**POLICY**

SULLIVAN UPPER SCHOOL

**September 2023**

# ANTI-BULLYING POLICY

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# ANTI-BULLYING POLICY

## 1. SCHOOL ETHOS AND VALUES

Sullivan Upper School's motto is 'lamh foisdineach an uachtar' which translates from Irish as 'the gentle hand foremost'. This motto embodies the aims of the school to:

- protect and nurture all pupils;
- be inclusive and welcoming;
- support and encourage pupils to realise their full potential;
- recognise the virtue of gentleness in dealing with others.

Based on these aims the school's ethos and values are:

- to provide the best possible education for all pupils, regardless of race, gender, background or religious denomination;
- to provide a rich, varied and relevant education for all pupils with access to a curriculum which is as broad and balanced as possible;
- to empower all pupils to realise their potential and to prepare them effectively for the challenges and responsibilities of adult life;
- to present a strongly academic character and to place a high value on academic excellence and achievement;
- to promote mutual respect and good relations between all people - pupils, staff, parents, governors and alumni;
- to operate within the context of strong, supportive pastoral care and a clear framework of expected behaviour. Self-discipline is promoted, expected and encouraged;
- to recognise and reward achievements across the full range of academic and non-academic pursuits;
- to promote, support and encourage extracurricular activities as an essential part of the educational experience;
- to encourage a professional and well-motivated staff to work effectively and successfully through good leadership and teamwork.

## 2. ANTI-BULLYING POLICY STATEMENT

At Sullivan Upper School we believe all forms of bullying behaviour are unacceptable. This policy reflects the school aim of maintaining a safe, caring, and happy environment for all pupils and adults.

## 3. CONTEXT (INCLUDING LEGISLATIVE CONTEXT, DE GUIDANCE, INTERNATIONAL CONTEXT)

This policy is informed and guided by current legislation and Department of Education Guidance listed below.

**The Legislative Context:**

- Addressing Bullying in Schools Act (Northern Ireland) 2016.
- The Education (School Development Plans) Regulations (Northern Ireland) 2010.
- The Education (2006 Order) (Commencement No. 2) Order (Northern Ireland) 2007.
- The Education and Libraries Order (Northern Ireland) 2003.
- The Human Rights Act 1998.
- The Education (Northern Ireland) Order 1998 Article 3.
- The Children (Northern Ireland) Order 1995
- Health and Safety at Work NI Order 1978.

# ANTI-BULLYING POLICY

**DE Guidance:**

- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019.
- Pastoral Care in Schools: Promoting Positive Behaviour (DE, 2001).
- Safeguarding and Child Protection in Schools; A Guide for Schools (DE, 2017 updated 2019):
  - 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 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;
- 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 Area Learning Community);
- 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' (Article 17).

The Welfare and Protection of Pupils Education and Libraries Order (NI) 2003, requires the Principal to:

- include measures to prevent bullying among pupils when deciding on measures to encourage good behaviour;
- consult with registered pupils and their parents before deciding on measures to encourage good behaviour.

The Education (2006 Order) (Commencement No. 2) Order (N. Ireland) 2007 relate to pupils attending through the Area Learning community and requires the Board of Governors to:

- safeguard and promote the welfare of all pupils attending their school whether registered or not;
- ensure that policies are pursued to promote good behaviour and discipline of all pupils whether registered or not.

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 (Article 19);
- be protected from discrimination (Article 2);
- express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously (Article 12);
- education (Article 28).

## 4. ETHOS AND PRINCIPLES

(i) We believe that everyone in our school community has a role to play in taking a stand against bullying and creating a safe, secure, and welcoming environment for all.
(ii) We believe that all forms of bullying are unacceptable and are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
(iii) We believe that every child and young person should be celebrated in their diversity.
(iv) We value the views and contributions of our pupils and we will actively seek these views and we will respect and take them into account.

## 5. CONSULTATION AND PARTICIPATION

This policy was written in consultation with all stakeholders including governors, staff, pupils and parents.

Consultation with pupils included:

- class-based activities during Anti-Bullying Week;
- online questionnaires distributed to one year group in each Key Stage;
- reference group of pupils (School Council members).

