

Banbridge Academy



ADDRESSING BULLYING POLICY

Statutory Context & Guidance

It is a duty placed on Boards of Governors in Northern Ireland, to ensure the school has an effective Addressing Bullying Policy and practices aligned to the Addressing Bullying in Schools (NI) Act 2016 which commenced in schools September 2021.

This Addressing Bullying Policy takes account of key legislation and is informed by DE Guidance, EA publications and the international context.

Section 1: Statutory Context & Guidance

Introduction

At Banbridge Academy we acknowledge that bullying type behaviour exists in all 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 Banbridge Academy, 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.).

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. on a school trip or playing for a school team
- Education provision arranged on behalf of the school and provided away from the school premises e.g. Exceptional Teaching Arrangements

Ethos and Values

Banbridge Academy is a co-educational and non-denominational grammar school which seeks to provide a regulated and happy environment with a pleasant atmosphere in which its pupils and staff can strive to achieve their full academic, personal and professional potential. We are a Controlled School, open to those of all faiths and none, reflecting the diversity of the community we serve.

Our central aim is for everyone to be happy at school, known personally and cared for individually.

- **Belong:** To create a community by nurturing a sense of belonging and identity through a diverse extra and co-curricular programme.
- **Aspire:** To create an inclusive and tolerant community where pupils can achieve personal fulfilment, happiness, physical and spiritual well-being and make a valuable contribution to wider society.
- **Achieve:** To create a community of pupils who aspire to achieve their full potential and attain academic success.

We seek to provide a wide, stimulating and enjoyable educational experience rooted in values of honesty, openness, integrity, tolerance and respect for each individual as a person. In Banbridge Academy we aim to provide for our pupils a safe and caring environment where bullying will not be tolerated. We repudiate bullying behaviour of any kind, to any member of the school community, by any member of the school community. We believe that all pupils have the right to learn in a safe and supported environment and are committed to a preventative, relational and restorative ethos.

We at Banbridge Academy recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community. Therefore, we value, respect and consider the views and contributions of children, young people and the wider school community.

Links to Other Policies

This policy should be read in conjunction with SEND, Safeguarding, Inclusion, and the wider suite of Pastoral Care policies available on the 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/Staff Handbook
Pupil Attendance Policy	(Positive) Behaviour Policy
Health and Safety Policy	Online Safety Policy
Special Educational Needs Policy	Educational Visits Policy
Relationships and Sexuality Education	Pastoral Care Policy

Consultation

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

- Pupil consultation involved sharing of EA ABSIT pupil guide and focus group discussion with School Council.
- Parents and carers consultation involved the sharing of a draft policy, sharing of EA ABSIT parent guide and focus group discussion with Banbridge Academy Association.
- Staff consultation involved the sharing of the draft policy and focus group discussion with Year Heads and Heads of School.

Section 2: What is Bullying Type Behaviour?

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

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

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.

TRIP

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

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

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

While an 'imbalance of power' has not been included in the legal definition, the Board of Governors have agreed to incorporate this criterion to help determine if bullying type behaviour was **targeted**. An 'imbalance of power' is present when **someone seen with lesser power**, is identified as an object of negative attention. It will be used to validate and confirm the final TRIP decision.

Although incidents usually involve **repetition**, a **one-off incident** may be classified as bullying type behaviour through consideration of the following criteria.

- 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 Banbridge Academy, 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 and Pastoral policies. (Please see the parent and pupil guides in appendix).

Journey To and From School

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

- Develop a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- Communicate consistently the expectation to include and respect individual rights and diversity.
- Reinforce positive behaviour expectations through the preventative curriculum.
- Take measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school e.g. Prefect training
- Have regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Engage with School Council about experiences on the journey to and from school
- Ensure there is appropriate deployment of staff to support the transition from school day to journey home eg. staff bus duty
- Address concerns reported in relation to travel to and from school

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 Banbridge Academy 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.

In Banbridge Academy 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.
- Providing reporting mechanisms for school and wider community to report concerns confidentially e.g. concerns box
- Creating, agreeing and implementing an Acceptable Use Agreements see DE Circular 2016/27
- Ensuring all staff regularly have on-line safety training

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

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

Physical Acts	Physical - negative physical contact, material harm such as damaging or taking possessions without permission
Verbal or Written acts	Verbal or written - unpleasant comments, written, verbal, gestures.
Social/Relational	Negatively influencing the actions of others to cause psychological or physical harm
Omission (Exclusion)	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:

<ul style="list-style-type: none"> • Ability • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status) 	<ul style="list-style-type: none"> • 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.

The Vice Principal (Pastoral), Heads of School and Learning Support Coordinator 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.

