



# Anti-Bullying Policy

Reviewed: April 2023

Review Date: April 2025

Chair of Board of Governors	Date
Principal	Date

*We care ~ We share ~ We learn*

Record of Review/ Update

<b>Review Date</b>	<b>Next Update Due</b>
April 2022	April 2025
April 2023	April 2027

# *We care – We share – We learn*

Our vision is to enable independent and happy pupils to acquire a capacity for lifelong learning

in

a Christian atmosphere that translates into daily life

by

promoting a learning environment which motivates creativity and achievement in an atmosphere of respect and responsibility

while

highlighting and nurturing strengths and celebrating successes

through

fostering successful, productive and enjoyable partnerships:

within school,

between home and school,

and

with the community in which our school belongs

## **Introduction**

At New Row PS we are completely opposed to bullying behaviour, to any member of the school community, by any member of the school community and will not tolerate it. It is entirely contrary to the values and principles by which we work and live. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

### **This policy is informed and guided by current legislation and DE Guidance listed below:**

#### **The Legislative Context:**

The Northern Ireland Anti-Bullying Forum (NIABF) Effective responses to Bullying Behaviour Document (2014). following requests from schools.

Children (Northern Ireland) Order 1995

U.N. Convention on the Rights of the Child 1992

The Area Child Protection Committees' Regional Policy and Procedures (2005)

#### **DE Guidance:**

The Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection – a guide for schools" (DENI Circular 2017/04)

Promoting Positive Behaviour (DE, 2001)

Addressing Bullying in Schools (NI) Act 2016

DE Circular 2021/ 12 outlines the requirement for all schools to have measures in place to prevent all forms of bullying amongst pupils and determine policy details in consultation with staff and pupils.

Addressing bullying in Schools Act (NI) 2016 and the most recent publication from Northern Ireland Anti-Bullying Forum (NIABF) 'Effective Responses to Bullying Behaviour' have shaped this updated policy.

### **Aims of this policy**

This policy aims to: -

- Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour
- Promote a 'whole school' approach, where methods to prevent bullying are in place, signs of bullying behaviour are identified and swift and effective action is taken
- Show commitment to overcoming bullying behaviour by practicing zero tolerance
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

- Ensure all school community, pupils and parents understand bullying behaviour, and what they should do if bullying arises
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment
- Assure pupils and parents that they will be supported when bullying behaviour is reported
- Assist in the provision of a positive and supportive atmosphere - for those affected by bullying behaviour and for those involved in bullying behaviour
- To develop procedures for noting and reporting incidents of bullying behaviour.

## **Definition of Bullying**

Following consultation with governors, staff, pupils and parents, the following definition of bullying has been agreed:

*Bullying is a form of hurtful behaviour which is wilful, persistent, and unprovoked. It involves actions which demean, belittle, or take control over another person. It may take various forms, including physical, verbal, emotional and cyber bullying. It may be perpetrated by individuals or by groups of pupils.*

Discussions between pupils and School Council has led to the following child friendly definition of bullying:

*Bullying is when a pupil or a group of pupils are hurtful, usually more than once, towards others on purpose.*

### **Northern Ireland Anti Bullying Forum Definition of Bullying:**

NIABF defines bullying as the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others.

To avoid labelling individuals, we will strive to report situations as 'alleged bullying incidents' and perpetrators as 'displaying bullying behaviour'.

The term 'bullying behaviour' refers to a range of harmful behaviour, physical or psychological and usually has the following features

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

## **Forms of Bullying Behaviour**

### **PHYSICAL BULLYING BEHAVIOUR–**

- hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things;
- interfering with another's property by stealing/hiding/damaging/intruding upon it; extortion/threatening demands for money or other items
- writing or drawing offensive notes/graffiti about another

### **VERBAL BULLYING BEHAVAIOUR-**

- name calling; insulting or offensive remarks; accusing; taunting; put downs
- ridiculing another's appearance/way of speaking/disability/personal mannerisms/ race/colour/religion; humiliating another publicly
- spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm

### **EMOTIONAL BULLYING BEHAVIOUR-**

- excluding/ shunning others from group activity/ social setting or play;
- belittling another's abilities or achievements; mobbing the individual
- menacing looks, stares; rude signs or gestures; negative body language

### **CYBER BULLYING BEHAVIOUR-**

- misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity
- misuse of mobile phones by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity
- unauthorised publication or manipulation of private information; impersonation
- publishing threatening comments pictures or videos online

## **Links with other school policies**

The policy forms part of the overall pastoral care provision in school and therefore links and works with the: -

- Pastoral Care Policy
- Child Protection Policy
- Special Needs Policy
- ICT Policy and Acceptable Use of Internet Policy
- Social Media Policy
- Promoting Positive Behaviour Policy
- PDMU Policy

- RSE Policy
- Online safety Policy

## **Prevention**

Bullying behaviour is a complex and emotive issue and can never be eliminated and no school, however hard staff try, can guarantee that a child in its care will not be subjected to it. Active promotion of the school aims, positive behaviour and Code of Conduct and promotion of a positive and secure ethos can reduce incidents and build resilience in pupils and staff. This school actively promotes well-being and anti-bullying behaviour strategies throughout its curricular and extra-curricular provision. This school will take reasonable steps to minimise incidents of bullying behaviour in a proactive and preventative manner and ensure can fulfil their full potential.

