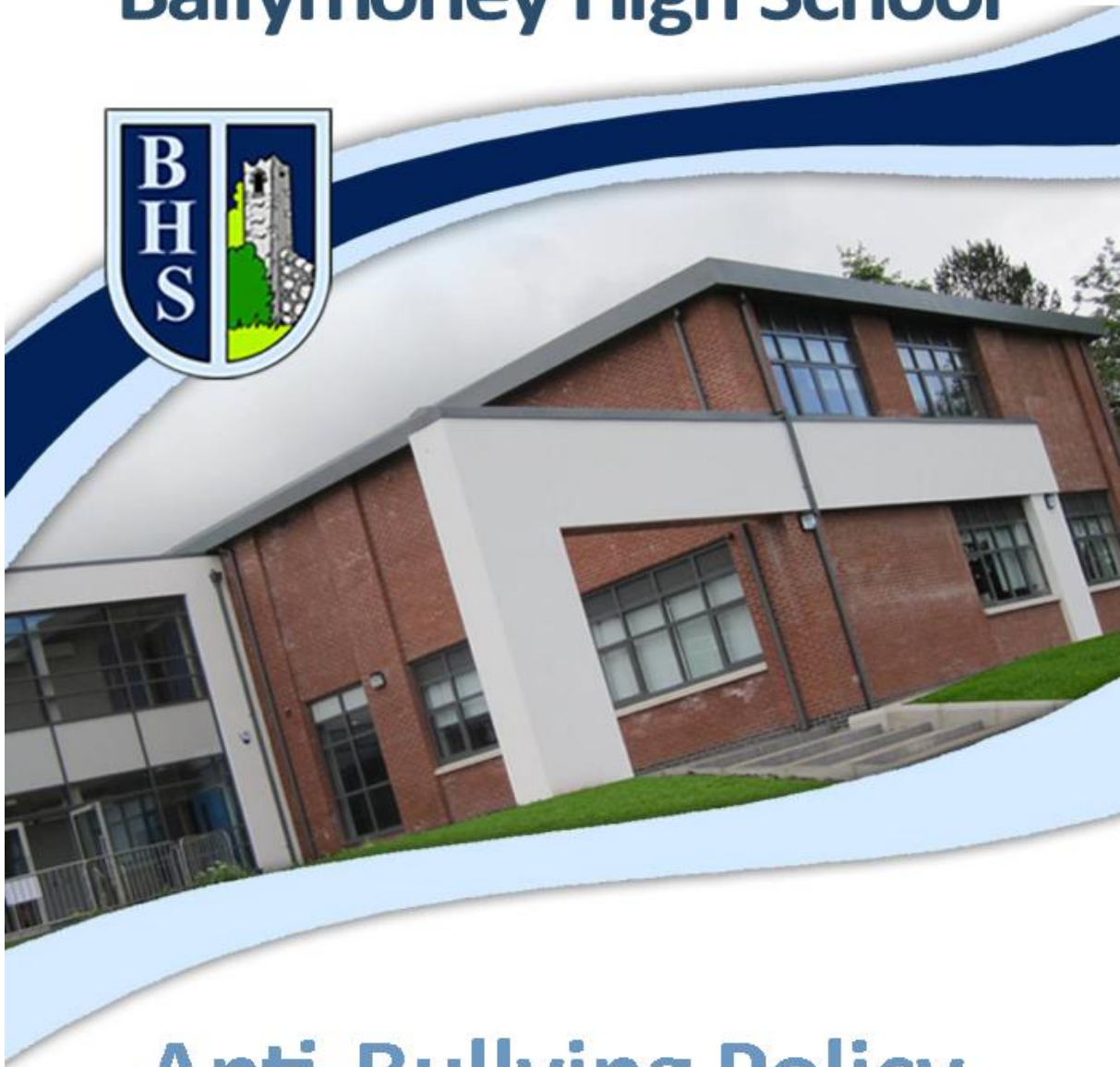


Ballymoney High School



Anti-Bullying Policy 2022

Ratified by the Board of Governors

Signed _____

(Chairman of the Board of Governors)

Date:

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Ballymoney High School

Anti-Bullying Policy

*We, at Ballymoney High School, encourage an environment which promotes dignity and respect, where individuals have the right to be **safe** and **happy** in school and to be protected when they are feeling vulnerable. The purpose of our anti-bullying policy is to enable all pupils, staff and parents to work together towards reducing the incidence of bullying within the school and dealing effectively with those incidents which do occur. **We firmly believe that no concern over the welfare of a child should be ignored by staff in the school.***

Aims

- To raise the awareness of and provide information for the school community on bullying related issues.
- To provide ideas and strategies which seek to eliminate various types of bullying using a wide range of preventative and restorative approaches.
- To involve a variety of personnel, including teachers, pupils, parents, lunchtime supervisors, ancillary staff, external agencies such as the Youth Worker or Counsellor, Education Welfare Officers and the school nurse.

