Stormont School

ANTI-BULLYING POLICY

All pupils from EYFS to Year 6

Owner/s:	Deputy Head/DSL	Date reviewed:	September 2026
Date ratified:	Due to be ratified	Next review date:	September 2027
STAEG Committee:	Safeguarding		

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1. Introduction and ethos

1.1. Stormont School is committed to providing a safe, happy, inclusive and supportive environment in which every girl can flourish academically, socially and emotionally.

1.2. We believe that every pupil has the right to feel safe, valued, respected and able to learn without fear of intimidation, humiliation, discrimination or bullying.

1.3. Our school values of being **Happy, Confident and Ambitious** underpin our approach to relationships and behaviour. We seek to develop kindness, integrity, empathy, resilience, mutual respect and a genuine concern for others.

1.4. Bullying is contrary to these values and will not be tolerated.

1.5. We recognise that bullying can have a significant and lasting impact on a child's confidence, mental health, wellbeing, attendance, friendships and educational progress. We therefore take all reports and signs of bullying seriously and respond promptly, sensitively and proportionately.

1.6. All members of our community; pupils, staff, parents, governors and volunteers – share responsibility for creating a culture in which bullying is prevented, challenged and reported.

1.7. This policy applies throughout the school, including EYFS and Pre-Prep, and covers behaviour occurring:

a. Within the school buildings and grounds.
b. During lessons, break times, lunchtimes and extracurricular activities.
c. On school trips, visits, fixtures and residential experiences.
d. On school transport and during school-related activities.
e. Online, including outside school hours, where behaviour affects pupils, the school community or the safety and wellbeing of a pupil.

1.8. The school may take appropriate action in relation to behaviour outside school where it affects the welfare of pupils, the orderly running of the school or the wider school community.

2. Aims of this Policy

2.1. Make clear that bullying is unacceptable and will be addressed.

2.2. Prevent bullying through education, positive relationships and a strong pastoral culture.

2.3. Ensure pupils feel confident to report concerns for themselves or others.

2.4. Provide clear procedures for reporting, recording, investigating and responding to incidents.

2.5. Protect pupils who experience bullying and provide appropriate support.

2.6. Help pupils who display bullying behaviour understand the impact of their actions and change their behaviour.

2.7. Recognise and address prejudice-based bullying and discrimination.

2.8. Identify incidents which may constitute child-on-child abuse or other safeguarding concerns and ensure these are referred to the DSL.

2.9. Work in partnership with parents and carers.

2.10. Monitor incidents and identify patterns, including recurring behaviour, vulnerable pupils, locations and online activity.

2.11. Promote a culture of kindness, inclusion, respect and personal responsibility.

3. Legal Framework

3.1. This policy has regard to the relevant legislation and statutory guidance, including:

- Keeping Children Safe in Education 2026 (KCSIE).
- Working Together to Safeguard Children 2026.
- Education and Inspections Act 2006.
- Education Act 2002.
- Equality Act 2010.
- Human Rights Act 1998.
- Protection from Harassment Act 1997.
- Malicious Communications Act 1988, where applicable.
- Communications Act 2003, where applicable.
- Online Safety Act 2023.
- Education (Independent School Standards) Regulations 2014.
- UK General Data Protection Regulation and Data Protection Act 2018.

3.2. The policy also has regard to current Department for Education guidance, including *Preventing and Tackling Bullying* and relevant safeguarding guidance concerning sexual violence and sexual harassment between children.

3.3. This policy should be read alongside the schools:

- Child Protection and Safeguarding Policy.
- Behaviour Policy.
- Online Safety Policy.
- Acceptable Use of ICT Policy.
- Relationships, Sex and Health Education (RSHE) / PSHEE Policy.
- Staff Code of Conduct.
- Staff Handbook.
- Complaints Policy.
- Attendance Policy.
- Equality, Diversity and Inclusion arrangements.

