

# Belmont Nursery School

## Addressing Bullying Type Behaviours Policy



Date Reviewed & Signature of Principal: *Anne Burke*

Date Ratified by Chairperson & Signature: *Sean T Murphy, October 2025*

Review Date: *October 2026*

*This policy has been written following a consultation process, ratified by the Board of Governors and communicated to the school community as required. It will be monitored and reviewed as part of the school's policy review schedule.*

**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 (*Appendix 1*).**

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## **Section 1: Statutory Context & Guidance**

### **Introduction**

At Belmont Nursery School 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 Belmont Nursery we believe that safeguarding our pupils is paramount and is 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).

### **Ethos and Values**

At Belmont Nursery School we believe that early childhood is a crucial period for building a strong foundation for lifelong learning, emotional growth, and social development. Our ethos and values shape every aspect of our approach, guiding us in creating a safe, nurturing, and inclusive environment where children feel valued, respected, and inspired to explore the world around them.

### **Our Ethos**

We are committed to fostering a child-centred approach, recognizing each child's unique strengths, interests, and developmental needs. We aim to provide a welcoming and inclusive environment where children feel empowered to express themselves, build relationships, and develop the confidence and curiosity to learn through play and discovery.

## Our Values

1. **Respect and Inclusion:** We celebrate diversity and promote equality, ensuring every child and family feels respected and included. We value the individual backgrounds, cultures, and experiences each child brings and strive to create a sense of belonging for all.
2. **Safety and Wellbeing:** The health, safety, and wellbeing of every child are our top priorities. We are dedicated to providing a secure environment where children can explore freely, knowing they are supported by caring adults who prioritize their physical and emotional needs.
3. **Learning Through Play:** We believe that play is essential for young children's development and learning. Our curriculum is designed to engage children in play-based activities that stimulate curiosity, imagination, and creativity, helping them develop key skills in a natural and enjoyable way.
4. **Partnership with Families:** We recognize that families are a child's first and most important educators. We value strong partnerships with families, fostering open communication and collaboration to support each child's learning journey.
5. **Empathy and Kindness:** We encourage children to develop empathy, kindness, and cooperation through daily interactions and role modelling. We help children understand their own emotions, respect others' feelings, and build positive relationships.
6. **Curiosity and Exploration:** We inspire a love of learning by nurturing each child's natural curiosity. Our environment encourages exploration, experimentation, and critical thinking, empowering children to ask questions, make discoveries, and develop problem-solving skills.
7. **Growth and Independence:** We support children in developing independence and resilience, encouraging them to take on new challenges and celebrate their progress. We provide opportunities for children to practice self-help skills, make choices, and take pride in their achievements.

Through these values, Belmont Nursery School aims to foster a community of happy, confident, and compassionate learners who are ready to thrive in school and beyond.

We at Belmont Nursery School recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community. Therefore we:

- are committed to a society where children and young people can live free and safe from bullying type behaviour.
- we believe that every child and young person should be celebrated in their diversity.
- we are committed to a preventative, relational and restorative ethos.
- we value, respect and consider the views and contributions of children, young people and 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.

## 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: Our Nursery Rules*
- *Parents and Carers consultation involved: sharing of draft policy*
- *Staff consultation involved: sharing and discussing draft policy at November 24 Staff meeting*

## 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”**

*(1) In this Act “bullying” includes (but is not limited to) the repeated use of—*

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

*(2) For the purposes of subsection (1), “act” includes omission.*

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

NIABF states that:

***Bullying is usually repeated behaviours that intentionally hurts, harms or adversely affects the rights and needs of another or others.***

### **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:

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

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 (*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 ( 6).

Given these definitions and the age and developmental stage of our pupils, we believe that bullying behaviour is unlikely to arise in our Nursery School setting as bullying is repeated behaviours by a child intending to cause physical or emotional harm to another child.

Children in their pre-school year are learning how to behave appropriately in a larger social group and while there may at times be incidents of one pupil harming another e.g. hitting or pushing, these rarely are intended to cause harm. Instead, these behaviours may be an immature expression of frustration or an inappropriate method of getting a toy or resource. As children learn to share, take turns and meet social expectations and as they develop empathy and problem-solving/conflict management skills, incidents of harming behaviour should become less frequent. However, we are always alert to and will respond to any concerns made known to us.

