

Bangor Central Integrated Primary School

Addressing Bullying Type Behaviour Policy



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Review date:

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Section 1: Statutory Context & Guidance

Introduction

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

The purpose of this policy is to:

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

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

The Addressing Bullying Type Behaviour Policy applies:

- while students are on school premises during the school day
- while the pupil is in the lawful control or charge of a member of the staff of the school e.g. during extra-curricular activities, school excursions, residential trips

Ethos and Values

At BCIPS

- 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 antibullying 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

BCIPS promotes the values of respect, perseverance, teamwork, self-discipline, compassion, self-belief, honesty and responsibility. We are committed to promoting our school motto:

We care, We share, We achieve, We learn together

This motto incorporates motivating pupils to achieve their full potential by developing life skills and independence through progressive and caring teaching. Developing a safe and warm environment where all children are treated as individuals, their contributions celebrated, and the pursuit of excellence is encouraged. Nurturing enthusiastic, empowered and responsible children who will develop as lifelong learners, who care about their education, their families, their local community, their world and each other.

Links to Other Policies

This policy should be read in conjunction with SEND, Child Protection & Safeguarding, 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:

Safeguarding and Child Protection Policy	Staff Code of Conduct
Pupil Attendance Policy	Positive Behaviour Policy
Health and Safety Policy	E-Safety Policy
Special Educational Needs Policy	Educational Visits Policy
Relationships and Sexuality Education	Pastoral Care & Wellbeing Policy

Consultation

We value and respect the views and contributions of our school community. Therefore, as part of this policy development and review, and in compliance with Article 19 of the 2003 Education (NI) Order and the 2016 Addressing Bullying in Schools Act (N.I.), we have consulted with pupils, parents/carers, and staff.

- Pupil consultation involved: Survey/questionnaire voice Years 4 & 7. *(This will be repeated with different year groups in the next review cycle.)*
- Parents & carers consultation involved: Survey/questionnaire voice with years 2,4,7. *(This will be repeated with different year groups in the next review cycle.)*
- Staff consultation involved: Survey/questionnaire voice of all staff *(teachers, classroom assistants, supervisory assistants and cleaning staff)*

Section 2: What is Bullying Type Behaviour?

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

(1) In this Act "bullying" includes (but is not limited to) the repeated use of–

- any verbal, written or electronic communication,
- any other act, or
- any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

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

TRIP

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

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

T	When the behaviour is <u>T</u> ARGETED at a specific pupil or group of pupils.
R	When the behaviour is <u>R</u> EPEATED over time.
I	When the behaviour is deliberately <u>I</u> NTENDED to cause harm.
P	When the behaviour causes <u>P</u> SYCHOLOGICAL/EMOTIONAL and/or <u>P</u> HYSICAL harm.

The school reserves the right to consider the possibility that a one-off incident may be classified as bullying type behaviour after considering the following behaviour:

- severity and significance of the incident
- evidence of pre-meditation
- psychological/physical impact of the incident on the individuals and/or wider school community
- previous relationship(s) between those involved.
- any previous incident(s) involving the individuals.

A **one-off electronic communication** can constitute bullying type behaviour through repeated viewing and unwanted sharing of a post.

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

Omission will be considered when addressing bullying type concerns. This is where a pupil(s) is or are wilfully excluded from a game, activity or group work etc causing potential **psychological harm**. Pupils do not have to be friends in this school, but friendly.

Language

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

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

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

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 Wellbeing, policies. (Please see the parent and pupil guides in appendices)

Journey To and From School

In Bangor Central we recognise that pupils deserve a safe journey to and from school, free from bullying type behaviour. To this end, in our school we will strive to:

- Address safeguarding concerns reported in relation to travel to and from school.
- Provide timely support and intervention.
- Assign staff to support a structured, supervised transition at the beginning and end of the school day if necessary and where possible.
- Reinforce positive and upstanding behaviour expectations through the preventative curriculum.
- Engage with student voice about experiences on the journey to and from school eg: through school council
- Promote and develop a culture where all pupils respect the rights of others to travel safely.
- Communicate consistently the expectation to include and respect individual rights and diversity.

Electronic Communication

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

The Addressing Bullying Type Behaviour Policy is one of several school policies that address electronic behaviour and are reviewed in response to technological developments.

In BCIPS we aim to prevent electronic bullying type behaviour by:

- Addressing key themes of electronic online behaviour and risk through curriculum content.
- 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.