3.4. Where an incident raises safeguarding concerns, the Child Protection and Safeguarding Policy takes precedence in determining the safeguarding response.

4. Definition of bullying

4.1. At Stormont, bullying is understood as behaviour by an individual or group which is intended to hurt, intimidate, humiliate, threaten or undermine another person, and which involves a real or perceived imbalance of power.

4.2. Bullying is generally characterised by:

a. **Repetition:** behaviour that happens repeatedly or forms part of an ongoing pattern, not necessarily towards just one child
b. **Intent:** behaviour intended to cause physical, emotional or psychological harm.
c. **Power imbalance:** a difference in physical strength, social status, popularity, confidence, influence, age, group size or access to information.
d. **Impact:** behaviour which causes distress, fear, humiliation, exclusion or harm.

4.3. Bullying can be direct or indirect, physical, verbal, emotional, relational or online. It may involve an individual or a group.

4.4. However, the school recognises that not all harmful behaviour fits neatly within a definition of repeated bullying.

4.5. A single serious incident may constitute child-on-child abuse, sexual harassment, discriminatory abuse, threatening behaviour or another safeguarding concern. Such incidents will be addressed immediately and will not be dismissed because they have happened only once.

4.6. The school will consider the circumstances, context, impact and safeguarding implications of every report.

4.7. **Bullying and friendship difficulties**

4.7.1. Children, particularly in the early and primary years, are developing their social and emotional understanding. Disagreements, changes in friendships, occasional fallings-out and misunderstandings may occur. Not every friendship difficulty or unkind interaction constitutes bullying. Nevertheless, all unkind, hurtful or inappropriate behaviour will be addressed. Staff will help pupils understand the impact of their actions and develop positive relationships.

4.7.2. Where behaviour becomes repeated, targeted, intimidating or involves an imbalance of power, it may constitute bullying and will be treated accordingly.

4.7.3. The school will not minimise behaviour by describing it as 'just a joke', 'banter', 'girls falling out' or 'part of growing up'.

5. Types of bullying

5.1. Bullying can take many forms and may involve more than one type of behaviour.

5.2. **Verbal bullying** which includes:

a. Name-calling, insults and hurtful comments.
b. Threats and intimidation.

c. Mocking or humiliating another pupil.
d. Repeated teasing about appearance, ability, family or personal circumstances.
e. Derogatory or discriminatory language.

5.3. **Physical bullying** which includes:

a. Hitting, kicking, pushing or tripping.
b. Deliberately causing physical discomfort or injury.
c. Taking, hiding, damaging or interfering with another pupil's belongings.
d. Threatening physical harm.

5.4. **Emotional and relational bullying** which includes:

a. Deliberately excluding or isolating a pupil.
b. Repeatedly encouraging others not to play or associate with someone.
c. Manipulating friendships or encouraging others to reject a pupil.
d. Spreading rumours or malicious gossip.
e. Deliberately embarrassing, humiliating or undermining another pupil.
f. Using friendship, popularity or group membership to control or intimidate someone.

5.5. We recognise that relational bullying can be particularly difficult for children to report and may occur without adults witnessing it directly.

5.6. **Cyberbullying:** Cyberbullying is bullying carried out using digital technology or electronic communication. It may include:

a. Hurtful or threatening messages.
b. Excluding pupils from online groups deliberately to humiliate or isolate them.
c. Sharing embarrassing photographs, videos or personal information.
d. Impersonating another pupil or accessing their accounts.
e. Creating fake profiles or accounts to ridicule someone.
f. Posting rumours or humiliating content online.
g. Encouraging others to target a pupil through social media or messaging platforms.
h. Repeated unwanted contact or online intimidation.
i. Using gaming platforms or group chats to harass or threaten pupils.

5.7. Cyberbullying can occur at any time and may continue outside school hours. The school will take appropriate action where online behaviour affects the safety, wellbeing or education of pupils or the school community.

