FEDERAL MINISTRY OF EDUCATION

NATIONAL POLICY *On* ANTI-BULLYING IN NIGERIAN SCHOOLS AND ITS IMPLEMENTATION GUIDELINES

2025

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ABBREVIATION

CRA	Child Right Act
CBMCs	Centre Based Management Committees
ECCDE	Early Childhood Care Development and Education
EMIS	Education Management Information System
FME	Federal Ministry of Education
MSRE	Ministerial Strategic Roadmap for Education
NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NERDC	Nigerian Educational Research and Development Council
NIEPA	National Institute of Educational Planning and Administration
NPE	National Policy on Education
NUC	National Universities Commission
PTA	Parent Teacher Association
PWD	Persons Living with Disability
SBMC	School Based Management Committee
SMoE	State Ministry of Education
SUBEB	State Universal Basic Education Board
TRCN	Teachers Registration Council of Nigeria
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UN	United Nations

DEFINITION OF KEY TERMS

i. **Bullying**: an aggressive behaviour aimed at harming, intimidating, or dominating a person.

ii. **Bystander**: an individual who observes or witnesses a bullying incident but is not directly involved as either the perpetrator or the victim

iii. **Passive Observers**: Those who witness the bullying but choose not to intervene or take action.

iv. **Active Participants**: Individuals who may encourage or support the bullying behaviour, either directly or indirectly.

v. **Defenders**: Bystanders who take steps to intervene, support the victim, or discourage the perpetrator's actions.

vi. **Learner**: a pupil in primary school, student in secondary, higher institutions of learning or learner in a non-formal education learning centre.

vii. **Perpetrator**: the individual referred to as the "bully" who initiates, encourages or engages in bullying behaviour towards others.

viii. **Victim/survivor**: the individual who is targeted and subjected to bullying behaviours. This person experiences the negative actions of the perpetrator, which can be physical, verbal, relational, or cyber in nature.

ix. **Staff**: Staff in this policy are teachers, lecturers, instructors, non-academic staff and all persons that work in an education institution.

1.0 BACKGROUND TO THE POLICY

1.1 INTRODUCTION

The primary function of education is to foster all-round development of the learners. In the Nigerian context, the Federal Government has remained committed towards the attainment of this objective through appropriate policy provisions, regulations and financial allocations.

However, many factors limit learners of all categories, from attaining the desired learning outcomes. One of such limitations is bullying, which has increasingly taken on diverse forms in recent times. Bullying by its very nature undermines the essential purpose of education. Its negative impact on the educational development of the Nigerian child underscores the need for a comprehensive policy that addresses all forms of bullying within the learning environment.

Therefore, this policy underscores Nigeria's commitment to creating a safe educational environment, consistent with global standards as outlined in international agreements such as the UN Convention on the Rights of the Child. Specifically, the policy aims to address the root causes of bullying while providing structured mechanisms for prevention, intervention, and rehabilitation to guarantee all learners' well-being.

In this regard, the vision of this policy is to create ***a safe, friendly and harmonious learning environment where every learner and staff is respected and valued.***

1.2 BULLYING

Bullying is a deliberate action meant to cause harm or distress. It is usually distinguished by a power imbalance. Actions that constitute bullying often occur in schools and other educational institutions. Bullying behaviour does not include occasional disagreements or conflicts that

lack malicious intent or repeated nature.

1.2.1 TYPES OF BULLYING

(a) Verbal Bullying consist of:
- I. Name-calling or using offensive language;
- ii. Mocking or ridiculing others, especially regarding personal characteristics (appearance, race, religion, or abilities);
- iii. Spreading rumours, blackmailing or malicious statement to damage someone's reputation;
- iv. Making threats of harm or violence; and
- v. Taunting or provoking others to trigger emotional reactions.

(b) Physical Bullying by Learners involves:
- i. Hitting, kicking, punching, pushing, shoving or tripping;
- ii. Taking or destroying someone's belongings (e.g., books, provisions);
- iii. Forcing someone to do something against their will (e.g., giving up meal, money, sexual harassment);
- iv. Blocking someone's way or invading their personal space aggressively; and
- v. Gang beating.

(c) Social or Relational Bullying which involves:
- i. Excluding peers from social groups or activities deliberately;
- ii. Encouraging others to ignore or ostracize someone;
- iii. Spreading false stories or sharing secrets to embarrass someone;
- iv. Public humiliation, such as making fun of someone in front of a group; and
- v. Manipulating friendships to isolate someone.