Ethos & Principles

In Ballymoney High School, we are committed to a society where children and young people can live free and safe from bullying. We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying. We believe that every child and young person should be celebrated in their diversity. We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school. We value the views and contributions of children and young people; we will actively seek these views and we will respect and take them into account. We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial or religious intimidation and harassment. Every pupil has the right to be valued and respected.

Ballymoney High School's Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our mission statement. It links with other policies such as:

- Safeguarding and Child Protection, Positive Behaviour policy, Special Educational Needs Policy, RSE Policy, Health and Safety policy, Acceptable Use of the Internet Policy, Intimate Care Policy, Equality policy and all Curricular Policies.

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
- Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
- Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

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

‘The 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.

Under the '**Addressing Bullying in Schools Act (Northern Ireland) 2016**' Ballymoney High School will apply the 'Anti-Bullying Policy' -

- In school, during the school day;
- While pupils are travelling to and from school;
- When pupils are under the control of school staff, but away from school (e.g. school trip)
- When pupils are receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)

The policy will be updated at least every four years.

The Education and Libraries Order (NI) 2003, requires the Board of Governors to: '*Safeguard and promote the welfare of registered pupils*' (A.17)

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

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

- Education. (A.28)

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.

Consultation with pupils took place through the following methods:

- Consultative workshops with pupils
- Class-based activities
- Whole school questionnaires distributed to all pupils online
- Creation of a reference group of pupils - the Anti-Bullying Ambassadors

Consultation with parents/carers took place through the following methods:

- Information events with parents/carers
- Questionnaires distributed to all parents/carers online
- Engagement with parent groups, e.g. parent representatives on the Board of Governors

As is good practice, further consultation was sought from ALL members of the school community when developing this policy. Those methods included the following:

- Online staff survey for all staff, teaching and non-teaching
- Engagement activity for all staff, teaching and non-teaching (voluntary)
- Representative members of staff involved in writing anti-bullying policy

Definition of Bullying

Addressing Bullying in Schools 2016 Definition of “bullying”:

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

of—

(a) any verbal, written or electronic communication,

(b) any other act, or

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

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

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

When assessing a one-off incident, to decide 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 Ballymoney High School ‘Positive Behaviour Policy’.

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

Verbal or written acts

- ***saying mean and hurtful things to, or about, others***
- ***making fun of others***
- ***calling another pupil mean and hurtful names***
- ***telling lies or spreading false rumours about others***
- ***trying 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***

Cyber Bullying

The Internet and other technology-based tools are very powerful resources that can enhance and potentially transform learning and teaching when used effectively and appropriately. Such tools should be accessible and free from restrictions that constrain their worthwhile educational value. Safeguards are in place to ensure that the educational use made of such tools is safe and secure. (See *Acceptable Use of the Internet Policy*) All users are taught how to use these tools safely and sensibly to ensure a responsible approach to the use of technology in school. **Deliberate abuse in school is subject to school rules and sanctions while deliberate abuse outside school which impinges upon or affects pupils or staff should be dealt with in a multi-disciplinary fashion involving, where appropriate, channels such as the PSNI and legal action. Senior staff will implement this at their discretion. The level of the school" input into this multi-disciplinary approach will be assessed on an individual case by case basis.**

Some cyberbullying is clearly deliberate and aggressive such as publicly posting, sending or forwarding personal or private images or information. Other instances of cyberbullying are known to be unintentional and the result of not thinking or of a lack of awareness of the consequences. Unlike other forms of bullying, many cyberbullying incidents can themselves act as evidence.

