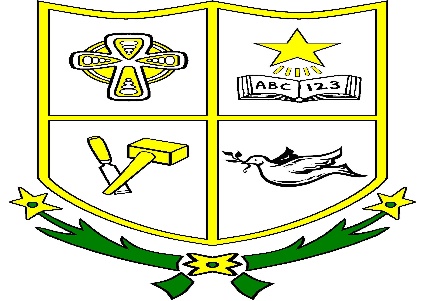
**St. Joseph’s Primary School**

**Anti- Bullying Policy**

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**Learn to Love, Love to Learn**

**Policy reviewed and ratified by Governors-**

**December 2022**

**Signature of Chair- Dr Patrick McCartan**

**Section 1**

**INTRODUCTORY STATEMENT**

At St Joseph’s Primary School, we believe all forms of bullying behaviour are unacceptable. All members of the school community have a right to work and learn in a secure and caring environment, where they feel safe and without the fear of being bullied. We have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment. St Joseph’s Primary School community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community.’

**Section 2 - Context**

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

**The Legislative Context:**

* Health and Safety at Work NI Order 1978
* The Children (Northern Ireland) Order 1995
* The Human Rights Act 1998
* The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25
* Welfare and Protection of Pupils Education and Libraries N.I Order 2003
* The Education (2006 Order) (Commencement NO.2) Order N.I 2007
* The Education (School Development Plans) Regulations (Northern Ireland) 2010
* Addressing Bullying in Schools Act (Northern Ireland) 2016

**DE Guidance:**

* Pastoral Care in Schools: Promoting Positive Behaviour DE, 2001
* Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following: *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’s (SBNI) Policies and Procedures 2017*
* Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

**Section 3 – Ethos & Principles**

**Aims and objectives**

Bullying behaviour is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. 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. 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.

**Our Aims as a school**

* To produce a safe and secure environment where all can learn without anxiety and where pupils feel safe and secure.
* To understand that the safety of children and young people is paramount, therefore safeguarding/child protection is a core element of this policy;
* To work in partnership in promoting a holistic approach to positive behaviour management;
* To ensure all members of the school community actively promote positive interpersonal relationships;
* To develop a school culture where pupils take pride in their school and are viewed as ambassadors for their school and within the community – regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school will be given;
* To raise pupils’ awareness of what bullying is and what they should do if bullying arises
* To produce a consistent whole school response to any bullying incidents that may occur and to develop strategies to deal with all aspects of bullying behaviour.
* To make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.
* To ensuring effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning;
* To creating an anti-bullying climate through openness and consultation, where the views of all members of the school community are encouraged and considered;
* To valuing each person for their unique talents and abilities;
* To creating and maintaining an ethos which promotes aspiration, achievement in and restoration.
* Assist in the provision of a positive and supportive atmosphere for those affected by bullying behaviour and for those involved in bullying behaviour.
* Develop procedures for noting and reporting incidents of bullying behaviour.
* Promote restorative strategies in order to achieve the necessary changes in behaviour and to restore relationships between the pupils involved.

Through implementation of the Positive Behaviour Policy the school currently:

* Sets high standards of behaviour
* Carries out regular discussions to discuss expectations and identifies areas for concern
* Promotes an open, inclusive and mutually respectful working environment
* Ensures high level of pupil participation
* Works in partnership with parents / carers through an open system of communication
* Implements school rewards systems which consistently acknowledges, affirms and celebrates positive behaviour and achievement
* Delivers the PDMU programme to promote confidence, resilience and effective interpersonal skills
* Works effectively with appropriate outside agencies to support the care and welfare of the pupils
* Works in conjunction with the SEN policy to identify and meet individual needs
* Implements a post – incident debriefing process to help pupils develop restorative attitudes and learn from experience

**Section 4 – Consultation and Participation**

This policy has been developed following consultation with a range of stakeholders (including, pupils, parents, staff and Board of Governors). Online questionnaires were completed by pupils from P4-p7, parents and staff. P1-p3 completed a whole class questionnaire. The revised policy was presented to staff before ratification by the Board of Governors.

Its overall purpose is to promote an anti-bullying culture in St Joseph’s Primary School and to help staff provide support to pupils who have been bullied and pupils who engage in bullying behaviour. It promotes anti-bullying strategies within four levels of intervention and provides staff with practical suggestions on how bullying can be addressed.

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001) Paragraph 125 state the following:

"As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour."

**Section 5 – What is Bullying?**

Definition of “bullying”

In the Addressing Bullying in Schools (Northern Ireland) 2016 Act

bullying is defined as **including (but not limited to) the repeated use of**

1. **Any verbal, written or electronic communication**
2. **Any other act**
3. **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**.

