



St Mary's Primary School Newtownbutler



Addressing Bullying Policy



Statutory Context & Guidance

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

This Addressing Bullying Policy takes account of key legislation and is informed by DE Guidance, EA and CCMS publications and the international context (*Appendix 1*).

	Date	Signatures
Consultation (Staff, Pupils, Parents etc) key issues identified: Key changes include: Raise awareness of the policy and procedures with parents.	Oct - Nov 24	<hr/> Chair Person
Ratification	November 24	<hr/> Designated Teacher
Next consultation/review date:	November 28	<hr/> Principal



Contents:

Section 1: Statutory Context & Guidance	Page 4
<ul style="list-style-type: none"> • Introduction • Ethos & Values • Links to other policies • Consultation 	
Section 2: What is bullying type behaviour?	Page 7
Legal definition and TRIP criteria explained	
<ul style="list-style-type: none"> • Language • Journey to and from school • Electronic Communication 	
Section 3: Methods and Motivations	Page 10
Section 4: Rights, Roles and Responsibilities explained.	Page 11
Section 5: Preventative Measures.	Page 11
Preventative Measures explained	
<ul style="list-style-type: none"> • Professional Development of Staff 	
Section 6: Statutory Systems and Processes for reporting, responding, and recording.	Page 13
<ul style="list-style-type: none"> • Pupil(s) reporting a bullying type of concern • Parent(s)/Carer(s) reporting a bullying type of concern • Responding to and recording a bullying type of concern 	
Section 7: Monitoring and Review of the Addressing Bullying Policy.	Page 15
Appendices:	
1. Legislative Context & Guidance links	Page 17
2. Statutory Process Flowchart	Page 19
3. Bullying Concern Assessment Form (BCAF) template	Page 20
4. Effective Responses to Socially Unacceptable/Bullying Type Behaviour	Page 29
5. Rights, Roles & Responsibilities Table	Page 31
6. EA ABSIT Parent & Pupil Guides to Addressing Bullying Type Behaviour	Page 33
7. Board of Governors Reporting Pro-forma	Page 35
8. Curriculum Links	Page 36
9. Additional Resources for Addressing Bullying	Page 41



Section 1: Statutory Context & Guidance

Introduction

At St Mary's P.S. 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 St Mary's P.S. we believe that safeguarding our pupils is paramount and the responsibility of all stakeholders. We promote a safe, inclusive, and relational school environment where concerns of bullying type behaviour may be shared and addressed, and where pupils are supported within the context of Article 19 Measures to Prevent Bullying, Education (NI) 2003 and the 2016 Addressing Bullying in Schools Act (N.I.) (see appendix 1).

The purpose of this policy is to:

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

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

Ethos and Values

BOARD OF GOVERNORS WRITTEN STATEMENT OF PRINCIPLES

We the Governors, Staff of St Mary's Primary School believe the school to be a vital part of the community. We want our school to be a secure, safe and caring environment where each child is encouraged to grow and develop to their full potential.

Positive behaviour practices are essential for effective learning. Such practices help children develop responsible attitudes and values for life.

It is the aim in St Mary's to develop fully the potential of all our pupils. A caring atmosphere resulting from good relationships throughout the school where children parents and staff feel valued.

In St Mary's we believe that positive behaviour will be evident when children show respect for themselves and others.



MISSION STATEMENT

St Mary's seeks to establish an educative community, centred on Christ's values and Gospel message, where all are welcomed and respected, regardless of background or belief.

The school provides a values led curriculum, which promotes critical thinking within a moral framework and underpins high-quality learning and teaching. Staff and governors work with parents, ensuring the dignity and worth of each individual is paramount. Every child is nurtured within the Catholic Ethos, to maximise their potential: intellectually, emotionally, socially, physically and spiritually.

Good relations are established and cemented in an atmosphere of respect, caring and commitment.

Educational experiences in St Mary's have a relentless focus on learning for now and the future.

Vision:

Be Kind, Be Curious, Belong.

Values

Fostering Respect, Inclusion, Empathy, Nurture, Dignity and Success (FRIENDS)

We at St Mary's P.S. recognise the uniqueness of every pupil and celebrate the diversity of all children and young people within our community.

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

Links to Other Policies

This policy should be read in conjunction with SEND, Safeguarding, Inclusion, and the wider suite of Pastoral Care policies available on the school website or from the school office by request. These policies include but are not limited to:

Safeguarding and Child Protection Policy	Staff Code of Conduct/Staff Handbook
Pupil Attendance Policy	Positive Behaviour Policy
Health and Safety Policy	Online Safety Policy
Special Educational Needs Policy	Educational Visits Policy
Relationships and Sexuality Education	Pastoral Care Policy
Equality and Inclusion	Code of Conduct for Staff and Volunteers



Consultation

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

Pupils:

Class-based activities

Questionnaires

PASS Data

School Council consultation

Sharing of EA ABSIT Pupil Guide

Parents:

Information sharing, through Seesaw and school website.

Questionnaires

Our most recent survey of parental views on procedures and practice in St Mary's, all respondents agreed that the school takes bullying seriously, there are clearly defined procedures for reporting and recording and that the school deals effectively with bullying type behaviour, pupils are encouraged to respect the views of others, their achievements are valued and their child feels safe in school. Almost all parents reported that they had seen the policy, that the school will listen to concerns and what the school is doing about bullying is working. Most parents believed that the school would keep them informed if there were concerns that their child was being bullied. Strategies have been put in place to raise awareness that school will keep parents informed on such matters, such as sharing the EA ABSIT Parent Guide as part of the consultation process.

