**Long Tower Primary & Nursery School**

****

**Addressing Bullying (Anti-bullying) Policy**

**UNCRC:**

* 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)
* An education. (A.28)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Chairperson of BOG Principal

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Addressing Bullying Policy**

**RATIONALE**

Long Tower Primary and Nursery School seeks to create a caring, Christian community in which every member feels valued, supported and happy. Our aim is to provide for each child a broad and balanced educational experience, within a Catholic setting, suitably differentiated so that the children can achieve their full potential and become contributing members of society. We strive to promote high standards of respect, self-discipline, commitment and self-worth. We actively promote positive interpersonal relations between all members of the school community. It is our aim at Long Tower Primary and Nursery School to prevent bullying and deal appropriately with bullying when it occurs. We seek to provide a safe and secure learning environment and foster a sense of security in each child to develop his/her confidence and independence.

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

We, at Long Tower Primary & Nursery School are:

* Committed to a community where children and young people can live free and safe from bullying.
* We believe in a community where bullying is unacceptable and where every child and young person is safe and feels safes 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.

One way in which we seek to protect our pupils is by helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe. Our values are reflected in our 3 main school rules:

* Always behave courteously showing good manners and consideration for others
* Always show respect for your own property as well as the property of others
* No bullying, no fighting and no rough play in the school at any time

**Principles**

* Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear
* The welfare and well-being needs of all children are paramount and pupils’ needs, whether pupils displaying bullying behaviour or targeted pupil are our priority. Interventions will be implemented to meet the needs of all pupils involved.
* When bullying concerns are identified our school will work in a ‘Restorative’ and ‘Solution Focused’ way, to achieve the necessary changes in behaviour and to restore relationships between the pupils involved, consistent with the NI Anti Bullying Forum document.
* Schools will not tolerate bullying behaviour
* Targeted pupils will be listened to
* Reported incidents will be taken seriously and thoroughly investigated
* A sense of honesty and fair play will be developed among our children
* Staff will have received awareness-raising training regarding bullying prevention, including implementing effective and appropriate strategies for intervention.
* Parents are made aware in our schools ‘Child Protection’ and ‘Complaints’ policies of how to report any concern or complaint they may have in relation to their child’s safety or well-being.
* Pupils are made aware of the school’s approach to anti-bullying (preventative strategies/measures as well as restorative approaches used to bullying concerns raised) through the general school curriculum, PDMU lessons, Circle-time, workshops (eg.Stay Safe NSPCC, All-state e-safety) and ‘Anti-Bullying and Internet Safety Week’ activities.

This Policy has been developed through a process of consultation with staff, governors, pupils and parents consistent with the following legislative requirements and documents:

**The Legislative Context:**

* [The Addressing Bullying in Schools Act (Northern Ireland) 2016](http://www.legislation.gov.uk/nia/2016/25/contents)
* [The Education and Libraries Order (Northern Ireland) 2003](http://www.legislation.gov.uk/nisi/2003/424/contents/made) (A17-19)
* [The Education (School Development Plans) Regulations (Northern Ireland) 2010](https://www.education-ni.gov.uk/sites/default/files/publications/de/annex-a-school-development-plans-regulations-2010.pdf)
* [The Children (Northern Ireland) Order 1995](http://www.legislation.gov.uk/nisi/1995/755/contents/made)
* [The Human Rights Act 1998](https://www.legislation.gov.uk/ukpga/1998/42/contents)
* [The Health and Safety at Work Order (Northern Ireland) 1978](https://www.legislation.gov.uk/nisi/1978/1039)

**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)](https://www.education-ni.gov.uk/sites/default/files/publications/de/pastoral%20care%20in%20schools.pdf)
* [Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)](https://www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding-and-Child-Protection-in-Schools-A-Guide-for-Schools.pdf)
* [Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)](https://www.health-ni.gov.uk/publications/co-operating-safeguard-children-and-young-people-northern-ireland)
* [Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)](https://www.proceduresonline.com/sbni/)

**The International Context**

* [United Nations Convention on the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.109765637.1827233515.1552648186-274690600.1552648186) (UNCRC)

The key points to note are:

**The Addressing Bullying in Schools Act (Northern Ireland) 2016:**

* Provides a legal definition of bullying.
* Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
* Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
* Sets out under which circumstances this policy should be applied, namely:
* In school, during the school day
* While travelling to and from school
* When under control of school staff, but away from school (eg. school trip)
* When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
* Requires that the policy be updated at least every four years.
* **The Education and Libraries Order (NI) 2003, requires the Board of Governors to:**

‘Safeguard and promote the welfare of registered pupils’ (A.17)

**The United Nations Convention on the Rights of the Child (UNCRC) sets out every child’s right to:**

* Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
* Be protected from discrimination. (A.2)
* Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
* An education. (A.28)

**Participation and Consultation Process**

At Long Tower we believe that the participation of the whole school community in formulating this policy is crucial.

