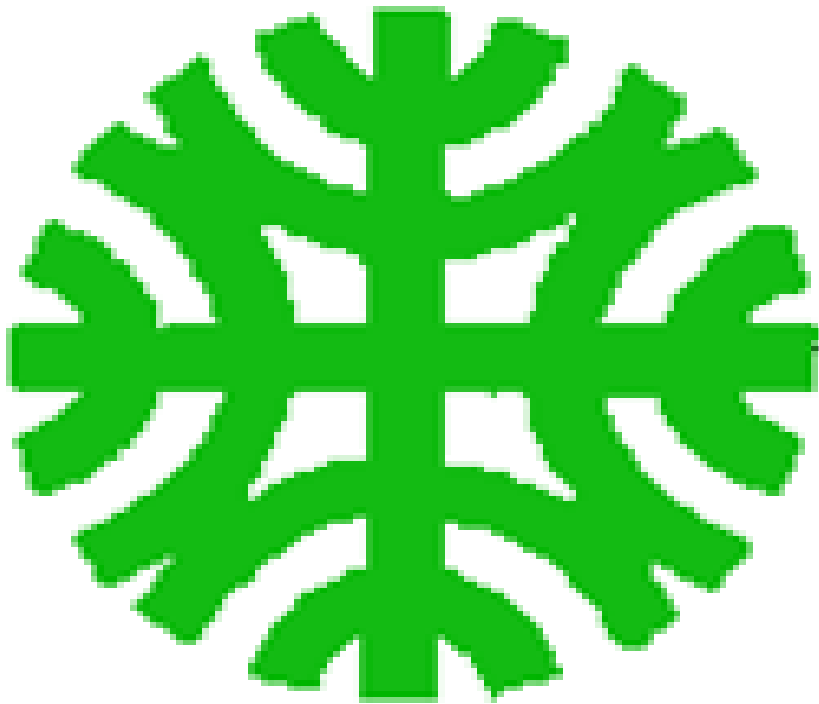




St. Finian's Primary School

Anti-Bullying Policy

Draft

Mission Statements

The Mission Statement of St Finian's Primary School is:

Through the example of Christ, we as a Catholic School work together to provide a caring, safe, inclusive environment, in which we nurture the faith, knowledge and values of all children and members of the school community as we journey together and grow in love together in the Kingdom of God.

Ethos

- As a Catholic school we strive to provide a caring ethos which is evident in relationships throughout our school community.
- St. Finian's is person-centred, promoting the dignity, self-esteem and full development of each child in our care. We strive to create this in a climate of joy, respect, challenge, co-operation and celebration.
- We enrich the lives of all children, intellectually, physically, spiritually, morally, socially and emotionally.
- We strive to be inclusive and respectful of all beliefs and peoples.
- We promote a spirit of charity, social justice, global awareness and concern for others.
- We create a climate of tolerance, trust, reconciliation and peace.
- We prepare our pupils to lead fulfilling lives and purposeful lives.
- We have a very positive attitude towards parents and seek to involve them in the education of their children.

In St Finian's Primary school we believe that all pupils have the right to learn in a safe and supported environment.

We believe in a society where bullying of any kind to any member of the school community is unacceptable and where every child and young person is safe and feels safe from bullying.

We believe 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.

School Aims

Our school philosophy provides an overall framework for general and more specific whole school aims, and is the foundation from which all aspects of our school community develop.

- To create a believing community, living daily the Catholic way of life
- To create high standards of learning experiences for all children, providing access to all areas of the Northern Ireland Curriculum
- To create a lively and stimulating learning environment that is exciting today, as well as a preparation for the future
- To create a caring, secure environment so that all in school feel a sense of worth
- To develop a care for the environment
- To create a partnership with parents
- To develop a positive place for the school within the community
- To create a 'feel good' factor, so that each individual feels good about themselves, about what they do and about the school.