Consultation with the Parent Support Group.

Sharing the draft policy for consultation.

Staff:

Whole staff discussion and questionnaires.

SMT / Safeguarding team involvement in writing the policy.

Governors:

The draft policy has been shared with and consulted on with governors prior to ratification.



Section 2: What is Bullying Type Behaviour?

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

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

TRIP

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

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

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



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

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

- severity and significance of the incident (See appendix 4)
- evidence of pre-meditation
- psychological/physical impact of the incident on the individuals and/or wider school community
- previous relationship(s) between those involved.
- any previous incident(s) involving the individuals.

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

The 2016 Act requires school to consider whether a pupil(s) **intended** to cause harm when determining if the incident(s) meets the legal definition. In this school, we will consider the following when assessing **TRIP**.

The pupil(s):

- capacity to regulate and understand the impact of their behaviour
- developmental age
- additional, educational, special, physical, or medical needs
- behaviours displayed/presenting profile (diagnosed or undiagnosed e.g. Social Behaviour Emotional Wellbeing, Autism, Attention Deficit Hyperactivity Disorder, Moderate Learning Difficulties etc.)
- individual circumstances e.g. trauma profile, safeguarding concerns, family circumstances and resilience

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

Language

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

When discussing allegations of bullying type behaviour, we use language that is aligned to the Addressing Bullying in Schools Act (NI) 2016, and other relevant legislation and guidance (*see appendix 1*). We refer to the behaviour not the pupil and use the following:

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



Any incident(s) which do not meet the legal definition and TRIP criteria will be addressed under the Positive Behaviour, Special Educational Needs, Child Protection, Safeguarding, Pastoral and Inclusion and Diversity policies. (Please see the parent and pupil guides in appendix 6).

Journey To and From School

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

- Develop of a culture where pupils take pride in their school and are viewed as ambassadors within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- 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.
- 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 pupils respect the rights of others to travel safely.
- Communicate consistently the expectation to include and respect individual rights and diversity.
- Engage with transport providers (e.g. EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Promote key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community including information on how to raise any concerns with the school.

Electronic Communication

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

The Addressing Bullying Policy is one of several school policies that address electronic behaviour and are reviewed in response to technological developments. As such, follow up is aligned to the wider policy suite (see page 6).

In St Mary's P.S. 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 such as Safer Internet Day and the Safer Schools App, to promote key messages.
- Addressing reported safeguarding concerns in relation to the misuse of electronic communication and provide timely support and intervention.
- Creating, agreeing and implementing an Acceptable Use Agreements see DE Circular 2016/27
- Ensuring all staff regularly have on-line safety training

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

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

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

(Please note the list is not exhaustive)

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

<ul style="list-style-type: none"> • Ability • Age • Appearance • Child Looked After (CLA)/Care experienced • Community background • Cultural • Disability • SEN • Family circumstances (pregnancy, marital status, young carer status) 	<ul style="list-style-type: none"> • Economic Status/FSM • Gender/Gender identity/Perceived Gender • Newcomer/Migrant Status • Peer relationship breakdown • Political affiliation/sectarianism • Race • Religion • Sexual orientation • Other _____
--	---



Section 4: Rights, Roles and Responsibilities

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

Please see appendix 5 which is a table of identified rights, roles, and responsibilities and/or schools should list below any general rights, roles and responsibilities of staff (including teacher and support staff), pupils and parents agreed within the school setting.

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 Mrs Kelly and the Board of Governors with the ongoing review processes.

Mrs Fitzpatrick: Designated Teacher for Child Protection and Pastoral Care Co-ordinator.

Miss Mallen: Deputy Designated Teacher for Child Protection.

