



## **Anti-Bullying Policy**

**2024 - 2026**

*This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the 1<sup>st</sup> of May 2026.*



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### School Mission Statement

We are committed to providing high quality learning in a safe, caring and happy environment based upon respect for all. In partnership with parents and the community we aim to provide positive and stimulating experiences, which enable children to be lifelong learners in a changing world.

### Anti-Bullying Statement

In Harmony Hill Primary School, staff and pupils alike aim to maintain a safe, secure and happy environment, where everyone can achieve their full potential. We aim to prevent bullying in any form through an approach committed to building positive relationships and dealing with incidents of bullying behaviour.

### Context

#### The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

#### The Policy and Guidance Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017) - Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

#### The International Context:

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

#### The School Context:

- This policy should be read in conjunction with the wider suite of Pastoral Care policies available on the school website or from the school office by request.



### Addressing Bullying in Schools Act (Northern Ireland) 2016

#### Definition of “bullying”

1.—(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.

### Defining Bullying

#### Methods of Bullying

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

**(a) any verbal, written or electronic communication,**

These methods can be described as, *but are not limited to*, saying, writing or using online contact and platforms to:

- say mean and hurtful things to, or about, others
- make fun of others
- call another pupil mean and hurtful names
- tell lies or spread false rumours about others
- try to make other pupils dislike another pupil/s
- extort from, blackmail or exploit another.

The use of electronic communication as a method of bullying behaviour is most commonly identified as cyber bullying. Cyber bullying is an aggressive, intentional act carried out by an individual, or group, against a target using, for example, electronic forms of contact and online platforms.

**(b) any other act, or**

Other methods of bullying behaviour commonly include physical bullying and can be described as, but are not limited to:

- hitting
- kicking
- pushing
- shoving around
- material harm (such as taking/stealing money or possessions)



- other direct/indirect acts, such as aggressive non-verbal communication.

### **c) any combination of those**

The Act acknowledges that various methods of bullying behaviour can occur separately or together.

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

The Act specifies that methods of bullying behaviour include omission. This includes where a pupil is intentionally left out (e.g. ‘they stopped him playing with them’) and where there is a wilful failure to include a pupil (e.g. ‘they purposefully did not ask her to join the game’). Other examples include a pupil being excluded or left out of:

- a group of friends
- activities
- games
- group work in class

*Exclusionary bullying behaviours are as serious as other verbal or physical acts.*

### **Bullying behaviours are not limited to repetition**

While repetition is internationally recognised as an important element in establishing bullying behaviour, The Act does not require repetition for behaviours to be defined as bullying.

As a school, Harmony Hill Primary School has the discretion to include ‘one-off’ acts as bullying behaviour.

This policy does NOT specify incidents that will be considered bullying; rather, the following criteria will be used by school staff to assess whether incidents will be addressed through the Anti-Bullying Policy or Positive Behaviour Policy.

The criteria may include, but not limited to:

- The severity and significance of the incident
- Is there evidence of pre-meditation?
- What is the impact of the incident on individuals (physical/emotional)?
- What is the impact of the incidents on wider school community?
- Are there previous relationships between those involved?
- Are there any previous incidents involving the individuals?

### **Intention to Cause Harm**

***With the intention of causing physical or emotional harm to that pupil or group of pupils***



The Act requires schools to determine the intention of the pupil allegedly demonstrating bullying behaviours to cause harm. This could include, for example, *intention to harm being determined by the continuation of identified bullying behaviour after the school has implemented interventions to respond to the situation, resolve the concern and restore the relationships.*

### **Whether a one-off incident should be treated as bullying is a decision for the school alone.**

In determining intent to cause harm, the school will use discretion in assessing an individual pupil's capacity to understand the impact of their behaviours, e.g. due to development age, disability or delay.

Emotional or psychological 'harm' is determined as *intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.*

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

The list of bullying behaviours is non-exhaustive.

## **Consultation and Participation**

This policy has been developed in consultation with the school community in the following ways:

### **Pupils**

- Consultative workshops with pupils and outside agencies, as part of the preventative curriculum i.e. Youth for Justice, Made for More, Action Mental Health, play-based learning, ongoing assemblies.
- Class-based PDMU activities and Anti-Bullying focused lessons.
- Safeguarding and Well-being Assembly, at least annually
- Creation of a reference group of pupils e.g. School Council/House Captains.
- Wellbeing Questionnaire taken by all pupils.