The Northern Ireland Anti-Bullying Forum (NIABF) defines bullying as the repeated use of power by one or more persons intentionally to hurt, harm or adversely affect the rights and needs of another or others. Bullying is a form of unacceptable behaviour, but not all unacceptable behaviour can be considered bullying.

Bullying usually has key elements:

• It is repeated, persistent behaviour that happens over a period of time;

• It involves an imbalance of power, leaving someone helpless to prevent it or put a stop to it;

• It is intentionally harmful behaviour

• It causes distress.

St Joseph’s is committed to adhere to the legal definition of bullying as set out in the Addressing Bullying in Schools Act (Northern Ireland) 2016**.**

St Joseph’s is committed to using this criteria to assist pupils, parents/carers, staff and governors to recognise bullying behaviour. Therefore, our understanding of the following terms is:

* **Emotional or psychological harm** - intentionally causing distress, anxiety, humiliation and impacting on self-esteem;
* **Physical harm** – e.g. intentionally causing injuries such as bruises, broken bones, burns;
* **Repetition** will be seen as one way of establishing ***intention*** to harm;
* **Exclusion**– intentionally choosing (acting) to stop someone/others from joining in e.g. from playing football at lunch;
* **Omission** – intentionally choosing **not to mention** (failure to act) i.e. willful omission arising from a desire to cause hurt;
* **Repetition** 3 or more repetitious incidents involving the same target/s however the school will use its discretion as 1 electronic post may be viewed/shared ‘repeatedly’;
* **A one-off incident** may be viewed as bullying if the school’s management considers evidence of premeditation or recognises the incident has caused significant levels of emotional or physical harm to one or more pupils.

All unacceptable behaviour must be challenged, whether it is bullying behaviour or not. There are many different ways that bullying behaviour can be displayed. This could include or could be a combination of:

• Being called nasty names, teased, made fun of, threatened or put down;

• Being hit, kicked, punched, tripped up or knocked over;

• Having belongings stolen or damaged;

• Having rumours or gossip spread about you, or people talking about you behind your back;

• Being left-out, excluded or isolated;

• Being forced to do something you don't want to do or know that is wrong.

Cyber Bullying

Cyber bullying is an aggressive, intentional act carried out by an individual or group against a target using, for example, electronic forms of contact and social media platforms. Cyber bullying is bullying behaviour that is displayed through mobile/smart phones or the internet.

This may include:

• Hurtful, embarrassing or threatening material posted online (eg. on social network websites, mobile phone apps etc.);

• Nasty messages sent as texts, emails or other websites or apps;

• Being excluded from an online game;

• Fake profiles on a social network to make fun of others.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

• is frightened of walking to or from school;

• begs to be driven to school;

• changes their usual routine;

• is unwilling to go to school (school phobic);

• begins to truant;

• becomes withdrawn anxious, or lacking in confidence;

• starts stammering;

• attempts or threatens suicide or runs away;

• cries themselves to sleep at night or has nightmares;

• feels ill in the morning;

• begins to do poorly in school work;

• comes home with clothes torn or books damaged;

• has possessions which are damaged or " go missing";

• asks for money or starts stealing money (to pay bully);

• has dinner or other monies continually "lost";

• has unexplained cuts or bruises;

• comes home starving (money / lunch has been stolen);

• becomes aggressive, disruptive or unreasonable;

• is bullying other children or siblings;

• stops eating;

• is frightened to say what's wrong;

• gives improbable excuses for any of the above;

• is afraid to use the internet or mobile phone;

• is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

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

• severity and significance of the incident

• evidence of pre-meditation

• impact of the incident on individuals (physical/emotional)

• impact of the incidents on wider school community

• previous relationships between those involved

• any previous incidents involving the individuals

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

Motivations

There can be various motivations behind bullying behaviour, some of these include, but are not limited to:

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

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’ 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 for all anti-bullying work should be on preventing bullying behaviour and creating a safe learning environment. At St Joseph’s we help children to prevent bullying as and when appropriate.

We at St Joseph’s believe that preventative strategies have a high priority in minimizing bullying. Through the following preventative strategies and planned curricular opportunities, we hope to lay the foundations of positive behaviour and to eliminate bullying before it becomes an issue. These include:

**A consistent implementation of the Positive Behaviour Policy which:**

* Upholds everyone’s right to be safe both physically and emotionally and requires everyone to behave in ways which keep everyone safe;
* Sets 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 socially unacceptable behaviours through agreed consequences;
* Carries out regular school audits to assess the effectiveness of the policy through, for example, monitoring levels of pupil/staff wellbeing & relationships.

