

ANTI-BULLYING POLICY FRAMEWORK

FRAMEWORK	HEADINGS	GUIDELINES
<p>CONTEXT</p> <p><i>“All schools should have a clearly-enunciated anti-bullying policy. This needs to be integral to their policy for pastoral care, and set in the context of their positive behaviour policy and related closely to, or integrated with, their child protection policy.”</i></p> <p>REF: Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 Pg. 84</p> <p><i>“the school regularly reviews policies, procedures and reporting arrangements, including those relating to child protection/ safeguarding, anti-bullying and positive behaviour management;”</i></p> <p>REF: Inspection and Self- Framework, (ISEF) ETI, 2017 Pg. 13 (Governors; Preschool; Primary; Post-Primary; EOTAS; Special Schools</p> <p><i>“The role of the Board of Governors is to promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school.”</i></p> <p>REF: ‘Every School a Good School’ The Governors’ Role: A Guide for Governors, DE, 2017 Pg. 27</p> <p><i>“Pupil welfare embraces all aspects of school life through the pastoral care system, child protection, pupil behaviour, health and well-being, physical safety and security. Boards of Governors have a responsibility to take an active interest in all aspects of their schools’ activities that promote pupil welfare.”</i></p> <p>REF: ‘Every School a Good School’ The Governors’ Role: A Guide for Governors, DE, 2017 Pg. 107</p>	<p>Introductory Statement</p> <p>1. Legislation</p> <p>2. Guidance:</p> <ul style="list-style-type: none"> • DE • Health • SBNI <p>Duties currently placed on Boards of Governors and Principals</p>	<p>Introductory statements such as the following may be included:</p> <p>‘This school community repudiates bullying behaviour of any kind, to any member of the school community, by any member of the school community’</p> <p>This policy is informed and guided by current legislation and DE Guidance listed below:</p> <p>The Legislative Context:</p> <ul style="list-style-type: none"> • Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995 • The Human Rights Act 1998 • The Education (Northern Ireland) Order 1998 Article 3 – see DE 1998/25 • WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003 • THE EDUCATION (2006 ORDER) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007 • The Education (School Development Plans) Regulations (Northern Ireland) 2010 • Addressing Bullying in Schools Act (Northern Ireland) 2016 <p>DE Guidance:</p> <ul style="list-style-type: none"> • Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DE, 2001 • Safeguarding and Child Protection in Schools. A Guide for Schools DE 2017 – to be read in conjunction with the following: <i>Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Safety 2016</i> <i>Safeguarding Board for Northern Ireland’s (SBNI) Policies and Procedures 2017</i> • Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019 <p>CONTEXT: KEY LEGISLATION: DUTIES PLACED ON BOARDS OF GOVERNORS</p> <p>1. Addressing Bullying In Schools Act (Northern Ireland) 2016</p> <ul style="list-style-type: none"> • Duty of Board of Governors to secure measures to prevent bullying • Duty to keep a record of incidents of all incidents of bullying or alleged bullying involving a registered pupil at the school <p>2. WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003 - DE Circular Number 2003/13 - which amends Article 3 of 1998 N.I. Order as follows:</p> <p>Article 17 DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS</p> <p>The Board of Governors is required to:</p> <ul style="list-style-type: none"> • “Safeguard and promote the welfare of all registered pupils whether they are on the school premises or elsewhere while in the lawful control or charge of a member of staff of the school” (Article 17: 2) • Consult with registered pupils on the general principles which will be reflected in the school’s discipline policy (Article 19: 13 & 14) <p>The Principal</p> <ul style="list-style-type: none"> • When deciding on measures which will be used to encourage good behaviour in the school must specifically include measures to prevent bullying among pupils (Article 19:14) • Before deciding on measures to encourage good behaviour must consult with pupils registered at the school and their parents” (Article 19:14) <p>Implications Arising - “All schools will need to be satisfied that their current discipline policy deals with the PREVENTION OF BULLYING among pupils in a sufficiently clear and robust way to satisfy the new legal requirement “ (Article 19:15)</p>