Consultation with parents/carers included:

- Northern Ireland Anti-Bullying Forum (NIABF) Information event for parents/carers;
- online questionnaires completed as part of whole school review to inform the School Development Plan;
- engagement with parent group (SUPA);
- opportunity to comment on Policy via Microsoft Form.

Consultation with all staff included:

- NIABF Information event for staff;
- online questionnaires completed as part of whole school review to inform the School Development Plan;
- reference group of key Pastoral staff (Heads of Year, SENCo, School Nurse, LSA).

Consultation with other stakeholders:

- the policy was considered by the Board of Governors which includes local clergy and local supporters;
- engagement with external agencies through the School Counsellor and Education Welfare Officer.

## 6. WHAT IS BULLYING?

The Addressing Bullying in Schools Act (NI) 2016 provides the following legal 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.***

This can be summarised as follows:

***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.***

Whilst 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, 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.***

| **Verbal or written acts** | **Physical acts** | **Omission (Exclusion)** | **Electronic Acts** |
|---|---|---|---|
| Saying mean and hurtful things to, or about, others<br><br>Making fun of others<br><br>Calling another pupil mean and hurtful names<br><br>Telling lies or spreading false rumours about others | Hitting<br><br>Kicking<br><br>Pushing<br><br>Shoving<br><br>Material harm, such as taking/stealing money or possessions or causing damage to possessions | Leaving someone out of a game<br><br>Refusing to include someone in group work | Using online platforms or other electronic communication to carry out many of the written acts noted<br><br>Impersonating someone online to cause hurt<br><br>Sharing images (eg photographs or |

| Verbal or written acts | Physical acts | Omission (Exclusion) | Electronic Acts |
|---|---|---|---|
| Trying to make other pupils dislike another pupil/s | | | videos) online to embarrass someone |

*In line with DE Guidance in determining 'harm' we define:*

- *Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.*
- *Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.*

This list is not exhaustive and any other behaviours which fit 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:

- 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 discussion 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 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.

## 7. PREVENTATIVE MEASURES

We aim to promote a strong anti-bullying ethos within the school and the wider school community. We aim to prevent bullying and create a safe environment by taking preventative measures including the following:

- raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy;
- promotion of anti-bullying messages through the curriculum 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 the Pastoral programme and Learning for Life and Work (eg sectarian, racist, homophobic, transphobic, disablist, etc) include interactive activities;
- through the preventative curriculum actively promote positive emotional health and wellbeing (eg mindfulness training), wellbeing days;
- 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 and school assemblies) to support the delivery and promotion of key anti-bullying messaging within the school;
- development of effective strategies for supervision, eg training for supervisors, zoning of outside areas, split lunches, inclusion of specific resources (Learning Support Room, School Library) and provision of lunchtime clubs to meet the needs of all pupils;
- focused assemblies to raise awareness and promote understanding of key issues related to bullying including 'real life' experiences;
- development of effective strategies for the management of unstructured times (eg break time, lunch);
- 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, music, drama, clubs and societies;
- awareness raising included as part of prefect and peer mentor training (prefects and peer mentors can be identified by their badge);
- workshops eg Cara-Friend 'all out anti-bullying workshop'.

While many of the measures outlined above will support the development of an anti-bullying culture, there are a number of ways schools can further build upon this related specifically on the journey to and from school. This includes:

- developing 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;
- empowering pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school. Where possible prefects will monitor systems on buses and trains, and for those walking;
- regular engagement with transport providers to ensure effective communication and the early identification of any concern;
- promoting key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school;
- appropriate deployment of staff to support the transition from school day to journey home (eg staff duty at school gates/bus stops).

The anti-bullying legislation gives the school the authority to takes 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. The school raises awareness of the nature and impact of online bullying and supports pupils to make use of the internet in a safe, responsible and respectful way. This includes:

- addressing key themes of online behaviour and risk through the taught Pastoral programme/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 including class/year competitions;
- developing and implementing robust and appropriate policies in related areas (eg E-Safety, Acceptable Use and Digital Media Policy, Mobile Phone Policy).

## 8. RESPONSIBILITY

The school recognises that everyone shares a responsibility for creating a safe and supportive learning environment for all members of the 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.

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 telling a trusted person 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.

