LAGAN COLLEGE BELFAST

Addressing Bullying Policy

(Addressing Bullying Type Behaviour Policy)

Document Reviewed:	May 2025 by D Collins, VP Pastoral
Date Ratified by BOG:	January 2025
Review Date:	May 2029

Statutory Context & Guidance

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

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

Legislation Context:

The Addressing Bullying in Schools Act (Northern Ireland) 2016
Anti-discrimination laws applicable in Northern Ireland (Equality Commission, 2024)
Public Services Ombudsman Act (Northern Ireland) 2016
The Children (Northern Ireland) Order 1995
The Children's Services Cooperation Act (Northern Ireland) 2015
The Education (Northern Ireland) Order 1998
The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
The Education (2006) Order, (Commencement No.2) Order (NI) 2007
The Education (School Development Plans) Regulations (Northern Ireland) 2010
The Health and Safety at Work Order (Northern Ireland) 1978
The Human Rights Act 1998
The Northern Ireland Act 1998 Section 75
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
Welfare and Protection of Pupils Education and Libraries (NI) Order, 2003

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 Students 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 Student 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
Circular 2024/12 - Addressing Bullying in Schools Act (NI) 2016: Responsibilities of Schools and Boards of Governors

The International Context

This policy links with the United Nations Convention on the Rights of the Child (UNCRC) by taking into consideration the below articles of the UNCRC:
Article 2: children have the right to be protected from discrimination.
Article 3: All organisations concerned with children should work towards what is best for each child.
Article 19: The government should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
Article 12: Children have the right to express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously.
Article 28: Children have a right to education.
Article 36: Children should be protected from any activities that could harm their development.

Related LCB Documents and Policies

- Acceptable Use of ICT and E- Safety Policy
- Additional Education Needs (AEN)
- Attendance Policy
- Community Relations, Equality and Diversity Policy
- Educational Visits Policy
- Health and Safety Policy
- Pastoral Care Policy
- Positive Behaviour Policy
- Relationship and Sexuality Education Policy
- Safeguarding and Child Protection Policy
- Staff Handbook
- Inclusive LGBTAI+ Community Policy.
- Use of Restraint and Seclusion in Educational Settings Policy

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Section 1: Consultation – November 2025

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 students, parents/carers, and staff.

	Key Issues identified:	Key Changes made:
Staff		
Students		
Parents		

The Addressing Bullying policy has been developed in consultation with all stakeholders of the school community including students, parents, staff and Governors. The roles and responsibilities of all stakeholders are made explicit. The policy is intended to ensure an inclusive, productive, consistent approach is adopted in the promotion and development of an Anti-Bullying environment for students by detailing the existing and proposed practices and strategies implemented throughout the College. It is intended as a working document, used to inform teaching and learning.

The College will consult with all stakeholders by:

- Student consultation involved: Student survey, use of Pass data, focus groups- Anti-Bullying & Student Council, Vice –Prefect and Sixth Form Prefect Teams, EA ABSIT student guide shared with students during Anti- bullying Week,
- Staff consultation involved: Staff survey, Draft policy shared, Pastoral Team focus group.
- Engagement activity for all staff, teaching and non-teaching during August INSET
- Representative members of staff involved in writing Addressing Bullying policy.
- Parents & carers consultation involved: Parental survey, draft policy shared with all parents for feedback, focus groups- Parent Council, EA ABSIT parent guide shared with students during Anti- bullying Week,
- Engagement event, or questionnaires, for those connected to the school (e.g. local clergy, local supporters, external agencies that regularly provide input, etc.)

Section 2: Introduction

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

In Lagan College, we believe that safeguarding our students is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational school environment where concerns of bullying type behaviour may be shared and addressed, and where students are supported within the context of Article 19 Measures to Prevent Bullying, Education (NI) 2003 and the 2016 Addressing Bullying in Schools Act (N.I.)

The purpose of this policy is to:

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

The policy is applied where concerns of alleged bullying type behaviour between students 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 Lagan College we recognise the right of every individual to develop his/her full potential within a supportive Christian community. Our Christian ethos is expressed in the commitment to be one community who learns and worships together based on the principles of equality, respect, reconciliation and service to others. In order to further these aims the College recognises that the whole school staff, student, body, parents and wider community must work together consistently. Mutual support, good communication is also essential in this regard. All members of the school community are expected to work together in order to create and maintain an atmosphere that is calm and safe and which enables teachers to teach and students to learn.

Our vision, '**to educate to the highest standards Catholics, Protestants and others of goodwill, of all abilities, together'** is embedded within the aims of the Addressing Bullying policy. We believe all forms of bullying behaviour are unacceptable. We believe that all students have the right to learn in a safe and supported environment.