<p>BULLYING BEHAVIOUR DEFINED</p> <p>Definition of “bullying” 1.—(1) In this Act “bullying” includes (but is not limited to) the <u>repeated</u> 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 <u>against another pupil or group of pupils</u>, with the <u>intention</u> of causing physical or emotional harm to that pupil or group of pupils. (2) For the purposes of subsection (1), “act” includes omission.</p> <p>REF: ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016</p>	<p><i>Socially unacceptable behaviours</i></p> <p>CRITERIA: THE KEY ELEMENTS PRESENT IN BULLYING BEHAVIOUR</p> <p>SCHOOLS IN THEIR ANTI-BULLYING POLICY <u>MUST USE THE DEFINITION OF BULLYING FROM THE 2016 ACT</u></p> <p>NOTE</p>	<p>An effective Anti-Bullying Policy will recognise that within schools there is a continuum of socially unacceptable behaviours. These unacceptable anti-social behaviours infringe on everyone’s right to be safe. They include the following examples:</p> <ol style="list-style-type: none"> Physical - includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons Verbal - includes name calling, insults, jokes, threats, spreading rumours Indirect - includes isolation, refusal to work with/talk to/play with/help others, interfering with personal property and includes cyber-bullying: misuse of mobile phones and internet programmes to humiliate, threaten and/or isolate another <p><u>The policy should state that all socially unacceptable behaviours will be dealt with in line with the school’s Positive Behaviour Policy’s procedures.</u></p> <p><i>It is important for schools to be able to differentiate between socially unacceptable behaviours and those which do constitute bullying behaviours.</i> Socially unacceptable behaviours BECOME BULLYING BEHAVIOURS when the information gathered clearly demonstrates that the unacceptable behaviour DOES MEET THE CRITERIA LISTED BELOW i.e. on the basis of the evidence gathered the behaviour is/was:</p> <ul style="list-style-type: none"> intentional, targeted at a specific pupil or group of pupils repeated* causing physical or emotional harm omission <p><u>It is important that the school’s Anti-bullying policy:</u></p> <ul style="list-style-type: none"> takes cognisance of the legal definition of bullying as set out in the Addressing Bullying in Schools Act (Northern Ireland) 2016 is committed to using this criteria to assist pupils, parents/carers, staff and Governors to recognise bullying behaviour clearly differentiates between what is unacceptable anti-social behaviour and that which is unacceptable bullying behaviour states what the key elements are which enable bullying behaviour to be identified – <u>see criteria listed above</u> lists types/methods of bullying behaviour - states that the list is non- exhaustive to allow for ‘new’ types/methods to be added defines what is meant by emotional or psychological harm - e.g. intentionally causing distress, anxiety, humiliation, and the impact on self-esteem defines what is meant by physical harm – e.g. intentionally causing injuries such as bruises, broken bones, burns defines how intention will be determined e.g. specify repetition as one way of establishing intention to harm clarifies what discretion may be applied with regard to a pupil’s capacity to understand <u>the impact of their behaviour</u> on others defines what is meant by exclusion – intentionally choosing (acting) to stop someone/others from joining in e.g. from playing football at lunch defines what is meant by omission – intentionally choosing <u>not to mention</u> (failure to act) there was football at lunchtime i.e. <u>wilful omission arising from a desire to cause hurt</u> defines what is meant by repetition – e.g. 3 or more repetitious incidents involving the same target/s (NB for schools to consider <u>how to interpret repetition in view of the fact that 1 electronic post may be viewed/shared ‘repeatedly’</u>) when a school chooses to classify a one-off incident as bullying it must state this and <u>under what circumstances this discretion will be applied</u>. In exercising the school’s authority to decide that an intentional one-off incident should be recognised as bullying, schools may wish to consider factors such as evidence of premeditation or whether the incident has caused significant levels of emotional or physical harm to one or more pupils. <p><i>While an ‘Imbalance of power’ has not been included in the 2016 definition, consideration of its role in determining if bullying has occurred, should be set out in the policy along with consideration given to a target’s lack of resilience.</i></p>