Mrs Grew: ICT and E-Safety Co-ordinator

Mrs Leonard: Vice-Principal and SENCo / Learning Support Co-ordinator

Section 5: Preventative Measures

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

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



<p>Whole School</p> <ul style="list-style-type: none"> SEND, Addressing Bullying, Positive Behaviour, Safeguarding, Pastoral Care, Inclusion & Diversity 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 (e.g.: Digital Leaders, School Council, ECO Council, Playground Buddies) Peer Leadership Teams Adults modelling self-regulation, inclusive language and positive relationships Restorative Practice approaches embedded through staff training and complimentary resources Steps to Wellbeing (e.g.: Neuronimo and Hi Five Primary resources) Trauma Informed Practice and Nurture Principles are embedded in practice in St Mary's P.S. (Staff have completed WSNA Level 3 Nurture Principles and Trauma Informed Practice Training) Celebration of successes and strengths, including diversity, equity and inclusion Parent education e.g. celebratory events, workshops, newsletters, leaflets etc Shared education projects, events, assemblies, key campaigns to promote inclusion. anti-bullying, Autism and Down Syndrome Awareness, Internet Safety, Children's Mental Health Wellbeing assessment data e.g. questionnaires, focus groups, GL PASS A strong Pupil Voice is prevalent across practice in St Mary's P.S. 	<p>Classroom</p> <ul style="list-style-type: none"> Curriculum: PDMU/LLW/RSE (curriculum map included in appendix 8) Structured class-meeting time to promote belonging, connection and positive relationships Listening Ear Boxes. Cross-curricular activities E-safety and digital citizenship Social Emotional Learning Circle-time/connect and nurture strategies Physical/sensory environment regulation support resources and strategies displayed and easily accessible Relevant literature and resourcing exploring related concepts and themes e.g. empathy, inclusion, diversity, problem-solving, relationships, resilience etc. Friendship Education Strengths Based Approaches Collaborative Learning/Problem Solving and Conflict Resolution Bystander/Upstander Education Agile groupings and seating arrangements Online apps and resources such as Neuronimo, BBS Bitesize Anti-Bullying Resources, Safer Schools App.
<p>Non-Classroom</p> <ul style="list-style-type: none"> Supervision and transition arrangements e.g. including buses Buddy strategies Social and extra-curricular opportunities Professional Development/Training (including for support staff, e.g.: PBSP training in de-escalation, Circle of Friends, Playboard Training to enhance the role of adults in the playground) Play/art and other therapeutic approaches Designated safe/quiet/reflective/nurture /activity / sensory zoned spaces Enhanced structure during unstructured times e.g. breakfast club, jobs, lunchtime clubs, homework clubs <p>Structures to facilitate reporting concerns e.g. confidential wellbeing reporting link, designated email, concern boxes etc</p>	<p>Peer Support</p> <ul style="list-style-type: none"> Student Leadership e.g. student council, digital leaders etc Pupils trained and supported by staff regarding roles, responsibilities Peer mentoring programme (Playground / reading buddy system, established from play Group stage) Pupil led/directed extra-curricular activities Buddy Schemes Circle of Friends Bystander/Upstander Training Peer Mediation/Problem Solving Peer Listening programmes



Professional Development of Staff

In St Mary's P.S. 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 complete the EA Addressing Bullying in Schools foundation training as part of this policy review.
- Key leadership staff complete EA Addressing Bullying in Schools leadership training.
- Our teaching and support staff complete additional in school workshops on e.g. systems and processes, prevention and/or effective responses, anti-bias
- Governors with overall responsibility for the development and review of the Addressing Bullying Policy complete EA Addressing Bullying in Schools training

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

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

Pupils Reporting a Concern

Pupils are encouraged to raise concerns with any member of staff, including teaching and support staff. The Designated and Deputy Designated Teachers for Child Protection (Mrs Fitzpatrick, Miss Mallen and Mrs Kelly and), are the key members of staff with responsibility for the prevention and management of bullying type behaviour.

Pupils are taught how they can report concerns about bullying type behaviour, including:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (e.g. Using the listening ear box)
- Reporting to a playground buddy, who in turn has been taught to report this to a member of staff.

Pupils are encouraged through PDMU lessons, Assemblies and posters to 'get help' if they have a concern about bullying type behaviour that they experience or is experienced by another.

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

**Parents/Carers or Others Reporting a Concern:**

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

Parents and carers should raise concerns about alleged bullying type behaviour with the school at the earliest opportunity. Parents/carers should encourage their children to react appropriately to bullying type behaviour and to not do anything to retaliate or to 'hit back'.

The process of parents/carers reporting concerns about bullying type behaviour is as follows:

In the first instance, all concerns about bullying type behaviour should be reported to the Class Teacher in one of the following ways:

- Speaking with the Class Teacher by requesting a telephone call back via the school office on 02867738690 or general email info@stmarysntb.newtownbutler.ni.sch.uk
- By writing a note to the Class Teacher
- By sending a Seesaw message to the Class Teacher

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

Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Designated or Deputy Designated Teacher / Principal Mrs. Mrs Fitzpatrick / Miss Mallen / Mrs. Kelly.

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.

Where the parent/carer remains unsatisfied that the concern has been appropriately responded to, the school's complaints procedure should be followed, by making a formal, written complaint, to the Chair of the Board of Governors. If not fully satisfied with the response of the Board of Governors, parents may contact the NIPSO (Northern Ireland Public Ombudsman). The full parental complaints policy is available on the school website and paper copies are available in the school foyer.

While the majority of reports about possible bullying type behaviour will come from pupils and their parents/carers, the school is open to receiving such reports from anyone.

All reports of concerns received from pupils and/or parents/carers about bullying type behaviour, will be responded to in line with this policy and feedback will be made in a timely manner to the person who made the report. However, no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.



Responding to and Recording a Bullying Type Concern

It is the responsibility of all staff (including teachers, teaching assistants, wider support staff, office staff, supervisors etc) to report any bullying type of behaviour concerns. All allegations of bullying type behaviour will be responded to using the Statutory Process Flowchart (appendix 2), recorded digitally on a Bullying Concern Assessment Form (BCAF) Chart (appendix 3) and stored on the school data management system. Records will be maintained in line with our Data Protection Policy in a private folder within central records and open only to key personnel e.g. SLT / DT/VP/P.

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

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

Where bullying type behaviour has been confirmed and in consultation with pupils involved and their parents/carers. Designated staff, Mrs Fitzpatrick, Miss Mallen or Mrs Kelly, will ensure that parts 2-4 of the BCAF are completed and will:

- Identify methods and potential motivating factors (Record on BCAF Part 2).
- Identify relevant level of support and intervention (Levels 1-4).
- Select appropriate support and interventions (see appendix 4) for all pupils involved (Record on BCAF Part 3a for the pupil experiencing and 3b for the pupil displaying).
- Ensure selected approaches are aligned to and in the context of wider safeguarding, SEND, Equality and diversity, and positive behaviour policies.
- Implement, track, monitor and record effectiveness of supports and interventions (BCAF Part 3).
- Review outcome of interventions (Record on BCAF Part 4).
- Select and implement further interventions as necessary.
- Based on the level of progress, revisit BCAF Parts 3a and 3b or proceed to case closure.