We at Lagan College, recognise the uniqueness of every student and celebrate the diversity of all children and young people within our community. Therefore, we:

- create and maintain a calm and supportive school environment where effective learning and teaching can take place;
- 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.
- Emphasise the importance of close cooperation between school and parents and the parents' role in the prevention of bullying;
- We value, respect and consider the views and contributions of children, young people and wider school community.
- Demonstrate that no form of bullying will be tolerated in Lagan College as such any alleged incidents will be dealt with in line with this Addressing Bullying policy and where appropriate our Code of Conduct and Positive Behaviour Policy.
- Ensure that all students, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

Section 3: 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 student or a group of students against another student or group of students, with the intention of causing physical or emotional harm to that student or group of students. (2) For the purposes of subsection (1), "act" includes omission.

TRIP

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

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

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

Consideration of an Imbalance of Power

The Department of Education Addressing Bullying in Schools Statutory Guidance (2021) states that schools should consider the following:

"Whilst the term "imbalance of power" is not contained within the statutory definition in Northern Ireland, it is a long-standing element of bullying behaviour and internationally recognised by leading

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

<u>One-Off Incidents</u>
The Department of Education Addressing Bullying in Schools Statutory Guidance (2021) states that schools should consider the following:
"Schools have the discretion to include one-off acts of bullying behaviour provided their policy stipulates that one-off incidents, in certain circumstances, will be treated as such. The Addressing Bullying Policy should NOT specify incidents that will be considered bullying; instead, the policy should set out the criteria that will be used by school staff to assess whether the incidents will be addressed through the Addressing Bullying Policy or Positive Behaviour Policy."

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

- severity and significance of the incident (See Appendix 3)
- evidence of pre-meditation
- psychological/physical impact of the incident on the individuals and/or wider school community
- previous relationship(s) between those involved.
- any previous incident(s) involving the individuals.

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

The 2016 Act requires school to consider whether a student(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 student(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

Omission will be considered when addressing bullying type concerns. This is where a student(s) is or are wilfully excluded from a game, activity or group work etc causing potential **psychological harm**. Students 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 *(Reference: Page 1 and 2)*. We refer to the behaviour not the student and use the following:

- **student displaying bullying type behaviour** rather than the 'bully'.
- **student 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, Additional Educational Needs, Safeguarding and Child Protection, Pastoral and Community Relations and Equality (CRED) policies. (*Reference: Appendix 5- Parent and Student guides).*

Journey To and From School

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

- Address safeguarding concerns reported in relation to travel to and from school.
- Provide timely support and intervention.
- Assign staff to support a structured, supervised transition at the beginning and end of the school day.
- Assign Sixth Form students to monitor and report any inappropriate student behaviours on school transport.
- Agree a scaffolded support plan to address individual needs, regulation and vulnerabilities.
- Reinforce positive and upstanding behaviour expectations through the preventative curriculum.
- Engage with student voice about experiences on the journey to and from school.
- Promote and develop a culture where all students respect the rights of others to travel safely.
- Communicate consistently the expectation to include and respect individual rights and diversity.
- Ensure effective communication with transport providers (e.g. Translink, EA Transport, etc.) for early identification and response to reported concerns.
- Provide a safeguarding email address to all students and the local community to report concerns confidentially.

Electronic Communication

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

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

In Lagan College, we aim to prevent electronic bullying type behaviour by:

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

Section 4: Methods and Motivations of Socially Unacceptable or Bullying Type Behaviour

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

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

(Please note the list is not exhaustive)

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

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

Section 5: Rights, Roles and Responsibilities

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

Responsibilities of Board of Governors

Members of the Board of Governors are required to:

- secure measures to prevent bullying.
- to keep a record of incidents of all incidents of bullying or alleged bullying involving a registered student at the school.
- safeguard and promote the welfare of all registered students whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school
- consult with registered students on the general principles which will be reflected in the school's Positive Behaviour policy
- ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school
- ensure that student welfare embraces all aspects of pastoral care, child protection, student behaviour, health and well-being, safety and security.

Responsibilities of Principal

The Principal:

- when deciding on measures which will be used to encourage good behaviour in the school **must specifically include measures to prevent bullying among students**
- before deciding on measures to encourage good behaviour **must consult with students registered at the school and their parents**
- safeguard and promote the welfare of all registered students whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school.

Rights of Staff

- To work in an environment that promotes a culture of mutual respect, equality of opportunity and inclusion.
- Safe and secure working environment with appropriate training to meet the needs of the young people in their care.
- Emotional health and wellbeing promoted and supported by colleagues.
- Access to ongoing PD including Addressing Bullying in Schools Act 2016, Addressing Bullying Policy, legislative processes & systems to report, record and respond to all allegations/incidents of bullying type behaviour and wider SBEW training.
- Informed, consulted on, and 'have a say' within Addressing Bullying Policy review, preventative curriculum content, support/intervention plans and procedures.
- Kept informed and updated in relation to children and young people's progress and wellbeing.

- To know the identified individual needs (including SEND and medical needs) of the young people in their care and the support plans to address these needs.

Participate in decision making processes that concern them – safeguarding, support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies and behaviour reflection.