5.8. **Prejudice-based bullying.** Bullying may be motivated by prejudice or hostility towards a person's identity, background, circumstances or characteristics. This includes:

a. Racist bullying.
b. Religious or faith-based bullying.
c. Disability-related or ableist bullying.
d. Bullying related to special educational needs.

e. Homophobic, biphobic or transphobic bullying.
f. Sexist or misogynistic bullying.
g. Bullying relating to a pupil's appearance, body image or perceived differences.
h. Bullying relating to family circumstances, social background, health or other personal circumstances.

5.9. The school recognises that prejudice-based behaviour can occur even when a child does not fully understand the meaning or impact of their words or actions. Intent will be considered, but a lack of understanding or an absence of deliberate intent does not mean that the impact should be ignored.

5.10. All such incidents will be challenged, recorded and addressed appropriately. The DSL will consider whether the incident raises a safeguarding concern.

5.11. The school will promote equality, respect and inclusion in accordance with the Equality Act 2010 and its duties.

5.12. **Sexual harassment and harmful sexual behaviour.** Sexual harassment and harmful sexual behaviour are not simply forms of bullying. They may constitute child-on-child abuse and must be treated as safeguarding matters. Examples include:

a. Sexualised name-calling or comments.
b. Unwanted comments about a pupil's body or appearance.
c. Sexual jokes, gestures or inappropriate remarks.
d. Unwanted touching or physical contact.
e. Pressuring another pupil to engage in sexualised behaviour.
f. Sharing or threatening to share intimate images.
g. Sexualised bullying or humiliation.
h. Coercive, intimidating or degrading behaviour of a sexual nature.

5.13. All staff must recognise that harmful sexual behaviour can occur between children of any age and that younger children may display behaviour which requires sensitive, age-appropriate assessment and intervention.

5.14. Any report or concern involving sexual harassment or harmful sexual behaviour must be passed to the DSL without delay and managed in accordance with KCSIE and the Child Protection and Safeguarding Policy.

6. Vulnerability and additional considerations

6.1. Any pupil can experience bullying. However, some children may be at increased risk because of their circumstances or perceived differences. These may include:

a. Pupils with special educational needs or disabilities.
b. Pupils with medical or mental health needs.
c. Pupils who are adopted or in care.
d. Young carers.

e. Pupils experiencing bereavement, family breakdown or other significant changes.
f. Pupils from disadvantaged backgrounds.
g. Pupils from minority ethnic or religious backgrounds.
h. Pupils who are, or are perceived to be, LGBTQ+.
i. Pupils who find friendships, communication or social situations challenging.

6.2. Staff should be particularly alert to the possibility that a pupil's additional needs or circumstances may make it harder for them to recognise, describe or report bullying. The school will consider reasonable adjustments and appropriate support for pupils with SEND or other additional needs. No pupil should be disadvantaged because of a protected characteristic or personal circumstance.

7. Roles and responsibilities

7.1. The Governing Body is responsible for:

a. Ensuring that the school has an effective Anti-Bullying Policy.
b. Monitoring the implementation and effectiveness of the policy.
c. Ensuring the policy reflects current statutory guidance and legislation.
d. Ensuring appropriate safeguarding oversight.
e. Reviewing anonymised bullying data and identifying trends.
f. Ensuring the school promotes an inclusive and respectful culture.
g. Challenging the school where patterns or weaknesses are identified.

7.2. The Headteacher has overall responsibility for:

a. Ensuring the policy is implemented consistently.
b. Promoting a culture in which bullying is not tolerated.
c. Ensuring that appropriate action is taken when incidents are reported.
d. Ensuring sufficient staff training and resources.
e. Overseeing serious or persistent incidents.
f. Ensuring parents are appropriately informed.
g. Reviewing the effectiveness of the school's approach.