“All young people are helped to overcome barriers to learning and fulfil their potential.”  
ISEF Governors/ Preshcool/ Primary/ Post- primary/ EOTAS/ Special Schools ETI, 2017.

The school embeds the key guiding principles of prevention through:

- Promotion of good behaviour, including audits of positive behaviour policy with Care Crew.
- Creation and maintenance of positive relationships, including consultations with staff, active pupil leadership groups and an open system of communication with parents through Seesaw, Sway, Twitter, meet and great at the front door.
- Creation and maintenance of an ethos which promotes aspiration, achievement, and restoration, including whole school awards and systems which also celebrate good behaviour.
- Promotion of the welfare and wellbeing of pupils, including promotion of confidence, resilience, and interpersonal skills through PDMU, RSE and health and well-being work.
- Provision of guidance and support, including work with appropriate outside agencies.
- Reduction/ removal of behavioural barriers to learning, including working alongside SENCo to identify and meet individual needs, appropriate targets in place on IEPs which are regularly monitored, post- incident work to help pupils develop restorative attitudes.

## **Whole School Measures of Prevention**

### **Consistent implementation of the Positive Behaviour Policy which:**

- upholds everyone’s right to be safe both physically and emotionally and requires everyone to behave in ways that keep everyone else safe – both physically and emotionally, always, towards others in a respectful way
- includes a statement repudiating bullying behaviour e.g. “bullying behaviour of any kind by any member of our school community to any other member of our community is completely unacceptable”
- requires high standards of behaviour at all times from every member of the school community
- promotes early intervention and provides tailored support for those young people who have trouble in meeting acceptable standards of behaviour
- acknowledges and affirms positive behaviours
- acknowledges and sanctions socially unacceptable behaviours
- carries out regular school audits to assess the effectiveness of the policy through, for example, monitoring levels of pupil/staff wellbeing & relationships.



**Consistent delivery of pastoral/preventative curriculum which:**

- addresses issues such as bullying, sectarianism, racism, and good relations through PDMU/ RSE/ Health and Wellbeing
- through the preventative curriculum (taught pastoral/preventative curriculum) actively promotes positive emotional health and wellbeing and reduces likelihood of 'cyberbullying'
- develops emotional literacy, interpersonal and intrapersonal skills through for example planned Circle Time sessions
- builds confidence, self-esteem and resilience

**Ongoing tracking and monitoring of supervision arrangements re canteen, playground, corridors, toilets through for example:**

- use of discussion with staff to identify audit supervision needs
- provision of safe spaces to support vulnerable pupils e.g. through seating arrangements, sensory areas and gardens, happy boxes, movement between classes, providing peer support arrangements,
- whole school discussion at Assembly, sharing of cartoons (Care Crew.)

**Active whole-school participation in NIABF's Anti-Bullying Week activities**Pupil Voice**Active involvement of pupil leadership groups- School Council/ Care Crew/ Digital Leaders/ Eco Council in the development of:**

- pupil agreed values, rights and responsibilities
- 'keeping safe' messages
- audits which track and monitor emotional wellbeing
- expectations in different areas of the school and at different times

Creation and maintenance of a listening and telling culture**Every member of the school community- pupils, parents, carers, staff (T/NT), Governors are encouraged to work together to:**

- foster positive self-esteem; respect the right of others to be safe
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviours
- refrain from becoming involved in any kind of bullying behaviour, even at risk of incurring temporary unpopularity
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff
- emphasise the importance of telling a trusted person about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support- internal and external

- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

### **Participation and consultation process**

We in New Row Primary School have met the requirement to consult with all our stakeholders in the following ways:

- all stake holders will be consulted during the completion of this policy and school development planning – parents (QUESTIONNAIRES), staff (discussions in staff meetings), pupils (circle time, school councils, PDMU and RSE) and governors (at meetings).
- the policy can be accessed via the school’s website. In addition, parents and pupils receive information leaflets stating the school’s definition of bullying and outlining the school’s procedures for dealing with it. Information and training for parents will be included in parents’ evenings at the school:
- awareness-raising programmes e.g. School Information Booklet issued, Posters in Reception area of school, Newsletters, Involvement in NIABF Anti-Bullying Week annual events, School Council Issues, Website, Twitter.
- class based lessons will negotiate and agree a Code of Conduct for Positive behaviours within the class.
- awareness-raising programmes through Curriculum and involvement in NI Anti-Bullying Week.
- consultation with teaching and non-teaching staff
- awareness-raising training of all staff in understanding what is bullying, developing the school’s definition and levels of intervention in responding to bullying behaviour.