Roles and Responsibilities of Staff

- Safeguard and promote the welfare of all children and young people.
- Encourage socially acceptable behaviour within an inclusive, empathetic whole school environment.
- Create opportunities to celebrate success, diversity, and equality to create a positive ethos.
- Plan and deliver an ongoing preventative curriculum, which is updated to address need.
- Act in a professional manner to model, teach and develop children/young people's interpersonal and emotional skills.
- Undertake Addressing Bullying in Schools training and support as part of PD.
- Co-develop, implement, and promote your Addressing Bullying Policy to enable easy access for all clear understanding of processes/systems for all and an opportunity to seek clarification from Pastoral lead staff if necessary.
- Review your Addressing Bullying Policy with all stakeholders within your school community, at least every 4 years or in response to concerns raised/need.
- Keep digital records of Bullying Type Behaviour allegations and incidents using the Bullying Concern Assessment Form (BCAF).
- Build effective partnerships and positive relations with and between children, young people, parents/carers and staff (including explicit approaches to connect with vulnerable and hard-to-reach families).
- Take timely and appropriate action to address children, young people, parent/carer, and staff concerns.
- Use relational and evidence informed approaches e.g. SEN, Nurture, Trauma Informed and Restorative Practice etc to support all interventions for both those displaying and experiencing socially unacceptable/bullying type behaviour.
- Address individual needs through the suite of pastoral/safeguarding/SEND policies.
- Work in partnership with and make timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate.
- Maintain effective communication using agreed and appropriate channels with and between students, parents/carers, colleagues and Board of Governors.

Responsibilities of Parents/Carers

Parents/carers will:

- Participate in the development of the school's Addressing Bullying policy.
- Inform the school of any concerns relating to bullying behaviour
- Report or express a concern about their child's involvement in a bullying incident/situation, particularly if their child has experienced bullying type behaviours. Remember, schools must take

immediate action if a child's personal safety is at threat. It is clearly advised in the Student Learning Planner that parents make early contact with the school to discuss any matters which might have a bearing on the student's education.

- Work collaboratively with the College to resolve an incident of bullying type behaviours.
- Reinforce anti –bullying messages at home that bullying is morally wrong and potentially damaging. We expect the parents of young people who have been bullying others to support the College in terms of sanctions.

Rights of Students

- Emotional health and wellbeing promoted and supported through a preventative curriculum.
- Respected and included within a safe, diverse school community, where they are valued, listened to, and acknowledged by all.
- Have equal opportunities and effective partnerships for positive learning and social experiences with school staff, children, and young people.
- To support and interventions to address verbal, emotional, psychological, and physical socially unacceptable/bullying type behaviours.
- Readily available school safeguarding and SEND policies including Addressing Bullying Policy, clear understanding outlining processes/systems to report, record and respond to allegations/incidents of Bullying Type Behaviour.
- Access to pastoral staff to share concerns and discuss appropriate and timely support and intervention, which incorporate SEN, Nurture, Trauma Informed approaches and Restorative Practices etc.
- Relational and solution focused support whether displaying or experiencing socially unacceptable/bullying type behaviour.
- Individual needs to be addressed through the suite of pastoral/safeguarding policies.
- Timely referrals to EA services (e.g. EWS, LITs, CPSS, Educational Psychology) and external organisations, support groups and agencies (e.g. CAMHS, Family Hub, G.P., PSNI, HSCT etc) to address BTB when and where appropriate.
- Opportunities for involvement in peer support and/or mentoring.

Roles and Responsibilities of Students

- Report allegations and/or bullying type concerns via the designated channels and platforms e.g. talk to a trusted adult or through confidential digital platforms.
- Request and engage with appropriate support both within and outside school via e.g. the designated staff member as outlined in the Addressing Bullying Policy.
- Contribute to learning and personal development targets on the e.g. BCAF, Calm Plan, PLP, RRAP with support.
- Endeavor to constructively engage with reflection, support and intervention offered.
- Act in a respectful, kind, empathetic manner i.e. *Students don't have to be friends with everyone but have to be friendly.*
- Reflect on, assess, and review individual progress with school staff, parents/guardians, and external supports in context of appropriate support plans e.g. BCAF, Calm Plan, PLP, RRAP.

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

If a bullying concern is reported or occurred, the following staff will be involved.

All Staff - BCAF - Part 1

Staff will complete BCAF- Part 1 - Initial Behaviour Assesment Form after the incident. Staff member will link with Head of Year.
Initial contact with parent/carer of student(s) to inform them of what has happened and explain actions to be undertaken.
Investigation regarding the incident will commence.

Head of Year/ Head of School/ Head of Additional Educational Needs (Safeguarding Team) - BCAF - Part 3-4

Head of Year will consult with Head of School and /or Head of Additional Needs regarding the matter. Strategies will be implemented to resolve the issue. Where bullying persists or where a parent/carer is not satisfied with the response of the staff, the matter can be brought to the attention of Vice Principal (Pastoral), who will consider the concern and reponse.

Vice Principal (Pastoral and SBEW Lead) - BCAF - Part 3-4

Vice Principal (Pastoral) will meet with parent/carer of student/s involved in matter. Vice Principal (Pastoral) will intervene with issue, implementing appropriate strategies. Where bullying persists or where a parent/carer is not satisfied with the Vice Principal's response , the matter can be brought to the attention of the Principal.

