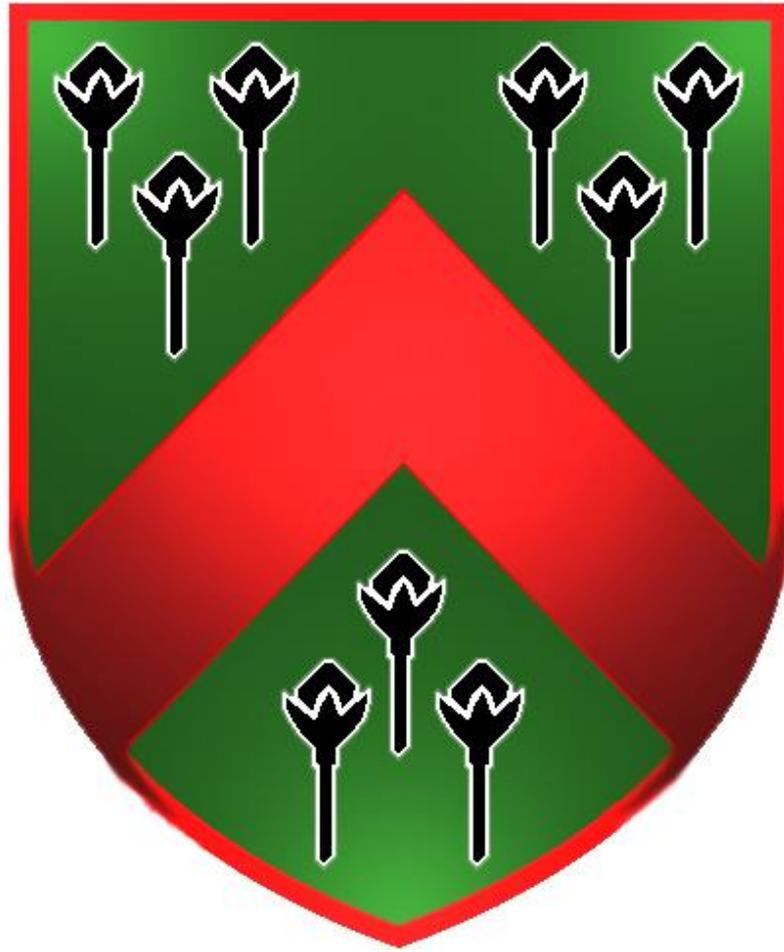


April 2022



Eglinton Primary School

Anti-Bullying Policy

April 2022

Section 1 – Introduction and Statement

At Eglinton Primary 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.

Section 2 – Context

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

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)
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Section 3 – Ethos & Principles

Mission statement:

In our school we foster an inclusive community that encourages motivation, builds self-esteem, respect for each other and a love of learning: where development of the whole person is promoted within a positive, safe environment.

The Governors and staff of Eglinton Primary School are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be

dealt with promptly and effectively. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff.

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.

Objectives of this Policy

- ✓ All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- ✓ All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- ✓ All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- ✓ Create an emotionally safe environment where positive relationships can develop
- ✓ As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- ✓ Bullying will not be tolerated.

Principles

- ✓ Pupils have a right to learn in a safe and supportive environment, free from
- ✓ intimidation and fear.
- ✓ The welfare/well-being needs of all children and young people are paramount and pupils' needs need to be separated from their behaviour.
- ✓ When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- ✓ Pupils reporting bullying will be listened to and supported.
- ✓ Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.
- ✓ Where a concern arises, staff will receive ongoing support from staff with pastoral responsibility.

- ✓ Parents will be made aware of our school's practice to prevent and to respond to concerns and where necessary, their active participation in partnership with the school to resolve concerns involving their child.
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Section 4 – Consultation and Participation

This policy has been developed in compliance with the Addressing Bullying in Schools Act (NI) 2016 and in consultation with key stakeholders.

The school will consult with all stakeholders including pupils at regular intervals and in line with the SDP schedule.