**Through a consistent delivery of pastoral/preventative curriculum which:**

* Addresses issues such as bullying, sectarianism, racism, and the promotion of good relations through PDMU, anti-bullying activities and Shared Education;
* Actively promotes positive emotional health and wellbeing and reduce likelihood of ‘cyberbullying’ through e.g. E-safety workshops, building resilience activities and the participation in mindfulness sessions including for example yoga;
* Targeted days e.g. Safer Internet Day, European day of Languages, World Book Day, Autism Awareness Day, etc.;
* Engaging with key statutory and voluntary sector agencies e.g. c2k, PSNI, Public Health Agency, Safeguarding Boards NI, NSPCC;
* Develops emotional literacy, interpersonal and intrapersonal skills through for example planned Circle Time sessions and PDMU lessons;
* Builds confidence, self-esteem and resilience through opportunities to encourage high levels of pupil participation in school council, digital leaders, extra school activities and giving responsibilities to the pupils.
* Focused times e.g. assembly to raise awareness and promote understanding of key issues related to bullying;
* Participating in sport, music, art, drama, extra-curricular activities and competitions;
* 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 and Religion Programme Grow in Love
* Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.

**Ongoing tracking and monitoring of supervision arrangements e.g. canteen, playground, corridors, toilets which:**

* Identify ‘hotspots’ and identify supervision needs;
* Support vulnerable pupils e.g. through seating arrangements, providing quiet areas and peer support arrangements including buddies;
* Identify the need for friendship stops/benches, suggestion boxes, playground buddy systems, peer mentoring.

**Whole school participation in Anti-Bullying Week** **which:**

* Highlights the uniqueness of each individual pupil;
* Provides opportunities to discuss bullying behaviours and appropriate responses to them;
* Provides opportunities to empathize with the targeted pupil and discuss support strategies for them;
* Provides opportunities to monitor bullying behaviour within classes and school as a whole.

**The Pupil Voice which:**

* Designs the pupil friendly Anti-Bullying flier;
* Agrees codes of behaviour and rules / consequences for the playground and indoors;
* Discusses and agrees rewards and sanctions;
* Makes suggestions on school improvements;
* Completing questionnaires/ audits.
* Contributing to and consulting on school policies and procedures such as: promoting positive behaviour and reward systems, Pastoral Care, Teaching and Learning, ICT policy, Feedback and Marking, anti-bullying, healthy eating or extra-curricular activities.

Whilst travelling to and from school we will encourage the following preventative measures:

* 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.
* Promotion of anti-bullying messages and awareness of behaviour expectations of pupils among the local community (local shops, cafes, residents).

Prevention of online bullying

The new legislation 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.

At St Joseph’s we 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. These include:

• Addressing key themes of online behaviour and risk through PDMU and ICT including understanding how to respond to harm and the consequences of inappropriate use.

• Participation in Anti-Bullying Week activities.

• Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.

• Participation in annual Safer Internet Day and promotion of key messages throughout the year.

• Development and implementation of robust and appropriate policies in related areas (eg. ICT policy which includes Acceptable Use of the Internet Policy, Mobile Phone Policy, Code of Conduct etc.)

**Section 7 – Roles and Responsibilities**

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 and the staff of the school are expected to respect the rights of others to be safe.

**The Responsibilities of Staff**

Our staff will**:**

* Foster in our pupils’ self-confidence, 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 experiences bullying behaviour and to the child who is displaying bullying behaviour.
* Staff will continually reinforce the importance of telling an adult about bullying when it happens.
* Be alert to signs of distress and other possible indications of bullying.
* Listen to children who report that they have experienced bullying behaviour, take what they say seriously and provide reassurance that appropriate action will be taken.
* Report suspected cases of bullying to the Principal who will record and take appropriate action.
* Follow up any concern by a parent about bullying, and report back promptly and fully on the action which has been taken.
* Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
* Use PDMU, Religion and Circle time to promote opportunities to discuss issues around bullying.

**The Responsibilities of Pupils**

We expect our pupils to:

* Refrain from becoming involved in any kind of bullying behaviour.
* Follow school rules.
* Intervene to protect the pupil who is experiencing bullying by reporting the incident to an adult.
* Report to a member of staff any witnessed or suspected instances of bullying.
* Value and respect others.

**What Pupils Need to Recognise about Bullying**.

Pupils need to understand:

* That they have a right not to experience bullying at school.
* That they are not to blame if they experience bullying.
* That they need to speak out and should trust the adults to take their concerns seriously and help them.
* That they are not alone.

**The Responsibilities of Parents**

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

* Advising their child to report any bullying behaviour to their class teacher/adult in school.
* Advising their child not to retaliate to any form of bullying.
* Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken.
* Informing the school of any suspected bullying.
* Co-operating with the school, if their child is displaying bullying behaviour or experiencing bullying behaviour.

