Criteria Not Met**	SLT Anti-Bullying Team: • Open the BCAF and complete parts 2 & 3. • Record Bullying Concern Intervention Actioned	Incident status: Bullying Concern Investigated **Criteria Met**