HAZELWOOD INTEGRATED COLLEGE

Addressing Bullying Policy

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

- (Positive) Behaviour Policy
- Educational Visits Policy
- Equality and Inclusion
- Health and Safety Policy
- Online Safety Policy
- Pastoral Care Policy
- Pupil Attendance Policy
- Relationships and Sexuality Education
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Staff Handbook
- Visitor Policy/External Providers Policy

Section 1: Context and Guidance

Introduction

At Hazelwood Integrated College we acknowledge that bullying type behaviour exists in schools and wider society and can impact on the lives, mental health, and well-being of those involved. This policy aims to help create, maintain, and embed a culture where everyone agrees that bullying type behaviour is unacceptable.

In Hazelwood Integrated College we believe that safeguarding our pupils is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational school environment where concerns of bullying type behaviour may be shared and addressed, and where pupils are supported.

This policy takes account of specific Legislation and Education Authority/Department of Education guidance (Appendix 1).

The purpose of this policy is to:

- define bullying type behaviour
- summarise rights, roles and responsibilities
- explain preventative measures
- clarify processes used for reporting, recording, and responding
- outline monitoring and review processes

The policy is applied where concerns of alleged bullying type behaviour between pupils have been reported. For other concerns regarding bullying type behaviours please refer to the school complaints procedures or associated policies which are aligned DE Circular 2016/08 Public services ombudsman (NI) Act).

Ethos and Values

Hazelwood Integrated College aims to provide a welcoming, safe, and caring environment where everyone is respected, valued, and encouraged to achieve their full potential. This vision is realised through the 'Glengormley Way', where all pupils aim to Be Safe, Be Ready and Be Respectful, and where staff recognise the need for 'unconditional positive regard'. We set high standards of learning, celebrate success, and strive to promote a partnership between school, parents, and the community to prepare our young people for adult life.

At Hazelwood Integrated College we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment. The policy applies to all staff, governors, visitors, and volunteers working in the school. All staff, teaching, and non-teaching, have responsibility for the care, welfare, and safety of pupils.

The College's vision statement and Pastoral Care Policy emphasise the caring aspects of the school's ethos, highlighting that children should be brought up in a safe environment that promotes their welfare and safeguards them. By its nature, bullying is contrary to the values of the College and is unacceptable. This policy has been drawn up in line with current government guidance and legislation.

We at Hazelwood Integrated College recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community.

The following principles underpin the antibullying work in Hazelwood Integrated College.

- We are committed to a society where children and young people can live free and safe from bullying.
- We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- We believe that every child and young person should be celebrated in their diversity.

- We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.

- We value the views and contributions of children and young people; we will actively seek these views and we will respect and take them into account.

- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

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 student or a group of students against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students.

(2) For the purposes of subsection (1), "act" includes omission.

TRIP

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

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

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

Omission must also be considered when addressing all bullying type concerns. This is where a student/s is or are deliberately left out, and where there is a wilful failure to include a student/s in a game or activity. Students don't have to be friends, but friendly. Imbalance of power is not included within the legal definition (Act 2016). However, when someone seen with lesser power, is identified as an object of attention or attack, this factor must be considered to determine whether bullying type behaviour has occurred.

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Socially Unacceptable Behaviour
The following are examples of socially unacceptable behaviours, which, when repeated, targeted, intentional and harm causing, may be considered as bullying type behaviour:

VERBAL OR WRITTEN ACTS	• saying mean and hurtful things to, or about, others • making fun of others • calling another student mean and hurtful names • telling lies or spread false rumours about others • try to make other students dislike another student/s
PHYSICAL ACTS	• hitting • kicking • pushing • shoving • material harm, such as taking/stealing money or • possessions or causing damage to possessions
OMISSION (EXCLUSION)	• leaving someone out of a game or activity • refusing to include someone in group work •
ELECTRONIC ACTS	• using online platforms or other electronic communication • to carry out many of the written acts noted above • impersonating someone online to cause hurt • sharing images (e.g. photographs or videos) online to • embarrass someone

(The list is not exhaustive, and there are other behaviours which may be considered socially unacceptable/bullying type behaviour)

In determining 'harm' we define:
- Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating, or affecting adversely a student's self-esteem.

- Physical harm as intentionally hurting a student by causing injuries such as bruises, broken bones, burns or cuts. (Guidance from DE).

Discretion
The 2016 Act requires school to consider whether a pupil(s) intended to cause harm when determining if the incident(s) meets the legal definition. In this school, we will consider the following when assessing TRIP.

The pupil(s):
- capacity to regulate and understand the impact of their behaviour.

- developmental age

- additional, educational, special, physical, or medical needs

- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. Social Behaviour Emotional Wellbeing, Autism, Attention Deficit Hyperactivity Disorder, Moderate Learning Difficulties etc.)

- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience

All behaviour is communication to be addressed through a child/young person lens, for both those displaying and experiencing socially unacceptable/bullying type behaviour, no label or blame will be put on any individual. We will address all incidents in a relational, solution-focused manner, aligned to Safeguarding and SEND.