As part of our pupil consultation, we conducted an extensive wellbeing survey with P2 to P7 pupils, post-pandemic, in term one of 2021/22.

Analysis of responses revealed that instances of pupils experiencing bullying behaviour in our school are negligible, but where they do occur, we have robust systems in place to address them proactively.

In relation to pupils responding as to whether they had experienced bullying behaviours through relationships with other pupils, the following results were obtained:

The overwhelming majority of pupils surveyed responded that they were never teased or physically bullied by their peers in school, nor did they feel 'left out' of play



or picked on for being 'different' in any way. Likewise, the vast majority of pupils responded that they felt safe at school, enjoyed being in school and had a strong sense of belonging in Harmony Hill.

We aim to continue with our commitment to address potential negative behaviours and feelings/perceptions through our extensive programme of preventative curriculum activities.

### Parents/Carers

Parents were offered the chance to take part in reviewing the draft policy and a group of parents did this. We acknowledge their contributions which have helped to shape this policy.

### School Staff

- Pastoral Leadership Team and Board of Governors involved in regular and sustained reviewing of DE guidance, writing and ratifying anti-bullying policy.
- Presentation on legislation and implications for staff on Baker Day.
- Teaching, nonteaching, supervisory and ancillary staff attendance at Safeguarding Assembly.

### NIABF Definition of Bullying

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

### Under what circumstances should the Anti-Bullying Policy be applied?

(b) determine the measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school—

- (i) on the premises of the school during the school day;
- (ii) while travelling to or from the school during the school term;
- (iii) while the pupil is in the lawful control or charge of a member of the staff of the school; or

(iv) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school;



**(i) on the premises of the school during the school day;**

Within the school grounds during normal school hours.

**(ii) while travelling to or from the school during the school term;**

**(iii) while the pupil is in the lawful control or charge of a member of the staff of the school e.g.**

- school trips
- sporting fixtures
- external events

**(iv) Education provision arranged on behalf of the school and provided away from the school premises e.g.**

- Another school in the Area Learning Community
- Alternative Educational Providers/Education Other than at School centres
- Home (Exceptional Teaching Arrangements)

## Prevention of Cyber-Bullying

(2) The Board of Governors of a grant-aided school may, to such extent as it thinks reasonable, consider measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school which—

- (a) involves the use of electronic communication;
- (b) takes place in circumstances other than those listed in subsection (1)(b); and
- (c) is likely to have a detrimental effect on that pupil's education at the school.

The Act gives schools the explicit power to take action to prevent cyber bullying which is taking place outside school, but which is likely to have an impact on the pupil's education in school.

This policy will address any incidents of online bullying which take place;

- in school during the school day,
- while travelling to or from school during the school term,
- while the pupil is in the lawful control or charge of a member of the staff of the school,
- or while in education provision on behalf of the school away from the school premises.



### Features of Bullying Behaviour (What Is Bullying?)

The term bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following four features:

- It is repetitive and persistent.
- It is intentionally harmful.
- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
- It causes distress.

### Definition of bullying (child friendly)

- Bullying is a person, or people, doing nasty or unkind things to you, more than once.
- Bullying is done on purpose, more than once.



### Definition of Cyber bullying

Cyber bullying is the act of using the internet, mobile phones, online gaming or other technology to send text or post images intended to hurt or embarrass another person or persons.

### Definition of Cyber bullying (child friendly)

Cyber bullying is any form of bullying that takes place online or through your mobile phone.

### Specific Aims of this Anti-Bullying Policy

1. This Anti Bullying Policy reflects the school's aims with a view to maintaining a safe, secure and happy environment for all children and staff.
2. To prevent bullying, in any form, and to have a consistent approach to dealing with incidents of bullying behaviour.
3. To ensure that all members of the school community are aware of this policy and that reported incidents of bullying behaviour will be taken seriously and investigated thoroughly.
4. To ensure that all pupils, staff and parents are aware of their responsibilities.
5. To ensure that the strategies we use to prevent or deal with bullying behaviour are supportive to both the child who is being bullied and the child who is displaying bullying behaviour.

