



Addressing Bullying in School Policy

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Content

Introductory Statement, Legislation and Guidance	Page 3
Definition of Bullying	Page 4
Responding to Incidents of Alleged Bullying Behaviour	Page 6
Support Provisions	Page 7
Guiding Principles	Page 9
Whole School Measures	Page 11
Record Keeping	Page 13
The Consultation Process and the Participation Process	Page 14
Duties currently placed on Boards of Governors and Principals	Page 15
Tracking, Monitoring and Policy Review Process	Page 16
Linked Policies and Staff Development	Page 15
Professional Development of Staff and additional notes	Page 15
APPENDIX:	Page 16
1. Guidelines for Parents and Guardians	
2. How to Report a Bullying Concern	
3. Bullying Concern Assessment Form (found on SIMS)	

Introductory Statement

In line with our vision statement, it is our core belief that each pupil must feel happy and safe in school. Bangor Academy and Sixth Form College strives to proactively safeguard our pupils against all forms of bullying. This school finds bullying behaviour of any kind to be unacceptable.

Legislation

This policy is informed and guided by current legislation and DE Guidance listed below: The Legislative Context:

- 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

Guidance

DE Guidance:

- 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:
 - Co-operating to Safeguard Children and Young People in Northern Ireland, Dept. of Health, Social Services and Public Safety 2016
 - Safeguarding Board for Northern Ireland's (SBNI) Policies and Procedures 2017
- Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors 2019

Definition of Bullying

The ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016, defined bullying as the following...

(1) In this Act "bullying" includes (but is not limited to) the repeated use of—

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), "act" includes omission.

Bangor Academy and Sixth Form College takes cognisance of the legal definition of bullying as set out in the Addressing Bullying in Schools Act (Northern Ireland) 2016 and is committed to using these criteria to assist pupils, parents/carers, staff and Governors to recognise bullying behaviour.

Within all 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:

1. Physical - includes jostling, physical intimidation, punching/kicking, any other physical contact which may include use of weapons
2. Verbal - includes name calling, insults, jokes, threats, spreading rumours
3. 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

In Bangor Academy and Sixth Form College we understand that this list is non- exhaustive and are extremely aware that 'new' types/methods may occur to then be added to this list of socially unacceptable behaviours. All socially unacceptable behaviours will be dealt with in line with the 'Behaviour for Learning' Policy procedures.

Bangor Academy and Sixth Form College takes great care to differentiate between socially unacceptable behaviours and those which do constitute bullying behaviours. 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:

- intentional,
- targeted at a specific pupil or group of pupils
- repeated* (*repetitious incidents involving the same target/s*)
- causing physical harm (*e.g. intentionally causing injuries*) or emotional harm (*e.g. intentionally causing distress, anxiety, humiliation, and the impact on self-esteem*)
- Exclusion (*intentionally choosing (acting) to stop someone/others from joining in*) and omission *i.e. wilful omission arising from a desire to cause hurt*

*Please note – Bangor Academy and Sixth Form College has the right to classify 'one-off' incidents as bullying. In light of the facts school will 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.

In determining 'harm' we define:

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

Please note - While an 'imbalance of power' has not been included in the 2016 definition, consideration of its role in determining if bullying has occurred will be considered along with consideration given to a target's lack of resilience.

Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussing these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child describing the situation surrounding that child, for example:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

Responding to Incidents of Alleged Bullying Behaviour

All staff at Bangor Academy and Sixth Form College will 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 Behaviour for Learning and Anti-Bullying Policies.

The Head of Year will be primarily responsible for overseeing the process in each year group along with the support of their pastoral teams. Classroom teachers must be constantly vigilant when dealing with pupils and all support staff have an important role to play in the observing and reporting of bullying to an appropriate member of staff.

In the incidence of alleged bullying the following procedures should be followed...

- a) A member of staff, usually the Head of Year, will gather information in order to clarify facts and perceptions.
- b) Check the information gathered against the legal definition's criteria and on this basis determine whether bullying behaviour, or socially unacceptable behaviour, has taken place (see table below)
- c) Use the school's system for recording incidents of unacceptable behaviour (SIMS Behaviour Management Module) (BMM) to check for previous incidents and identify behavioural patterns
- d) Use the information gathered to complete part 1 of the 'Bullying Concern Assessment Form' (BCAF)
- e) Parents must be informed of the incident once it has become clear what has occurred. Where necessary, parents should be invited into school to discuss the issues at hand.
- f) Where appropriate restorative practice should be initiated.
- g) In consultation with the relevant Senior Teacher for the year group the Head of Year will decide on the action required/sanction for all pupils involved. Where necessary the sanctions imposed may take the form of support aimed at correcting their behaviour.
- h) The parents should be kept well informed of all decisions taken throughout the process.
- i) Continuous monitoring and support should be offered to the pupils involved for an appropriate period of time following the incident.