7.3. Designated Safeguarding Lead (DSL) and Deputy Head, together with the Pastoral Team are responsible for:

a. Assessing whether an incident raises a safeguarding concern.
b. Ensuring child-on-child abuse is recognised and responded to appropriately.
c. Ensuring referrals are made to children's social care, the police or other relevant agencies where appropriate.
d. Ensuring concerns are recorded on CPOMS.
e. Monitoring patterns of bullying and harmful behaviour.
f. Advising staff on appropriate responses and support.

g. Ensuring incidents involving sexual harassment, violence or other harmful sexual behaviour are managed in accordance with safeguarding procedures.
h. Liaising with parents and external agencies where appropriate.
i. Support staff in investigating bullying concerns.
j. Ensure appropriate records are maintained.
k. Monitor the pupils involved.
l. Liaise with parents.
m. Review the effectiveness of interventions.
n. Identify recurring incidents or wider friendship-group difficulties.
o. Report relevant patterns to the Headteacher.

7.4. Teachers and other staff are responsible for:

a. Being vigilant and alert to signs of bullying.
b. Taking every report seriously.
c. Challenging inappropriate behaviour immediately.
d. Recording and reporting concerns promptly.
e. Referring safeguarding concerns directly to the DSL.
f. Providing reassurance and support to pupils.
g. Maintaining appropriate confidentiality.
h. Following up incidents to ensure that behaviour has stopped.
i. Staff must not assume that another colleague has reported an incident. If concerned, they must ensure that it is recorded and passed on.

7.5. Pupils are encouraged to:

a. Treat others with kindness and respect.
b. Include others and avoid deliberately isolating or humiliating anyone.
c. Tell a trusted adult if they experience or witness bullying.
d. Support friends who may be experiencing difficulties.
e. Avoid retaliating or joining in with bullying.
f. Use technology responsibly and respectfully.
g. Recognise that reporting concerns is the right thing to do.
h. Pupils will never be blamed for failing to report bullying or for not being able to stop it themselves.

7.6. Parents and carers are encouraged to:

a. Contact the school if they are concerned that their child is being bullied or is displaying bullying behaviour.
b. Share relevant information promptly.
c. Encourage their child to speak openly about difficulties.
d. Reinforce respectful behaviour and responsible online conduct at home.
e. Work constructively with the school to resolve concerns.

f. Parents should raise concerns through the appropriate school channels rather than approaching other pupils directly or attempting to investigate incidents themselves.

8. Prevention and promotion of positive relationships

8.1. Stormont believes that prevention is central to an effective anti-bullying culture. The school will promote positive relationships through:

8.2. Curriculum and pastoral education

a. The Jigsaw PSHEE programme.
b. Age-appropriate relationships and health education.
c. Assemblies and form times.
d. Classroom discussions and circle time.
e. Teaching about kindness, empathy, inclusion and respect.
f. Developing understanding of difference, equality and diversity.
g. Teaching pupils about healthy friendships, boundaries and consent.
h. Promoting confidence, self-esteem and emotional literacy.
i. Teaching responsible online behaviour and digital citizenship.

8.3. **Whole-school culture.** The school will:

a. Celebrate kindness, empathy and positive behaviour.
b. Encourage friendships across year groups through the House system.
c. Promote positive role modelling through prefects and pupil leadership.
d. Provide appropriate opportunities for pupils to discuss worries.
e. Use Anti-Bullying Week and other relevant initiatives to raise awareness.
f. Encourage pupils to support one another.
g. Ensure staff are visible and vigilant during less structured periods, including playground time, lunch, transitions and clubs.
h. Anti-Bullying Ambassadors are out on the playground

8.4. **Reporting mechanisms.** The school will maintain appropriate opportunities for pupils to share concerns, including:

a. Speaking to a trusted member of staff.
b. Speaking to their Form Tutor or class teacher.
c. Speaking to the Head of Pre-Prep, Deputy Headteacher or DSL.
d. Using classroom worry boxes.
e. Accessing other age-appropriate reporting arrangements.
f. The school will ensure pupils know that they can report concerns on behalf of a friend as well as for themselves.