The consultation process will include:

- ✓ Consultative workshops with groups pupils
- ✓ Class-based activities
- ✓ Parent questionnaire online
- ✓ Pass assessment Y3-7
- ✓ Consultation and collaboration with staff and governors in the development of this policy
- ✓ Engagement with parent groups, eg. PTA

Outcomes from feedback will inform and guide amendments to policy and procedure, identify CPD requirements, inform SDP and monitor policy efficiency.

WORKING TOGETHER TO PROMOTE POSITIVE BEHAVIOUR

Pupils are at the centre of everything we do and actively participate in maintaining the school's anti-bullying culture through:

- ✓ Annual NIABF Anti-Bullying Week activities
- ✓ PATHS Programme-promotion of positive relationships and managing feelings/emotions (September 2022)
- ✓ Pupil Questionnaires/Audits
- ✓ PDMU lessons
- ✓ Shared Education partnership
- ✓ School Councils, assemblies, drawing up class charters
- ✓ Buddy/Peer Mentoring
- ✓ Extra-curricular activities/clubs
- ✓ Sports/PE

- ✓ School website pages
 - ✓ Competitions
 - ✓ Religious Education lessons
 - ✓ Assemblies
 - ✓ Broad and balanced curriculum
 - ✓ Robust policies and procedures in place
 - ✓ Staff collaboration and effective in-house communication
 - ✓ Experienced staff
 - ✓ CPD
 - ✓ Pastoral Care team
 - ✓ Strong Home- School links
-

Section 5 – What is 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.

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.

By definition bullying is behaviour that intentionally causes distress to others.

We recognise that while bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying.

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 Management Policy.

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 (e.g. photographs or videos) online to embarrass
- ✓ someone

This list is not exhaustive, other behaviours which fit the definition may also be considered bullying behaviour.

Motivations behind bullying, include, but are not limited to:

- | | |
|-----------------------------------|-------------------------|
| ✓ Age | ✓ Community background |
| ✓ Appearance | ✓ Political affiliation |
| ✓ Breakdown in peer relationships | ✓ Gender identity |
| | ✓ Sexual orientation |

- ✓ Pregnancy
- ✓ Marital status
- ✓ Race
- ✓ Religion
- ✓ Disability / SEN
- ✓ Ability
- ✓ Looked After Child status
- ✓ Young Carer status

DEALING WITH BULLYING BEHAVIOUR

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

- ✓ A child displaying bullying behaviours
- ✓ A child experiencing bullying behaviours

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

In determining 'harm' as set out in the DE Guidance 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.

Section 6 – Preventative Measures

The focus is to set out the measures to be taken by Eglinton to prevent bullying behaviour, as defined in the section above. We aim to promote the strong anti-bullying ethos within the school and the wider school community.

Key actions, with the aim of preventing bullying and creating a safe learning environment. 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, disablist, 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/yoga/neuronimo/sporting activities)
- ✓ Participation in the NIABF annual Anti-Bullying Week activities
- ✓ Engagement in key national and regional campaigns, e.g. Safer Internet Day, Anti Bullying Week, etc.
- ✓ Development of peer-led systems (e.g. School Council/Anti-Bullying Ambassadors) to support the delivery and promotion of key anti-bullying messaging within the school
- ✓ Development of effective strategies for playground management, e.g. 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.

STRATEGIES/RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying will not be tolerated and that bullying behaviour must be challenged.

Eglinton Primary School has established and will maintain the following proactive strategies to prevent and reduce bullying behaviour:

- ✓ Promote School Ethos at all times.
- ✓ All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- ✓ The Anti-Bullying Policy will be available on the school's website and reviewed every
 - four years or sooner should the need arise.
- ✓ Consultation with the school community will take place in the development of
 - the AB Policy.
- ✓ Ensure that all staff (teaching and Non-Teaching), parents and pupils and all members of the school community are aware of the school rules and expectations as set out in the Positive Behaviour Management Policy.
- ✓ Teach the relevant Personal Development and Mutual Understanding
 - curriculum/Circle Time
- ✓ Introduction of the Whole School PATHS Programme (Sept. 2022)
- ✓ Annual Anti Bullying Week