(d) Cyber-bullying covers:
- i. Posting mean or hurtful comments online;
- ii. Sharing inappropriate or private photos of someone without their consent;
- iii. Sending abusive messages through social media or texting;
- iv. Creating fake accounts to impersonate or harass someone; and
- v. Excluding others from online groups or games as a form of punishment.

(e) Non-Physical Bullying involves:
- i. Intimidating others through threatening gestures or stares;
- ii. Spreading lies to make someone feel isolated;
- iii. Manipulation; and

1.3 SITUATION ANALYSIS

Bullying is a menace that is fast growing in schools and has become a pervasive phenomenon with both immediate and long-term psychological and social consequences. Undoubtedly, it remains a significant global challenge in educational institutions.

It manifests in various forms, including physical, verbal, relational, and cyber bullying. These acts of bullying often lead to adverse mental health outcomes such as depression, anxiety, and antisocial tendencies, impacting individuals sometimes well into adulthood.

In Nigeria, the occurrence of bullying in schools has been estimated to be between 70 and 85 per cent. Despite its prevalence, there is an absence of a comprehensive anti-bullying policy in place to address the menace directly.

Bullying in Nigeria institutions of learning affects not just the victims/survivors, but the entire school community. Some of the incidents of bullying recorded in our education institutions include:

Gang Beating: The most rampant form of bullying, often involving groups of senior learners targeting the junior ones or peers which sometimes lead to severe injuries or unconsciousness.

Flogging: Use of cane, belt, koboko (horsewhip), sticks, or other objects to beat someone sometimes to the point of unconsciousness.

Intimidation and Retaliation: Taking action to engender fear in someone in order to make them do what one wants and taking actions to revenge a real or perceived wrong done to one or friends especially by learners or parents against a staff.

Invasion and Theft: Hostels being raided by the senior learners to forcefully take things from the junior ones.

Cyberbullying: With the rise of social media, bullying has found a new, more invasive platform especially in the higher institutions. Learners/staff are being harassed through harmful messages, manipulated images, and gossip spread online- leaving the victims to deal with the relentless nature of the internet.

1.4 RATIONALE

The following are the rationale for the policy:

1. **Protecting Learners' Well-being:** A strong policy helps create a safe space where learners can focus on learning and personal growth.

2. **Ensuring Legal Compliance:** The Child Rights Act (CRA) of 2003 guarantees every child the right to safety, education, and protection. The anti-bullying policy will facilitate the implementation of the CRA 2003.

3. **Providing Clear Reporting Channels:** Anti-bullying policy will establish clear steps for reporting incidents. This will allow learners, staff, parents, and administrators to address bullying quickly and confidentially, ensuring that appropriate actions are taken.

4. **Fostering a Positive School Culture:** When schools/institutions adopt a zero-tolerance approach to bullying, they create a culture of respect and inclusion. This will help learners feel valued and connected to the school community.

5. **Preventing Escalation of Violence:** By addressing bullying early, schools and learning institutions can stop small issues from turning into larger conflicts, making the school environment safer for everyone.

6. **Supporting National Efforts:** The Nigerian government has prioritised tackling bullying in schools. Developing a comprehensive policy aligns with these national goals and addresses the underlying causes of bullying.

7. **Enhancing Holistic Development and Academic Performance:** Learners thrive academically, emotionally, and socially when they feel safe and supported. The Anti-bullying policy will promote

holistic development of the learners.

8. **Encouraging Collaboration:** Developing and enforcing anti-bullying policy brings learners, parents, staff, and the community together. Everyone plays a part in creating a safe and supportive teaching and learning environment.

1.5 SCOPE OF THE POLICY

This policy applies to all individuals within the school or learning environment, including learners, administrators, teaching and non-teaching staff. It is applicable to all types of educational institutions and learning centers across Nigeria including:

a. Public and Private Schools (Non-State Schools)
   - ECCDE, basic and post basic Schools
   - Tertiary Institutions (Universities, Colleges of Education, Inter-University Centers, Polytechnics, Monotechniques and Innovation Enterprise Institutions)

b. Non-formal learning centres
   - Vocational and Alternative Learning Centres
   - Adult Education Centres
   - Remedial Schools and Special Needs Centres.

c. The policy also recognizes the crucial roles of parents, guardians, and community members play in the education of the Nigerian child.

2.0 LEGISLATIVE AND POLICY ALIGNMENT

This anti-bullying policy is related to many other laws and policies existing in Nigeria.