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<p>RECORD KEEPING</p> <p>3. (i) The Board of Governors must ensure that a record is kept of all incidents of bullying or alleged bullying involving a registered pupil at the school</p> <p>REF: ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016</p>	<p><i>Recording</i></p>	<p>Schools must:</p> <ul style="list-style-type: none"> • Keep a central (e.g. digital) record of ALL bullying or alleged bullying incidents that occur while: <ul style="list-style-type: none"> (a) on the premises of the school during the school day (b) travelling to or from the school during the school term; (c) the pupil is in the lawful control or charge of a member of the staff of the school; or (d) the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school. <p>The policy should clarify:</p> <ul style="list-style-type: none"> • how travelling to or from the school during term time is interpreted e.g. while wearing school uniform for example to travel daily directly to school at the start of the day and directly from school to home at the end of the school day when: on foot; on the school bus; on a 'school' taxi to an off-site educational provider • what being under the lawful control of a member of the school staff entails - e.g. whilst on a school trip, a school visit; playing on a school team, attending another school/FE college under local Area Learning Community arrangements. <p>Schools are advised to use the Bullying Concern Assessment Form (BCAF) found on the c2k SIMS Behaviour Management Model to record details which include:</p> <ul style="list-style-type: none"> • information gathered e.g. from those involved, key bystanders • what, from the information gathered and all of the circumstances, appears to be the motivation or underlying theme behind the behaviour e.g. gender, disability, race, Looked After Status (LAC) etc. • the method/s of bullying e.g. exclusion, verbal, electronic, physical etc. • Details about how the incident was addressed i.e. interventions selected, action taken and support provided for both target/s and the pupil/s displaying bullying behaviour/s; any external support provided together with outcomes achieved
<p>RESPONDING TO INCIDENTS OF BULLYING BEHAVIOUR</p> <p><i>"Bullying behaviour should be treated in the same way as any other form of behavioural difficulty, and addressed through the 5 stages of the Code of Practice"</i></p> <p>REF: Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001</p> <p><i>"Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning."</i></p> <p>REF: "Every School a Good School" DENI, 2009</p>	<p>Procedures</p> <p><i>Responding</i></p> <p><i>Has the criteria for bullying behaviour been met?</i></p> <p><i>Taking action:</i></p>	<p>The policy needs to set out how the school will deal with an allegation of bullying so that when a bullying concern has been reported everyone involved in the management of the incident does know what the procedures are and implements them immediately.</p> <p>Response procedures should include the following statement</p> <ul style="list-style-type: none"> ✓ Staff are expected to respond to bullying behaviour promptly and effectively, in an assertive and confident manner, with an expectation of change being achieved through implementing the procedures set out in the Positive Behaviour & Anti-Bullying Policies <p>The Process:</p> <ul style="list-style-type: none"> ✓ Gather information-clarify facts and perceptions ✓ Use the school's system for recording incidents of unacceptable behaviour e.g. SIMS Behaviour Management Module (BMM) to check for previous incidents and identify behavioural patterns ✓ Use the information gathered to complete part 1 of the 'Bullying Concern Assessment Form '. ✓ To determine whether bullying behaviour has occurred check the information gathered against the legal definition's criteria <p><u>If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET the policy needs to state that socially unacceptable behaviours will be:</u></p> <ul style="list-style-type: none"> • <u>Be dealt under the school's Positive Behaviour Policy</u> • As appropriate, addressed through the Code of Practice & details recorded in SIMS Behaviour Management Module (BMM) <p><u>If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET the policy should set out the process/procedures to be followed. State for example that:</u></p> <ul style="list-style-type: none"> • The Code of Practice is used to develop agreed Action Plans for BOTH target/s AND pupil/s displaying bullying behaviours. • Details are recorded on the Bullying Concern Assessment Form (BCAF) see SIMS Behaviour Management Module (BMM)