We have used the following methods to gather data and to talk to parents:

* Survey/Questionnaires distributed to pupils, parents and whole school staff
* Discussion and circle time exercises with the pupils
* Discussion and feedback from class and school councils
* School assemblies, with parents’ present
* Inviting parents to provide their views on our Monday note
* Suggestion Box during Anti-Bullying Week in school reception
* Monitoring, evaluation and review of practice

We in Long Tower Primary & Nursery School are committed to the provision of a happy and secure environment for every child. We believe in the dignity and worth of each individual pupil. We believe that all our pupils should feel safe, confident and secure in their own personal worth as a member of our school community.

Accordingly, we are proactive in working to create a school environment within which positive relationships are fostered, by consulting, discussing and agreeing with members of our school community how we will promote the development of rights respecting relationships.

We promote those values which will make our pupils caring, responsible citizens. These values are enshrined in our School’s ‘Positive Behaviour Charter’.

**The Process of Participation and Consultation**

A questionnaire was sent out to all stake holders. Responses are collated, analysed and evaluated by school staff in consultation with the Board of Governors. The school uses a self-evaluation proforma which informs the School Development Plan, Pastoral Care Action Plan and the Policy Review. We also operate an open door policy where pupils, parents and staff have on-going opportunities to approach the school with any concerns that they might have regarding bullying.

**Consultation**

The 2003 Statutory Requirements (Education & Libraries NI Order) require schools to “encourage **good behaviour and respect for others**” and in particular **prevent** all forms of bullying**.**

This legislation also requires The Board of Governors and Principal to consult with pupils, parents and staff regarding positive behaviour and bullying prevention measures which must be in place.

We in Long Tower Primary & Nursery School, have met this requirement in the following ways;

* Survey/questionnaires distributed to all pupils, parents and whole school staff –

November 2021.

* Discussions at parent-teacher meetings/phonecalls.
* Awareness raising with parents eg information workshops (eg.online safety), P1 parent induction information booklet, Monday Notes, Worry Box and policy reviews.
* Class based PDMU workshops to negotiate and agree a Code of Conduct for Positive behaviours within the class group based on the Golden Rules.
* Awareness-raising programmes through the curriculum eg RE/PDMU programme, Circle-time, PATHS programme, pupil workshops (eg. Stay Safe (NSPCC) and involvement in the NIABF Anti-Bullying Week annual events.
* Obtaining the views of elected pupil representatives e.g. class council/ school council.
* Suggestion/Worry boxes monitored throughout the school

**Links with other School Policies**

This policy should be read in conjunction with the following policies: Pastoral Care, Child Protection, Positive Behaviour Policy, Acceptable use of the Internet Policy, Special Educational Needs.

Within the Positive Behaviour Policy, the school outlines the types of behaviour which are considered appropriate and inappropriate, together with the response and ‘measures’ which the school uses to promote positive behaviour and to address and change inappropriate behaviour. In this way we are actively preventing bullying behaviour occurring.

This policy links with the Child Protection Policy in which the school outlines the steps it will take to protect children from harm and develop their personal safety strategies. Very rarely, in extreme situations bullying behaviour and its impact on pupils may cause such ‘significant harm’ that a referral to the Social Services Trust Safeguarding Team is necessary and this will be progressed following the normal Child Protection procedures.

**Definition of Bullying -**

**Addressing Bullying in Schools 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.**

**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 the school will consider as bullying.

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

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

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

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

**Verbal or written acts**

* saying/writing mean and hurtful things to, or about, others
* making fun of others, teasing
* calling another pupil mean and hurtful names
* telling lies or spread false rumours about others
* try to make other pupils dislike another pupil/s
* Belittling another pupil’s abilities and achievements

**Physical acts**

* Hitting, punching
* kicking
* pushing
* shoving
* material harm, such as taking/stealing money or possessions or causing damage to possessions
* Writing offensive notes or graffiti about another pupil
* Ridiculing another pupil’s appearance, way of speaking or personal mannerisms

**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
* Mobile threats by text messaging and calls,
* Misuse of associated technology, i.e. camera and video facilities, IPad, Games console

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

There may be various motivations behind bullying, including those named in the Act. These include, but are not limited to:

* Community background
* Political affiliation
* Gender identity
* Sexual orientation
* 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.

With reference to DE guidance, this is the definition of emotional and physical harm:

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 Interventions to Create a Bully Free Ethos**

Relationships are at the ‘core’ of everything we do in **Long Tower Primary & Nursery School.** As a rights respecting school, we encourage pupils to respect themselves and each other.