If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET the following steps will be taken:	If on the basis of the information gathered THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET the following process/procedures will occur:
• It will be dealt with under the school's Behaviour for Learning policy • Any socially unacceptable behaviour will be addressed as appropriate • All details recorded in SIMS Behaviour Management Module (BMM)	• Agreed Action Plans for BOTH targeted pupil/s AND pupil/s displaying bullying behaviours. • Support details are recorded on the Bullying Concern Assessment Form (Part 3) see SIMS Behaviour Management Module (BMM)

Support Provisions

The following is a list of what support is available. Please note that this list is not exhaustive, nor is it prescriptive. A variety of options are available and based on the knowledge of the pupil, along with the specifics of the incident(s), a variety of approaches may be utilised.

*it remains essential that the BCAF is completed on SIMS.

Support for targeted pupil(s) would involve:

- discussing and agreeing a tailored action plan which would involve pupil(s) identifying actions. This may include relevant success criteria, outcomes and assessment procedures
- keeping a record of the agreed action plan in Part 3 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 (for further information – see interventions contained in NIABF's "Effective responses to bullying behaviour", Pgs. 16-19 and following; for strategies see DE SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties" Pgs. 272-279)
- copies of the agreed action 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
- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners – BCAF Part 4
- Where appropriate, Bangor Academy and Sixth Form College will offer counselling, both internally or with an external organisation.
- The school also has an excellent pastoral system wherein pupils know they can approach form tutors, heads of year, SLT, school nurse, auxiliary staff, for support.

Support for pupil/s displaying bullying behaviour would involve:

- discussing and agreeing a tailored Pupil Behaviour Plan which would involve pupil(s) in setting target(s), success criteria, outcomes and assessment procedures - see BCAF Part 3
- keeping a record of the agreed plan in Part 3 of the BCAF.
- A variety of sanctions as outlined in the Behaviour for Learning policy
- 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; for strategies see DE SEN Resource File, "Understanding and Managing Social, Emotional and Behavioural Difficulties" Pgs. 272-279
- copies of the agreed Pupil Behaviour 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
- progress being regularly reviewed and updated in the BCAF and outcomes shared with key partners BCAF Part 4
- Where appropriate, Bangor Academy and Sixth Form College will offer counselling, both internally or with an external organisation.
- The school also has an excellent pastoral system wherein pupils know they can approach form tutors, heads of year, SLT, school nurse, auxiliary staff, for support.
- Anti-Bullying Ambassadors may be assigned to pupils involved in any bullying incidents.

Follow-up procedures

- report back promptly to parents/carers informing them fully of actions taken/to be taken and outcomes achieved
- provide regular opportunities for post-incident learning (debriefing sessions) for both target/s and pupil/s displaying bullying behaviour e.g. Restorative session
- acknowledge, affirm and celebrate positive outcomes

Other points to note

Timeframe: Parent/carers will be informed at the earliest possible time of every incident and decision taken during the process.

Responsibilities: The Head of Year will take the chief responsibility for the recording of information in SIMS. The Pastoral Team is responsible to ensure that recording is balanced, non-subjective, dated and tagged; compliant with current legislation including data protection. This team will also be responsible in completing a Pupil Behaviour Plan, which includes a Risk Assessment and Risk Reduction Action Plan, if needed along with contacting outside agencies. The Vice Principal will contact relevant outside agencies where appropriate, for example social services, EWO, Ardmore Behaviour Support.

Guiding Principles

Links to Safeguarding

- Article 17:4 - "Pupil welfare embraces all aspects of pastoral care, child protection, pupil behaviour, health and well-being, safety and security."

Links to the ethos of Behaviour for Learning

- PROMOTING AND SUSTAINING GOOD BEHAVIOUR IN SCHOOLS: DE Circular 1998/25 - Article 3 requires Boards of Governors and principals to:
"ensure that policies and procedures designed to promote good behaviour and discipline are pursued at school"
- WELFARE AND PROTECTION OF PUPILS EDUCATION AND LIBRARIES (NORTHERN IRELAND) ORDER 2003: DE Circular Number 2003/13 - Article 17:2. The Board of Governors is required to:
"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)