Pupils are involved in the creation and maintenance of the school’s antibullying culture through active participation in:

- annual NIABF Anti- bullying activities
- pupil questionnaires/ Audits
- pupil focus groups
- leadership groups- School Council, Eco Council, Care Crew, Digital Leaders
- pastoral programmes such as PDMU/ RSE
- buddy systems and peer mentoring
- faculty development- music, art, drama, afterschool clubs
- contribution to policies

## **ROLES AND RESPONSIBILITIES**

### **The Responsibilities of Staff**

Our staff will:

- foster self-confidence, self-esteem, self-respect and respect for others in our pupils;
- demonstrate by example the high standards of personal and social behaviour we expect of our pupils;
- discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is a target of bullying behaviour and to the child who is displaying bullying behaviour, and the importance of telling an adult about bullying when it happens;
- be alert to signs of distress and other possible indications of bullying behaviour;
- listen to children who have been a target of bullying behaviour, take what they say seriously, record, and act to support and protect them;
- talk with the child accused of displaying bullying behaviour to determine nature of bullying behaviour;
- record suspected cases of bullying behaviour
- report continued cases of bullying to the Principal Vice Principal
- follow up any complaint by a parent about suspected bullying, and report back promptly and fully on the action which has been taken;
- deal with observed instances of bullying behaviour promptly and effectively, in accordance with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity;
- follow school rules and classroom contract agreements;
- intervene to protect the pupil who is being a target of bullying behaviour, unless it is unsafe to do so;
- report to a member of staff any witnessed or suspected instances of bullying behaviour, to dispel any climate of secrecy and help to prevent further instances;
- help create a climate where bullying behaviour is not accepted;
- value and respect others;
- help others achieve;
- keep others safe.

### **Anyone who becomes the target of bullying behaviour should:**

- not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

## **What Pupils Need to Recognise About Bullying Behaviour.**

Pupils need to understand:

- that they have a right not be the target of bullying behaviour at school;
- that they are not to blame if they are the target of bullying behaviour;
- that they need to speak out and should trust the teachers to take their concerns seriously and to help them;
- that they are not alone.

## **The Responsibilities of Parents**

We ask parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying behaviour or targeted bullying behaviour;
- advising their children to report any bullying behaviour to their class teacher and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils;
- advising their children not to retaliate violently to any form of bullying behaviour;
- being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- keeping a written record of any reported instances of bullying behaviour;
- informing the school of any suspected bullying behaviour, even if their children are not involved;
- co-operating with the school, if their child/children are accused of displaying bullying behaviour, try to ascertain the truth, and point out the implications of bullying behaviour, both for the children who are targets of bullying behaviour and for those displaying bullying behaviour.

## **The Responsibilities of All**

**Everyone should:**

- work together to create a safe, happy and anti-bullying behaviour environment within our school.

## **Measures put in place to specifically prevent bullying behaviour among pupils**

### **Proactive Strategies: -**

- Promote School Ethos at all times
- Recognise and Reward Good Behaviour
- School Assemblies – addressing Bullying behaviour and providing Anti-Bullying Strategies, Principal's Awards
- Vigilant supervision - playground / general school environment
- Use of 'Wheel of Choice'
- Consultation with School Council and Care Crew
- Use of Grow in Love programme
- Use of PDMU lessons / Circle Time/ RSE
- Good parental communication- Sway, school website
- Awareness of Anti-Bullying Week (in November each year)
- Use of Outside Agencies – NSPCC, Childline, PSNI, Behaviour Support Team
- Consultation with parents, pupils, Governors, wider community
- Use of Anti-bullying behaviour cartoons

### **Intervention Strategies**

The aim of any intervention applied is to RESPOND to the alleged incidents, RESOLVE the concern and RESTORE the well-being of all involved. Low level bullying behaviour must never be ignored; early intervention can diminish problems and reduce potential risk.

### **Responding**

Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour and Anti- Bullying Behaviour Policies.

### **Determining if the criteria for bullying has been met**

The process:

- Gather information- clarify facts and perceptions
- Use the school's system for recording incidents of unacceptable behaviour (notes kept in Mrs Graffin's office)
- Use the information gathered to complete part 1 of the Bullying Assessment Form (If necessary)
- Check the information gathered against the legal definition's criteria and on this basis determine whether bullying behaviour as taken place

## Taking Action

If based on the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET socially unacceptable behaviours will be:

- Dealt with under the school's Positive Behaviour Policy
- Addressed as appropriate, through the SEN Code of Practice and recorded if necessary

If based on the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET the following processes and procedures will be followed:

- The incident witnessed or reported will be dealt with immediately by the member of staff who has been approached
- Attempts will be made to resolve the situation quickly
- Reports will be taken seriously
- Steps will be taken to ensure the child who is a target of suspected or confirmed bullying behaviour feels safe and secure
- Significant incidents will involve further investigation and recording
- A clear account will be (reported to class teacher / Vice Principal / Principal)
- Significant or repeated incidents will require parents to be informed
- Disciplinary measures / sanctions, which are proportionate, will be explained and used
- Any incidents reported as bullying will be recorded and stored in Principal's office

Assessing the level of risk an individual pupil faces will help determine the level of severity, as will taking account of the nature, frequency and duration of the bullying behaviour and the perceptions of the child who is a target of bullying behaviour. A pupil may not wish to disclose incidents so staff should be vigilant in observing symptoms such as,

- Deterioration of work
- Spurious (fake) illness and /or erratic attendance
- Isolation/desire to remain with adults
- Problems reported from home (e.g. bed wetting, nightmares)
- Childhood depression/anxiety
- Unexplained damage or loss of property
- Unwillingness to talk about school/friendships
- Unexplained bruises or marks

In selecting an intervention, we will take account of:

- The level of severity, using NIABF 'Effective Responses to Bullying Behaviour' as a guide to select appropriate intervention(s).
- The legal status of the act.
- The age and ability of those involved.
- If there is an imbalance of power.
- How often incidents have occurred.
- Whether an individual pupil or a group is involved.
- The level of staff agreement, confidence and competence in adopting a restorative, behaviour changing approach.