8.5. **Staff training.** Staff will receive appropriate safeguarding and behaviour training to help them:

a. Recognise bullying and its indicators.
b. Identify child-on-child abuse.
c. Understand online risks.
d. Recognise prejudice-based behaviour.
e. Respond appropriately to disclosures.
f. Understand the school's reporting and recording procedures.

9. Recognising signs of bullying

9.1. Pupils do not always tell adults when they are being bullied.
9.2. Staff and parents should be alert to possible indicators, including:

a. Reluctance or refusal to attend school.
b. Repeated absence or lateness.
c. Unexplained physical complaints.
d. Changes in mood or behaviour.
e. Increased anxiety, withdrawal or tearfulness.
f. Reduced confidence or self-esteem.
g. Loss of interest in learning or activities.
h. Damaged or missing belongings.
i. Changes in eating or sleeping patterns.
j. Avoidance of particular pupils, places or activities.
k. Withdrawal from friendship groups.
l. Becoming unusually aggressive or irritable.
m. Reluctance to use devices or check messages.
n. Signs of distress following online activity.

9.3. These signs do not necessarily mean that bullying is taking place but should prompt sensitive enquiry and appropriate follow-up.
9.4. Where attendance changes or emotional distress may indicate a safeguarding concern, staff must consider the wider circumstances and inform the DSL as appropriate.

10. Reporting concerns

10.1. Any pupil, parent, member of staff or other member of the school community can report suspected bullying. Pupils should be encouraged to speak to a trusted adult. Younger children may need help to explain what has happened. Parents should normally contact their child's Form Tutor or class teacher in the first instance. More serious concerns may be raised directly with the Head of Pre-Prep, Deputy Headteacher or Headteacher.
10.2. All concerns must be taken seriously, even where the information is incomplete or the pupil is unsure whether the behaviour constitutes bullying.

10.3. Staff must:

a. Listen carefully and calmly.
b. Reassure the pupil that they have done the right thing by speaking out.
c. Avoid promising confidentiality.
d. Establish whether anyone is at immediate risk.
e. Record the concern factually on CPOMS.
f. Inform the appropriate senior member of staff.
g. Refer any safeguarding concern to the DSL without delay.

10.4. Where a pupil discloses abuse or harmful behaviour, staff must follow the school's safeguarding procedures and must not undertake their own safeguarding investigation.

11. Responding to and investigating bullying

11.1. All reports will be considered promptly and proportionately. The response will depend on the nature, seriousness, context and impact of the incident.

11.2. **Initial response.** The member of staff receiving the concern will:

a. Ensure the pupil is safe.
b. Listen without judgement.
c. Establish the basic facts.
d. Record the information.
e. Refer the concern to the appropriate member of staff.
f. Inform the DSL where safeguarding concerns are present.

11.3. **Investigation.** Where an investigation is appropriate, the school will:

a. Speak to the pupils involved separately.
b. Speak to relevant witnesses.
c. Allow pupils to explain events in their own words.
d. Consider the context and any history of previous incidents.
e. Review relevant written or digital evidence.
f. Consider whether there is a power imbalance.
g. Assess the impact on the pupil experiencing the behaviour.
h. Avoid making assumptions before the facts have been considered.
i. Keep accurate records of findings and decisions.

11.4. Investigations will be conducted sensitively and, in a manner, appropriate to the age and developmental stage of the pupils.

11.5. The school will avoid repeatedly asking a pupil to recount distressing events. Where a matter requires a safeguarding response, the DSL will determine the appropriate approach and whether specialist agencies should be involved.

11.6. Safeguarding escalation

11.6.1. The school recognises that bullying may overlap with child-on-child abuse.

11.6.2. The DSL must be informed immediately where there are concerns involving:

a. Physical or sexual violence.
b. Sexual harassment or harmful sexual behaviour.
c. Coercion, intimidation or exploitation.
d. Threats or serious intimidation.
e. Sharing or threatening to share intimate images.
f. Serious discriminatory or hate-related behaviour.
g. A significant risk of harm to a pupil.
h. Repeated incidents suggesting a wider pattern of abuse.