## 9. REPORTING A BULLYING CONCERN

### Pupils Reporting a Concern

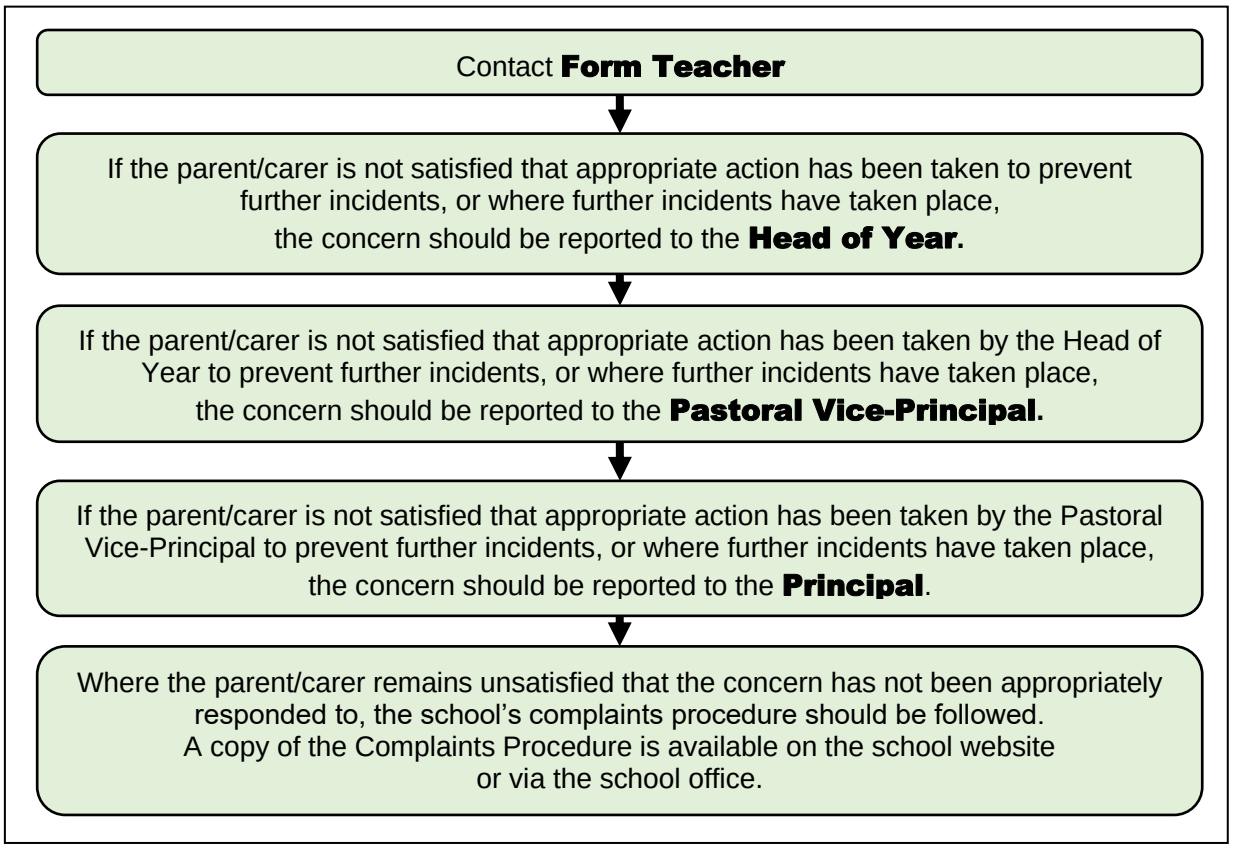
Pupils are encouraged to raise a bullying concern with any member of staff (teaching and non-teaching). ANY pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Pupils can raise concerns by any of the following;

- verbally - talking to a member of staff;
- by writing a note to a member of staff;

- by sending an email to a member of staff;
- by sending an email to suspastoral114@c2kni.net.