- The agreement and support of the parents/carers in adopting a restorative, behaviour changing approach.
- Whether the pupil(s) displaying bullying behaviour acknowledge(s) the unacceptable behaviour and can be enabled to feel empathy for the pupil who is a target of bullying behaviour, and act appropriately.
- The willingness to engage in a group intervention such as the Support Group Method.
- Whether it is realistic to expect that the targeted pupil can be strengthened adequately to deal with the situation.
- Whether or not the targeted pupil has acted provocatively.

Our procedure focuses on assessing the bullying concern to determine the suitable level of intervention required in aiming to resolve the concern. Proformas for record keeping included in Appendix 1 (NIABF Bullying Concern Assessment Form). Interventions will be applied on a staged basis in line with our Positive Behaviour Policy and in accordance with NIABF intervention tables. (Appendix 2.)

### **Understanding the Levels of Intervention**

Levels suggested within this policy are for guidance only and are derived under guidance from NIABF, we will consider a range of interventions from across all levels. It is important to remember that every bullying incident should be individually assessed, and an intervention chosen which best meets the individual pupils needs.

#### **Level 1 Intervention - Low Level Bullying Behaviour**

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying behaviour. Low level bullying behaviour should never be ignored.

Staff should;

- Explain the inappropriateness of the behaviour in line with the school’s values.
- Identify possible consequences if the bullying behaviour continues.
- Point out the level of distress experienced by the target pupil.
- Talk with the pupil being targeted to explore whether he/she has in any way provoked the bullying behaviour.
- Help the targeted pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support.
- Encourage reparation to be made, if appropriate.
- Monitor the situation carefully.
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.

#### **Level 2 Interventions - Intermediate Level Bullying Behaviour**

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions.

To be effective small group work needs:

- The consent and involvement of the target pupil.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils. Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the target pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

### **Level 3 Interventions - Complex Bullying Behaviour**

Interventions at Level 3 will often involve the Pastoral/Safeguarding Leader, SENCO, and other senior managers, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Schools may use their individual Risk Assessment procedures which will determine a plan of intervention and risk management that will be communicated to all.

This planning may occur through a multi-agency discussion, involving ELB Services and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary.

Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement. These will often require group interventions and/or the PIKAS method of shared concern- Appendix 3, along with individual support and strength building programmes.

### **Level 4 Interventions - High Risk Bullying Behaviour**

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection Policy and safeguarding procedures will need to be invoked. Advice and support will be available to schools through the Child Protection Support Service for Schools.

In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.



## **Sanctions used to combat bullying behaviour**

These are necessary for three main reasons:

- to make the particular child aware of the school/teacher disapproval of unacceptable behaviour
- to protect other children
- to protect the authority of teachers should that be threatened

## **Sanctions should**

- be constructive
- be restorative
- be applied with sensitivity, flexibility and without discrimination
- where possible be related to the misdemeanour
- be specific to the child engaging in bullying behaviour and not applied to the whole group

Sanctions will be applied on a 'staged basis' in line with our Positive Behaviour Policy. However, in incidences of bullying behaviour, pending the nature of the behaviour and level (as outlined above), it may be necessary to move to a more advanced stage. This will be determined by Mrs Graffin in conjunction with the Safeguarding Team / Senior Teachers.

## **Stage 1: Unacceptable Behaviour – Not following school rules**

*At stage one the teacher will have responsibility for applying sanctions as and when required. These may include*

- immediate verbal checking of misbehaviour
- request for an apology
- a minor penalty relevant to the offence e.g.
  - temporary loss of merit marks
  - temporary loss of golden time
  - temporary loss of playtime at break or lunch
  - temporary loss of time during which unacceptable behaviour took place e.g. structured play, P.E etc.
  - temporary removal to another class for short period
- If continuous misbehaviours persist the teacher will refer the pupil to Mrs Graffin who will place the child on to stage 2 of the behavioural stage

## **Stage 2: Repeated or Unacceptable Behaviour – referral to Mrs Graffin**

*Stage 2 referral will be made for repeated misbehaviour as in stage 1 and/or use of physical force, disrespect shown to staff members/property or other more serious misbehaviours*

- loss of a break/play park/golden time
- temporary removal of a pupil from his/her peers into another class

- temporary or permanent loss of privileges including school council/ care crew/ digital leader/ eco council membership
- removal from a class outing/sporting event etc.
- informal parent consultation (may include phone call/meeting with class teacher/principal)
- Short term placement on an Individual Positive Behaviour Plan.

### **Stage 3: Repetition of behaviours as at stage 2**

- Formal consultation to include child, parent and staff
- Long term placement on an Individual Positive Behaviour Plan
- If required, permanent loss of privileges, council membership, participation at school events/activities and/or attendance at school trips etc.

### **Stage 4: After Formal Consultation consideration will be given to**

- Referral to EA Behaviour Support Team for advice/guidance
- Suspension/Expulsion. Advice will be sought from appropriate CCMS/DENI

Teachers and other relevant school staff should consider themselves responsible at all times for the behaviour of all pupils. Responsibility for the behaviour of all pupils in the school is one which all teachers share.