2.1 RELATED LEGAL FRAMEWORKS

a. The Constitution of the Federal Republic of Nigeria, 1999 (as amended)
b. The Child Rights Act 2003
c. The Violence Against Persons (Prohibition) Act 2015
d. Universal Basic Education (UBE) Act 2004
e. The Cybercrimes (Prohibition, Prevention, Etc.) Act 2015
f. The Nigerian Education Research and Development Council (NERDC) Act 2004
g. Teachers Registration Council of Nigeria (TRCN) Act 2004
h. National Commission for Persons with disability, Act 2018

2.2 RELATED POLICY FRAMEWORKS

The policies and documents that the anti-bullying policy hinges on include.

a. The National Policy on Education (NPE), 2013
b. The Ministerial Strategic Roadmap for Education (MSRE), 2023-2027
c. The National Policy on Safety, Security and Violence-Free Schools (2021)
d. National Child Protection Policy (2014)
e. Federal Ministry of Education Guidelines on Safe Schools
f. National Policy on Gender in Education and Its Implementation guide (2021)
g. National Policy on Gender in Basic Education (2006)
h. Revised National Policy on Inclusive Education in Nigeria (2023)
i. National Policy on Albinism in Nigeria (2019)
j. Professional Standards for School Leadership in Nigeria for Basic and Secondary Education (2023)
k. Professional Standards for the Teaching Profession in Nigeria (2019)
l. Teachers Code of Conduct (2017)

3.0 POLICY DEVELOPMENT PROCESS.

3.1 POLICY DEVELOPMENT PROCESS

The policy was developed through a thorough and rigorous process following an existing policy development process of the federal government. The stages followed in the development of the policy are:

a. Development of Terms of Reference that clearly explain the objectives and mandate of the assignment;

b. Selection and inauguration of a drafting committee;

c. Drafting committee meetings – the drafting committee met severally to discuss, articulate a draft policy. In the course of drafting the policy, sub-groups were formed to develop different aspects of the policy;

d. Stakeholders engagement – a stakeholder meeting comprising of all education stakeholders across the states and FCT was convened in Abuja to review and validate the draft policy and;

e. Presentation to the National Council on Education (NCE) – the policy was submitted to the National Council on Education for inputs and ratification.

3.1 POLICY OPERATIONAL GUIDELINES

This anti-bullying policy shall be operational through ensuring that all states implement and enforce its provisions across all learning institutions. It shall require the participation of the three tiers of government and other critical stakeholders. To ensure effective operationalisation, the following are required:

a. Formation of a steering committee at the federal and state levels to oversee the implementation of the policy. The steering committee shall include representatives of the following: security and law enforcement agencies, justice sector, Civil society organisations, traditional rulers,

religious leaders, relevant directors in the Ministries and departments, PTA/SBMC, etc. The committee shall be headed by the Minister of education at the federal and Commissioner of education at the state.

b. Preparation of costed annual operational plan: Every year the federal, state and local government shall prepare annual operational plan and the budget for its implementation shall be adequately provided for in the annual budget.

c. Report: a quarterly report on the activities and incidences in states shall be produced and transmitted to the appropriate authority. To enable this, data collection and documentation shall be prioritised.
To achieve this, a data collection and documentation template shall be prepared and utilised, accordingly. All learning institutions shall have a desk officer responsible for anti-bullying and he or she shall be adequately trained.

d. The national EMIS platform and tools shall be configured to include data on anti-bullying policy and report shall be included in the annual school census.

4.0 POLICY DIRECTION

4.1 Vision and Mission Statement

Vision Statement

A safe, friendly and harmonious learning environment where every learner, staff and parents is respected and valued.

Mission Statement

To establish and enforce clear, actionable strategies for preventing and addressing all forms of bullying while fostering empathy and accountability among learners, staff and parents through active collaboration and partnership with all relevant stakeholders.

4.2 CORE VALUES

To ensure a safe, inclusive, and respectful environment where bullying is not tolerated, the following core values shall be promoted and upheld:

a. **Equity:** All learners, regardless of their background or abilities, shall have unhindered access to a safe learning environment.

b. **Confidentiality:** Every person shall feel safe reporting bullying without fear of exposure or intimidation.

c. **Inclusivity:** Every person shall feel valued and accepted in a culture of mutual respect.

d. **Accountability**: All stakeholders of the school/learning community (learners, teachers, parents, and non-teaching staff) shall take responsibility for addressing bullying.

e. **Patriotism**: All stakeholders shall be duty bound and committed to the implementation of this policy at all levels of learning institutions especially in reporting incidences of bullying, prevention and intervention.

f. **Do-no-harm**: All stakeholders shall exhibit fairness and clear intention of not to harm in all actions, gestures and speeches.