### **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:

<b>Physical Acts</b>	Physical - negative physical contact, material harm such as damaging or taking possessions without permission
<b>Verbal or Written acts</b>	Verbal or written - unpleasant comments, written, verbal, gestures.
<b>Social/Relational</b>	Negatively influencing the actions of others to cause psychological or physical harm
<b>Omission (Exclusion)</b>	Excluding someone/others from e.g. game, activity, group work etc
<b>Electronic Acts</b>	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"> <li>• Ability</li> <li>• Age</li> <li>• Appearance</li> <li>• Child Looked After (CLA)/Care experienced</li> <li>• Community background</li> <li>• Cultural</li> <li>• Disability</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Status/FSM</li> <li>• Gender/Gender identity/Perceived Gender</li> <li>• Newcomer/Migrant Status</li> <li>• Peer relationship breakdown</li> <li>• Political affiliation/sectarianism</li> <li>• Race</li> <li>• Religion</li> </ul>
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<ul style="list-style-type: none"> <li>• SEN</li> <li>• Family circumstances (pregnancy, marital status, young carer status)</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual orientation</li> <li>• Other _____</li> </ul>
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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. (See Appendix 5).

All teaching and nursery assistant 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.

#### **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.

At Belmont Nursery School, we will endeavour to:

- Pre-empt the issue by discouraging such behaviours before they develop.
- Create an environment in which such behaviour and attitudes do not flourish.
- Watch out for behaviour that is, or could become, bullying in nature.
- Actively and effectively intervene, if identified.
- Deal with such behaviour appropriately and in line with the school's addressing bullying policy.

Bullying behaviour and attitudes can be addressed through curricular intervention aimed at the prevention of bullying, both by explicit teaching activities and through the positive behaviour policy approaches used within the class.

#### **Teaching and Learning:**

Children are encouraged to respect and care for each other. Within the curriculum the school will raise the awareness of 'bullying type behaviour' through circle time discussions and story/rhyme time supported by a variety of resources – factual /fiction books and visual aids (posters and displays.)

Empathy is encouraged through role play activities and conflict resolution strategies. Language and communication work is covered in the theme of how other people feel. Circle time explores children's feeling and attitudes. We have simple class rules that use positive vocabulary e.g. we use kind hands, words etc.

We will encourage the children to:

- value themselves and others
- form successful relationships with their peers and adults
- avoid potential conflict by being able to negotiate, take turns and share
- develop strategies to resolve conflicts
- recognise when they may have hurt someone physically or emotionally and make amends in a way appropriate to their stage of development.

**Appropriate Behaviour:**

- Demonstrates a positive self-image and confidence
- Shows respect for others
- Co-operates with adults and peers
- Works to the best of their ability
- Displays courtesy and good manners

**Inappropriate Behaviour:**

- Being unkind to peers, including displaying any form of bullying type behaviour
- Being inattentive or interrupting others
- Displays a lack of interest in learning and prevents others from learning
- Being unable or unwilling to abide by the accepted conventions of courtesy and good manners
- Physical acts such as hitting, kicking, pushing, material harm such as taking/stealing money or possessions.
- Verbal acts such as saying mean and hurtful things, making fun of others, name calling.
- Omission – leaving someone out of a game, refusing to work with someone in a group.

Some of these acts are more relevant to Nursery School settings than others.

When assessing a one-off incident of such behaviour, to decide on whether to classify it as bullying, the school shall consider the following criteria:

- Severity and significance of the incident.
- Evidence of pre-meditation.
- Impact of the incident on individuals (physical/emotional).
- Impact of the incidents on the wider school community.
- Previous relationships between those involved.
- Any previous incidents involving the individuals.

These factors will be reviewed in line with the child's individual capacity to understand the impact of their behaviour, e.g. due to development, age, disability or delay. Any incidents which are not considered bullying behaviour will be addressed under the Promoting Positive Behaviour Policy.

In Belmont Nursery School 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 also include, but are not limited to:

<p><b><u>Whole School</u></b></p> <ul style="list-style-type: none"> <li>• SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion &amp; Diversity policies</li> <li>• Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations</li> <li>• Positively framed, agreed and communicated Rights, Roles &amp; Responsibilities for all school community members</li> <li>• Adults modelling self-regulation, inclusive language and positive relationships</li> <li>• Restorative Practice approaches embedded through staff training and complimentary resources</li> <li>• Trauma Informed and Nurture Principles</li> <li>• Celebration of diversity, equity and inclusion</li> <li>• Parent education e.g. workshops, newsletters, leaflets etc</li> <li>• Shared education projects</li> <li>• Wellbeing assessment data – Leuven Scales</li> </ul>	<p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum: PSE</li> <li>• Class-greeting time to promote belonging, connection and positive relationships</li> <li>• Cross-curricular activities</li> <li>• Social Emotional Learning</li> <li>• Circle-time/connect and nurture strategies</li> <li>• Physical/sensory environment regulation checklists</li> <li>• Relevant literature and resourcing exploring related concepts and themes e.g. empathy, inclusion, diversity, problem-solving, relationships, resilience etc.</li> </ul>
<p><b><u>Non-Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Pairing friend strategies</li> <li>• Social and extra-curricular opportunities</li> <li>• Professional Development/Training (including for non-teaching staff)</li> <li>• Outdoor Play and Learning</li> <li>• Play/art and other therapeutic approaches</li> <li>• Designated safe/quiet/reflective/nurture /activity zoned spaces</li> </ul>	<p><b><u>Peer Support</u></b></p> <ul style="list-style-type: none"> <li>• Pupils trained and supported by staff regarding roles, responsibilities e.g. snack and dinner helpers</li> <li>• Child led play opportunities</li> <li>• Pairing friend strategies</li> </ul>