### Preventative Steps

As we aim to create a caring and positive environment fostering respect for all, we will make every effort to reduce and prevent any bullying behaviour. The following procedures are in place:

- Named persons have been designated to co-ordinate and monitor both our Anti Bullying Policy and incidents, or alleged incidents, of bullying. They will also be responsible for periodically reviewing procedures and reporting to appropriate bodies.
- Named persons: Mrs Hilary Johnston (Principal/Deputy Designated Teacher), Mr Conor Hyndman (Designated Teacher), Mr Peter Henry (Vice Principal/Digital Safeguarding), Mrs Caroline Matchett (Digital Safeguarding), Mrs Debbie Seymour (Deputy Designated Teacher for Child Protection – Nursery).
- The Designated Governor for Child Protection and Safeguarding is Mr Simon O'Neill. He visits the school on a termly basis to review all incidents of bullying or alleged bullying. This Governor is also consulted periodically should any more serious incidents occur.
- A Positive Behaviour Policy, outlining the ethos of the School and the Code of Behaviour expected within the school community is in place.
- Agreed procedures for responding to and recording incidents of bullying have been established. These procedures include informing parents at appropriate stages.
- A commitment has been made to periodically communicate this policy to all members of the school community.
- The responsibilities of pupils, staff and parents have been clearly outlined.



- Every effort has been taken to ensure that the school environments, procedures and practices are designed to reduce the risk of bullying behaviour occurring.
- All staff will receive periodic training to ensure they feel confident in delivering this Policy.
- As Harmony Hill Primary School is committed to building positive relationships, it will be supportive to both the child who is being bullied and the child who is displaying bullying behaviour. Every effort will be made to ensure that amends are made, and appropriate lessons are learned in a restorative approach.
- The Preventative Curriculum, which includes events such as Anti-Bullying Week and Online Safety Week, as well as PDMU lessons and other programmes, is developed in all classes with a view to enhancing communication and positive interpersonal skills.
- Anti-Bullying Weeks and discussion within PDMU gives pupils an opportunity to be involved in discussions on how they can best help to prevent bullying, and to tackle it effectively where it arises.
- Clear sanctions have been outlined within our Positive Behaviour Policy. These sanctions will be applied fairly in order to maintain a high standard of behaviour.
- At all times, we shall endeavour to build an individual's self-esteem. This aim will still apply when dealing with incidents of bullying behaviour as we promote resolution of difficulties and responsible, positive behaviour.
- Pastoral mentoring and a school counselling service will operate through appropriate staff, or external support, if and when required and as funding permits.
- Provision of Home-School Liaison will be facilitated carefully, with regular communication between school and parents, always with a strong commitment to resolution.

### Code of Conduct

Harmony Hill Primary School has a clearly defined code of conduct linked with its Pastoral Care Policy. This code has implications for the entire school community. With respect to bullying behaviour, the following rights and responsibilities should be highlighted:

### Responsibilities of the Board of Governors

- It is the responsibility of the Board of Governors, in liaison with the principal, to monitor the effectiveness of the Anti-Bullying Policy.

To do this, the Board of Governors will:

- Appoint a designated Governor to maintain an ongoing review of any incidents of bullying and school's appropriate response.
- Maintain a standing item on the agenda of each meeting where a report on recorded incidents of bullying will be noted, and/or have regular meetings with Designated Governor for Child Protection.
- Assess the effectiveness of strategies aimed at preventing, and responding to, bullying behaviour.
- Identification of trends and patterns to inform further development of policy and practice



### Responsibilities of the School

- To take all reports of bullying seriously.
- To provide a safe environment for all.
- To promote an ethos of respect for the individual.
- To encourage pupils to 'tell'.
- To listen to all sides.
- To follow procedures when an incident occurs.
- To promote non-aggressive strategies for dealing with bullying behaviour.

### Responsibilities of Pupils

- Pupils should avoid any behaviour which could be considered bullying.
- Pupils should 'tell' if another child is being bullied.
- Pupils should always 'tell' their parents if something is wrong.
- Pupils should not react aggressively.
- Pupils should act in a respectful and supportive manner to fellow pupils.