<p>“As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy (consequences) and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour” REF: Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001</p> <p>“Evaluate the extent to which: • the teachers involve the learners in tracking and recording their own progress, • the assessment evaluates the efficacy of the intervention processes, and the subsequent improvement in the learners’ achievements;” REF: Resource File for Special Educational Needs QUALITY INDICATORS FOR WORK OF SEN CO-ORDINATORS DE 2011 pg. 84</p> <p>“How do we know that appropriate actions resulting from risk assessments are being implemented? REF: ISEF Preschool, Primary, ET1 2017</p>	<p>Supporting targeted pupil/s</p> <p>Supporting pupil/s displaying bullying behaviours</p> <p>Outcomes</p>	<p>SUPPORT PROVISIONS The policy needs to detail what support is available – internal and external - along with how it is provided and assessed</p> <p>Support for targeted pupil/s would involve:</p> <ul style="list-style-type: none"> ✓ Discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: identifying SMARTER (Specific, Measureable, Achievable, Relevant, Timely and Evidence Based) target/s; success criteria, outcomes and assessment procedures - see BCAF grid Part 2 ✓ Keeping a record of the agreed plan in Part ** of the BCAF. ✓ Ongoing dialogue to ensure that the strategies identified and agreed would, when implemented, result for example in: greater resilience; development of new coping skills & the promotion of positive restorative relationships - see SEN Resource File, Understanding and Managing SEBD DENI 2011, pgs. 272-277 ✓ Copies of the agreed plan being shared with key partners to ensure for example- clarity of roles and understanding of specific strategies ✓ Staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review ✓ Collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc? ✓ Keeping staff and pupil-self-assessment records ✓ <u>Progress being regularly updated in the BCAF and outcomes shared with key partners</u> <p>Support for pupil/s displaying bullying behaviour would involve:</p> <ul style="list-style-type: none"> ✓ Discussing and agreeing a tailored Code of Practice action plan which would involve pupil/s in: SMARTER target/s, success criteria, outcomes and assessment procedures - see BCAF grid part 2 ✓ Keeping a record of the agreed plan in Part 2 of the BCAF. ✓ Ongoing dialogue to ensure that the interventions/strategies identified and agreed would, when implemented, result for example in: reduction/removal of unacceptable bullying behaviour/s; an enhanced ability to empathise and the restoration of relationships - see interventions contained in NIABF’s “Effective responses to bullying behaviour”, Pgs. 16-19 and following. ✓ Copies of the agreed plan being shared with key partners to ensure for example clarity of roles and understanding of specific strategies, ✓ Staff and pupils together tracking and monitoring progress to ensure the efficacy of the intervention is maintained and kept under review ✓ Collecting data to evaluate the efficacy of the intervention by considering the following: were appropriate targets identified; did the strategies prove effective; were strategies consistently implemented by staff and pupils; was the success criteria clear; was the success criteria met etc.? ✓ Keeping staff and pupil-self-assessment records ✓ <u>Progress being regularly updated in the BCAF and outcomes shared with key partners</u> <p><u>(Schools need to decide what to keep to evidence pupil involvement in the Code of Practice/Action plan process e.g. LSCO/Pupil self-assessment records)</u></p> <p>Follow-up procedures</p> <ul style="list-style-type: none"> ✓ Report back to parents/carers promptly informing them fully of actions taken/to be taken and outcomes achieved ✓ Provide regular opportunities for <u>post-incident learning (debriefing sessions)</u> for both target/s and pupil/s displaying bullying behaviour e.g. using Worth a Rethink ; Think Time Discussion Sheet ✓ <u>Acknowledge, affirm and celebrate success</u> <p>In addition the policy should clarify:</p> <ul style="list-style-type: none"> ✓ What timeframes are appropriate for: responding to parental/carer concerns, sharing information; ✓ When and how the LSCO/pastoral/safeguarding team will be involved ✓ Who is responsible for: recording information & keeping it updated; collating, reviewing SIMs data; providing feedback to BOG/SLT ; ensuring recording is balanced, non-subjective, dated and tagged; compliant with current legislation including data protection (2018)? ✓ When a ‘Risk Reduction Management Action Plan is needed: who takes responsibility for its development, implementation and assessment?