We encourage pupils to become aware of their feelings and express their fears and concerns and to develop a sense of their responsibility and empathy for others. This process is facilitated through activities such as PDMU and PATHS lessons in which children explore their needs, rights and feelings and how to deal with situations they may experience. Through the preventative curriculum, we actively promote positive emotional health and wellbeing.

Within our Curriculum, we provide children with opportunities to develop assertiveness and communication skills. We address prejudice, discrimination and social/emotional learning through school assemblies, PDMU, Religion and Literacy classes. We provide opportunities for developing positive peer relationships during PATHS lessons, Circle time strategies and class/school council meetings.

Within our school community we have agreed and communicated our school expectations for ‘Positive Behaviour’, summarised in our school charter, during discussions/agreement on the classroom/canteen/playground code of conduct, school assemblies and visually on posters/displays.

There is school wide supervision and effective, consistent behaviour management by all staff.

Should concerns regarding bullying behaviour arise, we aim to implement effective, appropriate interventions and a primary aim is to ensure the safety of the targeted pupil. To this end we can create *Safe Spaces* through changing seating arrangementsand implement *Peer Support arrangements*, including establishing a Circle of Friends to ‘befriend’ and support vulnerable pupils. As appropriate we address issues and concerns restoratively with individuals who engage in bullying behaviour and within the wider group using a range of strategies, consistent with The NI Anti Bullying Forum ‘Effective Interventions’ document.

We also:

* Address issues such as the various forms of bullying, including the how and why it can happen, through PDMU (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
* Participation in the NIABF annual Anti-Bullying Week activities
* Engagement in key national and regional campaigns, eg Safer Internet Day.
* Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
* Development of effective strategies for playground management, eg. anti-bullying ambassadors; Nursery and P1 buddied with P6 and P7 children respectively, inclusion of buddy benches 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 (Covid restrictions allowing).
* Linking with community groups to provide anti bullying workshops.

In order to prevent bullying behaviour to and from school we have in place the following measures:

* A close working relationship with parents/guardians.
* Safety notices in the Monday Note
* Focused assemblies to raise awareness and promote understanding of key issues related to bullying, which include behaviour outside school.
* 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.
* Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community.
* Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate/break/lunch time/assembly hall)

At Long Tower Primary & Nursery School, 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. This may include:

* Addressing key themes of online behaviour and risk through PATHS, PDMU, Circle Time and RSE, 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, Public Health Agency, Safeguarding Board for NI e-Safety Forum, All-State, NSPCC) 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 policies in related areas (eg. Acceptable Use of the Internet Policy, Mobile Phone Policy, Social Media, etc.)

It is important to remember that the Addressing Bullying Policy is one of a number of policies in the wider pastoral care and safeguarding suite of policies. The measures set out here, to prevent bullying behaviour through the use of electronic communication, should also be included in the school’s e-Safety Policy and/or Acceptable Use of the Internet Policy.

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

**Responsibility**

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

**Responsibilities of all our school Community *(From Promoting Positive Behaviour 2001)***

**The Responsibility of the Principal**

The principal will implement the school anti-bullying policy and ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Principal ensures that all children know that bullying is wrong and that it is unacceptable in Long Tower Primary School. The Principal draws the attention of children to this fact at assembly and at other times when appropriate.

The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Principal responds within **ten days** to any request from a parent to investigate incidents of bullying.

**Responsibilities of Governors**

The governing body supports the Principal in all attempts to eliminate bullying from our school. Incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Principal to keep accurate records on SIMs of all incidents of bullying and to report to the governors, on request, about the effectiveness of school anti-bullying strategies.

**School Staff**

Our staff will:

* Foster in our pupils’ self-esteem, a sense of their rights and their responsibilities to others.
* Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
* Discuss bullying behaviour with all classes, so that every pupil learns about the damage it causes to both the pupil who is targeted and the pupil who engages in bullying behaviour.
* Emphasise the importance of telling a trusted adult about bullying behaviour when it happens or is observed.
* Be alert to signs of distress and other possible indications of bullying.
* Listen to children who have been targeted, take what they say seriously and respond appropriately.
* Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
* Respond to bullying behaviour promptly and effectively, with an expectation of change in accordance with agreed procedures.
* Report suspected cases of bullying to Mr Gallagher, designated teacher, or Mrs Green, deputy designated teacher/nursery designated teacher or Mrs Logue, the principal
* Record incidents of bullying on SIMS.