- Creating, agreeing and implementing an Acceptable Use Agreements see DE Circular 2016/27
- Ensuring all staff regularly have on-line safety training and are kept update to date

Section 3: Methods and Motivations of Socially Unacceptable or Bullying Type Behaviour

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

- **Physical Acts** Negative physical contact, material harm such as damaging or taking possessions without permission
- **Verbal or Written acts** Unpleasant comments, written, verbal, gestures.
- **Social/Relational** Negatively influencing the actions of others to cause psychological or physical harm
- **Omission (Exclusion)** Excluding someone/others from e.g. game, activity, group work etc
- **Electronic Acts** Misuse of online platforms or other electronic communications to cause psychological upset

(Please note the list is not exhaustive)

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

• Ability • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status)	• Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Race • Religion • Sexual orientation • Other_____
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Section 4: Rights, Roles and Responsibilities

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

Staff Responsibilities

- Follow the procedures set out in this Addressing Bullying Type Behaviour policy
- Provide a safe environment for all children
- Promote an ethos of respect for the individual
- Foster positive self-esteem
- Emphasise the importance of seeking help from a trusted adult about bullying type behaviour when it happens or is observed
- Take all aspects of bullying type behaviour seriously, listening sensitively and providing reassurance that appropriate action will be taken
- Log all incidents
- Celebrate and promote good behaviour
- Focus attention and provide advice on how to deal with bullying type behaviours, if required, to individuals, groups, classes or year groups.
- Be alert to signs of distress and other possible indications of bullying type behaviour
- Intervene to support any person who is experiencing bullying type behaviour, unless it is unsafe to do so
- Explain the implications of allowing the bullying type behaviour to continue unchecked for themselves and/or others
- Resolve difficulties in restorative ways to prevent recurring bullying behaviours and meet the needs of all parties

Pupil Responsibilities

- Report bullying type behaviours
- Avoid any bullying type behaviours
- Pupils should not react aggressively
- Pupils should have respect for themselves and others
- Adhere to and promote the school's positive behaviour policy
- Behave towards others in a mutually respectful way

Parent Responsibilities

- Discourage a tendency towards bullying type behaviour
- Work in partnership with the school
- Report any concerns or instances of bullying type behaviour to the school
- Stress to children that retaliation is not helpful
- Resolve difficulties occurring outside school to prevent them continuing outside school
- Model high standards of personal pro-social behaviour

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

Senior Leadership team – consisting of Vice Principal, Heads of Key Stages, SENCO and Teaching & Learning Coordinator

Section 5: Preventative Measures

The Addressing Bullying in Schools Act (N.I.) 2016, requires schools to focus on preventative measures to help reduce bullying type behaviours. The focus of this section is to set out the approaches taken by our school to help prevent bullying type behaviour effectively.

In BCIPS we scaffold and promote a positive, relational learning environment where all members of the school community feel safe, included and valued. Our preventative measures help avoid bullying type behaviour and contribute to support plans for pupils. They are evident in all domains of school life and include, but are not limited to:

<u>Whole School</u>	<u>Classroom</u>
• SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, & Wellbeing policies • Visible school ethos e.g. classroom agreements, displays, celebrations • Peer-led systems to support the delivery and promotion of key anti-bullying messages within the school eg: School council, Buddy system • Adults modelling self-regulation, inclusive language and positive relationships • Restorative Practice approaches embedded through staff training and complimentary resources • Celebration of diversity, equity and inclusion • Parent education e.g. workshops, newsletters, leaflets etc • Shared education projects, events, assemblies, key campaigns e.g. anti-bullying week, mental health week • Engagement with key statutory and voluntary sector agencies to support the promotion of key messages. eg C2K, PSNI, Public Health Agency, Charities • Utilising support agencies that promote positive mental health and wellbeing eg Education Authority's REACH programme, Action Mental Health, Family Works school counselling service, Extern, Love for Life	• Curriculum: PDMU/ RSE • Cross-curricular activities • Addressing key themes of online behaviour and risk through PDMU/UICT, participation in Internet Safety Day • Circle-time • Physical/sensory environment-access to calm space within the classroom and sensory room outside the classroom • Access to literature in the Emotions Library. • Participation in Anti-Bullying week initiatives and ongoing lessons • Restorative & reflective approaches used to resolve peer conflicts

<u>Non-Classroom</u> • Supervision and transition arrangements eg: break/lunch/home time • Development of effective strategies for playground management eg: guidelines & training for lunch time supervisors, zoning of playgrounds, inclusion of buddy benches, picnic tables, inclusion of specific resources, TAB club • Provision of a range of extra-curricular activities to help support the development of effective peer support relationships for a variety of ages • Professional Development/ Training (including for non-teaching and supervision staff) • Play/art and other therapeutic approaches	<u>Peer Support</u> • Student Voice eg: student council, house-captains, buddy system • Peer Mediation/Problem Solving
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Professional Development of Staff

In BCIPS 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 Type Behaviour in Schools training, including those provided by the Education Authority.
- reviewing and amending the content of the Addressing Bullying Type Behaviour Policy following training, complex case review, as directed by Department of Education or every 4 years.
- keeping and regularly updating continued professional development records.