In all matters relating to the maintenance of discipline in order to deal with bullying behaviours and the applications of sanctions it must be remembered that our aim is to develop self-discipline in our pupils and build and maintain their self-esteem.

Acceptance of admission to the school implies the parent's acceptance of the School's Anti Bullying Policy.

### **Record Keeping**

ALL bullying behaviour incidents or alleged bullying behaviour incidents that occur on school premises during the school day, travelling to or from school during the school term by any means of transport, while a child is in the lawful control or charge of a member of staff of the school, or the child is receiving educational provision outside of the school on behalf of the school, must be recorded and stored in Mrs Graffin's office.

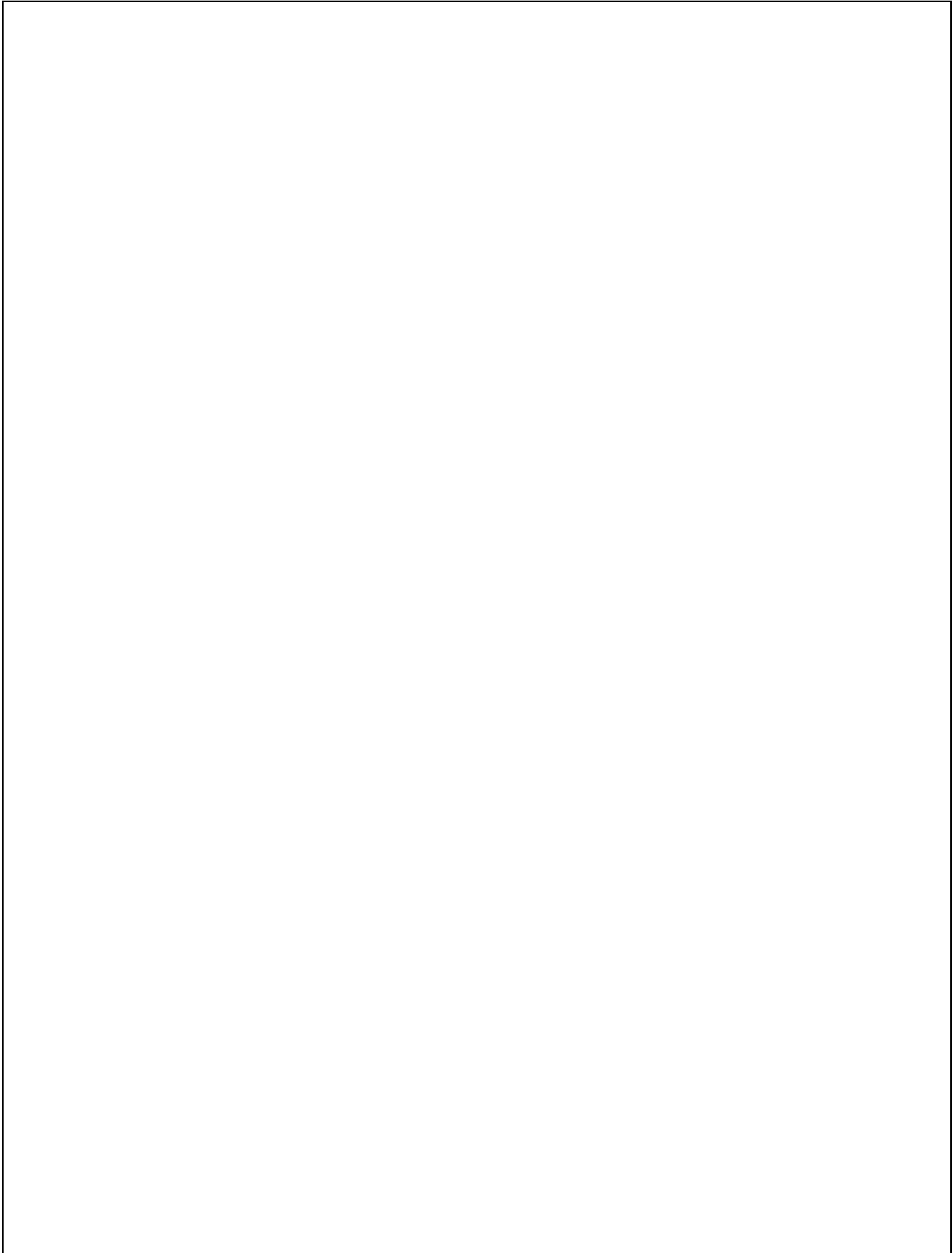
Behaviour incidents can be recorded on New Row record of concern sheet and bullying behaviour incidents can be recorded on Bullying Concern Assessment Form (BCAF).

### **Monitoring and Evaluating**

This policy is continually monitored by the school principal. This policy will be reviewed every two years and/or updated when advice is given by DENI. All stake holders will be involved in the review through a consultation process.



