St Louis Grammar School

Anti-Bullying Policy

September 2024

Board of Governors responsible: Mrs M Black (chair), Dr C Wilson and Mr S McCann

ANTI-BULLYING POLICY

Introduction and Statement

St Louis Grammar School strives to ensure that everyone can operate in a supportive, caring, and safe environment without fear of experiencing bullying behaviour. We believe all forms of bullying behaviour are unacceptable and that all pupils have the   right to learn in a safe and supported environment. All members of our school community including governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying behaviours are and be familiar with the Schools Anti-Bullying Policy. The aim of the policy is to help members of our school community to deal with bullying behaviours when they occur and even more importantly prevent it. Everyone in our school community has a responsibility to report any incident of bullying behaviour that comes to their attention and the school authorities will always take these reports seriously. This policy is available on the shared staff area on the school network. It should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Cyber Bullying Policy
- Discipline Policy

Context

This section sets out the context in which this 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:

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✳ 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 (e.g. school trip)
  - When receiving education organised by school but happening elsewhere (e.g. 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)

Ethos and Principles

- 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 feels safe 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.
- In line with the school aims, the approach to bullying behaviours in St Louis is proactive. The ethos of mutual respect and encouraging responsible behaviour, including the creation of a safe environment where bullying is not tolerated, is encouraged in two specific ways:

1.   Pastoral Provision

Pastoral structure of Form Tutors, Year Heads, SEND, Learning Support Tutor and School Nurse under the leadership of Mrs B McGreevy, Head of Pastoral Care which supports pupils and staff.

Peer Mentors* for junior classes.

Family Works and Life Well NI Counselling Services available to all pupils in school.
School Council – through which pupils are empowered and can contribute to the formulation of discipline and anti-bullying policies.
Participation in Anti-Bullying week activities.

Peer mentors are Anti-Bullying Prefects who will report concerns about bullying to the appropriate Form Tutor, Year Head/Head of Key Stage or Mrs B McGreevy, Head of Pastoral Care.

2.   Curriculum Provision

Personal Development element of Learning for Life and Work and Tutorial programmes, where social skills of assertiveness, negotiation, arbitration and intervention are practised and where pupils can help draw up rights, responsibilities and rules for their class. Talks from outside agencies such as Aware, Women's Aid and PSNI, on aspects of bullying form an integral part of this.

Raising awareness of the issue of bullying, including cyberbullying, during discussion and debate in a variety of subjects such as ICT, English and Drama.

Discussing the risks of new technologies and their consequences and strategies to keep safe online in ICT.

Anti-Bullying Policy

1. In relation to school aim 1 School Development Plan (SDP), the school is committed to establishing a caring school community, in which pupils can feel secure in an environment which is free from the threat of harm and intimidation, be it of a physical, verbal or emotional nature.

2. The school will seek to establish a climate in which, if bullying should arise, pupils feel able to seek help and receive support from everyone in the school.

3. In relation to school aim 4, it is recognised that since bullying is detrimental to the pursuit of individual excellence in academic and other contexts, it is the responsibility of every classroom teacher to be conscious of this danger.

4. In order to deliver these objectives, the school will continue to develop and utilise appropriate procedures and structures which will be communicated to staff.

5. The school recognises the important role that all non-Teaching support staff plays in the establishment of a safe environment and will communicate the school policy to them.

6. Since most bullying occurs out of the sight of adults, the school will use established communication systems to make all supervisory staff aware of possible danger areas and situations in which bullying might occur.

7. In accordance with school aim 6, the school will involve parents by informing them and actively encourage liaison and consultation should alleged bullying incidents arise.

8. A programme of lessons aimed at informing pupils about bullying and providing essential guidance for potential victims will form part of the curriculum.

Consultation and Participation

In compliance with the Addressing Bullying in Schools Act (NI) 2016 we have consulted as follows:

Pupils:
* Consultative Workshops with pupils
* Anti-Bullying Ambassadors meetings
* The School Council
* Whole school well-being survey

Parents:
* Information events with parents/carers e.g. about appropriate behaviour
* Questionnaires distributed to all parents/carers
* Engagement with parent groups, e.g. PTA

School Community
* Staff survey for all staff, teaching and non-teaching e.g. audits
* Engagement activity for all staff, teaching and non-teaching e.g. introduction of this policy and INSET training on Anti-Bullying Act
* Members of staff involved in writing anti-bullying policy

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition which must be used in our policy.