**Professional Development of Staff**

In Belmont Nursery 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 staff have completed the EA Addressing Bullying in Schools Implementation training

### **Recognising Bullying Behaviour**

Bullying is an emotive issue; therefore, it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as ‘a bully’, nor will we refer to a child as ‘a victim’. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- A child displaying bullying behaviours.
- A child experiencing bullying behaviours.

We encourage all members of the school community to use this language when discussing bullying incidents.

In determining ‘harm’ we define:

- *Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating, or affecting adversely a pupil’s self-esteem.*
- *Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.*

### **Responsibility**

Everyone in the school community, including pupils, their parents/carers and the staff/ Board of Governors of the school are expected to respect the rights of others to be safe.

**Examples of how the Board of Governors at Belmont Nursery School demonstrate this include:**

- A standing item on the agenda of each meeting of the Board of Governors where a report on bullying is presented
- Minutes recording the numbers of recorded incidents of bullying including method, motivation and how the incident was addressed
- A record of how pupils, parents/carers, teachers and governors are consulted if and when changes are made to the Anti-Bullying Policy
- Identification of trends and patterns to inform further development of policy and practice
- Written responses to relevant pupils or parents/carers, when appropriate.
- Review the Policy at least every 4 years.

To inform this review, Governors should review the records of alleged bullying incidents, including: The number of bullying incidents and the number of alleged bullying incidents not progressed under the Addressing Bullying Policy, The type of bullying (method), The motivation behind the bullying incidents, How long the bullying went on, The responsive intervention(s) employed, The effectiveness of the intervention(s), The proportion of bullying situations which were successfully resolved.

The Board of Governors should also review: The number and type of whole school/class preventative measures, The impact of the policy and practice within the whole school, The number of pupils, parents and school staff who feel that the school is now a safer environment because of anti-bullying policy and practice. Governors may wish to review the addressing bullying policies at intervals shorter than every four years, for example: when there has been a serious incident of bullying behaviour, when reviewing other associated policies, such as the Child Protection and Safeguarding Policy and the Positive Behaviour Policy, in response to a recommendation by the Education and Training Inspectorate, in response to relevant circulars from the Department of Education.

Everyone has the responsibility to work together to:

- \* Foster positive self-esteem.
- \* Behave towards others in a respectful way.
- \* Be alert to signs of distress and possible indications of bullying behaviour.
- \* Inform the school of any concerns relating to bullying behaviour.
- \* Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- \* Refrain from retaliating to any form of bullying behaviour.
- \* Intervene to support the person who is being bullied unless it is unsafe to do so.
- \* Report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- \* Emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed.
- \* Explain the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed.
- \* Explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- \* Listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken.
- \* Know how to seek support – internal and external.
- \* Resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

Belmont Nursery School's Addressing Bullying Policy is applied with a view to preventing bullying:

- on the premises of the school during the school day- The children are under the care of staff from 8.45am- 1.15pm and the premises includes the indoor classroom and the main playground/ side garden area.

- while travelling to or from the school during the school term- Pupils must be accompanied by an adult when travelling to/ from Schools. This may be a Parent or other family member, childminder or close family friend. While pupils are travelling to and from school they must follow the school's code of conduct.
- while the pupil is in the lawful control or charge of a member of the staff of the school e.g. school trips.
- Education provision arranged on behalf of the school and provided away from the school premises.

## **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 member of staff
- Refer to emotion visuals to communicate their feelings

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, parents/carers or others report concerns to their child's teacher in one of the following ways:

- Speaking with the class teacher or principal
- Telephoning the school to speak to child's 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 teacher please contact the principal

### **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, (see Appendix 2) recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart (see Appendix 3) and stored with Child Protection Files for the current school year.

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, 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.**

The record of bullying/alleged bullying will include:

- the motivation of the bullying e.g. age, appearance, breakdown in peer relationships, Community background, political affiliation, Gender identity, Sexual orientation, Race, Religion, Disability, Ability, Child Looked After.
- the method of bullying.
- information about how it was addressed.