Principal

The Vice Principal (Pastoral) will share the completed BACF form and inform the Principal in regard to strategies and actions undertaken to date. Principal will consider the concern and reponse.

Safeguarding Board of Governor/Board of Governors

In the most serious cases, where bullying persists or where a parent/carer is not satisfied with the response of the staff, the matter can be brought to the attention of the Board of Governors, who will consider the concern and reponse. Parents/carers can contact the Chair of Governors via the Principal's assistant.

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 Lagan College to help prevent bullying type behaviour effectively.

Staff, students and parents have a shared responsibility to have a proactive attitude to addressing bullying. Prevention is as important as the action taken to address reports of bullying. All adults in the school play a vital part as role models as reflected in their dealings with each other and their treatment of the young people. Playgrounds, corridors, toilets and other hidden corners are well supervised during the early morning, break time and lunch time. Lunch time supervisors, caretakers, classroom assistants and all staff who come in contact with young people are trained to watch for signs of bullying and report them to appropriate staff.

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

Whole School	**Classroom**
• AEN, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, CRED policies • Visible school ethos e.g. essential agreements, displays, visual cues, celebrations, positive expectations • Positively framed, agreed and communicated Rights, Roles & Responsibilities for all school community members • Peer/Student Leadership Teams • Adults modelling self-regulation, inclusive language and positive relationships • Restorative Practice approaches embedded through staff training and complimentary resources • Steps to Wellbeing (Post-Primary Take 5 Steps HSCT) • Trauma Informed and Nurture Principles • Celebration of diversity, equity and inclusion • Parent education e.g. workshops, newsletters, leaflets etc • Shared education projects, events, assemblies, key campaigns e.g. Rights Respecting School kindness day, Addressing Bullying week • Vertical and horizontal curriculum mapping (Appendix 7: Curriculum Mapping) • Wellbeing assessment data e.g. PASS	• Curriculum: PD/LLW/RSE (Appendix 7: Curriculum Mapping) • Structured form class time to promote belonging, connection and positive relationships • Cross-curricular activities • E-safety and digital citizenship • Social Emotional Learning • Circle-time/connect and nurture strategies • Physical/sensory environment regulation checklists • Relevant literature and resourcing exploring related concepts and themes e.g. empathy, inclusion, diversity, problem-solving, relationships, resilience etc. • Social thinking/skills training programmes • Friendship Education • Strengths Based Approaches • Collaborative Learning/Problem Solving and Conflict Resolution • Bystander/Upstander Education • Agile groupings and seating arrangements • Online apps and resources

Non-Classroom	**Peer Support**
• Supervision and transition arrangements e.g. including buses • Buddy strategies • Social and extra-curricular opportunities • Professional Development/Training (including for non-teaching and supervision staff) • Structured Play • Play/art and other therapeutic approaches • Designated safe/quiet/reflective/nurture /activity zoned spaces • Enhanced structure during unstructured times e.g. breakfast club, jobs, lunchtime clubs, homework clubs • Structures to facilitate reporting concerns e.g. confidential wellbeing reporting link, designated email, concern boxes etc	• Student Leadership e.g. Student Council, Anti-Bullying Council, Restorative Practice Reps, Icon ambassadors, Year 12 and Sixth Form Prefects, Sixth Form Mediators etc • Students trained and supported by staff regarding roles, responsibilities. • Peer mentoring programme • Student led/directed extra-curricular activities, such as Alliance and Christian Union • Buddy Schemes • Circle of Friends • Bystander/Upstander Training • Peer Mediation/Problem Solving • Peer Listening programmes

Professional Development of Staff

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

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

To this end:

- All our teaching and support staff have completed the ABSIT Level 1 EA Addressing Bullying in School training as part of this policy review.
- Key leadership staff have completed ABSIT Level 3 EA Addressing Bullying in Schools leadership training.
- All our teaching staff have completed additional in school workshops on e.g. systems and processes, prevention and/or effective responses, anti-bias.
- All members of Governors with overall responsibility for the development and review of the Addressing Bullying Policy are currently undertaking the Level EA Addressing Bullying in Schools training.

Section 7: 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 students, 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.

Students Reporting a Concern:

Students may report bullying type concerns in the following ways:

- Verbally sharing with a staff member
- By writing a note to a staff member
- By sending an email to a teacher/using private message on Google classroom etc
- Using a confidential online email address to report concerns.
- Placing the concern in the 'Concern Box'

All students 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'.

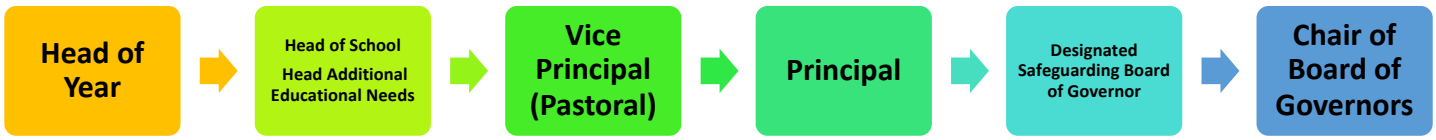
Parents/Carers or Others Reporting a Concern:

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

- Speaking with the Form Teacher through agreed channels e.g. by requesting a telephone call back via the school office or general email info@lagancollege.com.
- By writing a note to a Form Teacher.
- By sending an email to a Form Teacher.