Bangor Academy and Sixth Form College is embedding the key guiding principle of prevention through...	Bangor Academy and Sixth Form College...
Promotion of "good" behaviour	• sets high standards of behaviour e.g. positive and consistent messages in daily assemblies • promotes high expectations in classroom behaviour supported by Heads of Department and Heads of Year
Creation and maintenance of positive relationships	• has a strong pastoral system, including Form Tutors, Heads of Year and Deputy Heads of Year • actively promotes an open, inclusive and mutually respectful working environment • ensures high levels of pupil participation through promotion of an active School Council • works in partnership with parents/carers through the development of an open system of communication
Creation and maintenance of an ethos which promotes aspiration, achievement, and restoration	• implements a whole-school rewards system which consistently acknowledges, affirms and celebrates positive behaviour and achievement, known as BA Plus • Celebrates success in all areas of school life including academic and sporting.
Promotion of the welfare and wellbeing of pupils	• promotes confidence, self-reliance, resilience and effective interpersonal skills through effective delivery of the taught Personal Development/ LLW programmes as well as daily assemblies • has a dedicated Safeguarding team
Provision of effective guidance and support	• works effectively with appropriate outside agencies to support the care and welfare of the pupils;
Reduction/removal of behavioural barriers to learning	• works in conjunction with the SEN policy to identify and meet individual needs

	• involves pupils in target setting, self-assessment and evaluation of outcomes re. IEPS and Pupil Behaviour Plans • implements a post-incident debriefing process to help pupils develop restorative attitudes and learn from experience • has trained pastoral staff in the use of the restorative programme • works closely with external agencies in working with vulnerable pupils and their families
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Whole-school Measures

Bangor Academy consistently seeks to prevent bullying through a range of whole school measures, such as,

- Consistent implementation of the Behaviour for Learning Policy which:
 - upholds everyone's right to be safe both physically and emotionally and requires everyone to behave in ways which keep everyone else safe – both physically and emotionally at all times towards others in a respectful manner
 - The Behaviour for Learning policy is grounded on the notion of respect for others which makes it clear that bullying behaviour of any kind by any member of our school community to any other member of our community is completely unacceptable.
 - requires high standards of behaviour at all times from every member of the school community
 - promotes early intervention and provides tailored support for those young people who experience difficulty in meeting acceptable standards of behaviour
 - acknowledges and affirms positive behaviours
 - acknowledges and sanctions socially unacceptable behaviours
 - carries out regular school audits to assess the effectiveness of the policy through the anti-bullying ambassador group, peer mentors and the school council.
- Consistent delivery of pastoral/preventative curriculum which:
 - addresses issues such as bullying, sectarianism, racism, and good relations through LLW
 - through the preventative curriculum (taught pastoral/preventative curriculum) actively promotes positive emotional health and wellbeing and reduce likelihood of 'cyberbullying'.
 - develops emotional literacy, interpersonal and intrapersonal skills through varied and engaging lesson planning
 - builds and promotes confidence, self-esteem and resilience. These are common themes in assemblies.
- Ongoing tracking and monitoring of supervision arrangements re canteen, playground, corridors, toilets through for example:
 - staff supervision rotas at break and lunch time
 - provision of places to support vulnerable pupils e.g. Lunch time clubs
 - provision of peer mentoring
- Active whole-school participation in NIABF's Anti-Bullying Week activities
- Engagement with the 'Pupil Voice'
 - anti-bullying activities during anti-bullying week as well as other occasions
 - anti-bullying peer to peer mentoring
 - school council involvement in decision making across the school

Creation & maintenance of a listening and telling culture

Every member of Bangor Academy and Sixth Form College – pupils, parents, carers, staff (T/NT), Governors – is expected to work collaboratively together to:

- foster positive self-esteem; respect the right of others to be safe
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviours
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of telling a trusted person about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Record Keeping

The ADDRESSING BULLYING IN SCHOOLS ACT (NORTHERN IRELAND) 2016, clearly defined that...

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

Bangor Academy and Sixth Form College keep a central record of ALL reported bullying or alleged bullying incidents on the SIMS Behaviour Management system that occur while:

- a) on the premises of the school during the school day
- b) travelling to or from the school during the school term; *(i.e 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)*
- c) the pupil is in the lawful control or charge of a member of the staff of the school; *(whilst on a school trip, a school visit; playing on a school team, attending another school/FE college under local Area Learning Community arrangements)* or
- d) the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

Records

Records of bullying or alleged bullying will be held in the SIMS Behaviour Management module. The school uses the Bullying Concern Assessment Form (BCAF) found on the c2k SIMS Behaviour Management Model to record details which include:

- 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 methods 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

The Consultation Process

Bangor Academy and Sixth Form College has established a process of participation and ongoing consultation. This process both gathers and manages data to inform the development and review of:

- the Anti-Bullying Policy
- the School Development Plan

Bangor Academy and Sixth Form College will utilise a range of consultation methodologies, for example, questionnaires, on line surveys, focus groups, whole- school baseline audits.