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria below has been met (TRIP):

- Is it **Targeted?** When someone seen with lesser power, is identified as an object of negative attention.
- Is it **Repeated?** Methods of behaviour which are being repeated towards the same targeted person over a period.
- Is it **Intentional?** Consider: The pupil's capacity to regulate and understand the impact of their behaviour on others, developmental age, Additional Needs, Individual challenges and levels of resilience.
- Is it causing **Physical** (intentionally hurting a pupil causing injuries such as bruises, broken bones, burns or cuts) or **Psychological** (distress or anxiety intentionally caused by scaring, humiliating or affecting pupils self- esteem) harm?
- Does it involve omission?
- Does it meet the legal definition of bullying type behaviour?

The Legislation acknowledges that a One- off Incident may be considered as bullying type behaviour, considering: The severity of the incident, evidence of pre-meditation, significant level of impact on the individual/ wider school community.

Belmont Nursery School acknowledges that despite all efforts to prevent it, bullying behaviour can occur on occasion. We will take immediate steps to stop it happening. Bullying type behaviour can be brought to the attention of the staff either by the child(ren) affected, their friend(s), their parent(s), other interested people or through close observation by staff.

Should such incidents occur, the staff will respond in accordance with the following principles:

- We address incidents quickly, thoroughly and sensitively.
- We intervene to stop the child who is using bullying behaviours from harming others/ removal from the situation and explain why.
- We give comfort and reassurance to the child, or children, who have experienced bullying behaviour.
- We show the child who has experienced bullying behaviour that we are able to listen to their concerns and act upon them.
- We explain to the child using bullying behaviour why her/his behaviour is not acceptable.
- We help the child using bullying behaviours to recognise the impact of their actions.
- We support the individual who has experienced bullying behaviours, keeping them under close supervision and checking their welfare regularly.
- We ensure that children using bullying behaviours are encouraged to behave more appropriately by receiving feedback for considerate behaviour.
- We recognise that all behaviour is communication. Children using bullying behaviours may be experiencing bullying themselves or be subject to other circumstances causing them to express their anger in negative ways.
- We recognise that children using bullying behaviour are often unable to empathise with others, the child will be supported to think about what they have done and how the other child may feel because of their actions.
- We discuss what has happened with the parents of the child using bullying behaviour and work out, with them, a plan for handling the child's behaviour AND
- We share what has happened with the parents of the child who has experienced bullying behaviour, explaining that the child displaying the behaviour is being helped to adopt more acceptable ways of behaving.
- If bullying behaviour persists, more serious actions may have to be taken, such as increased implementation of individual behaviour plan, reduction in opportunities to display bullying behaviour (shortened day).
- The Principal will review the Nursery's procedures in respect of bullying, to ensure that practices are relevant and effective.
- Support and advice can be sought from EA behaviour management team if deemed necessary

To determine level of severity, staff take account of the following:

- The nature of the bullying behaviour- for example deliberate teasing, excluding or hitting.
- The frequency of the bullying behaviour: daily, weekly or less often.
- The duration of the bullying behaviour: whether over a short or prolonged period of time.
- The perceptions of the child being bullied
- The seriousness of bullying can only be measured by the degree of distress suffered by the target.

Possible signs and symptoms of a child who has been bullied:

- Is unwilling to come to Nursery
- Becomes withdrawn, anxious, or tearful.
- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Exhibits physical symptoms of stress such as tummy ache or head aches
- Becomes disruptive or aggressive or displays behaviour which is out of character.

These signs could be attributed to other problems but bullying type behavior should be considered a possibility and through observation during play indoors and outdoors should be investigated.

### **Pupils:**

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to talk about the experience with a member of staff
- comforting and reassuring the pupil
- offering continuous support (through observations by all staff during indoor and outdoor play activities)
- restoring self-esteem and confidence – talking to all the children during circle time about the importance of friendship (Pastoral Care Policy)
- Being taught skills and attitudes to counter bullying type behaviour, such as assertiveness skills, talking about it, body language etc.
- Personal, Social and Emotional education issues are incorporated across the whole curriculum through topic related work.

### **Working in Partnership with Parents/Carers:**

The Parents are all given a copy of the Addressing Bullying Leaflet. If any parent has a concern relating to bullying, contact the Principal or Class Teacher as soon as possible. All reports of bullying type behaviour, no matter how trivial, will be investigated and dealt with by the Principal/ Class Teacher.

It is the responsibility of the class teacher but also the Nursery Assistant to maintain a positive relationship with the parents of all children. We have a responsibility to keep parents informed about their child's progress and to make them aware of any issues of concern. It is our aim to involve parents in the development and implementation of strategies to modify behaviour problems.

Parents in turn are encouraged to:

- discuss any problems that may arise at home and keep teachers informed of any unusual behaviour in their children.
- take an active role in their child's education. Enquire about their day/Who or what they played with?
- inform the school immediately if their child encounters any problems at school. Their complaint will be taken seriously, and appropriate action will follow.