Language
We recognise that all behaviour is communication and should be addressed through a learner centred lens for those who display *and* experience socially unacceptable or bullying type behaviour. We will address all behaviour in a relational, solution focused manner aligned to Safeguarding and SEND.

When discussing allegations of bullying type behaviour, we use language that is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance *(see appendix 1)*. We refer to the behaviour not the pupil and use the following:

- pupil displaying bullying type behaviour rather than the 'bully'.
- pupil experiencing bullying type behaviour rather than the 'victim'.
- socially unacceptable behaviour rather than 'bad behaviour' or 'serious/gross misconduct etc'

Any incident(s) which do not meet the legal definition and TRIP criteria will be addressed under the Positive Behaviour, Special Educational Needs, Child Protection, Safeguarding, Pastoral and Inclusion and Diversity policies. (Please see the parent and pupil guides in appendix 6).

Journey To and From School
The Act outlines a statutory requirement for schools to implement measures to prevent and address bullying type behaviour for pupils whilst travelling ***to and from school***. To this end, in our school.

Under the new legislation, all schools must put measures in place, to prevent and address the display and experience of bullying type behaviour on the journey to and from school.

To this end, we in Hazelwood Integrated College aim to:

Promote and develop a culture where our students take pride in our school and are viewed as ambassadors within the community. This includes regular reminders of the positive behaviour expectations of students whilst travelling to and from school.

Empower our students to challenge/discretely address/report any socially unacceptable/bullying type behaviour among their peers, during the journey to and from school (bus monitors)

Continue to engage with transport providers (e.g. Safety Bus in Year 8, Translink, EA Transport, etc.) to ensure effective communication, and the early identification of any concerns

Promote key addressing bullying messages and awareness of behaviour expectations of students across the local community, including information on how to raise any concerns with the school

Deploy staff, as resources allow, to support the transition from school day to journey home (e.g. staff bus duty rota at school gate/bus stops, SLT rota, car pass for AEN or vulnerable students).

Electronic Communication

The Addressing Bullying in Schools Act enables school to take steps to help prevent and address online bullying type behaviour involving registered pupils during term time. We acknowledge that negative online behaviour occurring either in or out of school hours, can harm a pupil's education and emotional well-being, and we will support affected individuals. At Hazelwood Integrated College we are committed to supporting our pupils to use the internet safely, responsibly, and respectfully.

The Addressing Bullying Policy is one of several school policies that address electronic behaviour and are reviewed in response to technological developments. As such, follow up is aligned to the wider policy suite (please refer to page 2).

In Hazelwood Integrated College we aim to prevent electronic bullying type behaviour by:

- Engaging with statutory and voluntary sector agencies and resources (e.g. Safeguarding Board NI, PSNI, Public Health Agency, Safer Schools App) to support the promotion of key messages and online safe digital use.
- Participating in Safer Electronic/Online/Cyber Campaigns to promote key messages.
- Addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention.
- Providing reporting mechanisms for school and wider community to report concerns confidentially.
- Creating, agreeing, and implementing an Acceptable Use Agreements see DE Circular 2016/27
- Ensuring all staff regularly have on-line safety training.
- Addressing key themes of electronic online behaviour and risk through curriculum content including pastoral programmes
- School Assemblies

Section 3: Methods and Motivations of Bullying Type Behaviour

Individuals who display bullying type behaviour may use various methods and motivations.

Some examples are, but not limited to:

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

METHODS	MOTIVATIONS
Physical (includes for example, jostling physical intimidation, interfering with personal property, punching/kicking) Any other physical contact (which may include use of weapons) **Verbal** (includes name calling, insults, jokes, threats, hurtful comments, spreading rumours) **Social** (includes group manipulation, individual manipulation, controlling behaviour) Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others) **Electronic** (through technology such as mobile phones and internet) Written	• Ability • Age • Appearance • Child Looked After (CLA)/Care experience • 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 • Pregnancy • Race • Religion • Sexual orientation • Other

Section 4: Rights, Roles, and Responsibilities

In Hazelwood Integrated College, we believe that all members of our school community have the right to be educated in a safe, supportive, learning environment. We acknowledge that all members of our community have a role to play and responsibility to prevent and address bullying type behaviour.

Please refer to appendix 5 which is a table of identified rights, roles, and responsibilities and/or schools should list below any general rights, roles, and responsibilities of staff (including teacher and support staff), pupils and parents agreed within the school setting.

The following staff have been assigned specific responsibility within their role for oversight of the implementation of the Addressing Bullying Policy and associated practices aligned to Safeguarding and SEND legislation. They will support the Principal and Board of Governors with the ongoing review processes.

Please refer to the systems flowchart in Appendix 2b

In summary:
- Bullying concern raised. Information accurately recorded and passed to tutor/ HOY for further investigation. SIMS referral used for records.

    2) Tutor/ HOY to investigate bullying concern.
        a. All allegedly involved, and parents, spoken to.
        b. Appropriate interventions put in place.
        c. Anti- Bullying Diary issued.
        d. Initial interventions reviewed after a suitable timeframe.