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

Should a parent continue to have concerns following contact with their child's form teacher, they can contact the following College staff, using a stepped approach:



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

Responding to and Recording a Bullying Type Concern

(To comply with legislation, following the transfer of systems schools will move BCAF reporting, recording and data storage processes to EDIS.)

It is the responsibility of all staff (including teachers, classroom 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 (*Reference: Appendix 1*), recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart (*Reference: Appendix* 2) and stored on the school data management system. Records will be maintained in line with our Data Protection Policy in Private 1 folder, which can only be accessed by the Core team.

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).
- Undertake a parental meeting, when necessary. (*Reference: Appendix 5*)

Where bullying type behaviour has been confirmed and in consultation with students involved and their parents/carers. Designated staff, notably (Heads of Year, Heads of School and Vice Principal (Pastoral) 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 students involved (Record on BCAF Part 3a for the student experiencing and 3b for the student displaying).
- Ensure selected approaches are aligned to and in the context of wider safeguarding, AEN, CRED, 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 student and their parents/carers.

Section 8: 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:

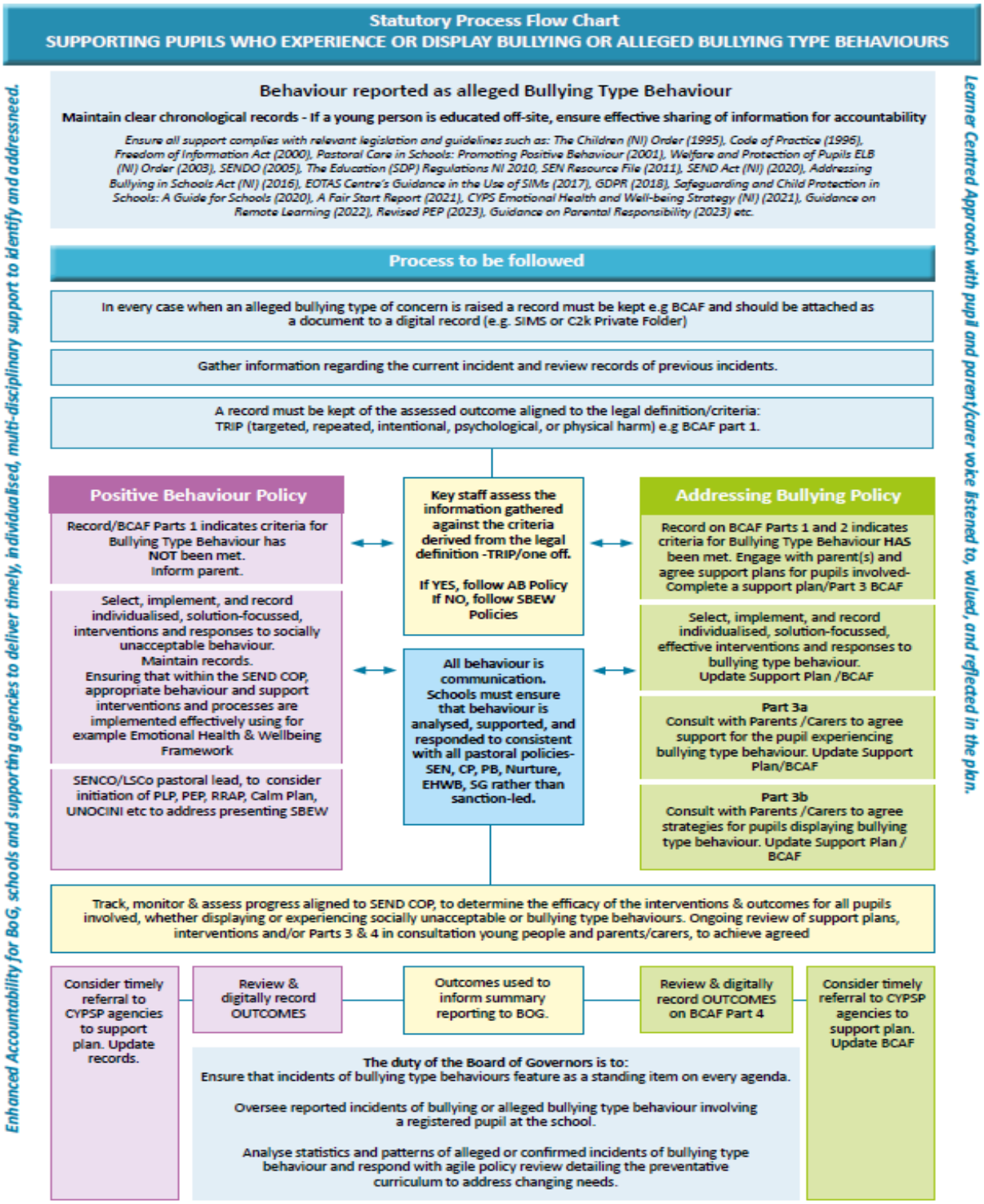
- maintain a standing item on the agenda, under Safeguarding, where a report on bullying type behaviour is presented by the principal (Reference: appendix 7).
- appoint a lead Safeguarding Governor to liaise with the principal (
- minute the number of incidents including methods, motivations and how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

The Addressing Bullying Policy will be reviewed in consultation with all school community stakeholders: at intervals of no less than four years or

- following any complex incident which highlights the need for such a review,
- when reviewing other associated policies, such as the Safeguarding Policy and the Positive Behaviour Policy
- in response to a recommendation by the Education and Training Inspectorate
- following new guidance as directed by the Department of Education.