Consultation and Participation

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

The processes of how consultation took place included:

- Consultative workshops with the School Council
- Class-based activities
- Whole school online questionnaires distributed to pupils
- Online questionnaires distributed to focus groups of parents/carers
- Policy made available to all parents
- Engagement with parent groups, e.g., PSG

Our Safeguarding Team also engaged with the whole staff and Board of Governors when developing and writing the policy.

Introduction

Bullying affects

- The safety and happiness of the pupil.
- Pupil's academic achievement.
- Our reputation as a caring school.

If pupils observe bullying going unchallenged, they may learn that it is a quick and easy way of getting what they want. Those pupils being bullied may feel that the school has condoned unacceptable behaviour and may feel let down by adults in authority.

Consequently, all our staff are always vigilant to the possibility of bullying occurring, and will take steps to stop it happening, to protect and reassure the child experiencing the bullying behaviour and to support the child displaying bullying behaviour.

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.

Our school will therefore strive to reduce bullying to a minimum and be able to deal with any instances of bullying

- Effectively
- Consistently
- Positively

To do this all staff, teaching and non-teaching will agree on what bullying is, and follow the same procedures when bullying takes place and will also take an active role in the prevention of bullying.

Bullying will not be tolerated. Bullying is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute to the protection and maintenance of such an environment.

The Context - Legislation and Guidance

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

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Welfare and Protection of Pupils 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 Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007
- 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, August, 2020)
- 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)
- Children & Young People's Emotional Health And Wellbeing in Education Framework" (DE/DoH, Feb. 2021)

The International Context

- United Nations Convention on the Rights of the Child (UNCRC)

Duties placed on Board of Governors and Principals as a result of current legislation and guidance:

The **'Addressing Bullying in Schools Act (Northern Ireland) 2016'** places the following duties on Board of Governors:

- *to secure measures to prevent bullying.*
- *to keep a 'Record of Incidents' of all incidents of bullying or alleged bullying involving a registered pupil/s at the school.*

The **'Welfare and Protection of Pupils Education and Libraries (NI) Order 2003'** (DE Circular 2003/13 which amends Article 3 of 1998 NI Order as follows: **'Article 17- Duty to Safeguard and Promote the Welfare of Pupils'**

requires the Board of Governors to:

- *safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school (Article 17: 2)*
- *consult with registered pupils on the general principles which will be reflected in the school's discipline policy (Article 19: 13 & 14)*

and the Principal:

- *when deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among pupils (Article 19:14)*
- *before deciding on measures to encourage good behaviour the principal must consult with pupils registered at the school and their parents” (Article 19:14)*
- *All schools will need to be satisfied that their current discipline policy deals with the prevention of bullying among pupils in a sufficiently clear and robust way to satisfy the new legal requirement (Article 19:15)*

‘The Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007- DE circular 2007/20’ – ‘Duty to promote good behaviour, discipline and welfare’

places the following implications for Area Learning Communities:

- *Since schools may expect to have unregistered pupils attending them from other schools, **Boards of Governors must safeguard and promote the welfare of all pupils attending their school, whether registered or not**, when they are on the premises of the school or in the lawful control or charge of a member of staff of the school.*
- *the responsibilities of Boards of Governors and principals for ensuring that policies are pursued to promote good behaviour and discipline among registered pupils are extended to cover all pupils attending the school whether registered or not.*
- *the punishment of detention after school may be imposed only by the principal of (or an authorised teacher in) the school at which a pupil is registered even if he is attending another school under Article 21 arrangements ... misdemeanours which warrant detention should be reported to the school at which the pupil is registered to enable it to decide on the appropriate action to be taken.*

In considering the above legislation and guidance, the Governors will:

- Secure a preventative, responsive and anti-bullying ethos, in association with other safeguarding policies, to ensure a safe, inclusive, happy, organised and engaging school environment.
- Have overall responsibility for ensuring the Anti-Bullying Policy is in place and updated every four years.
- Keep a ‘Record of Incidents’ of all incidents of bullying or alleged bullying involving registered pupil/s at the school or nursery.
- Support the principal in following the guidelines and practices agreed in the policy.
- Monitor and evaluate the effectiveness of strategies promoted in the policy.
- Support the principal in following the guidelines and practices agreed in the policy.
- Consult with the school and nursery community on the general principles and practices reflected in the policy.