In the event of a situation arising the parents will be invited to discuss the issue as well as any strategies which may be used. When appropriate, parents will be asked to support such strategies at home thereby providing a consistent approach.

In some cases, incidents of challenging behaviour may be linked to varying circumstances happening outside of school – perhaps within the home situation (mum/dad going away for a few days, the death of a grandparent etc) which may influence the child's behaviour. In these cases, it is essential that the Principal/ the Class Teacher knows what is going on (any details will be kept in the strictest confidence).

#### **Continuous Professional Development of Staff:**

Staff will receive annual training on the school's Addressing Bullying policy and procedure alongside the annual Safeguarding and Child Protection training. These will be carried out at the beginning of the school year. Any staff who join school mid-year will receive this training as part of their staff induction. All school staff may encounter allegations of bullying type behaviour and hence will be trained in our school's policy and procedures. The procedures for passing on confidential information and monitoring any strategies put in place. All staff have/ will completed EA ABSIT: Addressing Bullying in Schools Level 1 Training.

#### **Support from Outside Agencies:**

Additional support and guidance will be sought when necessary, from the following services within the: The School Development Service

- EA SEN – Early Years Inclusion Team
- the Behaviour Support Team
- the Educational Psychology Service

### **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 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:

- every year
- 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.

Parents/carers can request a hard copy by contacting the school office

## **Appendix 1:**

### **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>

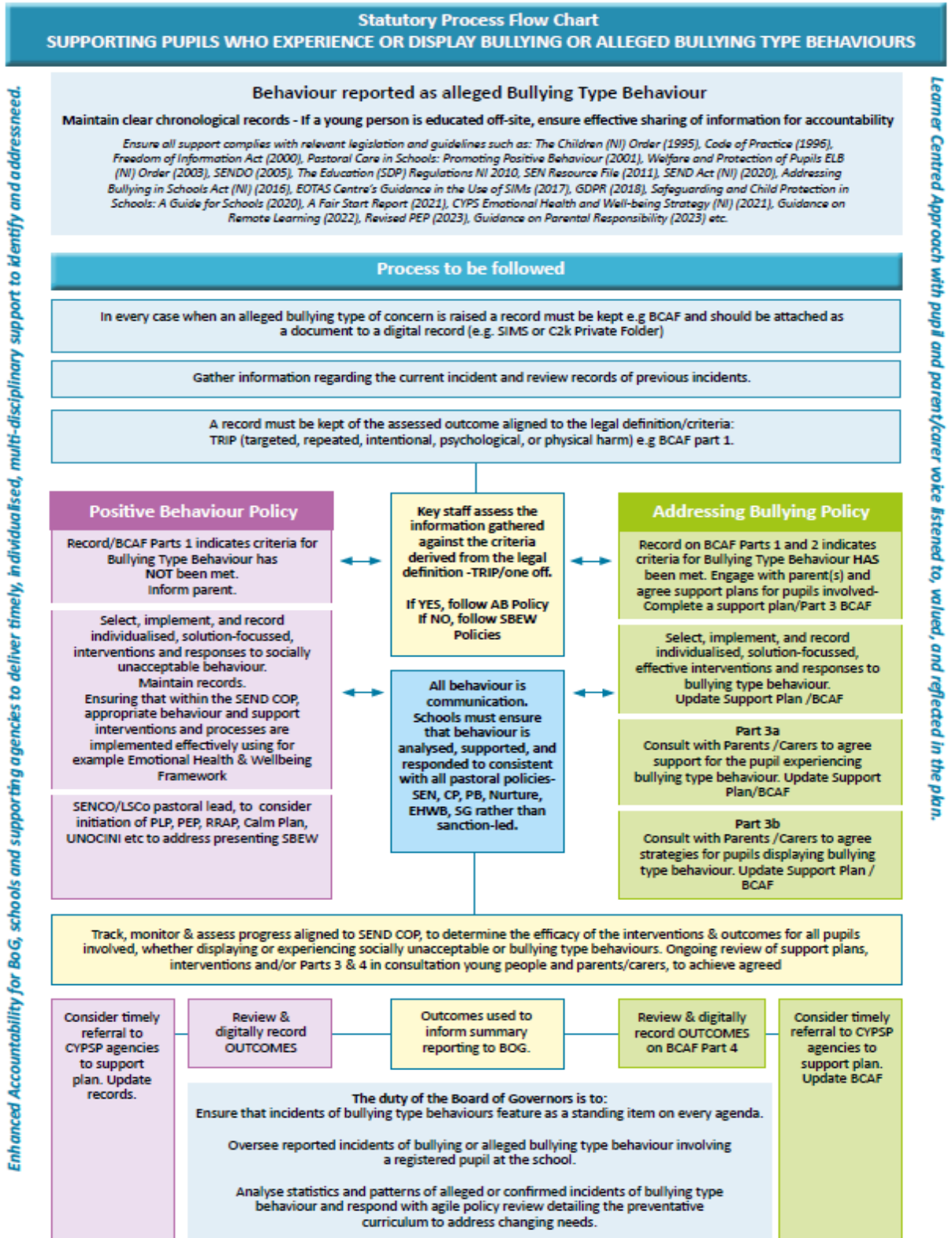
## **The International Context**

[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)