A copy of this policy is available online on the school website, www.lagancollege.com can also request a hard copy by contacting the school office at 028 9040 1810 or via email - info@lagancollege.com

Appendix 1: Statutory Process Flowchart (Draft to be updated Aug 2024)



Appendix 2: Bullying Concern Assessment Form (BCAF)

(To be updated Sept 2024 through EDIS)

Incident Date:

Students Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

PART 1 - Assessment of Concern Date:

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

	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of student(s) experiencing alleged bullying type behaviour			
Name of Student(s) demonstrating alleged bullying type behaviour			
Check records for previously recorded incidents			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by student(s) experiencing, displaying, witnessing (i.e. other students, 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: **The school will treat any incident which meets these criteria as bullying type behaviours**.	
Is the behaviour intentional?	**YES / NO**
Is the behaviour targeted at a specific student or group of students?	**YES / NO**
Is the behaviour repeated?	**YES / NO**
Is the behaviour causing physical or emotional harm?	**YES / NO**
Does the behaviour involve omission? (*may not always be present)	**YES / NO**

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:	
Criteria:	**Information gathered:**
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	

YES, the above criteria have been met and bullying type behaviour has occurred.	**NO, the above criterial have not been met and bullying type behaviour has not occurred.**
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 STUDENT EXPERIENCING BULLYING TYPE BEHAVIOUR:

Student 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:

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

Record of participation in planning for interventions
Student:
Parent/carer:
Other Agencies:

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

Part 3b

RECORD OF SUPPORT AND INTERVENTIONS FOR STUDENT DISPLAYING BULLYING TYPE BEHAVIOUR:

Student 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:

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

Record of participation in planning for interventions
Student:
Parent/carer:
Other Agencies:

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:

_____

_____

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 student 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 3: Effective Responses, Support, and Intervention

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

Level 1

Level 1: Interventions at Level 1 are designed to support students 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 students involved.

- Schedule a solution focussed meeting with parents/carers of the child experiencing or displaying
- Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD
- Refer, align and link to existing support plans e.g. Student Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc
- Explore the concept of bullying type behaviour through resources e.g. ABSIT Information Leaflets and High Five resources
- Co-create, agree, and implement a Calm Plan focused on identifying signals of dysregulation and any potential triggers
- Co-create, agree, and implement a Seeking Help Plan (ERtBB)
- Complete and/or review additional assessments to build a picture of SBEW needs e.g GL PASS, Boxall
- Use of specific verbal cues, affective statements e.g. High Five Journal
- Use visual reminders of positive expectations
- Explore friendship as a concept
- Develop social skills/stories and additional emotional literacy sessions
- Enhance structure during unstructured time e.g. clubs, jobs, supervised safe spaces, zoned areas, breakfast clubs etc.
- Explicitly teach positive expectations
- Explore additional opportunities to build empathy and kindness e.g. High Five Resources, Roots of Empathy, Restorative Approaches, Hopeful Minds
- Use play, art, or other therapeutic approaches
- Make alternative arrangements for travelling to and from school (ERtBB)
- Play group games to encourage positive interactions and inclusion
- Create activities, clubs, and events to grow social communication skills
- Review specific incident using ABC (Antecedent, Behaviour, Consequence) chart
- Review transition planning and student support across phases, year groups, schools
- Use 'Circle of Friends' activity (ERtBB)
- Use circle time/connect and nurture strategies
- Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Restorative Question prompts, Worth a rethink activity, Rights Respecting script (ERtBB)

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, Putting Care into Education etc.

Level 2

Level 2: Interventions at Level 2 are in addition to those at Level 1 but may involve a shift from individual support to group or whole
class interventions. The need for group work around behaviour, could reflect potential escalation and a wider impact.