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



**PART 2 - Details of interventions to be implemented in response**

**2.1 PUPIL(s) WHO HAS BEEN BULLIED:**

**REFER TO LEVEL 1-4 INTERVENTIONS**

**OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED**

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Provide outline details of the level and type of intervention with:

peer group \_\_\_\_\_

whole class \_\_\_\_\_

On-going support/monitoring to be provided \_\_\_\_\_ (daily, weekly

by \_\_\_\_\_ (named staff) and will be formally

reviewed by

\_\_\_\_\_ (date)

Have parent(s) been informed / involved? Yes / No (Give details)

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Referral to other agencies- If yes please specify

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Any other details (please specify)

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**2.2 PUPIL(S) WHO HAS BEEN DISPLAYING BULLYING BEHAVIOUR:**

**REFER TO LEVEL 1-4 INTERVENTIONS**

**OUTLINE ACTION/SUPPORT TO BE IMPLEMENTED**

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Provide outline details of the level and type of intervention with:

peer group \_\_\_\_\_

whole class \_\_\_\_\_

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On-going support/monitoring to be provided \_\_\_\_\_

(Daily, Weekly) by \_\_\_\_\_ (named staff)

Have parent(s) been informed / involved? Yes / No (Give details)

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Referral to other agencies (please specify)

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Any other action (please specify)

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Suspension

Expulsion

Other (please specify)

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**PART 3- ON-GOING RECORD OF SUPPORT AND INTERVENTIONS  
REFER TO LEVEL 1-4 INTERVENTIONS**

Date	Details of Intervention	Action Required / Taken (Dated and signed)

Name and designation of the teacher completing this form:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**PART 4 - STATUS OF CONCERN**

**This concern is now resolved:** yes / no

Copied to \_\_\_\_\_

Filed (Interventions complete, issue resolved, record maintained)

**When concern is not resolved:**

**Further intervention/ Required**

Review information and action to date

Refer to DT/Principal/Head of Pastoral Care

Re-assess Level of Interventions; Implement other strategies from appropriate level

Assign tasks, record and monitor as in Part 2 & 3

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Name and designation of the teacher completing this form:

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Signed:

Date:



## **APPENDIX 2**

# **Anti-Bullying Policy Framework**

*This simplified guide provides an outline to the different sections of an Anti-Bullying Policy and information on the content of each section. This guidance should be read in conjunction with the Policy Framework supplied at the training provided by EA.*

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### Section 1 – Introduction and Statement

This section should start by stating clearly the schools collective commitment to promoting an anti-bullying ethos. For example:

***At [name of school] we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.***

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### Section 2 – Context

The section should set out context in which the policy has been developed, including the legislative and policy/guidance framework applicable. This includes:

#### **The Legislative Context:**

- \* [The Addressing Bullying in Schools Act \(Northern Ireland\) 2016](#)
- \* [The Education and Libraries Order \(Northern Ireland\) 2003 \(A17-19\)](#)
- \* [The Education \(School Development Plans\) Regulations \(Northern Ireland\) 2010](#)
- \* [The Children \(Northern Ireland\) Order 1995](#)
- \* [The Human Rights Act 1998](#)
- \* [The Health and Safety at Work Order \(Northern Ireland\) 1978](#)

## The Policy & Guidance Context

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

## The International Context

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

The key points to note are:

- \* The Addressing Bullying in Schools Act (Northern Ireland) 2016:
    - Provides a legal definition of bullying.
    - Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
    - Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
    - Sets out under which circumstances this policy should be applied, namely:
      - ! In school, during the school day
      - ! While travelling to and from school
      - ! When under control of school staff, but away from school (eg. school trip)
      - ! When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
    - Requires that the policy be updated at least every four years.
  - \* The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
    - 'Safeguard and promote the welfare of registered pupils' (A.17)
  - \* The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right 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)
-

This section allows schools to set out the ethos and principles that underpin the school community. For example, schools may wish to draw upon their social or religious teaching to promote positive behaviour among pupils.

Examples include:

- \* We are committed to a society where children and young people can live free and safe from bullying.
  - \* We believe in a society where bullying is unacceptable and where every child and young person is safe and free from bullying.
  - \* We believe that every child and young person should be celebrated in their diversity.
  - \* We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
  - \* We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
  - \* We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.
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#### Section 4 – Consultation and Participation

This section should include information on how the policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Schools should detail the process of how consultation with pupils took place, for example:

- \* Consultative workshops with pupils
- \* Class-based activities
- \* Whole school questionnaires distributed to all pupils (online/paper?)
- \* Creation of a reference group of pupils, eg. the School Council

Schools should detail the process of how consultation with parents/carers took place, for example:

- \* Information events with parents/carers
- \* Consultative workshops with parents/carers
- \* Questionnaires distributed to all parents/carers (online/paper?)
- \* Engagement with parent groups, eg. PTA

While not required by legislation, it is good practice for schools to consult with all members of the school community when developing or reviewing policy. This includes, for example:

- \* Staff survey for all staff, teaching and non-teaching
  - \* Engagement activity for all staff, teaching and non-teaching
  - \* Representative members of staff involved in writing anti-bullying policy
  - \* Engagement event, or questionnaires, for those connected to the school (eg. local clergy, local supporters, external agencies that regularly provide input, etc.)
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## Section 5 – What is Bullying?

In this section schools should set out what clear what is meant by the term ‘bullying’. The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used.