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 legal definition of bullying:

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.

While bullying is usually repeated behaviour, there are instances of one-off incidents that may be considered as bullying. This policy does NOT list the incidents that will be considered bullying; rather it lists a criterion below.

When assessing a one-off incident, to make a decision on whether to classify it as bullying, we 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 thePositive Behaviour 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

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- 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 activities

✳ 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 or on an electronic device (e.g. mobile phone) to embarrass someone

This list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

Motivations Behind Bullying Incidents

- 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

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.

Definitions of emotional and physical harm following 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.

Preventative Measures

Bullying is among the highest concerns that parents have about their child's safety and well-being; it is also a primary concern of children and young people themselves. It is acknowledged that individuals displaying bullying behaviours may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victims. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Pupils are educated through assemblies and the wider curriculum to raise awareness with discussions of differences between people and the importance of avoiding prejudice.

Pupils who are experiencing bullying behaviours may show changes in behaviour such as becoming shy and nervous, taking unusual absences or clinging to adults. Members of staff and all members of our school community must be alert to the signs of bullying behaviour and should act promptly against it, in accordance with the school policy.

The measures set out here aim to promote a strong 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**. Assuch, this section is the key lynchpin of the policy document.

Key actions taken with the aim of preventing bullying and creating a safe learningenvironment:
- 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 e.g. inclusion ofage-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 (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, supporting pupils to

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explore, understand and respond to difference and diversity.

- Through the preventative curriculum actively promote positive emotional   health and wellbeing.
- Participation in the NIABF annual Anti-Bullying Week activities.
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, World Kindness Day.
- Development of peer-led systems (e.g. School Council/Anti-Bullying Prefects, 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 (buddies) and provision of a variety of play options 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 (e.g. break time, lunch)
- Provision and promotion of extra-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.
- Focus on positive behaviour at assemblies including School Rules
- Addressing the whole issue of name-calling and bullying, including bullying   related to disability, in two school assemblies
- Undertaking work on disability issues in a number of classes.
- Diana Award Anti Bullying Training
- Discussions on how to earn positive behaviour points in class
- Class-based activities – e.g. PDMU, RE
- Online Safety
- Celebrating certain international days e.g. Anti-bullying Week and World Kindness Day
- Discussions on how to be a good friend/buddy/how to be kind
- Safe space every week for pupils to report bullying behaviours – peer led
- Any recent issues are discussed in-class after the event
- Kintullagh Voice – Communication on Anti-Bullying Activities
- Safer Schools App – Pupils, staff and parents are asked to register for this

Preventative measures to prevent bullying behaviour on the way 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 includes the implementation of **peer monitoring systems on buses e.g. bus prefects** and for walking.

- Regular engagement with transport providers (e.g. 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 (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 stop, where appropriate).
- Pupils are informed in Personal Development lessons/school assemblies/yearly induction about the school policy on bullying. It is made clear that bullying behaviour is unacceptable. These messages are reinforced by Form Teachers and Heads of Year at Assembly. Pupils who feel that they are being bullied are encouraged to confide in an adult. This may be a parent, Form Teacher, Class Teacher or school counsellor.

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. We aim to do this by:

- Addressing key themes of online behaviour and risk through PDMU 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 appropriate policies in related areas (e.g. DENI's e-Safety Policy, Acceptable use of the Internet Policy, Mobile Phone Policy, Camera Policy etc.)

This Anti-Bullying Policy is one of a number of policies in the wider Pastoral and Safeguarding suite of policies.

NB: The school does not have the resources to investigate alleged online bullying unless clear evidence is presented, which clearly identifies a pupil displaying bullying behaviours.

Responsibility

Everyone has responsibility for creating a safe and supportive learning environment for all members of our school community.

Everyone in the school community, including pupils, their parents/carers, governors 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 bullyingbehaviour
- inform the school of any concerns relating to bullying behaviour
- refrain from becoming involved in any kind of bullying behaviour
- 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 bullyingbehaviour 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.

The Responsibilities of Pupils

We expect our pupils to:

- Behave in a caring and respectful manner towards other members of the school community.
- Help create a climate where bullying is not accepted.
- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Help and offer support, where appropriate, to any pupil who is experiencing bullying behaviour.
- If confident enough, tell those involved in bullying that they do not like what they are doing and ask them to stop. Confronting bullies, however, is not advisable.