- Assign key adult(s) to facilitate ongoing group engagement, check-ins, and reflection
- Consider access to nurture support, post primary well-being hub etc to support SBEW needs
- Review SEND CoP and the potential requirement for PLP to address needs e.g. SBEW, ASD, MLD, ADHD
- Refer, align and link to existing support plans e.g. Student Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk
- Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc
- Scaffold student experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good
  Practice Advice & Guidance for Schools Receiving Newcomers Including Students Seeking Asylum' document
- Create, agree, and embed additional positive group expectations and routines
- Use restorative practices, group mediation and conflict resolution approaches (ERtBB)
- Use role plays, narrative/social stories, and problem-solving scenarios to identify, practice and model appropriate social skills
- Use SMART(E) targets (Specific, Measurable, Achievable, Realistic, Timebound and Evidence-based) for adult monitoring, to ensure increased 'felt' safety and connection for all students
- Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc.
- Partner with positive role model(s) to reaffirm socially acceptable and upstander behaviour
- Provide access to School Counselling or other therapeutic service
- Provide opportunities for students to experience additional responsibility, building sense of belonging and self esteem
- Consider referral to community-based organisations e.g. mentoring programmes
- Build group awareness of bystander and upstander behaviours
- Create a visual reminder of group expectations and routines, e.g First and Then
- Use reflective scripts and approaches to respond, resolve and restore wellbeing e.g. Support Group Method, solution focused approach (ERtBB)
- Consider referral to Family Support Hub
- Consider referral to EA services for advice
- Develop a support network to scaffold student(s) in school e.g. supportive adults around the student, seek help/support
- Facilitate intervention sessions regarding on-line behaviour and safety e.g. resources on SBNI hub and Safer Schools App
- Introduce enhanced social skills sessions to scaffold positively framed expectations and routines
- Introduce further group interventions focused on emotional well-being/literacy, resilience, e.g. High Five approaches, social thinking programmes, Apps, cards, Blob Tree exercise etc.
- Use targeted small group circle time, Circle of Friends (ERtBB)

Other. Select further supports and interventions from Level 1 strategies or other resources (see Leve1 for list)

Level 3

Level 3: Interventions at Level 3 are in addition to those at levels 1 and 2 and address bullying type behaviour that may be more sustained, complex and with increased risk to those involved. Responses at this level are led by Senior Pastoral, Safeguarding and SEND staff working with students, parents/carers, and relevant agencies to agree supports under review.

- Arrange and contribute to a multi-disciplinary meeting to inform ongoing support and intervention with allied professionals
- Avail of nurture support, post primary well-being hub etc to support SBEW needs
- Review SEND CoP, update PLP to address SEND/SBEW needs, and consider emergency Annual Review as appropriate
- Refer, align and link to existing support plans e.g. Student Learning Plan (PLP), Risk Reduction and Action Plan (RRAP),
- Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc
- Schedule regular check-ins with a trusted adult or supportive adults around the student
- Use multi-stage strategies and approaches with groups and/or individual students e.g. PIKAS method of Shared Concern (ERtBB)
- 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
- Complete a referral and engage with external agencies to facilitate an agreed intervention programme
- Consider/make additional referral to community-based organisations e.g. CYPSP Partners, mentoring programmes
- Use restorative conferences, prepared restorative conversations, one to one restorative session templates and/or adapted restorative questions for students with complex needs
- Facilitate additional one to one session focusing on emotional wellbeing/literacy/resilience
- Contact EA services for further advice and guidance
- Facilitate additional one to one intervention programme to teach and model the importance of empathy and kindness towards others
- Facilitate additional one to one session with a focus on self-regulation and social communication
- Facilitate intervention sessions regarding on-line behaviour and e-safety e.g. see resources on SBNI hub and Safer Schools App
- Make reasonable adjustments to support de-escalation, inclusion, and student SEND/SBEW needs
- Provide opportunities to work one to one with a supportive adult
- Provide targeted support to scaffold appropriate friendships/relationships
- Refer to Education Welfare Service where attendance is impacted and EWS thresholds are met
- Complete a referral and engage with EA services to facilitate an agreed intervention programme

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.

Level 4

Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the students involved. Incidents at this level must be assessed in relation to the risk posed to any/all the students 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 students, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3.

- 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)
- Review Risk Reduction and Action Plan and implement strategies to prevent triggers impacting
- Review SEND CoP, update PLP to address SEND/SBEW needs and initiate emergency Annual Review if appropriate
- Refer, align and link to existing support plans e.g. Student Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc
- Ensure compliance with current DE guidelines and safeguarding requirements when considering suspension based on risk with the understanding that school must plan for inclusion
- Initiate/review Child Sexual Exploitation Risk Assessment and Management Plan (RAMP)
- Initiate/review of Child Looked After Personal Education Plan (PEP)
- Refer to EA services for specialised support e.g. CPSS for advice.
- Refer to external agencies for further specialised support e.g. GP, CAMHS, Family Support Hub, PSNI etc
- Refer to Independent Counselling Service for Schools (ICSS)
- Refer to relevant investigative agencies e.g. PSNI, HSCT, Gateway etc
- Complete a UNOCINI.
- Further review bullying type concerns alongside other school policies including Safeguarding and Child Protection, Positive Behaviour, Reasonable Force and Safe Handling, Inclusion and Diversity, and SEND Policies that are aligned to current legislative guidance
- Evaluate need for specialist provision or exceptional circumstances to aid ongoing support and intervention

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.

Appendix 4: Conducting a Parental Meeting

Alleged bullying type behaviour is often reported to staff by parents/carers. Such complaints will be met openly and sympathetically.

When meeting with the parents/carers of students experiencing bullying type behaviours, staff need to:

- Acknowledge that the parent/carer may be under stress as a result of having to come into school to discuss an incident with a member of staff.