Please note details of support and intervention plans cannot be disclosed to anyone other than that pupil and their parents/carers.

Section 7: Monitoring and Review of Policy

The Act places responsibility on the Board of Governors, in consultation with the principal, to monitor the effectiveness of the Addressing Bullying Policy. To this end, the Board of Governors will:

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

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

- at intervals of no less than four year or



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

A copy of this policy is available online at www.stmarysps.com. Parents/carers can also request a hard copy by contacting the school office on 02867738690 or info@stmarysntb.newtownbutler.ni.sch.uk



Appendix 1:

The Legislative Context:

[Anti-discrimination laws applicable in Northern Ireland \(Equality Commission, 2024\)](#)

[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)

[Public Services Ombudsman Act \(Northern Ireland\) 2016](#)

[The Children's Services Cooperation Act \(Northern Ireland\) 2015](#)

[The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)

[The Special Education Needs and Disability Order \(Northern Ireland\) 2005](#)

[The Special Educational Needs and Disability Act \(Northern Ireland\) 2016](#)
<https://www.legislation.gov.uk/nia/2016/8/contents>

[The Education \(Northern Ireland\) Order 1998](#)

[The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)

[The Northern Ireland Act 1998 Section 75](#)

[The Human Rights Act 1998](#)

[The Children \(Northern Ireland\) Order 1995](#)

[The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

The Policy & Guidance Context

[Implementing Trauma Informed Approaches in Northern Ireland and Executive Summary \(QUB and SBI, 2024\)](#)

[CCEA Relationships and Education Resource Guidance \(2024\)](#)

[ETI Safeguarding Proforma \(ETI, 2023\)](#)

[Nurture Group Provision Guidance for Schools \(DE, 2023\)](#)

Draft Consultation: [Consultation on the Statutory Guidance On The Reduction And Management Of Restrictive Practices In Educational Settings In Northern Ireland \(DE, 2023\)](#) DE, DoH & DoJ

[Children and Young Peoples Emotional Health and Wellbeing in Education Framework \(DE, 2021\)](#) DE/DoH

[A Life Deserved: Caring for Children and Young People in Northern Ireland \(DOH and DE, 2021\)](#)



[Suspensions and Exclusions for Pupils in Northern Ireland \(DE Circular, March 2021\)](#)

[Model Equality and Inclusion Policy and Guidance \(EA, 2020\)](#)

[Resource File for Children with Special Educational Needs \(DE, 2020\)](#)

[Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties \(CCEA, 2020\)](#)

[Mental health care systems \(SBNI, 2019\)](#)

[The Addressing Bullying in Schools Act \(Northern Ireland\) 2016 Statutory Guidance for Schools and Boards of Governors \(DE, 2019\)](#)

[Putting Care into Education \(DE, 2018\)](#)

[Safeguarding and Child Protection in Schools: A Guide for Schools \(DE, 2017\)](#)

[Safeguarding Board for Northern Ireland Policies and Procedures \(SBNI, 2017\)](#)

[Co-operating to Safeguard Children and Young People in Northern Ireland \(Dept. of Health, Social Services and Public Safety, 2016\)](#)

[Miss School = Miss Out Improving Pupil Attendance Strategy \(DE, 2016\)](#)

[Pastoral Care in School: Promoting Positive Behaviour \(DE, 2001\)](#)

Every School a Good School DE 2009 <https://www.education-ni.gov.uk/articles/every-school-good-school-esags>

The International Context

[United Nations Convention on the Rights of the Child \(UNCRC\)](#)

To:

- Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation (A,19)
- Be protected from discrimination (A, 2)
- Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (A.12);
- Education. (A.28)



Appendix 2: Statutory Process Flowchart

Statutory Process Flow Chart
SUPPORTING PUPILS WHO EXPERIENCE OR DISPLAY BULLYING OR ALLEGED BULLYING TYPE BEHAVIOURS

Enhanced Accountability for BoG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need.

Learner Centred Approach with pupil and parent/carer voice listened to, valued, and reflected in the plan.

Behaviour reported as alleged Bullying Type Behaviour

Maintain clear chronological records - If a young person is educated off-site, ensure effective sharing of information for accountability

Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), The Education (SDP) Regulations NI 2010, SEN Resource File (2011), SEND Act (NI) (2020), Addressing Bullying in Schools Act (NI) (2016), EOTAS Centre's Guidance in the Use of SIMs (2017), GDPR (2018), Safeguarding and Child Protection in Schools: A Guide for Schools (2020), A Fair Start Report (2021), CYPs Emotional Health and Well-being Strategy (NI) (2021), Guidance on Remote Learning (2022), Revised PEP (2023), Guidance on Parental Responsibility (2023) etc.

Process to be followed

- In every case when an alleged bullying type of concern is raised a record must be kept e.g BCAF and should be attached as a document to a digital record (e.g. SIMS or C2k Private Folder)
- Gather information regarding the current incident and review records of previous incidents.
- A record must be kept of the assessed outcome aligned to the legal definition/criteria: TRIP (targeted, repeated, intentional, psychological, or physical harm) e.g BCAF part 1.