### Responsibilities of Parents

- To discourage any tendency towards bullying behaviour.
- To suggest to their child non-aggressive strategies for dealing with bullying behaviour and stress that retaliation is not helpful.
- To inform school if they suspect bullying is taking place.
- To endeavour to resolve difficulties occurring outside of school thus preventing them continuing inside school.
- To work in partnership with school and actively support the school's Anti Bullying Policy.

***This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the 1<sup>st</sup> of May 2026.***

### Procedures for Dealing with Incidents of Alleged Bullying Behaviour

The class teacher will complete Initial Report Form. They will then use the indicators on this form to assess whether or not the behaviour is to be considered 'bullying', as defined by the NIABF. If it is defined as bullying, the teacher will:

1. *Inform the parents of both the target, and the P.D.B.B. (Pupil Displaying Bullying Behaviour) of the incident and begin the two-week follow up (Follow-Up Action Form)*
2. *Send a 'BULLYING ALERT' email to all staff.*

The teacher will then complete the two-week follow-up action form, noting positive and/or negative incidents each day after consulting with the target of the bullying behaviour. At the end of this two-week intervention, the teacher will inform the parents of both the target and the P.D.B.B. of progress.



If, at this stage, the incident is still unresolved, the teacher will refer the incident directly to the DT/DDT who will decide, with the teacher, which member of staff should action the next step.

At this stage, the incident moves to a further two-week follow-up with the target and the P.D.B.B. ('Further follow-up with target form' and 'Further follow-up with P.D.B.B' form - to be actioned by the person decided.)

If the issue remains unresolved at this stage, it will move to Pastoral and Behavioural Leadership Team for consideration of next steps to be taken.

This Policy is part of Harmony Hill Primary School Pastoral Care Policy and is linked to the Positive Behaviour, Child Protection, Mobile Device, and Acceptable Use of the Internet policies. As such, it is fully in accordance with the ethos of the school. A copy is available in the school office if required.

Staff are fully aware of the contents of this Policy and will apply it appropriately, alongside all other policies, both pastoral and curricular. Appropriate record keeping will be held securely.



### APPENDIX 1: Ant-Bullying Initial Report Form

Incident Date: \_\_\_\_\_

Reported by: \_\_\_\_\_ Role: (e.g. *pupil, parent, teacher etc.*) \_\_\_\_\_

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

#### KEY QUESTIONS

**<sup>1</sup>WHAT:** What *happened* during the incident(s)?

**<sup>2</sup>NATURE:** What *form* of bullying was present during the incident(s)?

**WHERE:** Where did the incident(s) occur?



**WHEN:** When did the incident(s) occur? (Classroom, corridor, lunch time etc.)

**FREQUENCY** (has it occurred more than once? how often?)

**DURATION** (over what period of time)

**HOW and WHY?**: What factors contributed to this incident? What was the motivation?

**IMPACT**: What has been the target pupil's reaction to the bullying behaviour?

Is the target showing signs of physical or emotional harm?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is there persistence/recurrence of this behaviour?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is this a targeted behaviour?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is there a power imbalance?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is it intentionally hurtful behaviour?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Are there any previously recorded incidents?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

NB: When determining whether a **one-off incident** may be classified as bullying type behaviour, the school shall take into consideration the following criteria to inform and guide the decision-making process: *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.*



Notes on decision to treat one-off incident as 'bullying-type behaviour' (if applicable):

Does this incident conform to the school's agreed definition of bullying, as defined by the Addressing Bullying in Schools Act (Northern Ireland) 2016?

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows: "*bullying" includes (but is not limited to) the repeated use of —*

- (a) *any verbal, written or electronic communication*
- (b) *any other act, or*
- (c) *any combination of those,*

*by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or*

**YES**

Move on to **FOLLOW UP ACTION** and contact the parents of both the target and the aggressor to inform them of the situation and of the follow-up now being done. Update them at the end of follow-up.