    3) HOY to complete BCAF, send to Designated Teacher and upload to SIMS (With recommendation of whether concerns have been resolved or not.)
        a. BCAF noted on both CPOMS, Private4 and SIMS
        b. Designated Teacher to coordinate further interventions.
        c. Further interventions reviewed by the Safeguarding/Care Team.

Section 5: Preventative Measures

In Hazelwood Integrated College we scaffold and promote a positive, relational learning environment where all members of the school community feel safe, included, and valued. Our preventative measures help avoid bullying type behaviour and contribute to support plans for pupils.

At Hazelwood Integrated College these actions will be taken forward, with the aim of preventing bullying and creating a safe learning environment.

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy.
- Promotion of anti-bullying messages through the pastoral care programmes, curriculum, and assemblies
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through Personal Development and pastoral programme
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing at KS3.
- Participation in the Northern Ireland Anti Bullying Framework (NIABF) annual Anti-Bullying Week activities
- Development of peer-led systems to support the delivery and promotion of key antibullying messaging within the school
- Development of effective strategies for playground management
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying
- High level of supervision arrangements e.g. SLT rota, staff break, lunch and bus duty, relentless routine/teacher on corridors, toilet procedures etc
- Regular checking, tracking, and monitoring of supervision arrangements by SLT.
- Development of effective strategies for the management of unstructured times
- Emotional well-being strategy to support positive well-being – safe space, sensory room, learning mentors, counselling room, youth worker, social worker, King's Trust facilities
- 2 counsellors from Action Mental health
- School social worker and youth worker
- Post 16 Anti bullying ambassadors
- Safeguarding team – liaise with pastoral teams to address specific issues, patterns, and trends
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks
- Liaising with other agencies as appropriate e.g. the Education Authority, Social Services, Translink and PSNI.
- Parent Events – teacher/parent consultations, induction programmes, information sessions, parental booklets, and advice, promoting Safeschool N.I.

Whole School	Classroom
	• Curriculum: PDMU/LLW/RSE/Pastoral Programme

• SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion & Diversity policies • Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations. • Positively framed, agreed, and communicated Rights, Roles & Responsibilities for all school community members • Student Leadership Team • Anti Bullying ambassadors • Adults modelling self-regulation, inclusive language, and positive relationships. • Restorative Practice approaches embedded through staff training and complimentary resources. • Trauma Informed and Nurture Principles • Celebration of diversity, equity, and inclusion • Parent education e.g. workshops, newsletters, leaflets etc • Shared education projects, events, assemblies, key campaigns e.g. Rights Respecting School kindness day, anti-bullying week • Pastoral and curricular programmes	• Structured form/class time to promote belonging, connection, and positive relationships. • Cross-curricular activities • E-safety • Social Emotional Learning • Circle-time/connect and nurture strategies. • Physical/sensory environment regulation checklists • Relevant literature and resourcing exploring related concepts and themes e.g. empathy, inclusion, diversity, problem-solving, relationships, resilience etc. • Social thinking/skills training programmes • Friendship Education/Youth Work • Strengths Based Approaches • Collaborative Learning/Problem Solving and Conflict Resolution • Agile groupings and seating arrangements • Online apps and resources •
Non-Classroom • Supervision and transition arrangements e.g. including buses. • Buddy strategies • Social and extra-curricular opportunities • Professional Development/Training (including for non-teaching and supervision staff) • Play/art and other therapeutic approaches. • Designated safe/quiet/ reflective/ nurture spaces. • Enhanced structure during unstructured times e.g. breakfast club, jobs, lunchtime clubs, homework clubs, after schools • Structures to facilitate reporting concerns	**Peer Support** • Student Leadership e.g. student council, pupil wellbeing teams, prefects, house-captains, ambassadors etc • Pupils trained and supported by staff regarding roles, responsibilities. • Peer mentoring programme • Pupil led/directed extra-curricular activities. • Buddy Schemes • Circle of Friends • Peer Mediation/Problem Solving • Peer Listening programmes • Anti Bullying ambassadors • Role of bus monitors

Professional Development of Staff

In Hazelwood Integrated College, we recognise the need for effective, updated, and ongoing training for all staff within our preventative measures. As such, we are committed to:

- ensuring that all staff and Governors complete relevant Safeguarding, Child Protection, SEND and Addressing Bullying in Schools training, including those provided by the Education Authority.

- reviewing and amending the content of the Addressing Bullying Policy following training, complex case review or as directed by Department of Education.

- keeping and regularly updating continued professional development records

- All our teaching and support staff have completed the EA Addressing Bullying in Schools foundation training as part of this policy review.

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

- All our teaching staff have completed additional in school workshops on e.g. systems and processes, prevention and/or effective responses, anti-bias.

- All members and/or lead Governors with overall responsibility for the development and review of the Addressing Bullying Policy have completed EA Addressing Bullying in Schools training.