Positive Behaviour Policy

Record/BCAF Parts 1 indicates criteria for Bullying Type Behaviour has NOT been met. Inform parent.

Select, implement, and record individualised, solution-focussed, interventions and responses to socially unacceptable behaviour. Maintain records. Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example Emotional Health & Wellbeing Framework

SENCO/LSCo pastoral lead, to consider initiation of PLP, PEP, RRAP, Calm Plan, UNOCINI etc to address presenting SBEW

Key staff assess the information gathered against the criteria derived from the legal definition -TRIP/one off.

If YES, follow AB Policy
 If NO, follow SBEW Policies

All behaviour is communication. Schools must ensure that behaviour is analysed, supported, and responded to consistent with all pastoral policies- SEN, CP, PB, Nurture, EHWP, SG rather than sanction-led.

Addressing Bullying Policy

Record on BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour HAS been met. Engage with parent(s) and agree support plans for pupils involved- Complete a support plan/Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour. Update Support Plan /BCAF

Part 3a
 Consult with Parents /Carers to agree support for the pupil experiencing bullying type behaviour. Update Support Plan/BCAF

Part 3b
 Consult with Parents /Carers to agree strategies for pupils displaying bullying type behaviour. Update Support Plan / BCAF

Track, monitor & assess progress aligned to SEND COP, to determine the efficacy of the interventions & outcomes for all pupils involved, whether displaying or experiencing socially unacceptable or bullying type behaviours. Ongoing review of support plans, interventions and/or Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed

Consider timely referral to CYPSP agencies to support plan. Update records.

Review & digitally record OUTCOMES

Outcomes used to inform summary reporting to BOG.

Review & digitally record OUTCOMES on BCAF Part 4

Consider timely referral to CYPSP agencies to support plan. Update BCAF

The duty of the Board of Governors is to:
 Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.

Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school.

Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs.



Appendix 3: Bullying Concern Assessment Form (BCAF)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments
Bullying Concern	

<u>PART 1 - Assessment of Concern</u>		Date:	
<p>Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:</p> <p><i>“bullying” includes (but is not limited to) the repeated use of —</i></p> <ul style="list-style-type: none"> <i>(a) any verbal, written or electronic communication</i> <i>(b) any other act, or</i> <i>(c) any combination of those,</i> <p><i>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.</i></p>			
	Name(s)	Gender	DOB/Year Group
Person(s) reporting concern			
Name of pupil(s) experiencing alleged bullying type behaviour			
Name of Pupil(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 pupil(s) experiencing, displaying, witnessing (i.e. other pupils, staff) including date(s) events, SIMS record.

Date	Information gathered	Location (stored)

Socially unacceptable behaviour becomes bullying type behaviour when, based on the information gathered, the criteria listed below have been met:

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 pupil or group of pupils?	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 criteria 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

<p>2:1 Who experienced this behaviour?</p> <p>Select one or more of the following:</p>



- Individual to individual 1:1 Individual to group Group to individual
 Group to group

2.2 In what way did the bullying type behaviour present?

Select one or more of the following:

- Physical (includes for example, jostling, physical intimidation, interfering with personal property,
 punching/kicking)
- Any other physical contact which may include use of weapons)
- Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- Electronic (through technology such as mobile phones and internet)
- Written
- Other Acts
- Please specify: _____ -

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

Select one or more of the following:

- Age
- Appearance
- Cultural
- Religion
- Political Affiliation
- Community background
- Gender Identity
- Sexual Orientation
- Family Circumstance (pregnancy, marital status, young carer status)



- Looked After Status (LAC)
- Peer Relationship Breakdown
- Disability (related to perceived or actual disability)
- Ability
- Pregnancy
- Race
- Not known
- Other _____

Part 3a

RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING TYPE BEHAVIOUR:						
Pupil Name:			Year Group/Class:			
REFER TO SCHOOL ADDRESSING BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING TYPE BEHAVIOUR						
Parent/ carer informed:		Date:		By whom:		
Staff Involved:						
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

Pupil:

Parent/carer:

Other Agencies:

Part 3b interventions until an **agreed** satisfactory outcome has been achieved

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

Pupil Name:

Year Group/Class:

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

Parent/ carer informed:

Date:

By whom:

Staff Involved:

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
Pupil:
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 pupil is on
- Follow Safeguarding Policy
- Seek multi-agency input (EA, Health and Social Services etc.)
- Engage with Board of Governors

Agreed by:

Signed by:

Date:

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

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

Level 1: Interventions at Level 1 are designed to support pupils experiencing and/or displaying socially unacceptable or bullying-type behaviours. These interventions should be taken forward while listening to, supporting, and strengthening relationships with and between the pupils involved.