## Appendix 2: Statutory Process Flowchart



**Appendix 3: Bullying Concern Assessment Form (BCAF)**

**Incident Date:**

Pupils Involved	Role	Incident Date	Gender	DOB

Incident	Comments
Bullying Concern	

<b><u>PART 1 - Assessment of Concern</u></b>		Date:	
Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:			
<i>“bullying” includes (but is not limited to) the repeated use of—</i>			
<i>(a) any verbal, written or electronic communication</i>			
<i>(b) any other act, or</i>			
<i>(c) any combination of those,</i>			
<i>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.</i>			
	<b>Name(s)</b>	<b>Gender</b>	<b>DOB</b>
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying type behaviour			
Name of Pupil(s) demonstrating alleged bullying type behaviour			
<b>Check records for previously recorded incidents</b>			

**Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by pupil(s) experiencing, displaying, witnessing (i.e. other pupils, staff) including date(s) events, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met: <b>The school will treat any incident which meets these criteria as bullying type behaviours.</b>	
<b>Is the behaviour intentional?</b>	<b>YES / NO</b>
<b>Is the behaviour targeted at a specific pupil or group of pupils?</b>	<b>YES / NO</b>
<b>Is the behaviour repeated?</b>	<b>YES / NO</b>
<b>Is the behaviour causing physical or emotional harm?</b>	<b>YES / NO</b>
<b>Does the behaviour involve omission? (*may not always be present)</b>	<b>YES / NO</b>

### One-off Incident

When determining whether a one-off incident may be classified as bullying type behaviour, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision-making process:	
<b>Criteria:</b>	<b>Information gathered:</b>
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

<b>YES, the above criteria have been met and bullying type behaviour has occurred.</b>	<b>NO, the above criterial have not been met and bullying type behaviour has not occurred.</b>
The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form	The criteria having not been met, proceed to record the details. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate.
Agreed by _____ Status _____ On ____/____/____	

**PART 2**

**2:1 Who experienced 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 type 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: \_\_\_\_\_ -

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

Select one or more of the following:

- Age
- Appearance
- 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 \_\_\_\_\_

**Part 3a**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING TYPE BEHAVIOUR:**

**Pupil Name:** \_\_\_\_\_ **Year Group/Class:** \_\_\_\_\_

**REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR**

**Parent/ carer informed:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **By whom:** \_\_\_\_\_

**Staff Involved:** \_\_\_\_\_

<b>Date</b>	<b>Stage Code of Practice</b>	<b>Intervention</b>	<b>Success Criteria</b>	<b>Action taken by whom and when</b>	<b>Outcomes of Intervention</b>	<b>Review</b>

<b>Record of participation in planning for interventions</b>	
<b>Pupil:</b>	
<b>Parent/carers:</b>	

<b>Other Agencies:</b>		
<b>Part 3b</b> interventions until an <b>agreed</b> satisfactory outcome has been achieved		
<b>RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING TYPE BEHAVIOUR:</b>		
<b>Pupil Name:</b>	<b>Year Group/Class:</b>	
<b>REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR</b>		
<b>Parent/ carer informed:</b>	<b>Date:</b>	<b>By whom:</b>
<b>Staff Involved:</b>		

Date	Stage on Code of Practice	Type of Intervention	Success Criteria	Action taken by whom and when	Outcome of Intervention	Review

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

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

**PART 4 - REVIEW OF BULLYING TYPE CONCERN AND ACTIONS TO DATE**

Date of Review Meeting:

**4a- Following the Review Meeting, to what extent have the success criteria been met?**

- 1 – Fully
- 2 – Partially
- 3 – Further intervention/support required

Give

details:

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**Part 4b- If the success criteria have not been met, continue to:**

- Re-assess Level of Interventions and implement other strategies from an appropriate level
- Track, monitor and review the outcomes of further intervention
- Keep under review the Stage of Code of Practice each pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