4.3 OBJECTIVES

The policy objectives are to:

a. Ensure a safe and inclusive learning environment by stopping all forms of bullying in schools and learning centres;

b. Build the capacity of education administrators, proprietors, staff, learners and other relevant stakeholders to identify and handle all forms of bullying in schools and learning centres;

c. Create an active partnership with law enforcement agencies and the justice system to handle and checkmate bullying in schools and learning centres; and

d. Ensure a friendly relationship among learners and staff as well as education administrators, parents, and the community at large.

5.0 POLICY PROVISIONS

Six categories of bullying relationship existing in school environment are identified in this policy. They are:

a. Learner to learner relationship;
b. Learner to staff relationship;
c. Parent to learner relationship;
d. Staff to parent relationship;
e. Staff to staff relationship and;
f. Parent to parent relationship.

5.1 LEARNER TO LEARNER RELATIONSHIP

No learner or group of learners shall engage in any of the following acts of bullying against another learner(s) within or outside the learning premises:

a. Name-calling or using offensive language to mock or ridicule a learner, especially regarding personal characteristics (appearance, race, religion, or abilities, etc);
b. Spreading rumours, lies and false stories to damage another learners' reputation or make a learner to be isolated;
c. Making threats of harm, violence, taunting or provoking to trigger emotional reaction;
d. Hitting, kicking, punching, pushing, shoving or tripping learner(s)
e. Taking or destroying another learner's belongings (e.g., books);
f. Forcing a learner to do something against his/her will (e.g., giving up meal, money);
g. Blocking a learner's way or invading his/her personal space aggressively;
h. intimidating a learner through threatening gestures or stares;
i. Using peer pressure to force harmful actions or decisions;
j. Ostracising a learner or group of learners from social groups or activities deliberately;
k. Public humiliation or embarrassment, such as making fun of a learner in front of learner(s);

l. Manipulating friendships to isolate another learner;
m. Posting mean or hurtful comments online against a learner;
n. Sharing inappropriate or private photos of someone without their consent;
o. Sending abusive messages through text and social media;
p. Creating fake accounts to impersonate or harass someone;
q. Excluding others from online groups or games as a form of punishment; and
r. Offering or accepting incentives to prevent justice

5.2 LEARNER TO STAFF RELATIONSHIP

To promote healthy relationship between staff and learners in schools and learning centres:

a. No learner or group of learners shall under any guise attack staff verbally, physically, emotionally or socially.
b. No learner or group of learners shall post, send or share any negative, malicious or abusive information about any staff online or via social media.
c. No learner shall suffer in silence by not reporting any incident of bullying (verbal, emotional, physical, cyber or sexual) perpetrated by a staff.
d. No learner under any pretext shall create fake accounts to impersonate or harass or defraud any staff.
e. No staff shall under any circumstances use provocative or unprofessional language on any learner.
f. No staff shall unduly punish a learner beyond the established ethic or rule of the school, law of the state and federal republic of Nigeria.
g. No staff shall force a learner or group of learners to undertake or do what is illegal such as sexual harassment, compulsory favour/demand, etc.
h. No staff shall inflict injuries, humiliate, harass, intimidate, exclude, share false stories about any learner.

i. Staff shall not say or send abusive messages through social media or text, or make hurtful comments online, share inappropriate or private photos of any learner without his/her consent.

j. Staff shall not violate professional ethics of creating a positive, warm, supportive, and respectful school climate conducive for learning.

k. It is an act of negligence of duty if a staff fails to report incidence of bullying to management or designated officers for necessary intervention.

l. It shall become an act of negligence for school management not to address promptly any incident of bullying reported to it or refer complex case to the appropriate law enforcement agent or ministry for intervention.