- Schedule a solution focused 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. Pupil 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 pupil 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: 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. Pupil Learning Plan (PLP), Risk Reduction and Action Plan (RRAP), Risk Assessment and Management Plan (RAMP), Child Looked After Personal Education Plan (PEP) etc
- Scaffold pupil experience to help build new relationships/ friendships e.g. flexible groupings, seating plans. See 'Good practice Advice & Guidance for Schools Receiving Newcomers Including Pupils 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 pupils
- 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 pupils 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 pupil(s) in school e.g. supportive adults around the pupil, 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 Level 1 for list)

Effective Responses, Support, and Intervention Levels 3 and 4

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

<p>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 pupils, parents/carers, and relevant agencies to agree supports under review.</p> <ul style="list-style-type: none"> • 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. Pupil 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 pupil • Use multi-stage strategies and approaches with groups and/or individual pupils 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 pupil 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. 	<p>Level 4: Bullying type behaviours assessed at Level 4 are complex, significant, and involve a threat to the safety and welfare of the pupils involved. Incidents at this level must be assessed in relation to the risk posed to any/all the pupils involved. As such, the school's Safeguarding and Child Protection Policy and procedures must be applied. Responses continue to be led by Senior Pastoral, Safeguarding and SEND staff working with pupils, parents/carers, relevant agencies, and Board of Governors to agree supports and implementation. Interventions at level 4 are in addition to those in levels 1-3.</p> <ul style="list-style-type: none"> • 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. Pupil 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 5: Rights, Roles & Responsibilities

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

Staff Rights, Roles & Responsibilities	Children & Young People's Rights, Roles & Responsibilities	Parent/Carer's Rights, Roles & Responsibilities
<p>Rights:</p> <ul style="list-style-type: none"> 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. 	<p>Rights:</p> <ul style="list-style-type: none"> 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. 	<p>Rights:</p> <ul style="list-style-type: none"> Their child/young person receives a quality learning experience. Their child/young person is taught in a relational, nurturing, and safe environment. Their child/young person is treated fairly and with respect. A school environment that promotes effective partnerships and positive relations with school staff. 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. Consulted regarding school policies including Addressing Bullying Policy development and review processes. Kept informed and updated about their child's/young person's progress, wellbeing, relevant needs/concerns and/or instances as outlined in the Addressing Bullying Policy. Participate in decision making processes that concern their child/young person – support/intervention plans (BCAF, IEP, RRAP, Calm Plan), preventative curriculum strategies, behaviour reflection and external supports accessed. Listened to, valued, respected, and responded to sensitively, in a timely manner as outlined in the Addressing Bullying Policy.

Staff Rights, Roles & Responsibilities cont'd	Children & Young People's Rights, Roles & Responsibilities cont'd	Parent/Carer's Rights, Roles & Responsibilities cont'd
<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • 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/carers, 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 pupils, parents/carers, colleagues and Board of Governors. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • 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. <i>Pupils don't have to be friends with everyone but have to be friendly.</i> • 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. 	<p>Roles & Responsibilities:</p> <ul style="list-style-type: none"> • Raise concerns with staff in a timely and appropriate manner, using the school's reporting system as outlined in their Addressing Bullying Policy. • Respond timely to staff communications regarding bullying type concerns. • Attend support and intervention meetings to agree next steps and plans moving forward. • Support the implementation of agreed plans e.g. BCAF, Calm Plan, PLP, RRAP. • Communicate directly with school using agreed channels, respecting the needs and confidentiality of all involved. • Encourage their child/young person to model the school's ethos and values. • Engage with wider services and agencies to support you child or young person as required. • Refer any concerns regarding the school management of bullying type concerns through the school complaints procedure.



Addressing Bullying Type Behaviour in Schools



PARENT GUIDE

What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

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

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

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

Instead we talk about:
 'pupil displaying bullying type behaviour'
 AND
 'pupil experiencing bullying type behaviour'.

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

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

When is it Bullying Type Behaviour?



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

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

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

Targeted

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

Repeated

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

Intentional

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

Psychological/Physical

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

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

Imbalance of Power, Motivation and Methods

Imbalance of Power

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

Motivation

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

Method

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

Signs that my child could be experiencing bullying type behaviour

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



Preventative Measures

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

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

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

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

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

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

How do I report my concern?

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

Details of concern are shared

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

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

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

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

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

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

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

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

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



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



<http://safer-schoolsni.co.uk/>



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



Youth Wellbeing Web - Children and Young People's Strategic Partnership (CYSP) (hsca.net)



Addressing Bullying Type Behaviour in Schools PRIMARY



What is Bullying Type Behaviour?

The Addressing Bullying in Schools Act 2016 (NI)

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

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

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

Instead we talk about:

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

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

When is it Bullying Type Behaviour?



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

Targeted

Behaviour is aimed at the same person or people

Repeated

Behaviour happens more than once

Intentional

Behaviour has been planned to cause harm

Psychological/Physical

Behaviour has caused emotional and/or physical harm

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

Imbalance of Power, Motivation and Methods

What if you feel others have more power?

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

Why does bullying type behaviour happen?

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

How does bullying type behaviour present?

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



If you feel you are experiencing bullying type behaviour



Talk to someone you trust

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

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

What will happen when you tell a teacher?

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

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

If a friend needs help

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

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

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

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

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

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





Addressing Bullying in Schools Act (NI) 2016: Reporting to Board of Governors Pro-forma

Reporting timeframe and date

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 pupils displaying and experiencing bullying type behaviour. (Yes/No)	
Emerging trends identified and how these are being responded to.	
Areas identified as priority for School Development Planning.	



