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**To Be Reviewed**

**2024**

**Adopted**

**October 2021**

**Anti-Bullying Policy**

**Randalstown Central**

**Primary School**

***Context***

***Anti-Bullying Policy***

***Framework***

***Section 1 – Introduction and Statement***

At Randalstown Central PS 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.

***Section 2 – Context***

***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)***

***Key Issues:***

* 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 during Shared Education)
  + 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)
  + Education. (A.28)

***Section 3 – Ethos & Principles***

* 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 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.

***Section 4 – Consultation and Participation***

***Consultation with Pupils…***

* Class-based activities
* Whole school questionnaires distributed to all pupils
* Discussed by the School Council

***Consultation with Parents…***

* Questionnaires distributed online to all parents/carers
* Engagement with PTA

***Consultation with Staff…***

* Staff survey for all staff, teaching and non-teaching

***Section 5 – What is Bullying?***

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

In Randalstown Central PS, we believe that…

***“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 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 incident(s) 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, will be considered a bullying behaviour: (This list is not exhaustive)

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

***Motivations for Bullying***

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
* Financial Status of a child’s parents

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.

***The Department of Education’s definitions 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.

***Section 6 – Preventative Measurers***

To prevent bullying and create a safe learning environment in Randalstown Central PS the following key actions will be taken forward…

* 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 PDMU
* 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
* Participation in the annual Anti-Bullying Week activities
* Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
* 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. Zoning of playgrounds, Playground Buddies
* Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
* 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.

Relating to the journey to and from school, Randalstown Central PS will promote…

* 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. This may include the implementation of peer monitoring systems on buses and for those walking.
* Regular engagement with transport providers (eg. EA Transport) to ensure effective communication and the early identification of any concerns.
* Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, 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 for bus pupils and dismissing pupils at the end of the school day)

Randalstown Central PS will promote Internet Safety, by…

* Addressing key themes of online behaviour and risk through PDMU, including understanding how to respond to harm and the consequences of inappropriate use.
* Participation in Anti-Bullying Week activities.
* Engagement with key statutory and voluntary sector agencies (eg. PSNI) 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 etc)

***Section 7 – Responsibility***

The Anti-Bullying Policy should make clear that everyone has responsibility for creating a safe and supportive learning environment for all members of the school communities.

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.

Pupils, Parents/Carers & Staff ALL have 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

***Section 8 – Reporting a Bullying Concern***

***Pupils Reporting a Concern***

Pupils can report incidents of concern with all members of staff…teaching & non-teaching, by…

* 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 (Teacher or Principal)
* By posting a comment in a ‘worry box’

It does not have to be the pupil who is being ‘bullied’, it can also be a ‘class-mate’, witness or sibling.

***Parents/Carers Reporting a Concern***

It is important for parents and carers to report alleged incidents of Bullying to the school at the earliest opportunity.

Parents are reminded ‘not to take the law into their own hands’, but to allow the school to investigate the allegations.

The process for reporting incidents of alleged bullying is as follows…

* 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 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 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.

While the majority of reports of bullying concerns will come from pupils and their parents/carers, at Randalstown Central PS we acknowledge that reports of bullying may also come from members of the local community.

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

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

The focus of any intervention in this school will be on responding to the bullying concern and restoring the wellbeing of those involved. All strategies used to respond to bullying concerns will 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 (Northern Ireland Anti-Bullying Forum) Effective Responses to Bullying Behaviour resource, the member of staff responsible shall…

* Clarify facts and perceptions
* Check records (SIMS)
* 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
* Track, monitor and record effectiveness of interventions
* Review outcome of interventions
* Select and implement further intentions as necessary

In Randalstown Central PS we support the approach advocated by the NIABF which encourages a restorative approach to responding to bullying behaviour. Interventions suggested in the Effective Responses to Bullying Behaviour resource focus on responding to the behaviour, resolving the concern and restoring the wellbeing of those involved.

As such, 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.

***Section 10 – Recording***

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

In Randalstown Central PS we will centrally record all relevant information related to reports of bullying concerns, using the Bullying Concern Assessment Form (BCAF) [See Appendix 1] including:

* how the bullying behaviour was displayed (the method)
* the motivation for the behaviour (if it can be determined)
* 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.