Statutory consultation requirements are met by :

- carrying out regular surveys
- analysing results and providing feedback to all participants
- using results to: address concerns; improve support provided, inform and guide amendments to policy and procedures; identify CPD requirements; Inform SDP; monitor and evaluate policy efficacy

The Participation process

In DE circular 2014/14, schools are advised to 'create an ethos of participation'. Bangor Academy and Sixth Form College continually works towards this goal. Pupils are involved in the creation and maintenance of the school's anti-bullying culture through active participation in the following areas:

- Daily year group assemblies
- Taught pastoral programmes, specifically LLW
- Pupil Questionnaires/Audits
- Prefect training – volunteer 6th year pupils are assigned to year 8 groups for guidance and support
- School council measures have brought about facility development i.e. sport, music, art, drama, extra-curricular break/lunch/after school activities, school website pages
- Contribution to school policies such as: behaviour for learning and anti-bullying policies

Duties currently placed on Boards of Governors and Principals

CONTEXT: KEY LEGISLATION: DUTIES PLACED ON BOARDS OF GOVERNORS

1. Addressing Bullying In Schools Act (Northern Ireland) 2016

- Duty of Board of Governors to secure measures to prevent bullying
- Duty to keep a record of all incidents of bullying or alleged bullying involving a registered pupil at the school

2. Welfare and Education 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:

Article 17 - DUTY TO SAFEGUARD AND PROMOTE THE WELFARE OF PUPILS

The Board of Governors is required to:

- "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)

The Principal

- 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)

Duties relating to pupils attending under Area Learning Community (ALC) arrangements

THE EDUCATION (2006 ORDER) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007 – see DE circular 2007/20

Duty to promote good behaviour, discipline and welfare – Implications for Area Learning Communities

- 19 Since schools may expect to have unregistered pupils attending them from other schools, Boards of Governors must safeguard and promote the welfare of all pupils attending their school, whether registered or not, when they are on the premises of the school or in the lawful control or charge of a member of staff of the school
- 20 ...the responsibilities of Boards of Governors and principals for ensuring that policies are pursued to promote good behaviour and discipline among registered pupils are extended to cover all pupils attending the school whether registered or not
- 21 the punishment of detention after school may be imposed only by the principal of (or an authorised teacher in) the school at which a pupil is registered even if he is attending another school under Article 21 arrangements ... misdemeanours which warrant detention should be reported to the school at which the pupil is registered to enable it to decide on the appropriate action to be taken

Bangor Academy and Sixth Form College ensures that the statutory duties pertaining to Boards of Governors are met through the following –

- Safeguarding is a standing item on the agenda;
- Annual report is presented regarding the work undertaken by the School Council;
- Feedback to inform and guide policies with regard to targets, success criteria and outcomes

Tracking, Monitoring and Policy Review

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:

- 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

Review Process

- the preventative measures will be reviewed by the Board of Governors at intervals of no more than 4 years as advised by EA.
- from time to time additional policy amendments will be made as a result of the feedback generated 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

Please note, Bangor Academy and Sixth Form College's Anti-Bullying Policy forms part of the suite of safeguarding policies which work together to promote the welfare and well-being of all of our pupils. As such the policy must comply with current safeguarding requirements as set out in the current ETI Safeguarding Proforma. The DT for Child Protection, along with the principal, will present a bullying case study to the ETI as required during the inspection process.

Linked Policies

This policy has been written in line with other policies and the strategies and processes described here are to compliment those policies. For example,

- all socially unacceptable behaviours are managed under the Behaviour for Learning Policy procedures - see current policy for further details
- Where appropriate, 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 - see current policy for further details
- should physical restraint prove necessary it will be undertaken in compliance with the school's Child Protection policy - see 'Use of Reasonable Force' section within the Child Protection 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/LLW schemes of work, 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.

Professional Development of Staff

Bangor Academy and Sixth Form College is committed to ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing CPD/PRSD provisions.

ADDITIONAL NOTES

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

- From 1st April 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. 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

APPENDIX: 1. Guidelines for Parents and Guardians

If your child has been bullied:

- Calmly talk with your child about his or her experience.
- Make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred where it happened and what has happened.
- Reassure your child that he or she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's Head of Year.
- Explain to the teacher the problems your child is experiencing.
- Trust that the school will fully investigate the issues raised.