Foundation Stage

Statutory Requirements	Grow In Love Links
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: themselves and their personal attributes.</p>	<p>Year One Theme One: My Family Lesson 1: I Have a Name Theme Two: Our World Lesson 2: God Created Us – We Are Special</p> <p>Year Two Theme Nine: Baptism Lesson 1: A Baby’s Baptism Theme 10 – Reconciliation Lesson 1: God Forgives Us Theme Eleven – The Mass Lesson 2: We Go from Mass to Live Like Jesus Seasonal Lessons Lesson 4: How We Have Grown in Love</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others’ feelings and emotions.</p>	
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: The importance of keeping healthy.</p>	
<p>Theme 4a: Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: How to keep safe in familiar and unfamiliar environments.</p>	
<p>Theme 5: Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: their relationships with family and friends.</p>	<p>Year One Theme One – My Family Lesson 2: I Have a Family Lesson 3: I Can Share Love with My Family Lesson 4: We Are All One Family Year Two Theme Two - We Belong Lesson 1: I Belong in my Family Lesson 2: My Family Belongs in a Community</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences.</p>	<p>Year Two Theme Two - We Belong Lesson 3: We all Belong in One Human family</p>

Key Stage 1

Statutory Requirements	Grow In Love Links
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem and self-confidence.</p>	<p>Year Three Theme Nine: Creation Lesson 2: God Created Us – We Are Special Year Four Theme Nine: Creation Lesson 1: God Created Us – Reflect on a range of individual gifts - identify given gifts</p> <p>Year Four Theme Nine: Creation Lesson 1: God Created Us – Reflect on a range of individual gifts - identify given gifts</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others' feelings and emotions and how their actions affect others.</p>	<p>Year Three Theme One – Belonging Lesson 1 – Explore what it feels like to belong and not to belong</p>
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping healthy.</p>	
<p>Theme 4a: Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping safe.</p>	
<p>Theme 5: Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: and initiating mutually satisfying relationships.</p>	<p>Year Three Theme Two – Jesus Lesson 4: Jesus taught his friends how to live Theme Ten Lesson 1: Living in Love Lesson 2: Growing in Love</p> <p>Year Four Theme One – Called and Chosen Lesson 1: Our Class – a Circle of Friends Theme Ten – Grow in Love Lesson 1: 'As I have Loved You' Lesson 2: Growing in Love</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences between people.</p>	<p>Year Three Theme Two – Jesus Lesson 4: Jesus taught his friends how to live Theme Ten Lesson 1: Living in Love Lesson 2: Growing in Love</p> <p>Year Four Theme One – Called and Chosen Lesson 1: Our Class – a Circle of Friends Theme Ten – Grow in Love Lesson 1: 'As I have Loved You' Lesson 2: Growing in Love</p>

Key Stage 2

Statutory Requirements	Grow In Love Links
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem, self-confidence and how they develop as individuals.</p>	<p>Year Five Theme One – God Lesson 3: I Believe Seasonal Lessons Lesson 5: How We Have Grown in Love Year Five Theme Six – The Great Commandment Lesson 2: Living the Great Commandment (NB: I Am Talented)</p> <p>Year Six Theme Five – Trusting God Lesson 1: Trust in God (NB: Reflect on their experience of persevering and not giving up.) Lesson 2: Live by the Ten Commandments. (NB: Evaluate right and wrong actions.) Lesson 3: Take Care of the Web of Life Theme Six – Building God’s Kingdom Lesson 1: I Have a Conscience. I Can Choose Lesson 2: God’s Kingdom Grows Through Our Love</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their management of a range of feelings and emotions and the feelings and emotions of others.</p>	<p>Year Five Theme One – God Lesson 1: Beginning Again Year Six Theme One – God Lesson 1: God Has a Plan for Us (NB: Emotions and feeling on your first day)</p>
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: how to sustain their health, growth and well-being. Coping safely and efficiently with their environment.</p>	
<p>Theme 4a Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: coping safely and efficiently with their environment.</p>	
<p>Theme 5 Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: Initiating sustaining mutually satisfying relationships.</p>	<p>Year Five Theme One – God Lesson 2: God Is Love. God Loves Us Theme Six – The Greatest Commandment Lesson 2: Love God. Love your Neighbour Year Six Theme Eight – The Church Lesson 3: Continuing the Mission of Jesus Today Theme 10 – Reconciliation Lesson 2: God Calls Us to Forgive Others</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: valuing and celebrating cultural differences and diversity.</p>	<p>Year Five Theme Two – The Bible Theme Three – Jesus Theme Four – Advent and Christmas Theme Seven – Holy Week and Easter Theme Eight – The Church Is a Community of Believers Theme Nine – Celtic Christianity Theme Ten – The Mass Seasonal Lessons Lesson 4: Our Jewish Brothers and Sisters</p> <p>Year Six Theme Two – The Bible Theme Three – Jesus Theme Four – Advent and Christmas Theme Seven – Holy Week and Easter Theme Eight – The Church (NB Lesson 4: Working for Christian Unity) Theme Nine – The Pilgrim Church Theme Eleven – The Mass Seasonal Lessons Lesson 3: Our Muslim Brothers / Sisters</p>

LIVING-LEARNING-TOGETHER

Foundation Stage and Key Stage 1 (P1-P4)

Myself:

- How I grow, feed, move and use my senses; caring for myself, for example: hygiene, sleep, exercise.
- Their own and others' feelings/emotions and how their actions affect others.
- Naming parts of the body (basic) - developing an agreed language for our bodies.
- Being myself - I am unique, my self-esteem, self-confidence, independence, respect and caring for myself.
- Similarities and differences between myself and others, for example: uniqueness, fingerprints, gender issues, different rates of growth.
- An introduction to the stages of human development - changes as we grow, for example: baby, child, teenager, adult, mother/father, grandparents.
- Recognising moods, feelings and concerns and developing a language and an appropriate manner of expressing them, for example: what do I do if I feel sad or angry?
- Personal likes and dislikes.
- The importance of keeping healthy and safe.
- The importance of keeping healthy and strategies and skills for keeping healthy.