5.3 PARENT TO LEARNER RELATIONSHIP:

The policy provides that no learner, irrespective of gender, learning ability and physical or psychological ability shall be subjected to any of the following acts of bullying by a parent or guardian within or outside the school or learning centre:

a. Verbal bullying including name calling, use of derogatory words that can lead to a learner's emotional or psychological breakdown;

b. Encouraging others to ignore or ostracize a learner;

c. Public humiliation, such as making fun of a learner in front of a group;

d. Forcing a learner to do something against his/her will; and

e. intimidating a learner through threatening, words, gestures or stares.

f. Any form of bullying perpetrated by parents or guardians against any learner shall be considered an offence after appropriate measures have been taken to investigate and establish the occurrence.

g. Any of such acts perpetrated against a learner by the parent or guardian shall attract due sanctions after detailed investigation and establishment of the commission of such act.

h. It shall be the responsibility of parents and guardians to ensure that all learners under their care are protected from any form of bullying by siblings at home. Therefore, parent or guardian, shall be the first contact for any act of bullying at home reported by the learner or a witness.

i. Acts of bullying experienced by a learner at home shall be duly handled through the appropriate referral pathways to forestall future occurrence and to also restore the learner to the path of wholesome development.

j. Learners who are victims of any form of bullying at home and require special attention in the form of healthcare and psychosocial support shall be referred to the appropriate service provider and the cost of such services shall be borne by the parents or guardians under whose parental care such acts were perpetrated.

5.4 STAFF TO PARENT RELATIONSHIPS

This policy recognizes the importance of fostering respectful, collaborative, and transparent relationships between staff and parents to create a positive and supportive learning environment for all learners. In view of the significance of the staff-to-parent relationship, the policy provisions under this subjection are divided into two namely: provisions for staff to parents; and provisions of parents to staff.

5.4.1. Provisions for staff to Parents interaction

This anti-bullying policy aims to establish a respectful and safe environment within the school community, focusing on staff to parent and parent to staff interactions.

a. No staff shall engage in verbal abuse, disrespect, or threatening

behaviour towards a parent in any school-related discussion or forum.

b. No staff shall intentionally provide false information or exaggerate incidents regarding a learner to a parent to mislead or harm the parent-child relationship.
c. No staff shall demean, embarrass, or publicly ridicule a parent in any school activity, meeting, or communication.
d. Staff shall not share private information about a learner or their family without prior consent, except in cases required by law.

5.4.2 Provisions for parents to staff interaction

a. Prohibition of Verbal or Physical Assault: No parent shall verbally or physically assault a staff in any form, whether in person or via digital platforms.
b. Parents shall not be involved in any action considered intruding on a staff's personal time or demand services outside their professional responsibilities.
c. Parents shall not use public forums, including social media, to tarnish a staff's reputation or escalate conflicts.
d. Parents shall not obstruct or disregard school or learning centre disciplinary measures against their child or engage in actions to undermine the school's or learning centre's authority.
e. Parents are prohibited from harassing or coercing staff into altering grades, overlooking disciplinary issues, or providing undue favours.

6.0 PATHWAY TO HANDLING BULLYING

To ensure that all incidents of bullying are addressed promptly, fairly, and effectively, with the involvement of relevant stakeholders, such as learners, parents, staff, school administrators, centre managers and external agencies, the following procedure shall apply:

6.1 REPORTING INITIAL RESPONSE

a. Learners, parents, or staff members shall report incidents of bullying to the designated teacher or facilitator, school counsellor, or administrator.
b. School administrators ensure the immediate safety and well-being of the victim and provide emotional support.
c. Complete an incident report form within 24 hours
d. Submit to the appropriate authority.

6.2 INVESTIGATION AND ASSESSMENT (WITHIN 3-5 SCHOOL DAYS)

a. School administrators conduct a thorough investigation.
b. Assess the severity and impact of the incident on the victim.
c. Inform parents/guardians of the victim and the alleged bully about the incident and investigation.
d. School shall take appropriate disciplinary measure and/or refer case to law enforcement agency where required.

6.3 INTERVENTION AND SUPPORT (WITHIN 5-7 SCHOOL DAYS)

The school or learning centre authority shall:

a. Implement measures to stop the bullying behaviour, such as counselling, disciplinary action, or mediation.
b. Provide ongoing support to the victim, including counselling, peer support, or academic assistance.
c. Regularly monitor the situation to ensure the bullying behaviour has stopped.

6.4 INVOLVING STAKEHOLDERS OUTSIDE OF THE SCHOOL (AS NECESSARY)

The school or learning centre authority shall:

a. Involve SBMCs, CBMCs, law enforcement agencies if the bullying incident involves physical harm, threats, or criminal behaviour.
b. Notify Child Protection Services if the bullying incident involves suspected child abuse or neglect.
c. Collaborate with SBMCs, CBMCs and community organizations such as counselling services or support groups, to provide additional support to victims and their families.
d. Engage parents/guardians in the process, provide them with regular updates and involve them in the development of a plan to support the child (victim/survivor).