To ensure the above are carried out effectively the Board of Governors will ensure:

- Anti-bullying will be a standing item on the termly meetings.
Consideration of the views/feedback of the school community in relation to anti bullying to inform and guide whole school development planning with regards to targets, success criteria and outcomes.

The Principal will:

- Ensure this policy and associated policies are implemented consistently throughout the school;
- Facilitate any necessary staff development in relation to behaviour management and anti-bullying.

Bullying Behaviour Defined

“Addressing Bullying in Schools Act (NI) 2016” - Definition of “bullying”:

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

(a) any verbal, written or electronic communication,

(b) any other act, or

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

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

The Northern Ireland Anti-Bullying Forum (NIABF) Policy Statement is:

‘Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.’

In St. Finian’s Primary School we recognise that there is a continuum of inappropriate/unacceptable behaviours which can impact on everyone’s right to be safe and happy. These inappropriate/unacceptable behaviours **(which are not considered as bullying)** will be dealt with in line with the school Positive Behaviour Policy.

However, on occasions we will be challenged to differentiate between inappropriate/unacceptable behaviours and those which do constitute bullying. Bullying is a 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.

We will consider if the inappropriate/unacceptable behaviours **BECOME BULLYING BEHAVIOURS** when the information gathered from investigation clearly demonstrates that the inappropriate/unacceptable behaviours meet the criteria below:

- intentional
- targeted at a specific pupils or group of pupils
- repeated*
- causing physical or emotional harm
- omission

*While bullying is usually a repeated behaviour, there are instances of one-off incidents that we will consider as bullying.

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

The following inappropriate/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 not an exhaustive list and other behaviours which fit with the definition may be considered bullying behaviour.

Definition 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.

Motivations/Themes

The various motivations behind bullying include but are not limited to:

- ✱ Age
- ✱ Appearance
- ✱ Breakdown in peer relationships
- ✱ Community background
- ✱ Political affiliation
- ✱ Gender identity
- ✱ Sexual orientation
- ✱ 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, in St Finian's 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:

- ✳ **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.

Preventative Measures

In St Finian's Primary School the following measures are in place to prevent bullying among pupils:

- ✳ Promoting the school ethos at all times
- ✳ Consistent implementation of the Positive Behaviour Policies which:
 - *upholds everyone's right to be safe both physically and emotionally and 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 experience difficulty in meeting acceptable standards of behaviour.*
 - *acknowledges and affirms positive behaviours*
 - *acknowledges and sanctions inappropriate/unacceptable behaviours*
 - *carries out regular school evaluations to assess the effectiveness of the policy*
- ✳ Ensuring everyone in the school community is aware of their 'Rights and Responsibilities'.
- ✳ Promotion of anti-bullying messages through the curriculum and pastoral e.g. 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 how and why it can happen, through PDMU.
- ✳ Grow in Love programme.
- ✳ Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- ✳ Active promotion of positive emotional health and wellbeing through the pastoral/preventative curriculum.
- ✳ The development of emotional literacy, interpersonal and intrapersonal skills through the pastoral/preventative curriculum, for e.g. participation in circle time, workshops etc.
- ✳ Active whole-school participation in NIABF's Anti-Bullying Week activities.
- ✳ Engagement in key national and regional campaigns, e.g. Safer Internet Day.