My Relationships:

- My family, special people in my life - what they do for me and what I do for them.
- Friendships, getting on with each other for example: communicating, playing together, listening, co-operating and sharing.
- Ageing - how do we know that things are alive, dead, young and old.
- Loss and mourning - death of a person or a pet (Note: situations of the pupils should be taken into account prior to introducing this topic).
- Respect and caring for family members and friends for example: caring for a new baby.
- Bullies and what to do about them.
- Personal safety - simple skills and practices to maintain personal safety.
- The difference between good and bad touches.
- Realise that adults and older children are not always friends; the potential danger of relationships with strangers or acquaintances.
- Strategies which pupils might use to protect themselves from potentially dangerous situations.

My Community/Environment:

- Awareness of different types of families and the roles of individuals within families.
- Keeping safe for example: dangerous places, dangerous situations, the adults who will help, how to get help from others.
- Rules at home, at school and in the community.
Respect and caring for people in the community, e.g. elderly people.

Myself:

- The importance of keeping healthy and safe.
- My body, how it works and how to keep it healthy.
- The physical, social and emotional changes that occur during puberty (girls and boys).
- Myself and my peers - different rates of growth and physical development, maturity.
- Valuing and respecting myself, identifying personal strengths and weaknesses.
- Feelings for example: things that make me happy, sad, excited, embarrassed, angry, scared; expressing our feelings, showing love and affection.
- Gender roles.
- Making choices - the influences on me and the consequences of actions for oneself and others.
- Distinguishing between right and wrong.
- Secrets - knowing the difference between good and bad secrets, what to do about bad secrets.

My Relationships:

- Identifying the positive traits of friendship and their corresponding values.
- Differences and similarities in people; the need to respect other people's views, emotions and feelings.
- Families and how they behave - what family members expect of each other.
- The meaning of friendship and loyalty; making and maintaining friendships and social relationships for example: identifying and understanding pressures and influences, taking account of other people's point of view.
- Handling difficult situations for example: teasing, bullying, death of a family member.
- The meaning of relationships within families, between friends and in the community.
- Behaviour - what constitutes appropriate and non-appropriate physical contact.
- Identifying dangers and risks within relationships.
- Being assertive in defending individual rights and beliefs.
- People who can help pupils when they have anxieties, concerns or questions.

My Community/Environment:

- Appreciation of the family in relation to the school and the wider community.
 - Cultural differences in families and family relationships.
 - Helping agencies who can support families and individuals in different circumstances.
- Messages and images about health, gender roles and sexuality from the media, family and peers.

Keeping children safer in the digital world

www.saferinternet.org.uk

UK Safer Internet Centre have produced a range of resources to help schools teach pupils about staying safe online. These resources include a range of games, films, quizzes and advice and are pitched at children between 3–11 years old.

www.thinkuknow.co.uk

Child Exploitation and Online Protection (CEOP) 'thinkuknow' website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. CEOP have produced targeted advice and guidance for parents or carers and teachers, and for children aged 5–7 and 8–10 years old. www.childnet.com/teachers-and-professionals

Childnet International provides in-depth advice for teachers in their 'hot topics' section, covering issues such as sexting, online grooming, cyberbullying and online gaming safety. There is also an online resource bank which contains lesson plans and activity ideas suitable for children of primary school age – this is available at www.childnet.com/resources.

www.kidsmart.org.uk

This website contains useful support for teachers, including resources for teaching children about staying safe online.

Recognising and challenging inappropriate behaviour and touch

www.nspcc.org.uk

Including PANTS resources for schools and teachers.

www.safertoknow.info

The Safeguarding Board for Northern Ireland's (SBNI) website contains useful information and resources to raise awareness on child sexual exploitation.

Sexual orientation, gender identity and homophobic bullying www.stonewall.org.uk

This website provides access to many resources on celebrating difference and encouraging respect for one another in the primary classroom setting.

www.exceedingexpectations.org.uk

The 'exceeding expectation initiative' is designed to tackle homophobia and address sexuality with young people. This website is divided into three main sections and provides useful background information on what homophobia is, responding to homophobic bullying, and the homophobic bullying experiences of young people.

www.endbullying.org.uk

The Northern Ireland Anti-Bullying Forum includes resources on cyberbullying and homophobic bullying.

YouTube – Consent for Kids <https://www.youtube.com/watch?v=h3nhM9UIJc>

This video, which is aimed at a younger audience can help primary school pupils to understand consent.

Guidance documents

The following guidance documents by CCEA may also be of use to teachers in planning their Relationships and Sexuality Education provision:

- CCEA RSE Hub <https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse>
- RSE Progression Framework <https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse/relationships-and-sexuality-education>
- Living Learning Together (Summary Appendix 2)
- Personal Development and Mutual Understanding Guidance Booklet
- Personal Development and Mutual Understanding Progression Grids
- Active Learning and Teaching Methods for Key Stages 1 & 2
- Assessment for Learning: A Practical Guide
- Thinking Skills and Personal Capabilities at Key Stages 1 & 2 All documents are available at www.ccea.org.uk