11.7. Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, the school will follow its child protection procedures and make appropriate referrals.

11.8. The school will not attempt to resolve a safeguarding matter solely through mediation, restorative conversations or behaviour sanctions.

12. Cyberbullying and online incidents

12.1. The school recognises that online bullying can have a serious impact on a pupil's wellbeing and may continue beyond the school day.

12.2. Where online bullying is reported, the school will:

a. Take the report seriously.
b. Establish the nature and extent of the behaviour.
c. Consider whether the incident involves threats, harassment, exploitation or child-on-child abuse.
d. Preserve relevant evidence where appropriate.
e. Refer safeguarding concerns to the DSL.
f. Work with parents to support pupils.
g. Consider appropriate school sanctions.
h. Provide online safety advice.
i. Consider whether external agencies or the police should be involved.

12.3. Pupils and parents should be encouraged to retain relevant evidence, such as screenshots, messages and dates.

12.4. Staff should not ask pupils to forward, download or circulate indecent images of children. Any concern involving nude or semi-nude images must be referred to the DSL and managed in accordance with current safeguarding guidance.

12.5. Artificial intelligence and manipulated images

12.5.1. The school recognises the risks associated with generative artificial intelligence and image manipulation.

12.5.2. Using AI or other technology to create, alter or distribute humiliating, sexualised or otherwise harmful images of another pupil is unacceptable.

12.5.3. This includes fabricated or manipulated intimate images, whether or not the images depict a real event.

12.5.4. Such incidents will be treated as serious safeguarding concerns and referred to the DSL.

13. Sanctions and consequences

13.1. Where bullying is established, the school will take appropriate action in accordance with the Behaviour Policy.

13.2. Possible consequences include:

a. A formal warning.
b. Behaviour marks or sanctions.
c. Loss of privileges.
d. Detention, where age-appropriate.
e. A behaviour support plan.
f. Increased supervision.
g. Parental meetings.
h. Restorative work, where appropriate and safe.
i. Suspension or exclusion in serious or persistent cases.

13.3. The Headteacher will determine serious disciplinary consequences in accordance with the Behaviour Policy and applicable requirements.

13.4. The school will consider:

a. The seriousness and frequency of the behaviour.
b. The age and understanding of the pupils involved.
c. The impact on the pupil experiencing the behaviour.
d. Any imbalance of power.
e. Whether the behaviour was discriminatory.
f. Whether there are safeguarding concerns.
g. Whether previous interventions have been effective.

13.5. Disciplinary action and support are not mutually exclusive. Pupils who display bullying behaviour will be helped to understand the impact of their actions and develop more appropriate ways of relating to others.

13.6. Restorative conversations may be used where appropriate to help pupils understand the impact of their behaviour and rebuild relationships. However:

a. A pupil who has experienced bullying will never be forced to participate.
b. Restorative approaches will not replace safeguarding action.
c. An apology will not be treated as sufficient evidence that the behaviour has stopped.
d. The school will not require a pupil to forgive or reconcile with another pupil.

13.7. The safety and wellbeing of the pupil who has experienced bullying must remain the priority.

14. Support for pupils

14.1. **Pupils experiencing bullying.** The school will provide appropriate support, which may include:

a. Reassurance and emotional support from a trusted member of staff.
b. Regular check-ins with the Form Tutor or pastoral team.
c. Appropriate involvement of parents.
d. Support to rebuild confidence and friendships.
e. Monitoring of vulnerable areas and times.
f. Changes to seating, groupings or supervision where appropriate.
g. Access to additional pastoral support.
h. Referral to external support services where necessary.