- ✳ Use of outside agencies – NSPCC, Childline, PSNI, Behavioural Support Team
- ✳ Development of peer-led systems (e.g. School Council and Buddy System) to support the delivery and promotion of key anti-bullying messaging within the school.
- ✳ Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- ✳ Development of effective strategies for playground management, e.g. training for supervisors, zoning of playgrounds, inclusion of specific resources and provision of a variety of play options to meet the needs of all pupils.
- ✳ Development of effective strategies for the management of unstructured times (e.g. break time, lunch).
- ✳ Ongoing tracking and monitoring of supervision arrangements - playground, corridors.
- ✳ Provision and promotion of extra and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For e.g. sporting activity, creative arts, leisure and games, etc.
- ✳ Good parental communications.

The **‘Addressing Bullying in Schools Act (Northern Ireland) 2016’** gives the school 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/nursery. As a result, we will continue to raise awareness of the nature and impact of online bullying and support 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, 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. Acceptable Use and e-Safety Policy).

Responsibilities

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.

Teaching staff will:

- * Foster in our pupils, self-esteem, self-respect and respect for others.
- * Demonstrate by example the high standards of personal and social behaviour we expect in our pupils.
- * Discuss bullying with all classes so that every pupil learns about the hurt it causes to both the child who experiences bullying behaviour and to the child who is displaying bullying behaviour.
- * Continually reinforce the importance of telling a trusted member of staff about bullying when it happens.
- * Be alert to signs of distress and other indications of bullying.
- * Listen to children who reports that they have experienced bullying behaviour, take what they say seriously and provide reassurance that appropriate action will be taken.
- * Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- * Follow up any concern by a parent about bullying and report back promptly and fully on the action that has been taken.
- * Report suspected cases of bullying to a member of the Safeguarding Team who will record and take appropriate action.
- * Fully engage in activities and competitions organised during Anti-Bullying Week.
- * Use circle time, PDMU lessons, RE lessons, school assemblies etc. to promote opportunities to discuss the subject.

NIABF highlights how the term 'bullying' is highly emotive and often causes great anxiety, fear and shame to both the children involved and their families. No parent/carer wants to hear that their child has been displaying bullying behaviours, however if this is the case it is important that we concentrate our disapproval on the behaviour, not the child.

We must help them to understand why their behaviour is unacceptable, recognise the impact that it is having on another or others and support them to identify ways that they can rectify the situation.

Responsibilities of Support Staff and all other adults connected with the school for Clubs and Activities

- * All staff and adults working with pupils (includes sports coaches and adults leading after-school activities) should be vigilant in looking for signs of bullying.
- * They should report any incident of bullying or suspected bullying to the class teacher or in the absence of the teacher, a member of the Safeguarding Team.
- * During lunch times, supervisory staff will assist with playground games and help maximise the use children make of the play equipment and playground markings. They will closely monitor children's involvement in activities.

Responsibilities of our Pupils

We expect our pupils to:

- ✳ Tell an adult if they are experiencing bullying behaviour.
- ✳ Refrain from becoming involved in any form of bullying.
- ✳ Report to a member of staff any witnessed or suspected instances of bullying.
- ✳ Intervene to protect any pupil who is experiencing bullying behaviour by reporting the incident to an adult.

Anyone who becomes the target of bullies 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.

Responsibilities of our Parents

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

- Watching for signs of distress or unusual behaviour in their child/ren which might be evidence of bullying
- Informing the school immediately of any suspected bullying, even if their child/ren is/are not involved
- Keeping a written record of any reported instances of bullying
- Advising their child/ren to report any bullying to Mr Coulter, Principal, Mr Barnes, Designated Teacher for Child Protection or to the class teacher, and to explain the implications of allowing the bullying to continue unchecked, for themselves and for other children
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Advising their children not to retaliate violently to any forms of bullying
- Co-operating with the school if their child/ren is/are accused of displaying bullying behaviour, trying to ascertain the truth.
- Being respectful of staff in any communications
- Supporting the school in implementing plans to support the child displaying bullying behaviours or the child experiencing bullying behaviours
- Not approaching another child or parent about a behaviour matter or an incident of suspected bullying. All concerns must be brought directly to school staff in line with school/nursery policy.