### **Addressing Bullying in Schools Definition of “bullying”:**

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

**of—**

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

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

**(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.**

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

A statement on the definition should be included here, to support understanding. This statement must reflect the legal definition, for example:

***Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.***

The policy should show that, while bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying. The policy should

NOT list the incidents that will be considered bullying; rather it should list the criteria which it will judge an incident against. Suggested wording for this is:

***When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:***

- \* ***severity and significance of the incident***
- \* ***evidence of pre-meditation***
- \* ***impact of the incident on individuals (physical/emotional)***
- \* ***impact of the incidents on wider school community***
- \* ***previous relationships between those involved***
- \* ***any previous incidents involving the individuals***

***Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.***

The policy may also list examples of the types of behaviour that, when repeated, may constitute bullying. For example this section may read:

***The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:***

- \* ***Verbal or written acts***
  - ***saying mean and hurtful things to, or about, others***
  - ***making fun of others***
  - ***calling another pupil mean and hurtful names***
  - ***telling lies or spread false rumours about others***
  - ***try to make other pupils dislike another pupil/s***
- \* ***Physical acts***
  - ***Hitting***
  - ***kicking***
  - ***pushing***
  - ***shoving***
  - ***material harm, such as taking/stealing money or possessions or causing damage to possessions***
- \* ***Omission (Exclusion)***
  - ***Leaving someone out of a game***
  - ***Refusing to include someone in group work***
- \* ***Electronic Acts***

- ***Using online platforms or other electronic communication to carry out many of the written acts noted above***
- ***Impersonating someone online to cause hurt***
- ***Sharing images (eg. photographs or videos) online to embarrass someone***

Where such lists are included in the policy it should be stressed that the list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

Schools may also set out, in this section, the various motivations behind bullying, including those named in the Act. These include, but are not limited to:

- \* Age
- \* Appearance
- \* Breakdown in peer relationships
- \* Community background
- \* Political affiliation
- \* Gender identity
- \* Sexual orientation
- \* Pregnancy
- \* Marital status
- \* Race
- \* Religion
- \* Disability / SEN
- \* Ability
- \* Looked After Child status
- \* Young Carer status

School may also use this space to set out the language it will use when discussing bullying behaviour. For example, the use of the terms 'bully' and 'victim' should be avoided. Policy may include something to assert this, for example:

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

- \* A child displaying bullying behaviours***
- \* A child experiencing bullying behaviours***

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

Within this section schools will also need to include the definitions of emotional and physical harm which are set out in the DE Guidance.

***In determining 'harm' we define:***

- \* Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.***
  - \* Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.***
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## Section 6 – Preventative Measures

The focus of this section is to set out the measures to be taken by the school to prevent bullying behaviour, as defined in the section above. Beyond this, the measures set out here should aim to promote and strengthen an anti-bullying ethos within the school and the wider school community.

Under the legislation, the focus for all anti-bullying work should be on prevention. As such, this section is the key lynchpin of the policy document.

In this section the school should set out a number of key actions that will be taken forward, with the aim of preventing bullying and creating a safe learning environment. Examples of these include:

- \* Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- \* Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- \* Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PD/LLW (eg. sectarian, racist, homophobic, transphobic, disabledist, etc.)
- \* Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- \* Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training)
- \* Participation in the NIABF annual Anti-Bullying Week activities
- \* Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
- \* Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- \* Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources (buddy benches, play bus stops) and provision of a variety of play option to meet the needs of all pupils.
- \* Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- \* Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- \* Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.

Under the new legislation, schools must state within their policy the preventative measures they will put in place to prevent bullying behaviour on the way to and from school. While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways schools can further build upon this related specifically on the journey to and from school. This includes:

- \* Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
- \* Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. This may include the implementation of peer monitoring systems on buses, trains and ferries, and for those walking.



- \* Regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- \* Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.
- \* Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/bus stops, where appropriate)

The new legislation also gives schools the authority to take steps to prevent bullying through the use of electronic communication amongst pupils at any time during term, where that behaviour is likely to have a detrimental effect on the pupil's education at school. Schools should consider how to raise awareness of the nature and impact of online bullying and support their pupils to make use of the internet in a safe, responsible and respectful way. This may include:

- \* Addressing key themes of online behaviour and risk through PDMU/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.
- \* Participation in Anti-Bullying Week activities.
- \* Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
- \* Participation in annual Safer Internet Day and promotion of key messages throughout the year.
- \* Development and implementation of robust and appropriate policies in related areas (eg. Acceptable Use of the Internet Policy, Filtering and Blocking Policy, Mobile Phone Policy, Connected Devices Policy, etc.)

It is important to remember that the Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies. As such, it is essential that these policies align and provide consistent message. For example, the measures set out here, to prevent bullying behaviour through the use of electronic communication, should also be included in the school's e-Safety Policy and/or Acceptable Use of the Internet Policy. These should be set out in Section 12 of this policy.

Given the nature of technology, as constantly changing and developing, it is important that schools monitor policy and message and make changes when necessary.

This lists above are not exhaustive and not every idea will be appropriate or applicable for every school. You should consider what measures and activities are most likely to bring about the key outcomes of keeping children and young people safe and allowing them to feel safe at school, and include these in this section.

## Section 7 – Responsibility

The Anti-Bullying Policy should make clear that everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

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

Everyone has the responsibility to work together to:

- \* foster positive self-esteem
  - \* behave towards others in a mutually respectful way
  - \* model high standards of personal pro-social behaviour
  - \* be alert to signs of distress\* and other possible indications of bullying behaviour
  - \* inform the school of any concerns relating to bullying behaviour
  - \* refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
  - \* refrain from retaliating to any form of bullying behaviour
  - \* intervene to support any person who is being bullied, unless it is unsafe to do so.
  - \* report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
  - \* emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
  - \* explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
  - \* listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
  - \* know how to seek support – internal and external
  - \* resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties
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## Section 8 – Reporting a Bullying Concern

In this section schools should outline the various ways in which pupils, parents and anyone else with concerns can make these known to the school.