It should be noted by all that the above list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

Ballymoney High School will consider the various motivations behind bullying, including those named in the Act. 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

The LANGUAGE used when discussing BULLYING BEHAVIOUR

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

- ***A child displaying bullying behaviours***
- ***A child experiencing bullying behaviours***

We encourage all members of the school community to use this language when discussion 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.*

Preventative Measures

As a team of staff, we seek to educate, provide information and advice to groups and individuals so that bullying behaviours can be identified and recognized effectively by all. The following strategies for prevention of bullying behaviours and for dealing with bullying behaviours are used in Ballymoney High School so that instances of bullying behaviour can be reduced:

- We encourage co-operative behaviour and seek to share the message with children that bullying behaviours are wrong. At all times pupils are encouraged to report bullying behaviours so that they can be dealt with in school. Some of the preventative strategies used are listed below.
- Raising awareness and understanding of the positive behaviour expectations, as set out in the 'Positive Behaviour Policy'.
- Involvement of the pupil voice in policy making and practice. Pupils have opportunity to feedback on their experiences and share suggestions for improvement in this area. Methodologies used to gather pupil opinions include, questionnaires, class/group discussion, pupil focus groups who meet with the

BOG and the Principal, a suggestion box, listening to their views on a regular basis, listening for implicit as well as explicit messages and acting on views incorporating, where appropriate, them into policy and practice.

- Raise awareness of areas pupils may go to feel 'safe' when out of the classroom (e.g. where duty staff or SLT supervise at break and lunch-times, the library, the Emotional Health and Wellbeing Room, with respective Heads of Year in their rooms at break or lunch or 'The Hub').
- A designated area has been introduced solely for use by Year 8 pupils at break and lunchtimes to help them feel safe, secure and ease their transition to secondary school from Primary school.
- Other zoning structures at break and lunch for junior and senior pupils.
- Actively listening to children who have experienced bullying behaviour or who report bullying behaviour, while reassuring them and building up their self-esteem and confidence. Incidents of bullying behaviour are dealt with sensitively and effort is made to encourage pupils to identify an adult in school such as a Head of Year whom they can seek advice from if issues arise.
- Encouraging an ethos where children report bullying behaviours that they *see or* suspect even if not directly involved themselves.
- Teaching children through Tutorial time and other areas of the curriculum such as Learning for Life and Work, some strategies for dealing with bullying behaviour, promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying behaviours, positive behaviour and inclusion
- Programmes are planned to help pupils to understand the nature

and causes of bullying behaviours including seeing bullying behaviours from the perspective of the pupil displaying the behaviours. Specific lessons are designed to give pupils advice on what to do if they are the pupil experiencing bullying behaviour. Visits from external agencies such as 'Action Mental Health' are used to provide workshops on specific issues surrounding bullying behaviour and how to deal with it. Different types of bullying behaviours are addressed including cyberbullying and the misuse of various types of technology. Again, the use of visiting external agencies helps in the delivery of these very important messages, e.g. The Diana Award Anti-Bullying Ambassador Training, Youth Service and PCSP as well as other external facilitators which vary according to availability.

- Taught Pastoral programmes are complemented with bullying being addressed across the curriculum around Anti-Bullying week. Additional more in-depth focus work with a class group may be provided if a lot of pupils from the class are involved or issues need to be specifically highlighted.
- Through the Pastoral Care system by being proactive in putting policy into practice including encouraging strong home-school partnerships.
- Raising awareness and exploring some of the issues through assemblies, registration and collapsed timetable days, e.g. Activity Week.
- Working in partnership with parents by providing the policy guidelines annually and through parents' evenings to ensure that parents are aware of the need to report bullying and giving

them clear information on how they go about raising an issue.

- By promoting good and consistent supervision by encouraging staff to be vigilant in the classroom, outside the classroom, for example, before school, at breaks or after school.
- By maintaining a well-supervised playground environment in which children with a variety of interests can feel motivated, safe and happy. (Pupil feedback is sought regularly to highlight any areas they feel less safe in order to ensure we are providing appropriate supervision.)
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU/PD/LLW (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum actively promote positive emotional health and wellbeing (eg. mindfulness training through 'Action Mental Health' workshops)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, e.g. Safer Internet Day, Good Relations Week, International Womens' Day etc.
- Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Provision and promotion of extra and co-curricular activities aimed at supporting the development of effective peer support relationships and networks. For example, sporting activity, creative arts, leisure and games, etc.
- Placing information around the school as to where further help and advice may be accessed e.g. Anti-Bullying posters and a dedicated Anti-Bullying noticeboard. Awareness raising campaigns or groups are well highlighted including Anti-

Bullying week. Pupils' Homework Diaries have details and information in them about where to access support for bullying. E.g. Lifeline Number, anti-bullying websites etc.