Report to a member of staff or peer mentor and your family any witnessed or suspected instances of bullying to dispel any climate of secrecy to help prevent further instances. Not telling means the victims may continue to suffer.

The Responsibilities of Parents

We ask our 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.
* Advising their children on strategies to deal with pupils acting inappropriately towards them.
* Advising and reminding their children to report bullying to their Class Teacher/Form Tutor/Head of Year or Key Stage, and explaining the implications of allowing bullying to continue unchecked for themselves and for other pupils.
* Advising and reminding their children not to retaliate violently to any form of bullying.
* Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken by the School.
* Keeping a written record of any reported instances of bullying. Communicating to the school specific detail of any alleged bullying so that the school can deal with these instances effectively.
* Informing the Head of Year of any suspected bullying, even if their children are not involved.
* Co-operating with the School if any of their children are accused of bullying behaviours, trying to ascertain the truth, and pointing out the implications of bullying, both for the children who are experiencing bullying behaviours and for the children displaying bullying behaviours themselves.
* Monitoring their children's use of the Internet and mobile phones if concerned about cyberbullying and keeping any messages on the computer or mobile phone which may be used as evidence.
* Not confronting pupils who have displayed bullying behaviours, or their families, as this may exacerbate the situation

Working with Parents

* Raising awareness of the dangers of new technologies with parents.
* Giving advice on how parents should supervise/monitor use of the internet.
* Regularly posting policies on the school website.

The Responsibilities of Staff

Our 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.
* Practise effective classroom management to create a positive, caring ethos and reduce the possibility of bullying occurring within the classroom.
* Address bullying through our Personal Development programme and in Assemblies so that every pupil learns about the damage it causes and realizes the importance of reporting bullying when it happens.
* Be alert to signs of distress and other possible indications of bullying both inside and outside the classroom.
* Listen to children who claim to have experienced bullying behaviours, take what they say seriously and follow appropriate procedures.
* Report suspected cases of bullying immediately to Form Tutor or Head of Year/Head of Key Stage, as appropriate, (see Appendix 1 for proforma).

- ✳ Closely liaise with parents over any incidents of bullying behaviour, including following up concerns raised by parents about bullying and reporting back fully and promptly on the action that has been taken.
- ✳ Deal with observed instances of bullying promptly and in accordance with agreed procedure
- ✳ Make a continuing and concerted effort to eradicate bullying from the school community.
- ✳ Regularly monitor and review anti-bullying policy implementation.

Reporting a Bullying Concern

Pupils Reporting a Concern

It is essential that pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. If a member of staff becomes aware of a bullying problem, they should inform the appropriate Year Head. A decision can then be taken jointly on how best to proceed.

Ways that pupils can report bullying concerns:
- Verbally- talking to a member of staff or another adult

- By writing a note to a member of staff or another adult (eg. in a homework diary)

- By visiting the Anti-Bullying safe space at break on Thursdays

- By talking to an Anti-Bullying Ambassador or Anti Bullying Prefect

- By sending an email to a member of staff or through TEAMS

- By emailing the worry box

- By making a comment on the student wellbeing survey

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, our message focuses 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 that is experienced by another.

Parents/Carers Reporting a Concern

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

The process:
- ✳ In the first instance, all bullying concerns should be reported to the Class Teacher/Form Teacher/Head of Year.
- ✳ 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 Head

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of Year or the Vice Principal.

✳ 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 Designated Teacher and/or 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 involves making a formal, written complaint, to the Chair of the Board of Governors, c/o St Louis Grammar School, Cullybackey Road, Ballymena BT43 5DW.

A flow-chart on how a parent can make a complaint is displayed within the school and on the school's website – Appendix 2

It is difficult for a school to fully investigate a bullying allegation if the full details are not supplied.