Section 6: Reporting, Responding and Recording

Pupils Reporting a Concern:

Pupils may report bullying type concerns in the following ways:

- Verbally sharing with a staff member

- By writing a note to a staff member

- By sending an email to a teacher/using private message on Google classroom etc

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

Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall…

- Clarify facts and perceptions.

- Check records (SIMS/CPOMS)

- Assess the incident against the criteria for bullying behaviour.

- Identify any themes or motivating factors.

- Identify the type of bullying behaviour being displayed.

- Identify intervention level.

- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource.

- Track, monitor and record effectiveness of interventions.

- Review outcome of interventions

- Select and implement further intentions as necessary.

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern, and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Recording The school will centrally record all relevant information related to reports of bullying concerns, including:

- how was the bullying behaviour displayed (the method)?

- the motivation for the behaviour

- how was each incident addressed?

- the outcome of the interventions employed.

Records

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

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

CPOMS (Concern, Operation, Policy, Management, and School) is used within the College to log, monitor, and manage concerns about student wellbeing, including bullying, to build a complete record, track patterns, and ensure timely interventions and reporting. Key aspects of such a policy include recording all bullying allegations and communication on CPOMS, involving parents, investigating incidents, applying consequences, and using CPOMS data for monitoring and policy review.

Parents/Carers or Others Reporting a Concern:
In the first instance, parents/carers or others report concerns to their child's form tutor or any teacher in one of the following ways:

- Speaking with the Class/Form Teacher through agreed channels e.g. by requesting a telephone call back via the school office or general email info@hazelwood.belfast.ni.sch.uk
- By writing a note to a Class/Form Teacher
- By sending an email to a Class/Form Teacher

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- By writing a note to a Class/Form Teacher

- By sending an email to a Class/Form Teacher

Please note, we do not advise parents to send confidential information regarding concerns of bullying type behaviour to the general school email address.

Should you continue to have concerns following contact with your child's Year Head, the following Safeguarding team members can be contacted (Mr Millar. Mrs Maltman, Mrs Drennan, Mr Thompson, and Mr McIlveen.

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

Responding to and Recording a Bullying Type Concern (Appendix 2, 3 and 4)
It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc) to report any bullying type of behaviour concerns. All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart (see appendix 2), recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart (see appendix 3), and stored on the school data management system (SIMS/CPOMS). Records will be maintained in line with our Data Protection Policy on SIMS within central records, password protected and open only to key personnel e.g. SLT/ DT/VP/P.

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

- Clarify facts and perceptions.
- Check records and previous assessments.

Concerns raised will be responded to using the Bullying Concern Assessment Form (BCAF) part 1 and 2 using the TRIP criteria.

If the legal definition and criteria are met, the school will proceed to part 3 of the BCAF with supports and interventions. The effectiveness of the supports will be monitored through the completion of the BCAF part 4.

If, however, on investigation, the incident reported does not meet the legal definition having completed the BCAF part 1 and 2 support will be implemented via the positive behaviour for learning policy, safeguarding and SEN policies.

Records of the BCAF will be stored securely on SIMS/CPOMS and will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's procedures for retention and disposal of documents. Bullying type behavioural incidents throughout the year will be noted in the annual Safeguarding Report to the Board of Governors.

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Designated staff in the Safeguarding team which includes the Designated Teacher, 2 Vice Principals for Junior and Senior School will ensure that parts 2-4 of the BCAF are completed will:

- Identify methods and potential motivating factors (Record on BCAF Part 2).
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions (see appendix 4) for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).
- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and diversity, and positive behaviour policies.
- Implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3).
- Review outcome of interventions (Record on BCAF Part 4).
- Select and implement further interventions as necessary.
- Based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

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

Section 7: Monitoring and Review of Policy

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

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

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

- at intervals of no less than four years or
- following any complex incident which highlights the need for such a review,
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy
- in response to a recommendation by the Education and Training Inspectorate
- following new guidance as directed by the Department of Education.

A copy of this policy is available online at *https://www.hazelwoodcollege.co.uk*. Parents/carers can also request a hard copy by contacting the school office on 028 9077 4202.

Date policy reviewed: ***October 2025***

Signed: Trevor Parkhin MBE   Chair of Governors

_____   Acting Principal

_____   Designated Teacher

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The Legislative Context:

Anti-discrimination laws applicable in Northern Ireland (Equality Commission, 2024)

The Addressing Bullying in Schools Act (Northern Ireland) 2016

Public Services Ombudsman Act (Northern Ireland) 2016

The Children's Services Cooperation Act (Northern Ireland) 2015

The Education (School Development Plans) Regulations (Northern Ireland) 2010

The Special Education Needs and Disability Order (Northern Ireland) 2005

The Special Educational Needs and Disability Act (Northern Ireland) 2016
https://www.legislation.gov.uk/nia/2016/8/contents

The Education (Northern Ireland) Order 1998

The Education and Libraries Order (Northern Ireland) 2003 (A17-19)

The Northern Ireland Act 1998 Section 75

The Human Rights Act 1998

The Children (Northern Ireland) Order 1995

The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

Implementing Trauma Informed Approaches in Northern Ireland and Executive Summary (QUB and SBI, 2024)