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 Banbridge Academy we 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:

<p><u>Whole School</u></p> <ul style="list-style-type: none"> • SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care policies • Visible school ethos e.g. displays, celebrations, positive expectations • School Council • Focused Assemblies to raise awareness • Adults modelling self-regulation, inclusive language and positive relationships • Restorative Practice approaches embedded through staff training • Celebration of diversity, equity and inclusion • Parent education e.g. workshops, letters etc • Shared education projects, events, assemblies, key campaigns e.g. Anti-bullying week 	<p><u>Classroom</u></p> <ul style="list-style-type: none"> • Curriculum: PD/RSE • Structured form time to promote belonging, connection and positive relationships • Cross-curricular activities • E-safety • Collaborative Learning/Problem Solving • Bystander/Upstander Education • Agile groupings and seating arrangements • Online apps and resources on the school website
<p><u>Non-Classroom</u></p> <ul style="list-style-type: none"> • Supervision and transition arrangements e.g. including buses • Buddy strategies for new pupils • Social and extra-curricular opportunities • Professional Development/Training (including for non-teaching and supervision staff) • Fully trained School Pupil Welfare Auxiliary • Designated Pupil Hub • Structures to facilitate reporting concerns e.g. concern boxes 	<p><u>Peer Support</u></p> <ul style="list-style-type: none"> • Student Leadership e.g. student council, Pupil Wellbeing Ambassadors, Prefects, House-captains, Form Prefects • Pupils trained and supported by staff regarding roles, responsibilities • Peer mentoring training programme • Pupil led/directed extra-curricular activities

Professional Development of Staff

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

- ensuring that all staff and Governors complete relevant Safeguarding, Child Protection, SEND and Addressing Bullying in Schools training, including those provided by the Education Authority.
- reviewing and amending the content of the Addressing Bullying Policy following training, complex case review or as directed by Department of Education.
- keeping and regularly updating continued professional development records.

To this end:

- Key Leadership staff have completed EA Addressing Bullying in Schools Leadership Training (Level 3), together with the local Area Learning Community
- All members of the Board of Governors have completed EA Addressing Bullying in Schools training
- Year Heads have completed additional training on systems and processes
- Teaching Staff will regularly complete EA Addressing Bullying in schools Level 1 training

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

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

Pupils Reporting a Concern:

Pupils may report bullying type concerns in the following ways:

- Verbally sharing with a staff member
- By writing a note to a staff member
- By sending an email to a teacher/using private message on Google classroom etc
- Placing the note in the 'Concerns Box'
- Speaking with one of the pupil Wellbeing Ambassadors
- Raising a concern via the alert button on the 'My School' homepage

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'. ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

Parents/Carers or Others Reporting a Concern:

In the first instance, parents/carers or others report concerns to their son/daughter's Form Teacher in one of the following ways:

- Speaking with the Form Teacher through agreed channels e.g. by requesting a telephone call back via the school office or general email info@banbridgeacademy.banbridge.ni.sch.uk
- By writing a note to the Form Teacher
- By sending an email to the 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 son/daughter's Form Teacher please contact the Year Head/Head of Key Stage (Senior Teacher)/Vice Principal/Principal (stepped response).

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 Form Teacher in a timely manner as above.

Responding to and Recording a Bullying Type Concern

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 recorded digitally on a Bullying Concern Assessment Form (BCAF).

Records will be maintained in line with our Data Protection Policy in a private folder within central records only open to key personnel e.g. SLT.

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 (Form Teachers, Year Heads, Heads of Key Stage, VP) 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 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 of the Safeguarding Team meeting, where a report on bullying type behaviour is presented.
- appoint a lead Governor (Chair of Safeguarding Team) to liaise with the Principal
- minute the incidents outlined in the report
- 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
- 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 on the school website. Parents/carers can also request a hard copy by contacting the School Office on 40623220.

Ratified by Board of Governors Nov 2025



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.

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

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

How do I report my concern?

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

Details of concern are shared

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

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

Legal definition of bullying type behaviour NOT met

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

Legal definition of bullying type behaviour IS met

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

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

Complaints

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

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





Addressing Bullying Type Behaviour in Schools



POST PRIMARY

What is Bullying Type Behaviour?

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

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Repeated

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

Intentional

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

Psychological/Physical

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

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

Why does bullying type behaviour happen?

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

How might bullying type behaviour present?

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

Imbalance of Power

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

What to do if you need help?

Speak to an Adult You Trust

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



Keep a Record

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



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



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



Stay Positive

You have done the right thing in coming forward.

Focus on the positives in your life.

Celebrate your unique qualities.

Find healthy ways to relieve stress such as exercise, meditation, positive self-talk, join a sports club and do things you enjoy.



Other things to do in school:

Speak to your student council about setting up a peer support scheme; or a student diversity, equity and inclusion committee.

What will happen when I report my concern?

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

Concerns are reported to school staff.

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

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

Legal definition of bullying type behaviour NOT met.

Legal definition of bullying type behaviour IS met.

Socially unacceptable behaviour identified is supported using Positive

Behaviour, Safeguarding and Pastoral Policies.

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

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

If a friend shares that they are being bullied?

Thank your friend for trusting you and listen without interruption.

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

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

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

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

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



www.education-ni.gov.uk/publications/publications-for-schools



ANTI-BULLYING ALLIANCE



SAFER SCHOOLS NI

www.safer-schools-ni.org/



[Health Teams | NHS Public Health Agency \(nhs.uk\)](https://www.nhs.uk/health-teams/health-teams-for-schools/)



[North Western Web - Children and Young People's Services, Partnership \(NYPSP, nhs.uk\)](http://www.nhs.uk/health-teams/health-teams-for-schools/)