6.5 CONTINUOUS REVIEW AND REVISION

The school or learning centre authority shall:

a. Regularly review the effectiveness of the school's anti-bullying guideline and procedures.
b. Revise the guidelines and procedures as necessary, based on feedback from stakeholders and lessons learned from incidents.
c. Provide ongoing training and professional development for school staff on bullying prevention, intervention, and support.

6.6 CONTINUOUS FOLLOW-UP AND EVALUATION

The school or learning centre authority shall:

a. Regularly follow up with victims and their families to ensure the bullying behaviour has stopped and provide continuous support.
b. Evaluate the effectiveness of the school's bullying policy and procedures, using data and feedback from stakeholders.
c. Report incidents of bullying and outcomes to relevant authorities, such as the Ministry of Education.

6.7 DISCIPLINARY MEASURES

a. All learning institutions shall establish a disciplinary committee who shall determine the disciplinary measure for any bullying offence;

b. Anyone found guilty shall first face disciplinary action of the learning institution, which may include a written warning, mandatory counselling sessions, written apology, suspension (both for staff and learner), demotion, dismissal and termination (for staff), expulsion (for learner) depending on the severity of the act

c. All disciplinary measures involving shall be executed in line with the extant provisions and laws;

d. All criminal cases shall be referred to the law enforcement agency for necessary further investigation and legal action; and

e. First aid shall immediately be provided to victims/survivors of bullying involving serious injury shall after which the case shall be reported to the law enforcement agencies and the victim treated in a government approved hospital. The cost of treatment shall be incurred by the bully (including the parents/guardian).

7.0 ROLES AND RESPONSIBILITIES

7.1: FEDERAL MINISTRY OF EDUCATION

a. Establish a steering committee for addressing bullying and harassment in schools and learning centres. The committee membership shall include all relevant MDAs, Civil Society Organisations, traditional and religious leaders, representative of PWD, Women, National Association of Nigerian Students.
b. Institutionalise national campaigns and public awareness programmes to educate about the dangers of bullying.
c. Enforce human rights laws that ensure the protection of learners from discrimination and harassment.
d. Appropriate funds for implementation of the policy and anti-bullying initiatives in schools.
e. Monitor compliance with national anti-bullying standards.
f. Collaborate with states to provide training and resources for schools.
g. Collect and analyse data on bullying incidents nationwide.
h. Promote inter-ministerial collaboration among education, health, justice and women affairs.
i. Establish an anti-bullying desk as hub on all cases of bullying in the Federal Ministry of Education.
j. Incorporate into the curriculum relevant contents that will promote the provisions of this policy.

7.2 STATE MINISTRY OF EDUCATION

a. Establish a state steering committee for addressing bullying and harassment in schools and learning centres. The committee membership shall include all relevant MDAs, Civil Society Organisations, traditional and religious leaders, representative of PWD, Women, National Association of Nigerian Students.
b. Ensure implementation of the anti-bullying Policy in schools and learning centres.

c. Provide training for educators and school or learning centre staff on how to identify, prevent, and respond to bullying.
d. Establish an anti-bullying desk as hub on all cases of bullying in the State.
e. Appropriate funds for anti-bullying initiatives in schools.
f. Create reporting and monitoring mechanisms to track bullying incidents at the state level.
g. Ensure that all schools within the state adopt and enforce the anti-bullying policy.
h. Provide mental health resources and support for bullied learners.
i. Promote inter-agency collaboration between education, health, and child protection departments.

7.3 LOCAL GOVERNMENT EDUCATION AUTHORITY

a. Support schools within the LGA to implement the anti-bullying policy.
b. Collaborate with community organisations to create a safe environment for children outside school or learning centres.
c. Sensitise and facilitate workshops and seminars for educators, parents, and learners on anti-bullying.
d. Establish an anti-bullying desk as hub on all cases of bullying in the LGA.
e. Monitor and report incidence of bullying within the LGA to state authorities.
f. Appropriate funds for the implementation of anti-bullying initiatives and logistical support for schools and learning centres including leading anti-bullying campaigns.
g. Address bullying-related complaints that escalate beyond the school or learning centre level.
h. Ensure the availability of counselling services for learners within the LGA.