CCEA Relationships and Education Resource Guidance (2024)

ETI Safeguarding Proforma (ETI, 2023)

Nurture Group Provision Guidance for Schools (DE, 2023)

Draft Consultation: Consultation on the Statutory Guidance On The Reduction And Management Of Restrictive Practices In Educational Settings In Northern Ireland (DE, 2023) DE, DoH & DoJ

Children and Young Peoples Emotional Health and Wellbeing in Education Framework (DE, 2021) DE/DoH

A Life Deserved: Caring for Children and Young People in Northern Ireland (DOH and DE, 2021)

Suspensions and Exclusions for Pupils in Northern Ireland (DE Circular, March 2021)

Model Equality and Inclusion Policy and Guidance (EA, 2020)

Resource File for Children with Special Educational Needs (DE, 2020)

Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties (CCEA, 2020)

Mental health care systems (SBNI, 2019)

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

Putting Care into Education (DE, 2018)

Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)

Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)

Miss School = Miss Out Improving Pupil Attendance Strategy (DE, 2016)

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)

Every School a Good School DE 2009 https://www.education-ni.gov.uk/articles/every-school-good-school-esags

The International Context

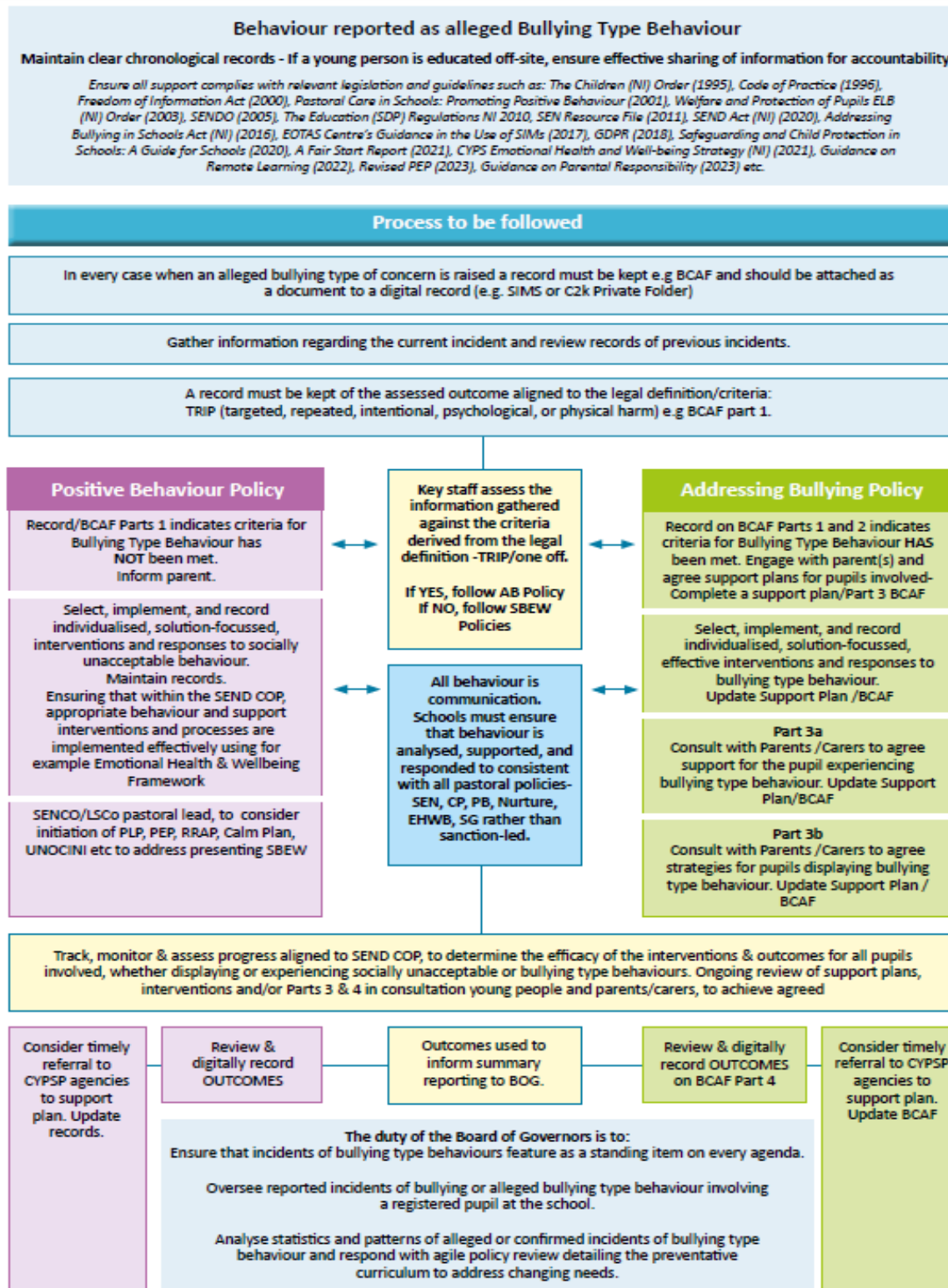*United Nations Convention on the Rights of the Child* (UNCRC)

To:
- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment, or exploitation (A,19)
- Be protected from discrimination (A, 2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (A.12);
- Education. (A.28)

Statutory Process Flow Chart
SUPPORTING PUPILS WHO EXPERIENCE OR DISPLAY BULLYING OR ALLEGED BULLYING TYPE 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.