14.2. The school will take care not to place the burden of resolving bullying on the pupil experiencing it.

14.3. **Pupils displaying bullying behaviour.** Pupils who have displayed bullying behaviour will also receive appropriate support and guidance. This may include:

a. Helping them understand the impact of their actions.
b. Exploring the reasons behind their behaviour.
c. Developing empathy and emotional awareness.
d. Teaching appropriate social and communication skills.
e. Setting clear behavioural expectations.
f. Working with parents.
g. Additional pastoral or specialist support where required.
h. Support does not remove accountability for behaviour.

15. Working with parents

15.1. The school recognises that parents play an important role in addressing bullying.

15.2. Where appropriate, parents of pupils involved will be informed of concerns and the actions being taken.

15.3. The school will:

a. Communicate sensitively and promptly.
b. Listen to parental concerns.
c. Explain the steps being taken to address the situation.
d. Maintain appropriate confidentiality regarding other pupils.
e. Agree appropriate support and follow-up arrangements.
f. Review progress with parents where necessary.

15.4. The school will not disclose confidential information about sanctions or personal circumstances relating to another pupil.

15.5. Where a parent remains concerned about the school's response, they may use the school's Complaints Policy.

16. Monitoring and follow-up

16.1. The school recognises that bullying may continue in less visible ways after an incident has been investigated.

16.2. For this reason, follow-up is essential.

16.3. The relevant pastoral staff will:

a. Check in with the pupil who experienced the bullying.
b. Monitor the behaviour of the pupil or pupils involved.
c. Review whether the bullying has stopped.
d. Maintain appropriate contact with parents.
e. Consider further intervention if necessary.

16.4. Where appropriate, follow-up may take place after two weeks and again after one month, with further monitoring until the school is satisfied that the situation has been resolved.

16.5. The DSL and senior leadership team will review more serious or persistent cases.

17. Recording and analysing incidents

17.1. All reported and identified incidents will be recorded appropriately on CPOMS.

17.2. Records should include:

a. The date and nature of the incident.
b. The pupils involved.
c. The location or online context.
d. The accounts provided.
e. Any witnesses or evidence.
f. The impact on the pupils concerned.
g. Actions taken.
h. Parents contacted.
i. Safeguarding referrals or decisions.
j. Sanctions and support provided.
k. Follow-up arrangements and outcomes.

17.3. Records must distinguish between allegations, established facts, professional assessments and decisions.

17.4. The school will analyse bullying and related behaviour records at least termly to identify:

a. Patterns involving particular pupils.
b. Repeated incidents or friendship-group difficulties.

c. Locations or times where incidents occur.
d. Online patterns.
e. Prejudice-based incidents.
f. Pupils who may be particularly vulnerable.
g. The effectiveness of interventions.

17.5. This analysis will inform preventative action, staff training and policy review.

17.6. Information will be retained in accordance with the school's data protection and records retention arrangements.

18. Anti-Bullying Ambassadors

18.1. The school may appoint Anti-Bullying Ambassadors or other pupil representatives to promote kindness, inclusion and positive relationships.

18.2. Their role may include:

a. Encouraging pupils to include others.
b. Promoting awareness of bullying.
c. Supporting whole-school initiatives.
d. Acting as positive role models.
e. Encouraging pupils to speak to trusted adults.

18.3. Ambassadors are not responsible for investigating bullying, resolving serious incidents or providing safeguarding support.

18.4. All concerns raised with them must be passed to an appropriate member of staff.

19. Review and evaluation

19.1. The Headteacher and the Deputy Headteacher will review this policy annually, or sooner where changes to legislation, statutory guidance or school practice make this necessary.

19.2. The Governing Body will receive appropriate information about bullying incidents, patterns and the effectiveness of the school's preventative measures.

19.3. The school will use pupil voice, parental feedback, staff observations and recorded information to evaluate the effectiveness of its approach.

19.4. The ultimate aim is to ensure that every girl at Stormont feels safe, respected, included and confident to speak out.

19.5. At Stormont, kindness matters. Bullying is never acceptable, and every pupil has the right to feel safe and valued.