To this end:

- All our teaching and support staff have completed the EA Addressing Bullying Type Behaviour in Schools Foundation Training Level 1 as part of this policy review.
- Key leadership staff have completed EA Addressing Bullying Type Behaviour in Schools leadership training.
- All our teaching staff have received additional training 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 Type Behaviour Policy have completed EA Addressing Bullying Type Behaviour in Schools training

Section 6: Statutory Systems and Processes for Reporting, Responding and Recording.

As a school we recognise that reporting a concern of bullying type behaviour can be difficult. For this reason, we have systems in place to enable pupils, parents, and any other person to share concerns discreetly and efficiently with a trusted adult. All concerns of bullying type behaviour will be responded to in line with legislative processes as outlined in this policy.

Pupils Reporting a Concern:

Pupils may report bullying type behaviour concerns in the following ways:

- Verbally sharing with a staff member
- By writing a note to a staff member
- Placing the concern in the 'Worry Box'

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

Parents/Carers or Others Reporting a Concern:

- In the first instance any concerns should be reported to the class teacher. This can be done by requesting a telephone callback via the school office or by writing a note to the teacher.
Please note, we do not advise parents to send confidential information regarding concerns of bullying type behaviour to the general school email address
- 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 teacher in a timely manner.
- If it is deemed to fall under the category of socially unacceptable behaviour it will be dealt with according to the Positive Behaviour Policy.
- If it is deemed to fall under the category of bullying type behaviour it will be passed on to the Anti-bullying Support team who will decide the next steps.
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be then taken to the Head of Key Stage following that the Vice Principal/Principal.

Responding to and Recording a Bullying Type Concern

It is the responsibility of all staff (including teachers, classroom assistants, wider support staff, office staff, supervisors etc) to report any bullying type behaviour concerns. All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart, recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart and stored on the school data management system (See appendices). Records will be maintained in line with our Data Protection Policy in a private folder within central records and open only to key personnel.

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

- Clarify facts and perceptions.
- Check records and previous assessments.
- Collaboratively assess the incident using the T.R.I.P. criteria (Record on BCAF Part 1).

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers - designated staff along with the class teacher will ensure that parts 2-4 of the BCAF are completed. They will:

- Identify methods and potential motivating factors (Record on BCAF Part 2).
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions (see appendix 4) for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).
- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality & 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 Type Behaviour 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
- appoint a lead Governor to liaise with the principal
- minute the number of incidents including methods, motivations and how they were addressed
- identify trends and patterns to inform future policy and practice development and review.
- record written responses to relevant pupils, parents/carers when appropriate.

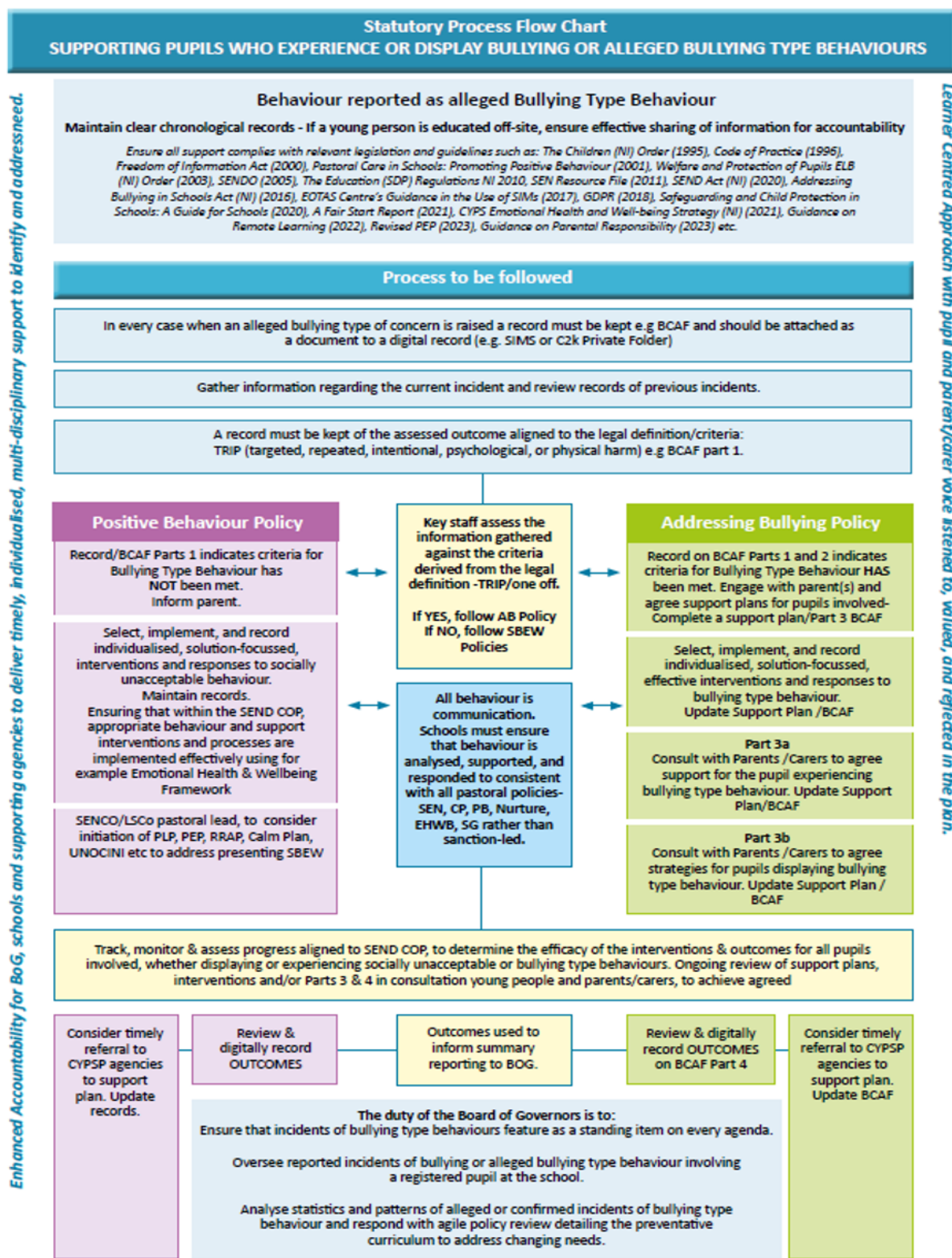
The Addressing Bullying Type Behaviour Policy will be reviewed in consultation with all school community stakeholders:

- 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 www.bangorcentral.com. Parents/carers can also request a hard copy by contacting the school office on 028 91 460513 or info@bangorcentral.com

Appendices

Appendix 1: Statutory Process Flowchart





Addressing Bullying Type Behaviour in Schools

PARENT GUIDE



What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

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

The law states that in all schools:

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

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

Instead we talk about:

'pupil displaying bullying type behaviour'
AND
'pupil experiencing bullying type behaviour'.

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

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

When is it Bullying Type Behaviour?



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

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

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

Targeted

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

Repeated

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

Intentional

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

Psychological/Physical

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

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

Imbalance of Power, Motivation and Methods

Imbalance of Power

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

Motivation

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

Method

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

Signs that my child could be experiencing bullying type behaviour

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



Preventative Measures

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

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

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

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

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



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



<http://safer-schools-ni.org.uk/>



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



Youth Wellness Web - Children and Young People's Strategic Partnership (CYPS) NI (hscni.net)



Addressing Bullying Type Behaviour in Schools

PRIMARY



What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

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

The law says that bullying type behaviour is mostly repeated verbal, written or electronic communication by a pupil(s) against another pupil(s) that is intended to cause physical or emotional harm. This can also include leaving someone out on purpose.

To help repair the relationships and to support all children involved, we no longer use the words 'bully' or 'victim'.

Instead we talk about:

- 'pupil displaying bullying type behaviour'
- AND
- 'pupil experiencing bullying type behaviour'.

Other unkind behaviours can be called 'socially unacceptable behaviour'.

When is it Bullying Type Behaviour?



Bullying type behaviour occurs when all four of the actions below are confirmed.

Targeted

Behaviour is aimed at the same person or people

Repeated

Behaviour happens more than once

Intentional

Behaviour has been planned to cause harm

Psychological/Physical

Behaviour has caused emotional and/or physical harm

A serious One-off Incident can be considered bullying type behaviour (if included in the school policy) e.g. this may involve the repeated sharing of an unkind message or picture online to cause harm.

Imbalance of Power, Motivation and Methods

What if you feel others have more power?

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

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 does bullying type behaviour present?

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



If you feel you are experiencing bullying type behaviour



Talk to someone you trust

- a friend
- parents/carers
- teachers
- lunchtime supervisors

Or send a private message through your home-school communication app e.g. Seesaw, Google classroom, Dojo etc.

What will happen when you tell a teacher?

Your teacher, with school leaders, will support all children involved in a relational way. They will:

- ask you to share the details of your worry.
- keep a digital record of what you tell them and the support plan.
- confirm if the behaviour you described is socially unacceptable or bullying type behaviour.
- with parents or carers, agree a supportive plan for all children involved, to help put an end to the behaviours causing distress.

If a friend needs help

Thank your classmate for trusting you. It may have taken a lot of courage for them to tell you.

Let them tell you what is wrong and listen. Once they are finished, reassure them that it was ok to share the concern.

Encourage your classmate to ask a member of staff for help.

Accompany them to share their concern with a staff member who will provide support.

Bullying type behaviour is usually when someone is repeatedly and deliberately causing hurt

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