Behaviour reported as alleged Bullying Type Behaviour

Maintain clear chronological 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 when an alleged bullying type of concern is raised a record must be kept e.g BCAF and should be 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.

A record must be kept of the assessed outcome aligned to the legal definition/criteria: TRIP (targeted, repeated, intentional, psychological, or physical harm) e.g BCAF part 1.

Key staff assess the information gathered against the criteria derived from the legal definition -TRIP/one off.

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

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.

Positive Behaviour Policy

Record/BCAF Parts 1 indicates criteria for Bullying Type Behaviour has NOT been met. Inform parent.

Select, implement, and record individualised, solution-focussed, interventions and responses to socially unacceptable behaviour. Maintain records. Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example Emotional Health & Wellbeing Framework

SENCO/LSCo pastoral lead, to consider initiation of PLP, PEP, RRAP, Calm Plan, UNOCINI etc to address presenting SBEW

Addressing Bullying Policy

Record on BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour HAS been met. Engage with parent(s) and agree support plans for pupils involved- Complete a support plan/Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour. Update Support Plan /BCAF

Part 3a
Consult with Parents /Carers to agree support for the pupil experiencing bullying type behaviour. Update Support Plan/BCAF

Part 3b
Consult with Parents /Carers to agree strategies for pupils displaying bullying type behaviour. Update Support Plan / BCAF

Track, monitor & assess progress aligned to 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 support plans, interventions and/or Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed

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.

APPENDIX 2B: INVESTIGATING AND MANAGING BULLYING TYPE BEHAVIOURS

Behaviour reported as alleged bullying.

In all cases a Bullying Concern Assessment Form (BCAF - Part 1) is completed by the HOY with direct input from person who has witnessed the behaviour, or had the alleged bullying reported to them. This must be attached as a document on SIMS and the relevant information selected in SIMS to record the allegation (Bullying Concern Raised). HOY must be alerted

A judgement is made by a member of the pastoral team (FT / HOY /SLT) to determine whether the situation constitutes bullying using the legal 'bullying' definition and following Part 1b of the BCAF.

Alleged behaviour DOES NOT MEET the legal definition of bullying behaviour. Update SIMS (Bullying Concern Investigated Criteria Not Met)

Alleged behaviour DOES MEET the legal definition of bullying behaviour. HOY to update and link Part 2 BCAF to SIMS and update SIMS (Bullying Concern Investigated Criteria Met)

Safeguarding Team (AJ, PT, DM, GMI, AM) -MUST review and sign off BCAF Part 1, and if applicable Part 2 & Part 3
If applicable - Part 4: 2-week Review Meeting arranged by HOY and

Keep Parents / Carers informed throughout

HOY Keep Parents / Carers informed

Select appropriate interventions in accordance with the Positive Behaviour Policy. Update SIMS - **This should be logged as a new incident.**

The form of Bullying must be logged in SIMS. The child experiencing Bullying behaviour and the child displaying bullying behaviour should be identified on SIMS.

Apply appropriate interventions to reduce unacceptable behaviour/s & to ensure behaviour does not move into bullying behaviour.

HOY to apply Interventions to reduce unacceptable Bullying behaviour/s. Update SIMS (Bullying Concern Resolved) -If target or family believe bullying is not resolved following interventions. HOY escalates to

Designated Teacher to initiate Review meeting.

The DT will provide reports on bullying statistics, to identify patterns, inform policy review and to meet the needs of young people effectively. The team will use this information to implement appropriate intervention to meet the needs of all students.

Members of the Safeguarding Team will report to the Board of Governors regularly on the efficacy and implementation of the Ant-

HOY to apply Interventions to
strengthen target/s resilience. Update
SIMS (Bullying Concern Resolved)

(BCAF)
Bullying Concern Assessment Form

HAZELWOOD
INTEGRATED COLLEGE

PART 1a - Assessment of Concern   **Date:** Click or tap to enter a date.

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

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 student or a group of students against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students.
2) For the purposes of subsection (1), "act" includes omission"

	Name(s)	**Gender/DOB/Year Group**
Person(s) reporting concern	Click here to enter text.	Click here to enter text.
Name of student(s) *experiencing alleged bullying behaviour*	Click here to enter text.	Click here to enter text.
Name of student(s) **demonstrating alleged bullying behaviour**	Click here to enter text.	Click here to enter text.

Check records for previously recorded incidents/Completion of Incident Report Form

Outline of incident(s): Attach all written accounts with dates, if known.
Click or tap here to enter text.