7.4 SCHOOL/INSTITUTIONAL LEVEL

a. Implement all aspect of the policy to ensure that conducive learning environment.
b. Develop school or learning centre anti-bullying guidelines in line with the policy provisions.
c. Appoint a desk officer on anti-bullying.
d. Establish accessible reporting systems, including anonymous options.
e. Train staff and provide counselling services for victims and perpetrators.
f. Actively supervise learners to identify and address potential bullying situations.
g. Report all bullying incidents and participate in investigations.
h. Learning institutions to conduct research and publish findings on anti-bullying prevention strategies

7.5 PARENTS AND GUARDIANS

a. Monitor their children/wards well-being and maintain open communication about bullying.
b. Collaborate with schools and learning centres to address reported incidents and reinforce positive values at home.
c. Attend workshops and provide emotional support to their children/Wards.

7.6 COMMUNITY-BASED AND CIVIL SOCIETY ORGANISATIONS INCLUDING FAITH BASED ORGANISATIONS

a. Promote and support the implementation of the anti-bullying policy in schools and learning centres.
b. Partner with schools and learning centres to provide resources and raise awareness about bullying and its consequences.

7.7 LEARNERS

a. Treat peers and staff with respect and refrain from bullying behaviours.
b. Report incidents of bullying to trusted adults or through school systems.
c. Support victims and participate in anti-bullying initiatives.

7.8 LAW ENFORCEMENT AGENCIES

a. collaborate with schools and institution in investigating serious cases of bullying in school/institution.
b. Participate in the school security meetings when invited

8.0 OUTCOME PERFORMANCE INDICATORS FOR MEASURING THE POLICY

The overall success of this policy shall be measured using the following indicators:

a. Reduction or total eradication of bullying in schools and learning shall be measured by the frequency and number of occurrences;
b. Number of States implementing the policies in schools and learning centres;
c. Proportion of reported cases successfully investigated and punished, where applicable;
d. Proportion of schools and learning centres (public and non-state) with designated trained Anti-bullying desk officers;
e. Level of awareness among learners and staff on the provisions of the policy;
f. Number of states and LGA with budgetary provision and releases for executing anti-bullying activities;
g. Number of persons trained; and
h. Number of public awareness fora held.

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9.0 IMPLEMENTATION PLAN

Objective	Outcome Statement	Strategy	Specific Actions Required	Timeline					Who is Responsible
				Year 2025	Year 2026	Year 2027	Year 2028	Year 2029	
To ensure a safe and inclusive learning environment by stopping all forms of bullying in schools and learning centres	Bullying in schools and learning centres reduced	Create adequate public awareness on all types of bullying and their dangers to learners and staff	Organise campaigns in schools and learning centres						FME, SOCIAL DEVELOPMENT DEPT.,SMoEs, SUBEB, LGEAs, NGOs AND CSOs
			Organise awareness workshops for PTAs and SBMCs						FME, NIEPA, UBEC, SMoEs, SUBEB
			Develop media slogans, billboards and IEC materials						FED. AND STATE MINs OF INFO.
		Establish effective response pathways for handling all forms of bullying in schools	Develop structural response pathway starting from identification to resolution						FME,LGAs SMoEs
			Disseminate pathway to all schools - printing and distribution						FME,LGAs SMoEs
		Develop provide support system for victims of bullying in schools and learning centres	Designate counsellors in schools and learning centres						HEADS OF SCHOOLS, FME, SMoEs AND SUBEB

Objective	Outcome Statement	Strategy	Specific Action Required	Timeline Year					Who is Responsible
				Year 2025	Year 2025	Year 2027	Year 2028	Year 2029	
To build the capacity of education administrators, proprietors, staff, learners and other relevant stakeholders to identify and handle all forms of bullying in schools;	Learners and School or learning centre administrators equipped to handle all forms of bullying	Develop training modules and train all school and learning centre administrators on how to identify signs and symptoms of bullying	Develop training modules						FME, NIEPA, UBEC, NERDC
			Conduct ToT for across states and zones						FME, NIEPA, UBEC, NERDC
		Establish structure in school and learning centres that will ensure proper coordination and response to bullying in schools and its environ	Establish anti-bullying desk offices in schools and learning centres.						FME, SMoEs AND HEADS OF SCHOOL AND LEARNING CENTRES
			Designate anti-bullying champions among learning in schools and learning centres						HEADS OF SCHOOL AND LEARNING CENTRES
			Carry out yearly school and learning centre awards on best behaved schools and learning centres in states in LGAs						FME, SMoEs, SUBEB , UBEC, LGEA
		Work with NERDC to include anti-bullying in basic and post basic school curriculum	Develop anti-bullying contents and infuse into relevant curricula at the basic post-basic schools						NERDC , UBEC
		Work with tertiary regulatory agencies (NUC, NBTE and NCCE) to include anti - bullying in tertiary education curriculum	Develop and infuse anti- bullying contents into the curricula of tertiary institutions						NUC, NBTE, NCCE