**Pupils**

We expect our pupils to:

* Refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
* Intervene to support any pupil who is being targeted, unless it is unsafe to do so.
* Report any concerns or instances of bullying witnessed or suspected, to a member of staff to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of someone displaying bullying behaviours should:

* Have the courage to speak out, to put an end to their own suffering and that of other potential targets.
* Child Line can help: 080011111

**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 to report any bullying to any adult and/or **their class teacher and or the Principal, Mrs J Logue)** and explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and for other pupils.
* Advising their children not to retaliate violently to any forms of alleged and confirmed bullying behaviour.
* Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
* Keeping written records of any reported instances of bullying behaviour.
* Informing the school of any suspected bullying, even if their children are not involved.
* Co-operating with the school, if their child is involved in a bullying concern to ascertain the truth and to resolve the difficulty in a restorative way. Aim to restore positive relationships within the group.
* Closely monitor their children’s use of the internet, digital devices and be aware of the age limits surrounding social media usage**.**

**Reporting a Bullying Concern**

Pupils Reporting a Concern

Pupils have told NIABF that when they have a concern about a potential bullying situation, they would like the opportunity to discuss this with a member of staff that they trust. We encourage our children to talk to any member of staff. All of our staff will receive training from Mr I Gallagher/Mrs J. Logue on how to appropriately deal with bullying concerns.

Children can raise concerns a variety of ways, including:

* Verbally- talking to a member of staff
* By writing a note to a member of staff (eg. in a homework diary)
* By posting a comment in a ‘Worry/suggestion box’- installed in all classrooms.

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour.

**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’.

* In the first instance, all bullying concerns should be reported to the Class Teacher
* Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the Principal
* Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school’s complaints procedure should be followed. The school’s complaints policy can be found on the school website.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, we are open to receiving such reports from anyone within our school community.

All reports of bullying concerns received will be responded to in line with this policy. 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.

The school is unable to deal with bullying concerns which happen outside the school day. This is inclusive of the misuse of social media, electronic devices or the internet, unless its impact is observed and reported as happening during the school day.

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

* Clarify facts and perceptions
* Check records (SIM)
* Assess the incident against the criteria for bullying behaviour
* Identify any themes or motivating factors
* Identify the type of bullying behaviour being displayed
* Identify intervention level
* Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
* Track, monitor and record effectiveness of interventions
* Review outcome of interventions
* Select and implement further interventions 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.

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

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

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

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access. These records will be kept until the child/ren are 26 years of age. Information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of addressing bullying policy and practice within the school.

**Professional Development of Staff**

The Leadership of Long Tower Primary & Nursery School recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This is also inclusive of safeguarding training. Training completed is recorded within the school.

**Shared Education**

During shared education activities the teacher in charge will follow the procedures appertaining to their own school.

If an incident/concern occurs with a child from the partner school, the teacher in charge will inform the child’s class teacher who will then deal with the incident/concern.

If this is not immediately possible the teacher in charge will deal with the incident, according to their individual school’s policy and report it as soon as they can to the child’s class teacher in the partner school.

The overall aim is to adhere to the core principals underpinning the delivery of Shared Education, as stated in our joint Shared Education Policy.

**Monitoring and Review of this 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 Addressing 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 policy will be formally reviewed every 4 years and also following any incident which may highlight the need for such a review.

**Links to Other Policies**

In the development and implementation of this Addressing 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
* Shared Education Policy
* Health and Safety Policy
* Relationships and Sexuality Education
* E-Safety Policy & Acceptable Use of Internet Policy
* Mobile Phone Policy
* Educational Visits
* Staff Code of Conduct
* Complaints Policy

**Advice to Pupils**

**What does it feel like to be bullied?**

Bullying hurts. It makes you scared and upset. It can make you so worried that you can’t work well at school. It can make you feel that you are no good, that there is something wrong with you. Those displaying bullying behaviours can make you feel that it is your fault.

**Helping a friend**

Maybe you are not being targeted, but you know someone who is – perhaps that person is not even a good friend, but a classmate or someone form another class? Have you ever stood around and noticed that someone experiencing bullying, but weren’t sure what, if anything, you could do? Or thought that nothing you could do would make a difference?

**DON’T IGNORE BULLYING!** You can help. Don’t let pupils displaying bullying behaviours continue to do so. Here are some things you can do and some you can’t:

* Don’t rush over and take them on – it might not be safe and you don’t want other people to think you are a bully
* Let the teacher or another adult know what’s happening
* Try to be a friend to the person experiencing bullying
* Refuse to join in
* Sometimes you can’t sort it out yourself. Ask an adult for help.

**How to stop the bullying?**

If you are being bullied, you can do something about it. **You** can make a difference!

* **TELL, TELL, TELL**
* Practise what you want to say
* Keep a note or diary of what is happening
* Don’t give up
* Ask your parents to visit the school
* Talk over what to do with a friend, a teacher, mum or dad, or someone you trust
* Remember that teachers have to listen carefully when a child tells them about incidents of bullying

**Remember** –it’s right to tell an adult that you are experiencing bullying and to ask for their help. You can talk with them about what you would like to happen.