PART 1b – Assessment by HOY

Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:

The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour intentional?.. ☐ YES / ☐ NO

Is the behaviour targeted at a specific student or group of students? .... ☐ YES / ☐ NO

Is the behaviour repeated? .... ☐ YES / ☐ NO

Is the behaviour causing physical or emotional harm? .... ☐ YES / ☐ NO

Does the behaviour involve omission? (*may not always be present) .... ☐ YES / ☐ NO

Agreed by: Click or tap here to enter text.   Date: Click or tap to enter a date.
Reviewed by: Click or tap here to enter text.   Date: Click or tap to enter a date.

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PART 2 - Clarifying the nature of the bullying behaviour

2:1 Who was targeted by this behaviour? Select one or more of the following:

☐ Individual to individual 1:1 ☐ Individual to group ☐ Group to individual ☐ Group to group

2.2 In what way did the bullying behaviour present? Select one or more of the following:

☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking

☐ Any other physical contact which may include use of weapons)

☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)

☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)

☐ Electronic (through technology such as mobile phones and internet)

☐ Written

☐ Other Acts — Please specify: Click or tap here to enter text.

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

Select one or more of the following:

☐ Age

☐ Appearance

☐ Breakdown in peer relationships

☐ Cultural

☐ Religion

☐ Political Affiliation

☐ Community background

☐ Gender Identity

☐ Sexual Orientation

☐ Family Circumstance (pregnancy, marital status, young carer status)

☐ Looked After Status (LAC)

☐ Peer Relationship Breakdown

☐ Disability (related to perceived or actual disability)

☐ Ability

☐ Pregnancy

☐ Race

☐ Not known

☐ Other Click or tap here to enter text.

Part 3- Record of Support and Interventions

Please note any support or interventions that have been put in place along with appropriate dates. (BCAF Suggested Interventions and Closing a Bullying Case)

3a.

Pupil **experiencing** bullying behaviour
Click here to enter text.

3b.

Pupil **displaying** bullying behaviour
Click here to enter text.

Part 4- Review of Bullying Concern

Date of Review Meeting:

4a- Following the Review Meeting, to what extent has the behaviour stopped?

☐ 1 – Fully

☐ 2 – Partially

☐ 3 – Further intervention/support required

Give details: Click here to enter text.

Part 4b- If the behaviour has not stopped:

☐ 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

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

Level 1: Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved.	**Level 2:** Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole. class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact.
- Visual reminder of key expectations - Weekly emotional literacy lessons - Explicitly teach expectations - Use of praise and rewards - Explore friendship as a topic of - discussion. - Develop a therapeutic environment - though e.g. art, play - Create activities, clubs, and events where conversation is the primary goal - i.e. 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 - Devise 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	- Social skills sessions to remind of positively - framed expectations/routines - Visual reminder of key expectations - Emotional literacy/Social Thinking - programmes e.g. Rethinking My Behaviour - Specific and targeted use of praise and - rewards - Partner with a positive role model - Interventions focused on emotional wellbeing/literacy with elements of resilience - work - Reflective time with a key adult - Use role plays and problem-solving - scenarios to practise 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 - Referral to community-based organisations - e.g. Reach mentoring etc - Refer for EA support – EWS, Ed Psychology, - BST, Nurture, Sp Ed, AAIS etc - Quality Circle - SEND Code of Practice - Consider PLP - Access School Counselling Service - Youth worker - Mediation - Team Around the Child

Effective Responses, Support, and Intervention Levels 3 and 4
This list is not exhaustive and supports implemented are specific to each individual pupil.

Level 3: Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral,

Safeguarding and SEND staff working with pupils, parents/carers, and relevant agencies to agree supports under review.

- Create opportunities for small group
- games/activities to be extended to
- accommodate additional people (Youth worker)
- 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/Care Team
- Class/timetable changes/modifications

Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety.

and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND

staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3.

- Assign a mentor
- Be aware of and implement strategies to
- prevent triggers impacting.
- Practise positive reflection
- Reflect on difficulties/challenges of
- situations with key worker/mentor
- Acknowledge and celebrate small steps
- 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

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

STAFF RIGHTS, ROLES & RESPONSIBILITIES	CHILDREN & YOUNG PEOPLE'S RIGHTS, ROLES & RESPONSIBILITIES	PARENT/CARER'S RIGHTS, ROLES & RESPONSIBILITIES
Rights: • To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion. • Safe and secure working environment with appropriate training to meet the needs of the young people in their care. • Emotional health and wellbeing promoted and supported by colleagues. • Access to ongoing PD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour and wider SBEW training. • Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures. • Kept informed and updated in relation to children and young people's progress and wellbeing. • To know the identified individual needs (including SEND and medical needs) of the young	**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 and effective partnerships for positive learning and social experiences with school staff, children, and young people. • To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours. • Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. • Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches, and Restorative Practices etc.	**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. • A school environment that promotes effective partnerships and positive relations with school staff. • Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour. • Consulted regarding school policies including Addressing Bullying Policy development and review processes. • Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances as outlined in the Addressing Bullying Policy. • Participate in decision making processes that concern their child/young person –