**Parents/Carers Reporting a Concern**

Parents/Carers are encouraged to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/Carers are reminded of the need to encourage their son/daughter to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'. The following process should be followed:



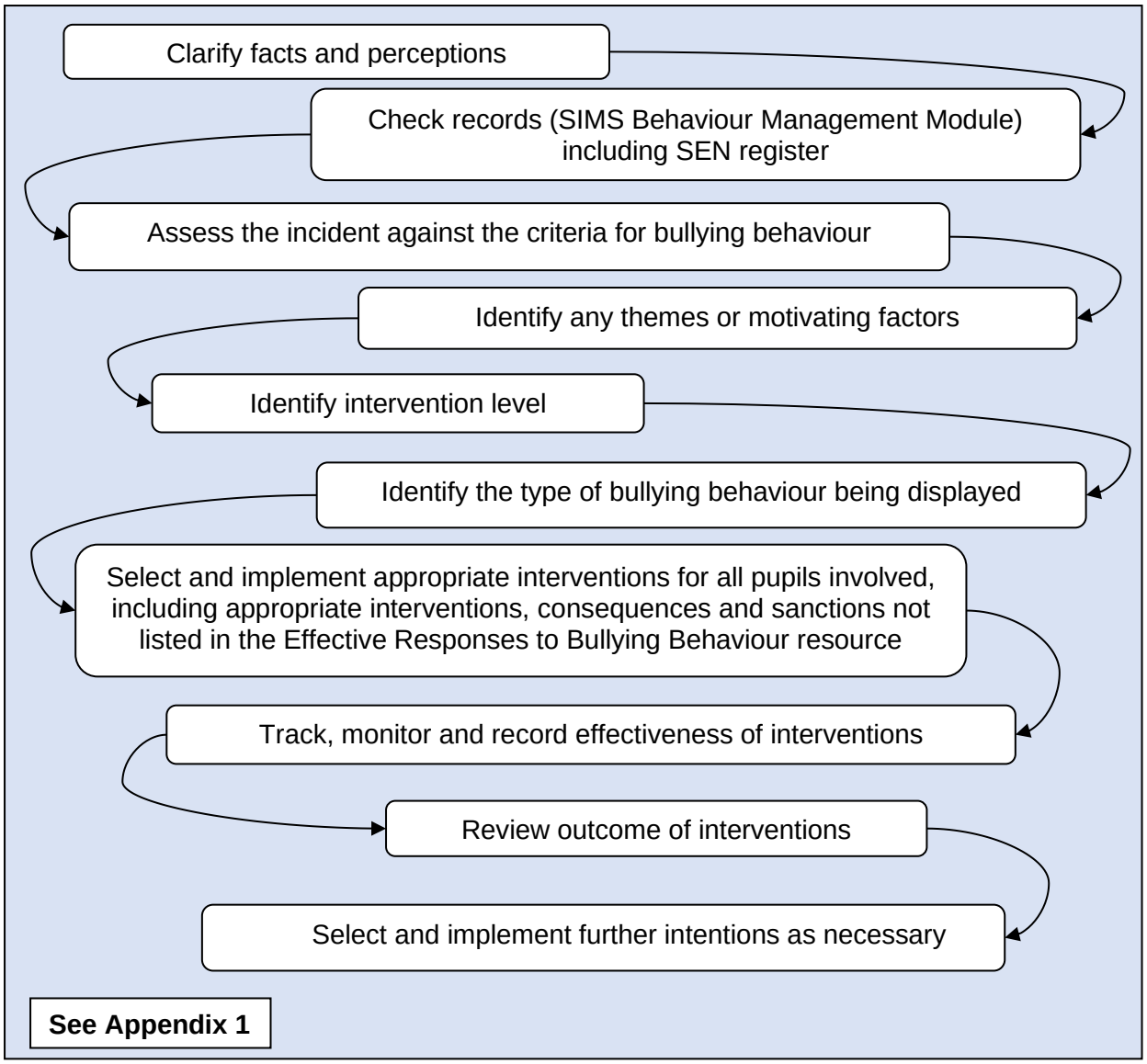

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be given to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

## 10. RESPONDING TO A BULLYING CONCERN

Pupils should feel assured that all bullying concerns will be dealt with sensitively.

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

Using the NIABF 'Effective Responses to Bullying Behaviour resource', the members of staff responsible shall:




When responding to a bullying concern and taking into account any pastoral, SEN information known to the school, 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.