**NO**

File this form in Pupil (Orange) Folders Give and copy of the form to DT/DDT (for review with Designated Governor)



**PARENT(S) INFORMED**

**PARENT RESPONSE ('none' if applicable)**

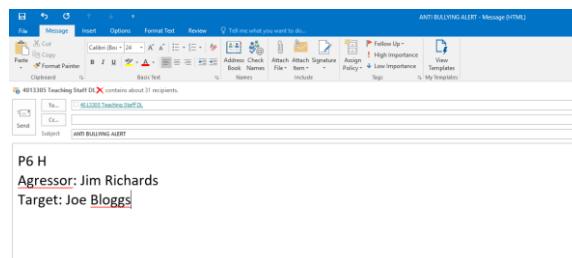
<b>TARGET</b>	
<b>P.D.B.B.</b>	



### APPENDIX 2: Follow-Up Action (2-week Intervention)

#### FOLLOW UP ACTION:

- Email all teachers to make them aware of the issue.
- Entitle the email “BULLYING ALERT”
- State Class, aggressor’s name, target’s name.
  - Example:



‘Check in’ with the target of the bullying behaviour each day for two weeks (10 school days). Record their feedback in either the positive or negative column.

Name:

Year Group and class:

Stage on Code of Practice (if applicable):

### Pupil Experiencing Bullying-Type Behaviour

### Record of Intervention

REVIEW	DATE	INTERVENTION (what did you do with the pupil today?)	POSITIVE FEEDBACK (from the pupil re: the relationship)	NEGATIVE FEEDBACK (from the pupil re: the relationship)	REVIEW (How did the intervention go today? If necessary,



					think about changing the approach tomorrow)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

### Pupil **Displaying** Bullying-Type Behaviour Record of Intervention

REVIEW	DATE	INTERVENTION (what did you do with the pupil today?)	POSITIVE FEEDBACK (from the pupil re: the relationship)	NEGATIVE FEEDBACK (from the pupil re: the relationship)	REVIEW (How did the intervention go today? If necessary, think about changing the approach tomorrow)
1.					
2.					



3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

### With the review complete, please answer the following questions:

Have relationships improved?

YES

	NO
YES	

Has the relationship issue been resolved?

YES


If the issue has not been resolved, please refer the issue to the DT or DDT, who will advise and assist you in the next stage of interventions (Further Follow-Up)

Issue Resolved? Yes/No

In the case of 'no' (not resolved), the issue has been referred to: DT/DDT

Further Intervention to be actioned by: DT / DDT/ Principal/ Vice Principal/

Head of Key Stage/

Teacher's Signature		Date	
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- File this form in the Pupil (Orange) folders in the VP office.
- Give copy of the form to DT/DDT (for review with Designated Governor)
- Inform parents (of both the target and the aggressor) of how follow-up went, and whether the situation is now deemed 'resolved', or whether further follow-up will now take place.

**Parent Response:**



## APPENDIX 3: Parent Guide to Addressing Bullying In Schools Act (2016)

### 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?**

#### TRIP

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.

**Sights that my child could be experiencing bullying type behaviour**

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

**Preventative Measures**

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

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

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

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

**How do I report my concern?**

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

**Details of concern are shared**

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

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

**Legal definition of bullying type behaviour NOT met**

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

**Legal definition of bullying type behaviour IS met**

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

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

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

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

**ea** [www.education-ni.gov.uk/publications/addressing-bullying-schools-act](http://www.education-ni.gov.uk/publications/addressing-bullying-schools-act)

**ANTI-BULLYING ALLIANCE** [www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

**Text-a-Name** [hscpublichealth.gov.uk/text-a-name](http://hscpublichealth.gov.uk/text-a-name)

**SAFER SCHOOLS NI** [https://saferschoolsni.co.uk/](http://https://saferschoolsni.co.uk/)

**Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP)** [hscpublichealth.gov.uk/youth-wellness-web](http://hscpublichealth.gov.uk/youth-wellness-web)



### APPENDIX 4: Primary Guide to Addressing Bullying In Schools Act (2016)

**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?**

**T-R-I-P**

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

<b>Targeted</b> Behaviour is aimed at the same person or people	<b>Repeated</b> Behaviour happens more than once	<b>Intentional</b> Behaviour has been planned to cause harm	<b>Psychological/Physical</b> Behaviour has caused emotional and/or physical harm
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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.

**Logos and QR Codes:**

- ea Education Authority
- Department of Education
- SAFER SCHOOLS NI
- ANTI-BULLYING ALLIANCE
- Text-a-Nurse | HSC Public Health Agency (hscni.net)
- Youth Wellness Web - Children and Young People's Strategic Partnership (CYPSP) (hscni.net)