- Remain understanding if the parent/carer expresses anger directed at the school. It is important to understand that sometimes a parent's perception of a situation can be one sided and dependent on the child's subjective perspective. In cases of alleged bullying type behaviour, it is important to be open minded as often there is a complicated build-up of events and tit for tat behaviour. Children who display bullying type behaviour will often dismiss their behaviour as banter or 'messing about'.

- Try to clarify facts and perceptions from the parent/carer but don't cross-examine or emphasise inconsistencies in their version of events.

- Ensure that you have already gathered as much reliable information as possible and be clear that the behaviour does represent bullying type behaviours.

- Ensure that the parents/carers understand how their child's behaviour conforms to the Lagan College's agreed definition of bullying type behaviours.

- Share your concern about what has been happening to the child experiencing bullying type behaviours.

- Avoid suggesting that it is the character of their child that is at fault. Emphasise that it is aspects of their child's behaviour that must change. Try to refer to their child's positive qualities.

- Be understanding but firm.

- Make it clear that you care and will do what you can and will act in accordance with the College's Addressing Bullying policy.

- Tell the parent/carer that you will need time (be specific) to gather information and that you will keep them informed.

- Avoid getting into an argument. Try to avoid blaming the parent/carer for their child's behaviour.

Appendix 5: Education Authority ABSIT Guides

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?

T R I P

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

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

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.

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

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

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

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.

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

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

https://saferschoolsni.co.uk/

ANTI-BULLYING ALLIANCE

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

Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP) (hscni.net)

Addressing Bullying Type Behaviour in Schools

POST PRIMARY

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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?



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

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

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

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

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

What to do if you need help?

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

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

Identify opportunities to meet new friends. Try morning, lunch or after school activities.
You may want to contact a free, confidential helpline e.g. Childline 0800 11 11

Stay Positive
You have done the right thing in coming forward.
Focus on the positives in your life.
Celebrate your unique qualities.
Find healthy ways to relieve stress such as exercise, meditation, positive self-talk, join a sports club and do things you enjoy.

Other things to do in school:
Speak to your student council about setting up a peer support scheme; or a student diversity, equity and inclusion committee.

What will happen when I report my concern?

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

Concerns are reported to school staff.

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

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

Legal definition of bullying type behaviour NOT met.

Legal definition of bullying type behaviour IS met.

Socially unacceptable behaviour identified is supported using Positive Behaviour, Safeguarding and Pastoral Policies.

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

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

If a friend shares that they are being bullied?

Thank your friend for trusting you and listen without interruption.

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

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

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

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

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

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

https://saferschools.ni.gov.uk/

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

Youth Wellness Web – Children and Young People's Strategic Partnership (CYPSP) (hscni.net)

Appendix 6: Curriculum Mapping

(Working document – Curriculum Mapping under review)

Personal Development Audit 2024-25	Irish	Spanish	French	History/ Sociology/ Polictics	Drama	Geography	ICT	Business Studies	Travel & Tourism	Princes Trust	OCN Personal Success	RE	Maths
Key Concept - Self Awareness													
Explore and express a sense of self,	Yes	Yes	Yes	Yes		Yes	Yes	Yes		Yes	Yes	Yes	
Explore personal morals, values and beliefs,	Yes	Yes	Yes	Yes		Yes		Yes			Yes	Yes	
Investigate the influences on a young person	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Explore the different ways to develop self-esteem,	Yes	Yes	Yes	Yes	Yes		Yes	Yes		Yes	Yes	Yes	Yes
Develop skills and strategies to improve own learning,	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Key Concept - Personal Health													
Explore the concept of Health as the development of a whole person,	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes	
Investigate the influences on physical and emotional /mental personal health of,	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	
Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour,	Yes	Yes	Yes									Yes	
Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse,	Yes	Yes	Yes		Yes						Yes	Yes	
Develop preventative strategies in relation to accidents in the home, school and on the road,	Yes	Yes	Yes				Yes	Yes					
Develop strategies to promote personal safety	Yes	Yes	Yes				Yes	Yes	Yes	Yes	Yes	Yes	

Key Concept - Relationships

Explore the qualities of relationships including friendship	Yes	Yes	Yes	Yes	Yes	Yes						Yes	Yes
Explore the qualities of a loving, respectful relationship	Yes	Yes	Yes	Yes								Yes	
Develop coping strategies to deal with challenging relationship scenarios	Yes	Yes	Yes	Yes				Yes			Yes	Yes	
Develop strategies to avoid and resolve conflict	Yes	Yes	Yes	Yes		Yes				Yes	Yes	Yes	
Explore the implications of sexual maturation	Yes	Yes	Yes	Yes		Yes						Yes	
Explore the emotional, social and moral implications of early sexual activity,												Yes	

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 **did not meet TRIP** criteria	
Number of cases that **met TRIP** criteria	
Identified **methods** of **confirmed** bullying type behaviour and number of each e.g. Physical - 3	
Potential motivation for bullying type behaviour and number of each identified e.g. Racism - 2	
Support and interventions in place for both students 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.	