- The availability of a pupil 'Self-Referral' drop-in box where they can let the Head of Student Support know they have concerns (including bullying behaviours) if they are reluctant to come forward.
- Using trained 'Anti-Bullying Ambassadors' from the pupil body.
- The use of the 'Ballymoney High School' SOS (Speak Out Safely) icon on the school's website where pupils can email the Head of Student Support with worries or concerns, bullying related or otherwise.
- Through the Prefect and Peer mentoring system. For example, older pupils carry out duties out of class time and Year 8 pupils are given a specific Peer Mentor to whom they can relate any issues or concerns.
- Individual guidance for victims of bullying. For example, one to one guidance with the school Youth Worker, Family Support Worker, Family Works Counsellor or the Head of Student Support – Mrs. K Blair.

Proactive strategies to prevent and deal with cyber bullying

Under the new 'Addressing Bullying in Schools Act 2016' legislation, schools have 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. As with all policy measures, these are

preventative in nature. Ballymoney High School employs the following measures to raise awareness of the nature and impact of online bullying and support our pupils to make use of the internet in a safe, responsible and respectful way. These strategies will include:

- Addressing key themes of online behaviour and risk through PDMU/PD/LLW, including understanding how to respond to harm and the consequences of inappropriate use.
- Participation in Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies (eg. 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 (eg. Acceptable Use of the Internet Policy, Mobile Phone Policy, etc.)
- Mobile phone use is banned during the school day. (See ***Acceptable use of mobile phones policy***)
- Pupils are encouraged to keep evidence of text messages or messages posted on the web
- Should the message record a crime this is passed to PSNI
- Should the material in question involve child abuse this is reported to the Designated Teacher Mrs K Blair
- Child Sexual exploitation is reported to the PSNI
- Any computer suspected of containing such material must not be used and the incident reported to the PSNI
- Routes for reporting incidents are publicised and easily accessed by all
- All pupils and parents are made aware of the issue and given advice on how to deal with cyber bullying.

Given the nature of technology, as constantly changing and developing, Ballymoney High School will monitor its policy and message and make changes when necessary.

Some pupils are more 'at risk' than others (e.g. pupils with learning difficulties and vulnerable children) and we must as far as possible ensure that they have access to this teaching through: -

- ✓ specific lesson activities
- ✓ continual reinforcement
- ✓ use of mediator/buddy system
- ✓ involvement of SENCO and specialist staff
- ✓ one to one guidance and support where necessary.

Preventative measures in place to prevent bullying behaviour on the way to and from 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.
- Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school e.g. prefects, peer mentors, anti-bullying ambassadors.
- Regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
- Senior pupils act as mentors on a needs basis.
- Appropriate deployment of staff to support the transition from school day to journey home (eg. staff duty at school gate, bus bay etc where appropriate)

Responsibility

All staff teaching and non-teaching have a **collective responsibility** to be alert to signs of bullying and to listen carefully if a child reports that he/she is being bullied. While referral procedures in the Pastoral Care and Positive Behaviour Management policies will usually be followed, it must be remembered that bullying is very different from other disciplinary situations and requires sensitive handling. The adult who detects bullying or to whom it has been reported will often be well-placed to deal with the initial stages of the process. They are in the position of trust from the pupil's viewpoint. They should: -

- **listen** with understanding and encourage accuracy
- **reassure** the pupil that the matter will be dealt with sensitively
- **refer** to the Head of Year or SLT as a matter of urgency
- The Head of Year and/or Senior Staff will follow through with interviews, investigations and intervention strategies as appropriate in line with the **NIABF 'Effective Responses to Bullying'** document: (www.endbullying.org.uk/uploads/2014/07/EffectiveResponsestoBullyingBehaviour.pdf)
- A subject teacher or Form Tutor may continue to work with a pupil, provided there is **close liaison with the Head of Year and Senior Leadership Team**, and bearing in mind the constraints of time.

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

- Everyone has the responsibility to work together to:
 - foster positive self-esteem
 - behave towards others in a mutually respectful way
 - model high standards of personal pro-social behaviour
 - be alert to signs of distress and other possible indications of bullying behaviour
 - inform the school of any concerns relating to bullying behaviour
 - refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
 - refrain from retaliating to any form of bullying behaviour
 - intervene to support any person who is being bullied, unless it is unsafe to do so.
 - report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
 - emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
 - explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
 - listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
 - know how to seek support – internal and external
 - resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.