- ✓ NIABF Effective Responses to Bullying Behaviour
- ✓ Awareness raising posters are displayed in classrooms and corridors
- ✓ Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.
- ✓ Use of 'Thought/Worry Boxes' in KS1 & KS2 classrooms.
- ✓ Develop awareness of Rights and Responsibilities.
- ✓ Recognise and reward good behaviour.
- ✓ Use of creative learning to enhance social and emotional skills.
- ✓ All staff observe, listen and act.
- ✓ P1 and P2 children/parents will be encouraged to talk to the class teacher.
- ✓ School assemblies – addressing Bullying.
- ✓ Vigilant supervision – playground / general school environment.
- ✓ Consultation with the School Council.
- ✓ Promotion of Playground Friends / Buddy Bus Stop
- ✓ Questionnaires/class discussions
- ✓ Effective home-school communication.
- ✓ Awareness raising e.g. P1 Parent Induction meetings, class information meetings, School Policies, Newsletters, website.
- ✓ Awareness of National Anti-Bullying Week (annually in November each year).
- ✓ Internet Safety Day annually
- ✓ Use of outside agencies – NSPCC, CHILDLINE, PSNI, Behaviour Support Team.
- ✓ Staff training / effective communication.
- ✓ PASS surveys.

This is not an exhaustive list.

Addressing Bullying beyond 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.
- ✓ Remind pupils to challenge inappropriate and unacceptable behaviour of
 - their peers during the journey to and from school by telling an adult who
 - can help.
- ✓ Promotion of key anti-bullying messages and awareness of behaviour
 - expectations of pupils amongst the local community (e.g. 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 (e.g. staff duty at school gate/bus stops, where
 - appropriate)

- ✓ Close links with parents/carers

Prevention of Electronic bullying behaviour (Cyber Bullying).

We have in place strategies to raise awareness of the nature and impact of online bullying and support all 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 (e.g. 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 (e.g. E-Safety policy)

Our Anti-Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies. These policies align and provide a 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.

Section 7 – Responsibility

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

PREVENTION OF BULLYING

The Responsibilities of Staff

Staff will:

- ✓ Foster in our pupil's self-esteem, self-respect and respect for others;
- ✓ 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 bullied and to the bully, and the importance of telling a teacher about bullying when it happens;
- ✓ Be alert to signs of distress and other possible indications of bullying;
- ✓ Staff will investigate fully any complaint by a parent that their child is being bullied, report back promptly and take action to protect the victim
- ✓ Listen to children who have been bullied, take what they say seriously and act to support and protect them;
- ✓ Report suspected cases of bullying to Mrs McGuinness (Principal) who will deal with incidents of bullying promptly and effectively in accordance with the agreed procedures

The Responsibilities of Pupils:

We expect our pupils to:

- ✓ Refrain from becoming involved in any kind of bullying and intervene to protect the victim (unless it is unsafe to do so)
- ✓ Report incidences of bullying to staff
- ✓ Have the courage to speak out
- ✓ Follow the school's Rules-Avoid inappropriate behaviour which might be considered as 'bullying'.
- ✓ Be respectful and supportive to others.
- ✓ Follow the PATHS programme and lessons from Anti-bullying resources (Sept 2022).

The Responsibilities of Parents:

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

- ✓ Work in partnership with the school.
- ✓ Observing, listening and acting if their child's behaviour is displaying signs of distress or evidence of bullying
- ✓ Encouraging their child to report bullying
- ✓ Advising their children not to participate in or retaliate to any form of bullying
- ✓ To be sympathetic and supportive to their child and reassure them that action will be taken
- ✓ Explaining the implications of allowing bullying to continue unchecked, for themselves and for other pupils
- ✓ Contacting the school to arrange an appointment with the child's class teacher to discuss concerns.
- ✓ Stressing to the child that retaliation is not helpful
- ✓ Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- ✓ Keeping a record of incidences of bullying and informing the school even if their child is not involved
- ✓ Co-operate with the school if their child is accused of bullying in order to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