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<p>“the school works effectively with a range of external agencies to support safeguarding and child protection practices REF: ISEF Preschool, Primary, Post-Primary, EOTAS, Special Schools ETI 2017</p>		<p>✓ When, how and by whom external advice/support will be accessed: e.g. on the basis of early intervention; by LSCO/Head of Year/ VP/Principal; by completing a stage 3 Code of Practice referral form or a UNOCINI Assessment form to access relevant support services such as Education and Welfare Service, Behaviour Support and Provisions, Educational Psychology, Autism Advisory & Intervention Service, Child Protection Support Services, Child & Adolescent Mental Health Service, Dept. of Health and Social Services</p>
<p>TRACKING, MONITORING AND POLICY REVIEW</p> <p>“School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.” Ref: Every School A Good School, – a policy for schools improvement: Indicators of effective performance DE 2009</p> <p>“the school regularly reviews policies, procedures and reporting arrangements, including those relating to child protection/ safeguarding, anti-bullying and positive behaviour management;” REF: ISEF primary & Post-primary</p> <p>“The Board of Governors of a grant-aided school must— review those (preventative) measures— (i) at intervals of no more than 4 years; REF: Addressing Bullying in Schools Act (Northern Ireland) 2017</p> <p>Furthermore, the Schedule for Regulation 4 of The Education (School Development Plans) Regulations (Northern Ireland) 2010 requires schools to monitor and review (annually – Regulation 7) the progress made in the school’s approach to (c) promoting the health and well-being, attendance, good behaviour and discipline of pupils and (e) managing the attendance and promoting the health and well-being of staff. REF ETI Safeguarding Proforma 2017-2018</p>	<p>Effectiveness of the Policy</p>	<p>The policy should make it clear that It is the responsibility of the Board of Governors and the Principal, who, on the basis of evidence gathered , will monitor the effectiveness of the Anti-Bullying policy by using performance and other data to:</p> <ul style="list-style-type: none"> • Determine how effective the school’s preventative measures are in reducing: levels of and opportunities for bullying behaviour; severity and frequency of incidences by noting reductions/increases; monitoring response times, etc. • Identify patterns and trends: evaluate reporting and recording procedures; measure impact on levels of achievement; evaluate efficacy of the interventions and the support provided • Determine how effective the policy’s processes are in: identifying underlying motivation; promoting and maintaining restoration • Ensure that the policy through consultation and participation is successfully identifying current needs and addressing them appropriately • Inform and guide policy development and review through feedback received from baselining surveys with parents/carers, staff, Governors and pupils • Ensure that policy concerns are identified quickly and addressed through the ongoing School Development Planning process <p>The policy needs to state how the Anti-Bullying Policy will be kept under review.</p> <ul style="list-style-type: none"> • The preventative measures will be reviewed by the Board of Governors “<u>at intervals of no more than 4 years</u>” • From time to time additional policy amendments will be made as a result of the feedback generated, for example, from the baselining audits/debriefing processes, and when changes to legislation occur • Amendments may be made in response to: issues arising from a current situation; from data generated to identify existing behavioural patterns and trends <p>The Anti-Bullying Policy from April 2017 forms part of the suite of safeguarding policies which work together to promote the welfare and well-being of pupils. As such the policy must comply with current safeguarding requirements as set out in the current ETI Safeguarding Proforma.</p> <p>“The ETI and the Department of Education (DE) recommend that you (schools) review/quality assure your compliance (with review requirements under Schedule for Regulation 4) and effectiveness <u>at least annually</u> on a rolling basis. Some schools have found it helpful to evaluate their provision on each question as red (work overdue), amber (work underway) or green (up-to-date), known as the ‘RAG’ process, and you (schools) may wish to consider this approach”.</p> <p>Schools are reminded in the ETI Safeguarding Proforma 2017-2018 that: “The ETI may ask about an example of an incident relating to bullying behaviours and how the school dealt with it.” See pg. 7</p> <p>All policy reviews/amendments should:</p> <ul style="list-style-type: none"> • Be dated and signed by both the Chair of the Board of Governors and the Principal to confirm ratification of the review process • Should state “when and how parents/carers/learners were consulted” see ETI Safeguarding Proforma 2017-2018 see pg. 8 • Should note when “changes (were) made in light of the consultation” see ETI Safeguarding Proforma 2017-2018 see pg. 8 <p>NB. Schools are advised to maintain a copy of their previous anti-bullying policies should the school be required to answer any retrospective charge of negligence arising from failure to follow the policy and procedures current at that time</p>