Talking with teachers about bullying:

- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
- Please remain calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of the incident.
- Consider that there may well be other factors at play that are affecting the situation.
- Understand that during the investigation the school may uncover information that your child did not disclose to you.
- Remember that there may be different perceptions of the same incident.
- Work together with the school to bring about an end to the difficulties your child is facing.
- Stay in touch with the school – let us know if things improve as well as if problems continue.

If your child is bullying other children:

- Many children may be involved in bullying other pupils at some time or another. Often parents are not aware that their child is involved in bullying.
- Children sometimes bully others because:
 - They don't know it is wrong
 - They are copying older brothers and sisters or other people in the family whom they admire.
 - They haven't learnt other, better ways of mixing with their school friends.
 - Their friends encourage them to bully.
 - They are going through a difficult time and are acting out aggressive feelings.

To stop your child from bullying others:

- Talk with your child, explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.
- Make an appointment to see your child's Head of Year; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop him or her bullying others.

- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he or she is co-operative or kind to other people.

APPENDIX: 2. How to Report a Bullying Concern

There are various ways in which pupils, parents and anyone else with bullying concerns can make these known to the school.

Pupils Reporting a Concern

Pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff. This can be done...

- Verbally- talking to a member of staff
- By writing a note to a member of staff
- By sending an email to a member of staff or to a dedicated email address

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. All pupils are encouraged to report if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

Parents and carers should raise concerns about alleged bullying behaviour with the school at the earliest opportunity. Parents/carers should encourage their children to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

Parents can contact

- Form tutor in the first instance, or
- Head of Year
- Staff will report these to the Vice Principal and Principal however a parent may wish to contact them directly

School will endeavour to give feedback to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

APPENDIX: 3. Bullying Concern Assessment Form (found on SIMS)

Incident Date:

Pupils Involved	Role	Incident Date	Gender	DOB	Year and Reg

Incident	Comments

PART 1

<i>ASSESSMENT OF CONCERN</i> <i>Date:</i> 			
Addressing Bullying in Schools Act (Northern Ireland) 2016 defines bullying as follows: <i>“bullying” includes (but is not limited to) the repeated use of —</i> (a) <i>any verbal, written or electronic communication</i> (b) <i>any other act, or</i> (c) <i>any combination of those,</i> <i>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.</i>			
	Name(s)	Gender M / F	DOB/Year Group
Person(s) reporting concern			
Check records for previously recorded incidents			

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

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

The school will treat any incident which meets these criteria as bullying behaviours.

Is the behaviour intentional?	YES / NO
Is the behaviour targeted at a specific pupil or group of pupils?	YES / NO
Is the behaviour repeated?	YES / NO
Is the behaviour causing physical or emotional harm?	YES / NO
Does the behaviour involve omission? (*may not always be present)	YES / NO

One-off Incident

When determining whether a one-off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:

Criteria:	Information gathered:
severity and significance of the incident	
evidence of pre-meditation	
Significant level of physical/emotional impact on individual/s	
Significant level of impact on wider school community	
Status/nature of previous relationships between those involved	
Records exist of previous incidents involving the individuals	

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

PART 2

2.1 Who was targeted by this behaviour?

Select one or more of the following:

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

2.2 In what way did the bullying behaviour present?

Select one or more of the following:

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

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

Select one or more of the following:

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

PART 3A

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

Pupil Name:

REFER TO Addressing Bullying in School Policy AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent / carer informed:

Date:

By whom:

Staff involved:

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

Record of participation in planning for interventions

Pupil:

Parent/carers:

Other Agencies:

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

PART 3B

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

Pupil Name:

REFER TO SCHOOL Addressing Bullying in School Policy AND TO LEVEL 1-4 INTERVENTIONS IN EFFECTIVE RESPONSES TO BULLYING BEHAVIOUR

Parent / carer informed:

Date:

By whom:

Staff involved:

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

Record of participation in planning for interventions

Pupil:

Parent/carers:

Other Agencies:

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

PART 4

REVIEW OF BULLYING CONCERN AND ACTIONS TO DATE

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Date of Review Meeting:

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

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

Give
details:

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

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

Agreed by:

School	Signed:
	Date:
Parent	Signed:
	Date:
Pupil	Signed:
	Date:

Inclusion and accessibility statement

This policy applies to all pupils in Bangor Academy and Sixth Form College. We at Bangor Academy and Sixth Form College are committed to inclusion and supplying all our school publications in an accessible format.

Should any pupil parent or carer require support in interpreting or understanding this policy school will provide guidance in partnership with the Inclusion and Diversity Service.

If you require this document in an alternative format, such as large print or a coloured background, please contact us on policies@bangoracademy.org.uk