## 11. RECORDING A BULLYING CONCERN

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 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.
**See Appendix 2.**

## 12. PROFESSIONAL DEVELOPMENT OF STAFF

The school recognises the requirement for appropriate and adequate training for all staff (teaching and non-teaching). This includes;

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions;
- noting the impact of the training given on both the policy and its procedures - eg any amendments made, inclusions added etc;
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff - teaching and non-teaching.

CPD records are kept on SIMS and are updated regularly.

## 13. MONITORING AND REVIEW OF POLICY

The Board of Governors, in liaison with the Principal, will monitor the effectiveness of the Anti-Bullying policy by;

- maintaining a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted;
- identifying trends and priorities for action;
- assessing the effectiveness of strategies aimed at preventing bullying behaviour;
- assessing the effectiveness of strategies aimed at responding to bullying behaviour.

It is a legal requirement that the Anti-Bullying Policy be reviewed at intervals of no more than four years. However, the policy will be reviewed;

- following any incident which highlight the need for such a review;
- when directed to by the Department of Education and in light of new guidance.

## 14. LINKS TO OTHER POLICIES

In the development and implementation of this policy, the Board of Governors has been mindful of related policies, including:

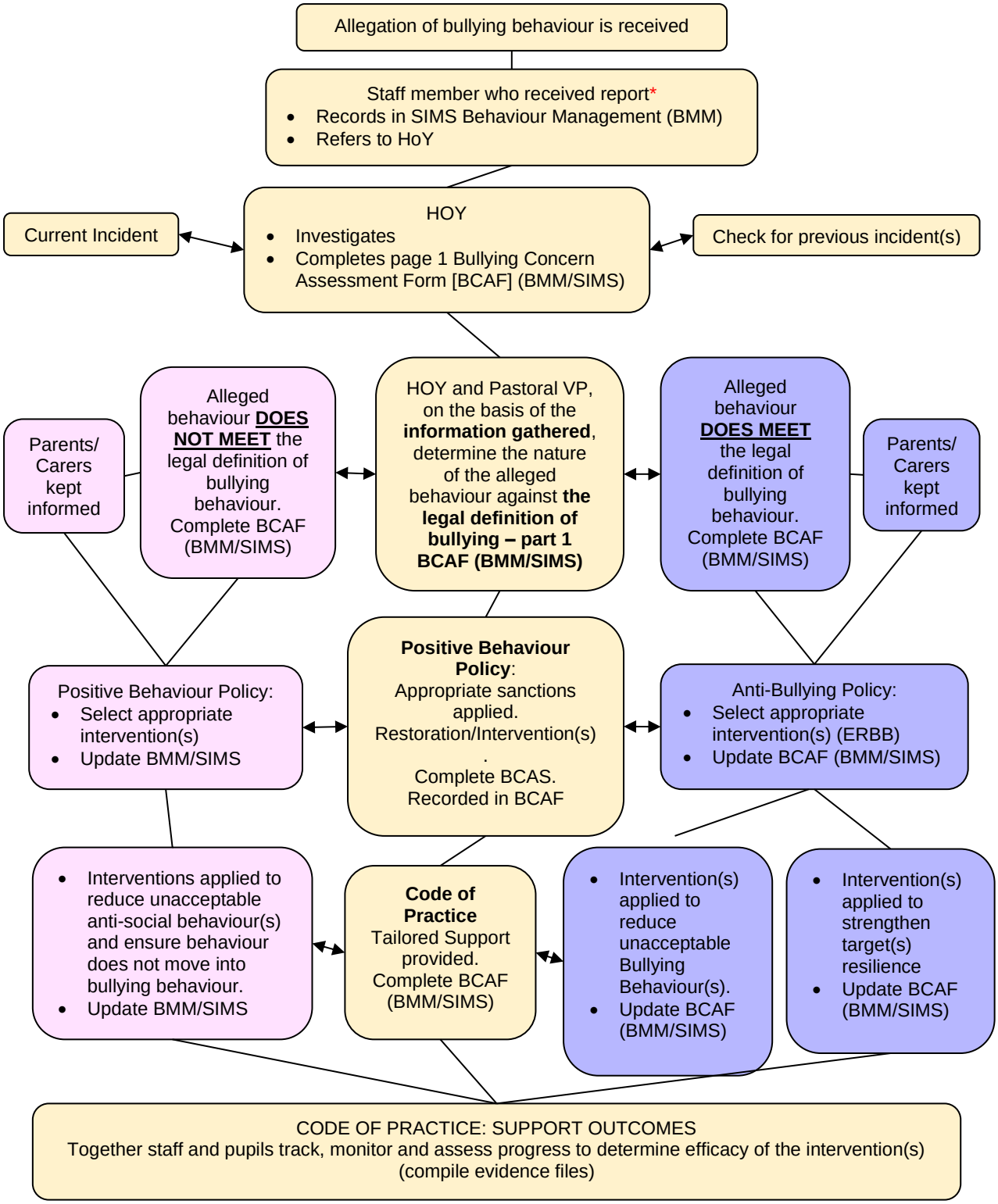
- Positive Behaviour Policy.
- Pastoral Care Policy.
- Safeguarding and Child Protection Policy (inc. Staff Code of Conduct).
- Special Educational Needs Policy.
- Health and Safety Policy.