It is important to note that investigations are not as effective if a bullying allegation has been made by a parent but the parent making the allegation does not want to offer names of the children displaying the bullying behaviours. It is also difficult to address bullying allegations if a parent does not want the school to approach either the child displaying the bullying behaviours or the child experiencing bullying behaviours. Parents must be aware that if the school is worried about the welfare of the child experiencing bullying behaviours then it may have to approach the children concerned despite reluctance from the parent/individual making the allegation.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and 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. *e.g. staff can say: 'We have dealt with this within our school and as part of our policy we do not discuss this with parents or the pupil who were involved in the incident'.*

Responding to a Bullying Concern

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

Using the Northern Ireland Anti-Bullying Forum (NIABF) Effective Responses to Bullying Behaviour resource, the member of staff responsible shall:

- Clarify facts and perceptions
- Check records (SIMS)
- Assess the incident against the criteria for bullying behaviour

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- 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

St Louis Grammar School follows Northern Ireland Anti-Bullying Forum's (NIABF's) 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.

Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

We reiterate that information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

It is important for all to understand that a pupil accused of bullying behaviours must also be supported and protected from potentially damaging accusations, which may not be supported by sufficient evidence. As such, an allegation must be fully supported with evidence and must be from the pupil's perspective and not form a parent's perspective. While a parent can report and discuss the alleged behaviours, in order to proceed with an investigation, the pupil experiencing the behaviours must give their account including, fact, dates and evidence.

In the event of a serious allegation, the school may seek advice from EA Child Protection and in some cases the PSNI and follow their advice given. EA Child Protection services may address the issue with a safety and support plan, or RAMP and a meeting may be established with all relevant parties.

Recording

There is a 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.

These records are kept in the office and maintained by the Designated Teacher and Principal.

Records of all relevant information related to reports of bullying concerns will be kept on file, including:

- how the bullying behaviour was displayed (the method)

- the motivation for the behaviour

- how each incident was addressed by the school

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- the outcome of the interventions employed.

The Department of Education encourages the use of the **SIMS** Behaviour Management Module for record keeping.

Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. This includes all teaching staff.

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.

Professional Development of Staff

We recognise the need for appropriate and adequate training for staff, including   teaching and non-teaching school staff.

- We are committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions
- We will note the impact of the training given on both the policy and its procedures – e.g. any amendments made, inclusions added etc.
- We aim to ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching
- CPD records will be kept and updated regularly

Monitoring and Review of Policy

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

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than **four** years.

However, the policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and in light of new guidance.

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This Anti-Bullying Policy shall be reviewed as required, in consultation with   stakeholders, on or before October 2025.

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
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Staff Code of Conduct

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

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Incident Form

REPORT OF ALLEGED BULLYING

Please complete this form and pass it to the Form Teacher/Head of Year/
Mrs B McGreevy, Head of Pastoral Care. The Form Teacher/Head of Year/
Mrs B McGreevy, Head of Pastoral Care will ensure that it is dealt with and that you are kept informed.