Objective	Outcome Statement	Strategy	Specific Action Required	Timeline					Who is Responsible
				Year 2025	Year 2026	Year 2027	Year 2028	Year 2029	
To create an active partnership with law enforcement agencies and the justice system to handle and checkmate bullying incidence in schools	Active participation of law enforcement agents and the justice system in Anti-bullying policy impleme ntation	Sensitise and mobilise stakeholders to participate in implementation of the Policy.	Establish roles and responsibilities of stakeholders - LGAs and Communities.						UBEC, SUBEB, LGEAs, MIN OF LOCAL GOV. AND CHIEFTANCY AFFAIRS
			Organise stakeholder workshops and seminars						FME, SMoEs, CSOs, SUBEB, UBEC,
		Ensure periodic public dialogue on emerging issues on bullying	Hold quarterly public dialogue						SMoEs,CSOs, SUBEB,UBEC,
		Work with law enforcement agencies and judiciary	Create emergency intervention pathway						FME, SMoEs, LAW ENFORCEMENT AGENCIES
			Designate anti-bullying desk officers in LGEAs						SMoEs, SUBEBS, LGEAs
To ensure a friendly relationship among learn -er sand staff as well as education administ rators, parents, and the community at large	Supportive and collaborat- i've relatio- nship created among all stake- holders in the school.	Ensure measures that can promote friendly relationship among learners by introduce anti-bullying peer learning ecosystem in schools and learning centres	Introduce Anti-bullying extracurricular activities in schools eg. anti-bullying clubs, debate, etc.						HEADS OF SCHOOLS, SBMCs / PTAs
			Establish deterrent measures and reward system in schools						HEADS OF SCHOOLS, SBMCs / PTAs
		Partner with NGOs, law enforcement agencies and mental health professionals to provide additional resources.							

10.0 THE RESULTS FRAMEWORK

Policy Objective	Key Performance Indicator	Indicator Defination	Baseline	Targets					Data Source	Collection Method	Frequency	Responsibility	Remarks
				Year	Year	Year	Year	Year					
To ensure a safe and inclusive learning environment by stopping all forms of bullying in schools	Number of incidences of bullying recorded in schools and learning centres	Ascertaining the total number of bullying cases recorded within a period											
To build the capacity of education administrators, proprietors staff, learners and other relevant stakeholders to identify and handle all forms of bullying in schools;	Proportion of schools with designated anti-bullying officer	Determining the number of schools and learning centres with anti-bullying desk officer out of the total number of schools and learning centres											
	Proportion of schools and learning centres with response pathways clearly displayed	Determining the number of schools and learning centres with anti-bullying pathways displayed in notice board											
	Number of staff and learners trained	Ascertaining the total number of staff and learners trained within a period											

Policy Objective	Key Performance Indicator	Indicator Defination	Baseline	Targets					Data Source	Collection Method	Frequency	Responsibility	Remarks
				Year	Year	Year	Year	Year					
To create an active partnership with law enforcement agencies and the justice system to handle and checkmate bullying incidences in schools.	Proportion of LGAs with designated law enforcement desk officer for anti-bullying	Ascertaining the total number of bullying cases recorded within a period											
	Proportion of schools and learning centres registered in an anti-bullying network with the law enforcement agency - Police or NSDC	Determining the number of schools and learning centres with anti-bullying desk officer out of the total number of schools and learning centres											
	Number of reported bullying cases successfully handled / prosecuted by the law enforcement agency	Determining the number of schools and learning centres with anti-bullying pathways displayed in notice board											
	Number of public dialogues / workshops held	Ascertaining the total number of public dialogues / workshops held											

Policy Objective	Key Performance Indicator	Indicator Defination	Baseline	Targets					Data Source	Collection Method	Frequency	Responsibility	Remarks
				Year	Year	Year	Year	Year					
	Number of stakeholders participating	Total number of stakeholders that ateended programme											
To ensure a friendly relationship among learners and staff as well as education administrators, parents, and the community at large.	Proportion of schools and learning centres practicing anti- bullying extracurricular programmes	Ascertaining the number of schools and learning centres that have integrated anti-bullying in their school or learning centres extracurricular activities											
	Proportion of schools and learning centres with established reward and punishment policy or plan	Ascertaining the number of schools and learning centres that have developed reward and punishment policy											

11.00 BUDGET - COST OF IMPLEMENTING THE POLICY



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