**Agreed by:**

**Signed by:**

**Date:**

## Appendix 4: Effective Responses, Support, and Intervention Levels 1 & 2

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

<p><b>Level 1:</b> 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.</p> <ul style="list-style-type: none"><li>• Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying</li><li>• Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD</li><li>• Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc</li><li>• Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources</li><li>• Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers</li><li>• Co-create, agree, and implement a Seeking Help Plan (ERTtBB)</li><li>• Complete and/or review additional assessments to build a picture of SBEW needs e.g. GL PASS, Boxall</li><li>• Use of specific verbal cues, affective statements e.g. High Five Journal</li><li>• Use visual reminders of positive expectations</li><li>• Explore friendship as a concept</li><li>• Develop social skills/stories and additional emotional literacy sessions</li><li>• Enhance structure during unstructured time e.g. outdoor play</li><li>• Explicitly teach positive expectations</li></ul>	<p><b>Level 2:</b> 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.</p> <ul style="list-style-type: none"><li>• Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection</li><li>• Consider access to nurture support</li><li>• Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD</li><li>• Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk</li><li>• Create, agree, and embed additional positive group expectations and routines</li><li>• Use restorative practices, group mediation and conflict resolution approaches</li><li>• Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills</li><li>• Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all pupils</li><li>• Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour</li><li>• Provide access to School Counselling or other therapeutic service</li><li>• Provide opportunities for pupils to experience additional responsibility, building sense of belonging and self esteem</li><li>• Consider referral to community-based organisations e.g. mentoring programmes</li><li>• Build group awareness of bystander and upstander behaviours</li><li>• Create a visual reminder of group expectations and routines, e.g. First and Then</li></ul>
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<ul style="list-style-type: none"> <li>• Explore additional opportunities to build empathy and kindness e.g. Respecting Difference Programme</li> <li>• Use play, art, or other therapeutic approaches</li> <li>• Play group games to encourage positive interactions and inclusion</li> <li>• Create activities and events to grow social communication skills</li> <li>• Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart</li> <li>• Review transition planning and pupil support across phases</li> <li>• Use circle time/connect and nurture strategies</li> <li>• Use reflective scripts and approaches to respond, resolve and restore wellbeing</li> <li>• Other. Select further supports and interventions other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERTBB)</li> <li>• Consider referral to Family Support Hub</li> <li>• Consider referral to EA services for advice</li> <li>• Develop a support network to scaffold pupil(s) in school e.g. supportive adults around the pupil, seek help/support</li> <li>• Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App</li> <li>• Introduce enhanced social skills sessions to scaffold positively framed expectations and routines</li> <li>• Use targeted small group circle time</li> <li>• Other. Select further supports and interventions from Level 1 strategies or other resources (see Level 1 for list)</li> </ul>
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**The responses set out below are more relevant to Primary and post Primary Schools**

**Effective Responses, Support, and Intervention Levels 3 and 4**

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

<p><b>Level 3:</b> 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.</p> <ul style="list-style-type: none"> <li>• Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals</li> <li>• Avail of nurture support, post primary well-being hub etc to support SBEW needs</li> </ul>	<p><b>Level 4:</b> 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</p>
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<ul style="list-style-type: none"> <li>• Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate</li> <li>• Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP),</li> <li>• Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc</li> <li>• Schedule regular check-ins with a trusted adult or supportive adults around the pupil</li> <li>• Use multi-stage strategies and approaches with groups and/or individual pupils e.g. PIKAS method of Shared Concern (ERtBB)</li> <li>• Complete, agree and share a Risk Reduction Action Plan (RRAP) in the context of other support planning e.g. CSE or Forensic RAMP, PLP, UNOCINI etc</li> <li>• Complete a referral and engage with external agencies to facilitate an agreed intervention programme</li> <li>• Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes</li> <li>• Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs</li> <li>• Facilitate additional one to one session focusing on emotional wellbeing/literacy/resilience</li> <li>• Contact EA services for further advice and guidance</li> <li>• Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others</li> <li>• Facilitate additional one to one session with a focus on self-regulation and social communication</li> <li>• Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App</li> <li>• Make reasonable adjustments to support de-escalation, inclusion, and pupil SEND/SBEW needs</li> </ul>	<p>and implementation. Interventions at level 4 are in addition to those in levels 1-3.</p> <ul style="list-style-type: none"> <li>• Continue in the context of multi-agency advice and planning to reflect, respond, resolve, and restore in relation to ongoing concerns, with trusted adult(s) and/or mentor(s)</li> <li>• Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting</li> <li>• Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate</li> <li>• Refer, align and link to existing support plans e.g. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc</li> <li>• Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion</li> <li>• Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP)</li> <li>• Initiate/review of Child Looked After Personal Education Plan (PEP)</li> <li>• Refer to EA services for specialised support e.g. CPSS for advice.</li> <li>• Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc</li> <li>• Refer to Independent Counselling Service for Schools (ICSS)</li> <li>• Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc</li> <li>• Complete a UNOCINI.</li> <li>• Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force</li> </ul>
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<ul style="list-style-type: none"> <li>• Provide opportunities to work one to one with a supportive adult</li> <li>• Provide targeted support to scaffold appropriate friendships/relationships</li> <li>• Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met</li> <li>• Complete a referral and engage with EA services to facilitate an agreed intervention programme</li> <li>• Other. Select further supports and interventions from Level 1 and 2 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Well-being Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.</li> </ul>	<p>and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance</p> <ul style="list-style-type: none"> <li>• Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention</li> <li>• Other. Select further supports and interventions from Levels 1-3 strategies or other resources e.g. SEN Resource File, High Five Hub Resources (Primary) Boxall, Nurture, Emotional Health and Wellbeing Framework, Trauma Informed, IES Newcomer Good Practice Guidance, Putting Care into Education etc.</li> </ul>
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### ***Appendix 5: Rights, Roles & Responsibilities***