DUTY OF BOARD OF GOVERNORS TO SECURE MEASURES TO PREVENT BULLYING

1. The Board of Governors must—
 - (a) ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school
 - (b) determine the measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school—
 - (i) on the premises of the school during the school day;
 - (ii) while travelling to or from the school during the school term;
 - (iii) while the pupil is in the lawful control or charge of a member of the staff of the school; or
 - (iv) while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school;
 - (c) review those measures—
 - (i) at intervals of no more than 4 years; and
 - (ii) (without prejudice to sub-paragraph (i)) at such times as the Department may direct

- (d) before determining or revising those measures, consult (in such manner as appears to it to be appropriate) the principal and the registered pupils at the school and the parents of those pupils;
- (e) in determining or reviewing those measures, have due regard to any guidance given by the Department;
- (f) prepare a written statement of such measures and secure that—
 - (i) a copy of that statement is given or otherwise made available, free of charge and in such form as the Board of Governors considers appropriate, to the parents of all registered pupils at the school and to the staff of the school; and Policy Updated in line with legislation November 2021
 - (ii) copies of the statement are available for inspection at the school at all reasonable times, free of charge and in such form as the Board of Governors considers appropriate; and
- (g) secure that such measures are taken.

2. The Board of Governors of a grant-aided school may, to such extent as it thinks reasonable, consider measures to be taken at the school (whether by the Board of Governors, the staff of the school or other persons) with a view to preventing bullying involving a registered pupil at the school which—
- (a) involves the use of electronic communication;
 - (b) takes place in circumstances other than those listed in subsection (1)(b); and
 - (c) is likely to have a detrimental effect on that pupil's education at the school.

Section 8 – Reporting a Bullying Concern

PUPILS REPORTING A CONCERN

Pupils are encouraged and reminded to raise concerns with any member of staff, including teaching and non-teaching staff. ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. All pupils are encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Pupils can do this in a number of ways:

- ✓ 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'

PARENTS/CARERS REPORTING A CONCERN

Parents and carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. In partnership with parents/carers we encourage pupils to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'. (NSPCC Speak Out Stay Safe)

Reporting a concern if you are a parent/carer:

- ✓ 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 the Principal.
- ✓ Where the parent is not satisfied that appropriate action has been taken by the Principal to prevent further incidents, or where further incidents have taken place, the concern should be reported to Chair of Governors. This will involve making a formal complaint, written complaint. Details of the complaint procedure can be found on the school website.

Section 9 – Responding to a Bullying Concern

In Eglinton PS, we advocate a restorative approach to responding to bullying type behaviour. When responding to a bullying concern, school staff shall implement interventions aimed at:

1. responding to the behaviour
2. resolving the concern and
3. restoring the wellbeing of those involved.

We believe that every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others.

We recognise that learning from mistakes and being genuinely sorry for them is part of growing up and becoming a socially well-adjusted person. We believe much can be achieved by talking with the pupils to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions. (See Positive Behaviour Management Policy)

Any action taken regarding a pupil will not be disclosed to anyone other than that pupil and his/her parents/carers.

It is important that a strong partnership exists between school and home if we are to be successful in establishing a harmonious and bullying free learning community. Parents/carers will be contacted and kept informed should an allegation of bullying be made against or towards their child/children. All

procedures set out in this Anti-bullying and Positive Behaviour Management Policy will be endorsed and supported by parents/guardians.

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
- ✓ 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

Section 10 – Recording

As set out in the Addressing Bullying in Schools Act (NI) 2016, we have a legal requirement to maintain a record of all incidents of bullying and alleged bullying behaviour.

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

- ✓ how the bullying behaviour was displayed the motivation for the behaviour?
- ✓ how each incident was addressed by the school?
- ✓ the outcome of the interventions employed.

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.

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.

Section 11 – Professional Development of Staff

Appropriate and adequate training for staff, including teaching and non-teaching school staff, will be available at SDD. 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

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 Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the March 2026.

Section 12 – Links to Other Policies

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

This is not an exhaustive list.