Reporting a Bullying Concern

Reporting Bullying

To whom should pupils report bullying?

- ✓ ANY trusted adult or senior pupil
- ✓ Principal/Vice-principal
- ✓ Senior teachers
- ✓ Heads of Year
- ✓ Form Tutors
- ✓ Subject teachers
- ✓ Prefects/Peer mentors/Anti-Bullying Ambassadors
- ✓ Parents
- ✓ Supervisors
- ✓ Ancillary or cleaning staff
- ✓ The school nurse/school health visitor/Counsellor/Youth Worker/Family Support Worker
- ✓ The Education Welfare Officer

Pupils Reporting a Concern

Ways pupils can raise concerns and how these can be communicated to staff:

- Verbally- talking to a member of staff
- By writing a note to a member of staff (eg. in a homework diary)
- By sending an email to a member of staff or to a dedicated email address (through the SOS 'Speak Out Safely' icon on the school's web page)
- By posting a comment in the self-referral post box beside the Emotional Health and Wellbeing Room in the Kent Wing.
- Communication through a peer mentor, prefect or Anti-Bullying Ambassador.

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

Parents/Carers Reporting a Concern

As a school, we encourage all parents and carers to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. **Parents/carers are also reminded of the need to encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to '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 Head of Year;
- If further incidents take place, these too should be reported to the Head of Year;
- Where the parent is not satisfied that appropriate action has been taken by the Head of Year to prevent future incidents, or where further incidents have then taken place, the concern should be reported to the Vice-Principal;
- Where the parent is not satisfied that appropriate action has been taken by the Vice-Principal to prevent further incidents, or where further incidents have taken place, the concern should then be reported to Principal.

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This involves making a formal, written complaint, to the Chair of the Board of Governors. Information on how to make this complaint is accessible to all parents in the '**Complaints Policy**'.

While most reports of bullying concerns will come from pupils and their parents/carers, the school is open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with the Anti-Bullying Policy. Feedback will be made to the person who made the report. Time frames for feedback will be in relation to each individual case reported.

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

All reports of alleged bullying behaviour, or any concerns identified, will be responded to by the school by the processes outlined below. This includes the approach the school will take in its response. The focus of any intervention will always be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns will be restorative in approach and concentrate on the prevention of any further incidents.

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 (SIMS/BMM)***
- ***Assess the incident against the criteria for bullying behaviour (See legal definition of Bullying on page 8)***
- ***Identify any themes or motivating factors***
- ***Identify the type of bullying behaviour being displayed***
- ***Identify intervention level (NIABF Effective Responses to Bullying Behaviour)***
- ***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***
- ***Inform the relevant people involved***
- ***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. As well as using the 'Using the NIABF Effective Responses to Bullying Behaviour' resource, school staff may implement sanctions for those displaying bullying behaviour. Incidents will be treated on an individual case-by-case basis.

These sanctions may include:

- extra supervision at break-time and lunchtime
- exclusion from events
- detention
- withdrawal from class
- suspension
- expulsion

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

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 the school addressed each incident***
- ***the outcome of the interventions employed.***

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's 'Retention and Disposal of Documents Policy'. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Professional Development of Staff

Ballymoney High School has a commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.

We ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching.

The School has been awarded the '**Bullying Intervention Guild Award**' and plans are in place for this to be achieved yearly. It involves CPD accredited 'Anti-Bullying On-line' training programmes for all staff.

Structured support is given for staff delivering the 'Learning for Life and Work' programme.

School based INSET for staff including updates on pupil and staff feedback and, where appropriate, how staff can respond to issues raised is in place in order to improve current practice.

Guidance for supervisory staff is issued every two years and additional voluntary training is available for ALL staff throughout the year.

CPD records are 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*

The policy will be reviewed following any incident which highlights the need for such a review. It will also be reviewed when directed to by the Department of Education and considering new guidance. As such, this Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, on or before the **June 2026**.

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 Policy*
- *E-Safety Policy & Acceptable Use of Internet Policy*
- *Mobile Phone Policy*
- *Educational Visits*
- *Staff Code of Conduct*

Policy Updated: June 2022