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

<b>Staff Rights, Roles &amp; Responsibilities</b>	<b>Children &amp; Young People’s Rights, Roles &amp; Responsibilities</b>	<b>Parent/Carer’s Rights, Roles &amp; Responsibilities</b>
<p><b><i>Rights:</i></b></p> <ul style="list-style-type: none"> <li>• To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion.</li> <li>• Safe and secure working environment with appropriate training to meet the needs of the young people in their care.</li> <li>• Emotional health and wellbeing promoted and supported by colleagues.</li> <li>• Access to ongoing PD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes &amp; systems to report, record and respond to all allegations/incidents of bullying type behaviour and wider SBEW training.</li> <li>• Informed, consulted on, and ‘have a say’ within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures.</li> <li>• Kept informed and updated in relation to children and young people’s progress and wellbeing.</li> <li>• To know the identified individual needs (including SEND and medical needs) of the young people in their care and the support plans to address these needs.</li> <li>• Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection.</li> </ul>	<p><b><i>Rights:</i></b></p> <ul style="list-style-type: none"> <li>• Emotional health and wellbeing promoted and supported through a preventative curriculum.</li> <li>• Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all.</li> <li>• Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people.</li> <li>• To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours.</li> <li>• 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.</li> <li>• 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.</li> <li>• Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour.</li> <li>• Individual needs to be addressed through the suite of pastoral/safeguarding policies.</li> </ul>	<p><b><i>Rights:</i></b></p> <ul style="list-style-type: none"> <li>• Their child/young person receives a quality learning experience.</li> <li>• Their child/young person is taught in a relational, nurturing, and safe environment.</li> <li>• Their child/young person is treated fairly and with respect.</li> <li>• A school environment that promotes effective partnerships and positive relations with school staff.</li> <li>• 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.</li> <li>• Consulted regarding school policies including Addressing Bullying Policy development and review processes.</li> <li>• 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.</li> <li>• Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed.</li> </ul>

- 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.

- Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Staff Rights, Roles & Responsibilities cont'd	Children & Young People's Rights, Roles & Responsibilities cont'd	Parent/Carer's Rights, Roles & Responsibilities cont'd
<p><b>Roles &amp; Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Safeguard and promote the welfare of all children and young people.</li> <li>• Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment.</li> <li>• Create opportunities to celebrate success, diversity, and equality to create a positive ethos.</li> <li>• Plan and deliver an ongoing preventative curriculum, which is updated to address need.</li> <li>• Act in a professional manner to model, teach and develop children/young people's interpersonal and emotional skills.</li> <li>• Undertake Addressing Bullying in Schools training and support as part of PD.</li> <li>• 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.</li> <li>• Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need.</li> <li>• Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF).</li> <li>• Build effective partnerships and positive relations with and between children, young people, parents/carers and staff (including explicit approaches to connect with vulnerable and hard-to-reach families).</li> <li>• Take timely and appropriate action to address children, young people, parent/carers, and staff concerns.</li> </ul>	<p><b>Roles &amp; Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support.</li> <li>• Endeavor to constructively engage with reflection, support and intervention offered.</li> <li>• Act in a respectful, kind, empathetic manner i.e. <i>Pupils don't have to be friends with everyone but have to be friendly.</i></li> <li>• 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.</li> </ul>	<p><b>Roles &amp; Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy.</li> <li>• Respond timely to staff communications regarding bullying type concerns.</li> <li>• Attend support and intervention meetings to agree next steps and plans moving forward.</li> <li>• Support the implementation of agreed plans e.g. BCAF, Calm Plan, PLP, RRAP.</li> <li>• Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved.</li> <li>• Encourage their child/young person to model the school's ethos and values.</li> <li>• Engage with wider services and agencies to support you child or young person as required.</li> <li>• Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.</li> </ul>

- 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.CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P.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.



### 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.



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



Youth Wellness Web - Children and Young People's Strategic Partnership (CYPS) (hsca.ni.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.



## Appendix 7

### 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 <b>did not meet TRIP</b> criteria	
Number of cases that <b>met TRIP</b> criteria	
Identified <b>methods</b> of <b>confirmed</b> bullying type behaviour and number of each e.g. Physical - 3	
<b>Potential motivation</b> 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.	