**Parents must not approach another child about behaviour matters or an incident of alleged bullying at St. Joseph’s Primary School. All concerns must be brought directly to school staff in line with school policy, or directly to the child’s parents if the incidents took place outside of school.**

**Responsibilities of All**

Everyone has the responsibility to work together to:

* + foster positive self-esteem, self-confidence, self-respect and respect for others
  + behave towards others in a mutually respectful way
  + model high standards of personal and 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

**Section 8 – Reporting a bullying concern**

**Pupils reporting a concern**

Any pupil can raise concerns about bullying behaviour, not just a pupil who is experiencing this behaviour, with any member of staff (including teaching and non-teaching staff). Our message will focus on ‘getting help’ rather than ‘telling.’

Pupils may report bullying concerns by:

* Verbally- talking to a member of staff
* By writing a note to a member of staff (eg. on a piece of paper/diary and showing it to the teacher / classroom assistant)
* By posting a comment in a ‘worry box’ or ‘worry monster’

Our main focus is on getting help, so all pupils are encouraged to get help if they have a concern about bullying that they experience, or is experienced by another.

**Parents/Carers Reporting a Concern**

It is important that parents and carers raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents need to encourage their children to react appropriately to bullying behaviour and not do anything to retaliate or ‘hit back’.

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

In the first instance, all bullying concerns should be reported to the Class Teacher.

**STAGE 1**

When an initial bullying incident or alleged bullying incident is reported, the information will be recorded by the Class Teacher and passed on to following people;

* The Designated Teacher for Child Protection
* The Principal

**STAGE 2**

If the matter is not resolved or continues to escalate, the matter should be discussed with Designated Teacher/Principal and in cooperation with the class teacher, an assessment will be conducted to determine the procedures to follow.

**STAGE 3**

Where the parent/carer remains unsatisfied that the concern has not been responded to appropriately, the school’s complaints procedure should be followed. This involves making a formal, written complaint, to the principal.

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 given 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.

**Section 9 – Responding to a Bullying Concern**

The processes outlined below provide a framework for how St Joseph’s Primary 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

If bullying behaviour is identified:

* 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
* Track, monitor and record effectiveness of interventions
* Review outcome of interventions
* Select and implement further intentions as necessary

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

As previously stated, information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

**For the pupil experiencing bullying behaviour**

If you are experiencing bullying behaviour, you can do something about it. **You** can make a difference!

* **TELL someone in school**
* Talk to someone who you feel comfortable with
* Talk over what to do with a friend, a teacher, your mum or dad or someone you trust
* Report any incident of bullying behaviour you may witness to an adult
* Refrain from bullying behaviour of any kind

***Remember*** – it’s right to tell an adult that you are experiencing bullying behaviour and to ask them for help.

**For Parents:**

* Watch for any signs of your child experiencing bullying behaviour
* Inform the school of any suspected bullying behaviour within school
* Encourage your children to report any incidents of bullying behaviour to a member of staff
* Co-operate fully with the school.

**Section 10 – Recording**

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

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

Records will be kept securely. 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.

**Professional Development of 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.
* Opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching.
* Staff are trained in behaviour management and dealing with alleged bullying behaviour incidents / recording

**Monitoring and Review of Anti-Bullying Policy**

It is the responsibility of the Board of Governors, in liaison with the Principal, to monitor the effectiveness of the Anti-Bullying Policy on the basis of evidence gathered, by using performance and other data to:

Determine how effective the school’s preventative measures are in reducing:

* Levels of and opportunities for bullying behaviour;
* Severity and frequency of incidences by noting reductions/increases;
* Monitoring response times, etc.

Identify patterns and trends:

* Evaluate reporting and recording procedures;
* Measure impact on levels of achievement;
* Evaluate efficacy of the interventions and the support provided.

Determine how effective the policy’s processes are in:

* Identifying underlying motivation;
* Promoting and maintaining restoration.

Ensure that the policy, through consultation and participation, is successfully identifying current needs and addressing them appropriately;

Inform and guide policy development and review through feedback received from baselining surveys with parents/carers, staff, governors and pupils;

Ensure that policy concerns are identified quickly and addressed through the ongoing School Development Planning process.

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 March 2026.

**Links with Other School Policies**

This policy forms part of the overall pastoral care provision in our school and therefore links and works alongside the following policies:

* Pastoral Care Policy
* Child Protection & Safeguarding Policy
* ICT Policy and Acceptable Use of Internet Policy
* Positive Behaviour Policy
* Attendance Policy
* Intimate Care Policy
* First Aid Policy
* PDMU Policy
* Staff Code of Conduct
* Special Educational Needs Policy
* Health & Safety Policy
* Relationships & Sexuality Education Policy
* Educational Visits Policy
* Code of Conduct

**Signed:**………Mrs S McArdle……(Principal)

**Date**:…………November 2022………………………….

**Signed:**…………Dr Patrick McCartan…………………………………(Chair of Board of Governors)

**Date of Ratification by Board of Governors**:…December 2022………………..