SIGNS AND SYMPTOMS OF BULLYING

Parents should be aware that the following are possible signs of bullying. This may be where a child:

- Is frightened of walking to or from school

- Is unwilling to go to school
- Begins to do poorly in school work
- Becomes withdrawn
- Regularly has books or clothes destroyed
- Stops eating
- Cries easily
- Becomes disruptive or aggressive
- Has possessions go 'missing'
- Has dinner or other monies continually 'lost'

Reporting a Bullying Concern

Pupils Reporting a Concern

In St Finian's Primary School through our pastoral/preventative work, we continually encourage pupils to raise concerns with any member of staff, including teaching and non-teaching staff. We also reinforce that ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing the behaviour. Through our preventative work the key message focuses on 'getting help' rather than 'telling'.

Ways of reporting a bullying concern may involve:

- * Verbally - talking to a member of staff
- * By writing a note to a member of staff (e.g. in a homework diary)
- * By posting a comment in a 'worry box' or 'worry book'

Parents/Carers Reporting a Concern

Parents/Carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Also, in St Finian's Primary School we stress the need for parents/carers to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The processes for reporting a bullying concern are:

- * In the first instance, all bullying concerns should be reported to the Class Teacher
- * Where the parent/carers 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/carers remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

In St Finian's Primary School while the majority of reports of bullying concerns will come from pupils and their parents/carers, the school will be open to receiving such reports from others not directly involved with the settings.

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.

Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified. In St Finian's Primary School, staff are expected to respond to

bullying concerns promptly and effectively therefore the processes outlined will ensure that when a bullying concern has been reported, everyone involved in the management of the incident, knows what the procedures are and will implement them immediately.

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

- ✳ Gather information, clarify facts and perceptions
- ✳ Check records (SIMS) for previous incidents and identify behavioural patterns
- ✳ Assess the incident against the criteria for bullying behaviour and on this basis determine whether bullying behaviour has taken place.
- ✳ Keep a record of the information gathered

If, on the basis of the information gathered the criteria for bullying behaviour has not been met the inappropriate behaviour will be dealt with under the school 'Positive Behaviour Policy'.

If on the basis of the information gathered the criteria for bullying behaviour has been met the following processes will be followed:

- ✳ Identify any themes or motivating factors
- ✳ Identify the type of bullying behaviour being displayed
- ✳ Identify intervention level – level 1-4
- ✳ Select and implement appropriate interventions (level 1-4) for the pupil experiencing bullying behaviour and the pupil displaying bullying behaviour, These pupils will be actively involved in identifying and agreeing strategies and expected outcomes and in assessing their ongoing progress
- ✳ Select and implement consequences and sanctions not listed in the 'Effective Responses to Bullying Behaviour' resource
- ✳ Track, monitor and record effectiveness of interventions
- ✳ Review outcome of interventions

When responding to a bullying concern, school staff shall implement interventions recorded on the Bullying Concern Assessment Form (BCAF) 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.

Parents/carers should understand that in St Finian's Primary School information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

Recording

The legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, is for schools to maintain a record of all incidents of bullying and alleged bullying behaviour.

St Finian's Primary School will centrally record all relevant information related to reports of bullying concerns on a Behaviour Incident form, 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.

Records of the bullying and of the follow ups will be kept by the Designated Teacher for Child Protection. The DT will also complete the online SIMS Behaviour Management Module using the Bullying Concern Behaviour Form (BCAF) which is part of the C2k system in schools. Access to these records will be restricted, they will be saved as a Word Document to a private folder by the principal.

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

In St Finian's Primary School we 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 and 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

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 June 2024.

[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
- * Acceptable Use of Internet/E-safety Policy
- * Educational Visits
- * Complaints Policy
- * Staff Code of Conduct