STAFF RIGHTS, ROLES & RESPONSIBILITIES	CHILDREN & YOUNG PEOPLE'S RIGHTS, ROLES & RESPONSIBILITIES	PARENT/CARER'S RIGHTS, ROLES & RESPONSIBILITIES
people in their care and the support plans to address these needs. • Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection.	• Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour. • Individual needs to be addressed through the suite of pastoral/safeguarding policies. • Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. • Opportunities for involvement in peer support and/or mentoring.	support/intervention plans (BCAF, IEP, RRAP, Safety Plan), preventative curriculum strategies, behaviour reflection and external supports accessed. • Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

STAFF RIGHTS, ROLES & RESPONSIBILITIES	CHILDREN & YOUNG PEOPLE'S RIGHTS, ROLES & RESPONSIBILITIES	PARENT/CARER'S RIGHTS, ROLES & RESPONSIBILITIES
Roles & Responsibilities: • Safeguard and promote the welfare of all children and young people. • Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment. • Create opportunities to celebrate success, diversity, and equality to create a positive ethos. • Plan and deliver an ongoing preventative curriculum, which is updated to address need. • Act in a professional manner to model, teach and develop children/young people's interpersonal and emotional skills. • Undertake Addressing Bullying in Schools training and support as part of PD. • Co-develop, implement, and promote your Addressing Bullying Policy to enable easy access for all clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary. • Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need. • Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF). • Build effective partnerships and positive relations with and between children, young people, parents/carers, and staff (including	**Roles & Responsibilities:** • Report allegations and/or bullying type concerns via the designated channels and platforms e.g. talk to a trusted adult or through confidential digital platforms. • Request and engage with appropriate support both within and outside school via e.g. the designated staff member as outlined in the Addressing Bullying Policy. • Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support. • Endeavor to constructively engage with reflection, support and intervention offered. Act in a respectful, kind, empathetic manner i.e. Pupils don't have to be friends with everyone but have to be friendly. • Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, Calm Plan, PLP, RRAP.	**Roles & Responsibilities:** • Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy. • Respond timely to staff communications regarding bullying type concerns. • Attend support and intervention meetings to agree next steps and plans moving forward. • Support the implementation of agreed plans e.g. BCAF, Calm Plan, PLP, RRAP. • Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved. • Encourage their child/young person to model the school's ethos and values. • Engage with wider services and agencies to support you child or young person as required. • Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.

STAFF RIGHTS, ROLES & RESPONSIBILITIES	CHILDREN & YOUNG PEOPLE'S RIGHTS, ROLES & RESPONSIBILITIES	PARENT/CARER'S RIGHTS, ROLES & RESPONSIBILITIES
explicit approaches to connect with vulnerable and hard-to-reach families). • Take timely and appropriate action to address children, young people, parent/carer, and staff concerns. • Use relational and evidence informed approaches e.g. SEN, Nurture, Trauma Informed and Restorative Practice etc to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour. • Address individual needs through the suite of pastoral/safeguarding/SEND policies. • Work in partnership with and make timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate. • Maintain effective communication using agreed and appropriate channels with and between pupils, parents/carers, colleagues, and Board of Governors		

Addressing Bullying Type Behaviour in Schools
PARENT GUIDE

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

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

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

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

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

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

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

When is it Bullying Type Behaviour?

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

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

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

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

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

Intentional
When the behaviour is deliberately INTENDED to cause harm.

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

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

Imbalance of Power, Motivation and Methods

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

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

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

Signs that my child could be experiencing bullying type behaviour

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

- 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	Legal definition of bullying type behaviour IS met
Socially unacceptable behaviour is supported using e.g. Positive Behaviour Policy and safeguarding Policy.	Bullying type behaviour is supported using Addressing Bullying in School Policy.

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

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

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

ea

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

SAFER SCHOOLS NI
https://saferschoolsni.co.uk/

ANTI-BULLYING ALLIANCE

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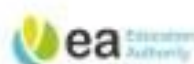
Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP) (hscni.net)

Addressing Bullying Type Behaviour in Schools

POST PRIMARY

ABSIT | ea Education Authority

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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.

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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 | Department of Education — www.education-ni.gov.uk/publications/addressing-bullying-schools-act

ANTI-BULLYING ALLIANCE | SAFER SCHOOLS NI — https://saferschoolsni.co.uk/

Take-a-Break | UDC Public Health Agency Report.net | Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP) Report.net

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

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

Staff member reporting _____

Date of meeting _____

Number of allegations of bullying type behaviour	
Number of cases that **did not meet TRIP** criteria	
Number of cases that **met TRIP** criteria	
Identified **methods** of **confirmed** bullying type behaviour and number of each e.g. Physical - 3	
Potential motivation for bullying type behaviour and number of each identified e.g. Racism - 2	
Support and interventions in place for both pupils displaying and experiencing bullying type behaviour. (Yes/No)	

Emerging trends identified and how these are being responded to.

Areas identified as priority for School Development Planning.