Name of pupil(s) _____   *Form Class: _____*

Date: _____   *Time: _____*

Details of Incident

Signed: _____

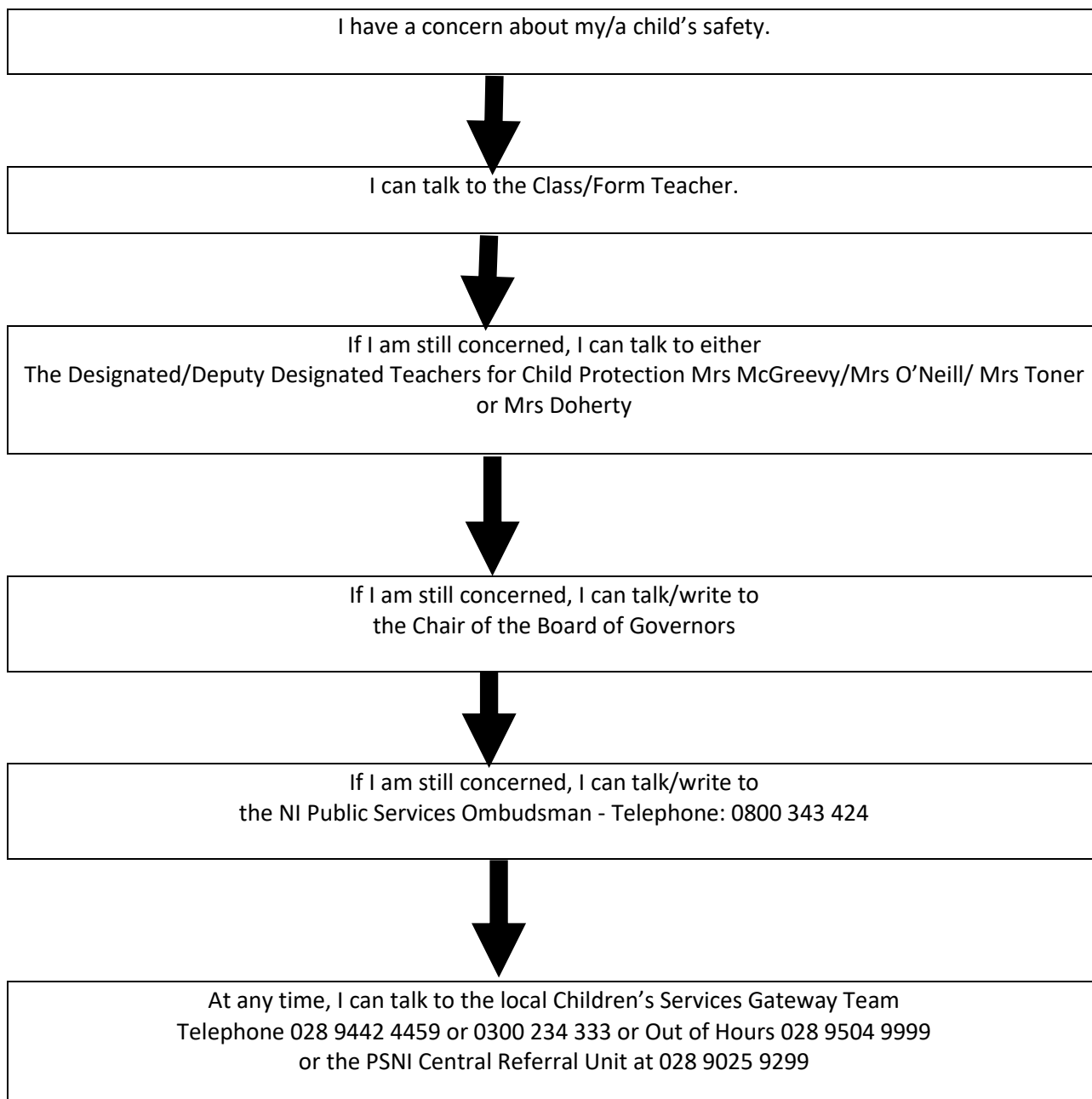**Action taken by Form Teacher/Head of Year/Head of Pastoral Care**

Signed: _____   Date: _____

Pastoral VP comments/action:

Signed: _____   Time: _____

How a parent/carer makes a complaint

If a parent has a potential child protection concern:

I have a concern about my/a child's safety.

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I can talk to the Class/Form Teacher.

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If I am still concerned, I can talk to either
The Designated/Deputy Designated Teachers for Child Protection Mrs McGreevy/Mrs O'Neill/ Mrs Toner or Mrs Doherty

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If I am still concerned, I can talk/write to
the Chair of the Board of Governors

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If I am still concerned, I can talk/write to
the NI Public Services Ombudsman - Telephone: 0800 343 424

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At any time, I can talk to the local Children's Services Gateway Team
Telephone 028 9442 4459 or 0300 234 333 or Out of Hours 028 9504 9999
or the PSNI Central Referral Unit at 028 9025 9299

Additional Resources and Useful Contacts

Listed below are additional resources and useful contacts for your information.

Childline (08001111) www.childline.org.uk provides confidential advice for young people

Contact Youth helpline (Lifeline 0808 808 8000) provides 24/7 confidential advice for people of all ages if you, or someone you know is in distress or despair.

The following websites provide information about bullying and advice about how it can be tackled. Some are specifically about the potential dangers of interactive online services.

1. Anti-Bullying Network (www.antibullying.net)
2. Anti-Bullying Alliance (www.anti-bullyingalliance.org.uk)
3. Beatbullying Young People Site (www.bbclic.com)
4. Bullying UK (www.bullying.co.uk)
5. Chatdanger (www.chatdanger.com)
6. Kidscape (www.kidscape.org.uk)
7. Kidsmart (www.kidsmart.org.uk)
8. Parentlineplus (www.parentlineplus.org.uk)
9. Stop Text Bully (www.stoptextbully.com)
10. There 4 Me (www.there4me.com) (NSPCC site for 12-16 year olds)
11. ThinkuKnow (www.thinkuknow.co.uk) (Information provided by Child Exploitation and Online Protection (CEOP) Centre).