## Pupils Reporting a Concern

Children and young people have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. While many schools may wish to identify key staff with responsibility for bullying, it is essential that pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. The policy should make this clear to pupils, and adequate training and support for staff should be outlined in Section 11 of the policy.

This section should also consider the ways pupils can raise concerns and how these can be communicated to staff. For example, the policy may list ways that pupils can report bullying concerns, including:

- \* Verbally- talking to a member of staff
- \* By writing a note to a member of staff (eg. in a homework diary)
- \* By sending an email to a member of staff or to a dedicated email address
- \* By posting a comment in a 'worry box'

The policy should also emphasise that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

## Parents/Carers Reporting a Concern

This section should lay out the responsibilities of parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. It should remind parents/carers of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The process of parents/carers reporting bullying concerns will differ, depending on the size of the school and the number of pupils and teachers. Generally, the processes tend to be:

- \* In the first instance, all bullying concerns should be reported to the Class Teacher
- \* 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 Head of Year or Vice-Principal, as applicable.
- \* Where the parent is not satisfied that appropriate action has been taken by the Head of Year/Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves making a formal, written complaint, to the Chair of the Board of Governors. It is important

that this information is included within the Anti-Bullying Policy and that information on how to make this complaint is accessible to all parents.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, the school must be open to receiving such reports from anyone.

The policy should also state that all reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

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## Section 9 – Responding to a Bullying Concern

This section should provide the framework for how all reports of alleged bullying behaviour, or any concerns identified, will be responded to by the school. This includes the outline process that will be employed, as well as the approach the school will take in its response. It must be remembered that the focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.

This section may be worded as follows:

***The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.***

***Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall...***

- \* ***Clarify facts and perceptions***
- \* ***Check records (SIMS/BMM)***
- \* ***Assess the incident against the criteria for bullying behaviour***
- \* ***Identify any themes or motivating factors***

- \* **Identify the type of bullying behaviour being displayed**
- \* **Identify intervention level**
- \* **Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource**
- \* **Track, monitor and record effectiveness of interventions**
- \* **Review outcome of interventions**
- \* **Select and implement further intentions as necessary**

NIABF advocates a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Schools using such an approach should state this within their anti-bullying policy.

Where schools chose to employ a more consequential approach, including consequences and sanctions, this should be outlined within the policy and reflected within the Positive Behaviour Policy. Wording for this may include:

***When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.***

This section of the policy should also reiterate that information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

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## Section 10 – Recording

In this section schools should note the legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour. This should be expanded to outline where these records will be kept, who will have responsibility for their maintenance and what the purpose of these records will be.

For example, schools may wish to say:

***The school will centrally record all relevant information related to reports of bullying concerns, including:***

- \* ***how the bullying behaviour was displayed (the method)***
- \* ***the motivation for the behaviour***
- \* ***how each incident was addressed by the school***
- \* ***the outcome of the interventions employed.***

Department of Education guidance to schools encourages the use of the SIMS Behaviour Management Module for record keeping. Training from C2k is available to all school on how to best use this system. Within the policy, the school should detail within the policy how these records will be kept, for example:

***Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.***

The school should be clear in how long records will be kept and for what purpose they will be used. This information should be laid out in the Retention and Disposal of Documents Policy, and this should be stated here. The policy should also show that the records will be used to help inform future anti-bullying policy and practice within the school.

***All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.***

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## Section 11 – Professional Development of Staff

This section should recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This may include:

- \* stating a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
  - \* noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
  - \* ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
  - \* stating that CPD records will be kept and updated regularly
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## Section 12 – Monitoring and Review of Policy

In this section the policy should make clear that it is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy. It should, therefore, set out how this will be achieved, for example the policy may state:

***To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:***

- \* ***maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted***
- \* ***identify trends and priorities for action***
- \* ***assess the effectiveness of strategies aimed at preventing bullying behaviour***
- \* ***assess the effectiveness of strategies aimed at responding to bullying behaviour***

This section should also note that it is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy should be reviewed following any incident which highlight the need for such a review. It must also be reviewed when directed to by the Department of Education and in light of new guidance. As such, the policy should indicate a timeline for the review of policy, for example:

***This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the [date 4 years from now].***

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## Section 12 – Links to Other Policies

Any policies which are linked to the Anti-Bullying Policy, or which may have an impact on the Anti-Bullying Policy, should be noted here. For example:

***In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:***

- \* ***Positive Behaviour Policy***
- \* ***Pastoral Care Policy***
- \* ***Safeguarding and Child Protection Policy***
- \* ***Special Educational Needs Policy***
- \* ***Health and Safety Policy***
- \* ***Relationships and Sexuality Education***
- \* ***E-Safety Policy & Acceptable Use of Internet Policy***
- \* ***Mobile Phone Policy***
- \* ***Educational Visits***
- \* ***Staff Code of Conduct***

Care must be taken to ensure that all policies are consistent.