- Relationships and Sexuality Education Policy.
- E-Safety, Acceptable Use and Digital Media Policy.
- Mobile Phone Policy.
- Educational Visits Policy.

# ANTI-BULLYING POLICY

## APPENDIX 1
## APPLICATION OF ANTI-BULLYING POLICY

The following procedure will be followed if a bullying concern is raised. The school reserves the right to adapt this should circumstances require.




*If non-teaching staff member, refer to Form Teacher to complete in SIMS.

# ANTI-BULLYING POLICY

**APPENDIX 2**
**BULLYING CONCERN ASSESSMENT FORM**

**Incident Date:**

| Pupils Involved | Role | Incident Date | Gender | DOB | Year and Reg |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

| Incident | Comments |
|---|---|
| | |

**PART 1**

**ASSESSMENT OF CONCERN** **Date:**

Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:

*"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.*

| | Name(s) | Gender M / F | DOB/Year Group |
|---|---|---|---|
| Person(s) reporting concern | | | |
| **Check records for previously recorded incidents** | | | |

# ANTI-BULLYING POLICY

| |
|---|
| **Outline of incident(s):** Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (ie other pupils, staff). Include dates of event(s), the type of information gathered and where the information is stored (ie on paper or in SIMS). |

| Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:<br>**The school will treat any incident which meets these criteria as bullying behaviours.** | |
|---|---|
| **Is the behaviour intentional?** | **YES / NO** |
| **Is the behaviour targeted at a specific pupil or group of pupils?** | **YES / NO** |
| **Is the behaviour repeated?** | **YES / NO** |
| **Is the behaviour causing physical or emotional harm?** | **YES / NO** |
| **Does the behaviour involve omission? (*may not always be present)** | **YES / NO** |

**One-off Incident**

| **When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision-making process:** | |
|---|---|
| **Criteria:** | **Information gathered:** |
| **Severity and significance of the incident** | |
| **Evidence of pre-meditation** | |
| **Significant level of physical/emotional impact on individual/s** | |
| **Significant level of impact on wider school community** | |
| **Status/nature of previous relationships between those involved** | |
| **Records exist of previous incidents involving the individuals** | |

| **YES the above criteria have been met and bullying behaviour has occurred.** | **NO the above criterial have not been met and bullying behaviour has not occurred.** |
|---|---|
| The criteria having been met, proceed to complete Part 2 of this Bullying Concern Assessment Form | The criteria having not been met, proceed to record the details in the Behaviour Incident section of this Behaviour Management Module. Refer to the Positive Behaviour Policy of your school, continue to track and monitor to ensure the behaviour does not escalate. |
| **Agreed by:** | |
| **Status:** | |
| **On:** | |

# ANTI-BULLYING POLICY

**PART 2**

**2.1 Who was targeted by this behaviour?**

Select one or more of the following:

- ☐ Individual to individual 1:1
- ☐ Individual to group
- ☐ Group to individual
- ☐ Group to group

**2.2 In what way did the bullying behaviour present?**

Select one or more of the following:

- ☐ Physical (includes for example, jostling, physical intimidation, interfering with personal property, punching/kicking)
- ☐ Any other physical contact (which may include use of weapons)
- ☐ Verbal (includes name calling, insults, jokes, threats, spreading rumours)
- ☐ Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)
- ☐ Electronic (through technology such as mobile phones and internet)
- ☐ Written
- ☐ Other Acts - Please specify: _____

**2.3 Motivation (underlying themes): this is not a definitive list**

Select one or more of the following:

- ☐ Age
- ☐ Appearance
- ☐ Cultural
- ☐ Religion
- ☐ Political Affiliation
- ☐ Community background
- ☐ Gender Identity
- ☐ Sexual Orientation
- ☐ Family Circumstance (marital status, young carer status)
- ☐ Looked After Status (LAC)
- ☐ Peer Relationship Breakdown
- ☐ Disability (related to perceived or actual disability)
- ☐ Ability
- ☐ Pregnancy
- ☐ Race
- ☐ Not known
- ☐ Other – Please specify: _____

# ANTI-BULLYING POLICY

**PART 3A**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:**
**Pupil Name:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

| **Parent / carer informed:** | **Date:** | **By whom:** |
|---|---|---|

**Staff involved:**

| Date | Stage on Code of Practice | Type of Intervention | Success Criteria | Action taken by whom and when | Outcomes of Intervention | Review |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| **Record of participation in planning for interventions** |
|---|
| **Pupil:** |
| **Parent/carer:** |
| **Other Agencies:** |

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

# ANTI-BULLYING POLICY

**PART 3B**

**RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**
**Pupil Name:**

**REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR**

| **Parent / carer informed:** | **Date:** | **By whom:** |
|---|---|---|

**Staff involved:**

| Date | Stage on Code of Practice | Type of Intervention | Success Criteria | Action taken by whom and when | Outcomes of Intervention | Review |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

| **Record of participation in planning for interventions** |
|---|
| **Pupil:** |
| **Parent/carer:** |
| **Other Agencies:** |

Continue to track interventions until an **agreed** satisfactory outcome has been achieved

# ANTI-BULLYING POLICY

**PART 4**

| **REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE** | |
|---|---|

Date of Review Meeting:

**Part 4A Following the Review Meeting, to what extent have the success criteria been met?**

☐ 1 – Fully
☐ 2 – Partially
☐ 3 – Further intervention/support required

| **Give details:** | |
|---|---|

**Part 4B If the success criteria have not been met, continue to:**

☐ Re-assess Level of Interventions and implement other strategies from an appropriate level
☐ Track, monitor and review the outcomes of further intervention
☐ Follow Anti-bullying policy
☐ Keep under review the Stage of Code of Practice each pupil is on
☐ Follow Safeguarding Policy
☐ Seek multi-agency input (EA, Health and Social Services etc.)
☐ Engage with Board of Governors

**Agreed by:**

| | |
|---|---|
| **School** | **Signed:**<br>**Date:** |
| **Parent** | **Signed:**<br>**Date:** |
| **Pupil** | **Signed:**<br>**Date:** |

# ANTI-BULLYING POLICY

**APPENDIX 3**
**USEFUL RESOURCES AND CONTACTS**

**Northern Ireland Anti-Bullying Forum**
Telephone: 028 9087 5006
www.niabf.org.uk

**Parent/Carer tool kit**
www.endbullying.org.uk/wp-content/uploads/2017/10/NIABF-Parent-Carer-Toolkit.pdf

**Anti-Bullying Network**
www.antibullying.net

**Anti-Bullying Alliance**
www.anti-bullyingalliance.org.uk

**Kidscape**
Telephone: 020 78235430
www.kidscape.org.uk

**NSPCC**
Telephone: 0800 800 5000
www.nspcc.org.uk

**Childline**
Telephone: 08001111
www.childline.org.uk

**Parenting NI**
Telephone: 0808 8010 722
www.parentni.org

**Lifeline**
Telephone: 0808 808 8000
www.lifelinehelpline.info

**The Centre for Exploitation and Online Protection (CEOP)**
www.ceop.gov.uk
www.thinkyouknow.co.uk

**Chatdanger**
www.chatdanger.com

**Police Service of Northern Ireland**
Telephone: 101
www.psni.police.uk

**Shout:**
Free 24/7 text messaging support service
Text: shout to 85258
www.giveusashout.org