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<p>LINKED SAFEGUARDING POLICIES</p> <p>“The school has a duty to ensure that safeguarding permeates all activities and functions. The child protection policy should complement and support a range of other policies including:</p> <ul style="list-style-type: none"> • Attendance Policy. • Behaviour Management and Discipline Policy. • Pastoral Care. • Anti-Bullying Policy. • Safe Handling. • Special Educational Needs. • First Aid and Administration of Medicines. • Health and Safety Policy. • Relationships and Sexuality Education. • Intimate Care. • E-Safety Policy. • Educational Visits. • Staff Code of Conduct. <p>REF: Safeguarding and Child Protection in Schools – A Guide for schools DE 2017</p>		<p>“All organisations and agencies working with children and young people must discharge their functions with regard to the need to safeguard children and young people, must have procedures in place for safeguarding, and ensure these are adhered to. “ Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Health, 2016 Pg. 6</p> <p>The Anti-bullying Policy will need to ensure that the linked policies are clearly referenced e.g. State:</p> <ul style="list-style-type: none"> • That all socially unacceptable behaviours are managed under the Positive Behaviour Policy procedures – see current school policy for further details • Code of Practice action plans are drawn up, tracked, monitored, assessed and reviewed through the implementation of the Special Educational Needs (SEN) policy - see current school SEN policy for further details regarding procedures etc. • Should physical restraint prove necessary it will be undertaken in compliance with the school’s Safe Handling Policy - see current policy for further details • Incidents relating to e-safety will be managed with reference to the school’s E-safety Policy requirements – see current policy for further details • That further details relating to the “preventative curriculum” can be found in the statutory personal development curriculum/pastoral care policy which requires schools to give specific attention to pupils’ emotional wellbeing, health and safety, relationships, and the development of a moral thinking and value system
<p>PROFESSIONAL DEVELOPMENT OF STAFF</p> <p>“School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.”</p> <p>REF: Every School A Good School, 2009</p> <p>“there is clear evidence of a focus on continuous improvement and professional development for colleagues including the sharing of current and research-based practice;</p> <p>REF: ISEF Post-primary 2017</p> <p>“staff and the governance group regularly receive training including safeguarding and child protection.”</p> <p>REF: ISEF EOTAS 2017</p>	<p>Continuing Professional Development (CPD)</p>	<p>The policy should:</p> <ul style="list-style-type: none"> • State its commitment to ensuring that staff are provided with appropriate opportunities for professional development as part of the school’s ongoing CPD/PRSD provisions • Note the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc. • Ensure that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching • State that CPD records are kept and updated regularly <p>CPD records should:</p> <ul style="list-style-type: none"> • Include details (date, provider) of the training which Governors and staff (T/NT) receive • Identify relevant future training needs based on PRSD outcomes, baseline audit responses and in conjunction with the School Development Planning Process • Note when and how training outcomes are disseminated to all staff (T/NT) • Monitor impact of the training on both policy and practice • Detail when and how appropriate policy amendments have been made as a result of CPD training to current Anti-Bullying Policy and procedures as a result of CPD

The Safeguarding Board (Northern Ireland) Act 2011

This Act established the SBNI and places interagency co-operation on a statutory footing. The objective of the SBNI is to safeguard and promote the welfare of children and young people in Northern Ireland by co-ordinating and ensuring the effectiveness of what is done by each person or body represented on the board. The SBNI are also responsible for development of regional policies and procedures for safeguarding and promoting the welfare of children.

www.safeguardingni.org

The Public Services Ombudsman Act (NI) 2016

The Public Services Ombudsman Act (NI) 2016 gives a power to investigate education authorities in respect of complaints made by a member of the public (came into effect on 1 April 2016). **The power to investigate will extend to Boards of Governors of grant-maintained schools from 1 April 2017. This process of complaint must be referred to in the (school's) complaints policy.**

www.legislation.gov.uk/ni/2016/4/schedule/1/paragraph/5

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