***Section 11 – Professional Development of Staff***

To operate this policy effectively, in Randalstown Central PS we will ensure that…

* Staff will be provided with appropriate opportunities for professional development as part of the school’s ongoing CPD/PRSD provisions
* The experience of Staff in the implementation and use of this policy will be reflected in any amendments made and inclusions added during review.
* Reports are made regularly to Governors ensuring they have knowledge of the use of the policy and have opportunities for input into amendments to the policy, over time.

***Section 12 – Monitoring and Review of Policy***

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

* maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
* identify trends and priorities for action
* assess the effectiveness of strategies aimed at preventing bullying behaviour
* assess the effectiveness of strategies aimed at responding to bullying behaviour

This policy will be reviewed at least once every 4 years, or sooner if required by an incident or by the direction of the Department of Education.

***Section 12 – 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
* E-Safety Policy & Acceptable Use of Internet Policy
* Mobile Phone Policy
* Educational Visits
* Staff Code of Conduct

***Appendix 1***

***Bullying Concern Assessment Form (BCAF)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Incident Date** |  | | | | |
| **Pupils Involved** | **Role** | **Incident Date** | **Gender** | **DOB** | **Year and Reg** |
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| --- | --- |
| **Incident** | **Comments** |
| Bullying Concern |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PART 1 - Assessment of Concern Date: **Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows:**  ***(1) “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.*** | | | | | |
|  | **Name(s)** | | **Gender** | | **DOB/Year Group** |
| Person(s) reporting concern |  | |  | |  |
| Name of pupil(s) experiencing alleged bullying behaviour |  | |  | |  |
| Name of Pupil(s) demonstrating alleged bullying behaviour |  | |  | |  |
| Check records for previously recorded incidents | | | | | |
| **Outline of incident(s)**: Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record. | | | | | |
| **Date** | | **Information gathered** | | **Location (stored)** | |
|  | |  | |  | |
|  | |  | |  | |
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|  | |  | |  | |

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| --- | --- |
| Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:  **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:  Date: | |

***Part 2***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2:1 Who was targeted by this behaviour?**  Select one or more of the following: | | | | | | | |
| **Individual to individual** |  | **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 (pregnancy, 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 Acts: Please Specify |

***Part 3a***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Continue to track interventions until an agreed satisfactory outcome has been achieved*** | ***Other Agencies*** | ***Parent/Carer*** | ***Pupil*** | **Record of participation in planning for interventions** |  |  |  | **Date** | **Parent/ carer informed: Date: By whom:**  **Staff Involved:** | **RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL EXPERIENCING BULLYING BEHAVIOUR:**  **Pupil Name: Year Group/Class:**  **REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR** |
|  |  |  |  |  |  | **Stage on Code of Practice** |
|  |  |  |  |  |  | **Intervention** |
|  |  |  |  |  |  | **Success Criteria** |
|  |  |  |  |  |  | **Action taken by whom and when** |
|  |  |  |  |  |  | **Outcomes of Intervention** |
|  |  |  |  |  |  | **Review** |

***Part 3b***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***Other Agencies*** | ***Parent/Carer*** | ***Pupil*** | **Record of participation in planning for interventions** |  |  |  | **Date** | **Parent/ carer informed: Date: By whom:**  **Staff Involved:** | **RECORD OF SUPPORT AND INTERVENTIONS FOR PUPIL DISPLAYING BULLYING BEHAVIOUR:**  **Pupil Name: Year Group/Class:**  **REFER TO SCHOOL ANTI-BULLYING POLICY AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR** |
|  |  |  |  |  |  |  | **Stage on Code of Practice** |
|  |  |  |  |  |  |  | **Intervention** |
|  |  |  |  |  |  |  | **Success Criteria** |
|  |  |  |  |  |  |  | **Action taken by whom and when** |
|  |  |  |  |  |  |  | **Outcomes of Intervention** |
|  |  |  |  |  |  |  | **Review** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PART 4 - REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE**  Date of Review Meeting:  **4a- Following the Review Meeting, to what extent have the success criteria been met**? | | | | |
|  | Fully | | | |
|  | Partially | | | |
|  | 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 | | | |
|  | 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: | | | | |
|  | | Name | Signed | Date |
| School | |  |  |  |
| Parent | |  |  |  |
| Pupil | |  |  |  |