

Anti-Bullying Policy and Procedure

Policy

This policy applies to the students in their relationships with each other.

1 Context

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Newpark Comprehensive School has adopted the following anti-bullying policy within the framework of the school's overall Relationships and Behaviour Policy. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013 by the Department of Education and Science.

2 Board of Management Commitment

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

Newpark fosters a positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity
- encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- promotes respectful relationships across the school community
- models effective leadership
- reflects a school-wide approach
- takes into consideration a shared understanding of what bullying is and its impact
- implements education and prevention strategies (including awareness measures) that build empathy, respect and resilience in students; and explicitly addresses the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
- Provides effective supervision and monitoring of students
- provides supports for staff
- ensures consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- performs on-going evaluation of the effectiveness of the anti-bullying policy

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3 Definition

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools **bullying is defined as “unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.”**

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying;
- cyber-bullying
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Travelling Community and bullying of those with special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with the school’s Relationships and Behaviour policy.

The school reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the principal and/or the Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim at the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour including harassment (see page 7) that does not meet this definition of bullying will be dealt with in accordance with the school’s Relationships and Behaviour Policy.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools. (See DES website)



4 Types of Bullying

The following types of bullying are examples of behaviour deemed to be inappropriate whether displayed in person (physically/spoken) or written (email, web forum, text messaging etc.):

- Physical aggression: including pushing, shoving, punching, kicking, poking and tripping. "Mess fights" can be used as a disguise for physical harassment or inflicting pain.
- Intimidation: including aggressive use of body language or the voice being used in an aggressive fashion
- Isolation and exclusion
- Cyber-Bullying
- Name calling
- Damage to property: interfering with personal possessions or locker
- Extortion/Threat: demands for money etc.
- Relational: where a person's attempts to socialise and form relationships with peers are repeatedly undermined e.g. malicious gossip, rumour, innuendo or ridicule of a person
- Verbal abuse
- Inappropriate comments
- Aggressive or obscene language
- Offensive joke

5 Education and prevention strategies

The education and prevention strategies that will be used by the school are as follows:

- Full implementation of the SPHE, RSE, and CSPE programmes and curricula to ensure that school culture supports a safe social and personal environment. Training for staff in delivering these programmes
- School-wide training on bullying
- School wide delivery of lessons on **Bullying** (1st Year Anti- Bullying workshops 3x2 classes, Cool School bullying lessons) , **Cyber Bullying** (Be Safe-Be Webwise, Think Before you Click), **Homophobic and Transphobic Bullying** (Growing up LGBT, Belong Homophobic Bullying Programme), **Diversity**
- Senior Cycle Life-Skills delivery of lessons on Homophobic Bullying, Gender Identity, Assertive Communication, Mental Health
- Diversity, Interculturalism and positive behaviour promoted by Transition Year guest speakers, as part of the Transition Year Programme
- LGBT posters displayed on notice boards and on office walls
- Encouragement of the Student Council to become involved in contributing to a safe school environment
- Interventions by staff where needed (Bullying including Homophobic Bullying, Internet Safety, Acceptable Behaviour)
- Pastoral Care system (form teachers, year heads, staff-student mentor where required e.g. twenty minute registration on Wednesday mornings).
- Student Support weekly meetings
- Chat with the Chaplin for all 1st years
- Training, supported by the school, for SPHE teachers on: resolving bullying; internet safety and cyber bullying; sexual orientation and homophobia
- Majority of teachers trained in Restorative Practices
- The implementation of whole school awareness measures, for example: Celebrating Differences Week, Mental Health Week; regular school or year group assemblies by principal, deputy, year heads.
- Development and promotion of an Anti-Bullying Policy for the school - on the school website, in student journals and All 1st Years are made aware of the Policy in SPHE
- Anti-Bullying Policy is promoted at various occasions: Parent evening for incoming 1st years and information evenings for junior cycle parents
- Blocking of social networking sites on the school network
- Supervised lunch time activities
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Black Spots identified and supervised regularly. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school alongside the Information technology Acceptable Use Policy
- Buddy system - 1st years with prefects helps to support 1st year students transition confidently and encourage a culture of peer support
- Ensuring that students know who to tell and how to tell, e.g.
 - direct approach to teacher at an appropriate time, for example after class
 - hand note up with homework
 - make a phone call to the school or to a trusted teacher in the school
 - complete the electronic form on the school website [www..newparkschool.ie/bullying](http://www.newparkschool.ie/bullying)
 - parents, friends or bystanders to tell on your behalf
- Administer a confidential questionnaire at least twice a year.
- Will continue to work with outside agencies facilitating the piloting of relevant resource material.

6 The School's programme of support for working with students affected by bullying

The school's programme of support for working with students affected by bullying is as follows:

- Pastoral care system
- Student Support team (Chaplain, guidance counsellors and nurses)
- Individual counselling with a guidance counsellor for students where appropriate
- Interventions/ Workshops with groups where appropriate
- SPHE classes address concerns or issues that need attention
- Restorative meetings
- Working with outside agencies where necessary

7 Reporting Incidents of Bullying

Students and parents/guardians can report any bullying incidents to any teacher.

All reports must be investigated by the teacher who may consult with a relevant teacher.

Relevant teachers can be asked to deal with incidents of bullying behaviour.

The **relevant teachers** in the school are:

- Form teachers
- Year leaders
- Members of student support team (Chaplain, guidance counsellors and nurses)
- Deputy principal
- Principal

8 Recording of Bullying Behaviour (also see procedure)

MD slip

MD slips are completed by the teacher to record negative behaviour and are recorded by the form teacher in the relevant part of the MD folder.

Bullying Record Slip

Where two incidents which meet the definition of bullying (See page 2 of policy for definition) have occurred a bullying record slip (Appendix II) is completed by the teacher that has observed both incidents or by the form teacher where the incidents were recorded by different teachers.

The form teacher files and records the bullying record slip in the MD folder.

The form teacher follows up with the students within twenty school days and records this follow-up.

Incident Record Form

The 'Incident Record' form is completed where:

- A subsequent report/disclosure is made about the same student i.e. a second incident by the same student.
- The relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/ she has determined that the bullying behaviour occurred. The relevant teacher in his /her professional judgement can take into account:
 - whether the bullying behaviour has ceased
 - whether any issues between the parties have resolved
 - whether the relationship is restored
 - feedback from parties involved, parents, principal or deputy principal
- A serious incident has been reported.

Incident record forms are to be filed in the school office.

Serious incidents are stored by the secretary of the Board of Management.

9 Data Retention

- Incident record forms are to be filed in the school office.
- Serious incidents are stored by the secretary, B.O.M.
- The forms will be collated and analysed with a view to monitoring levels of bullying behaviour and trends in behaviour. This analysis will be available to the Board of Management.
- Records will be kept for seven years after all parties have left school.
- Where serious incidents have occurred, records will be kept indefinitely.

10 Supervision and Monitoring of Students

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

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11 Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Incidents of harassment will be dealt with in accordance with the school's Relationship's and Behaviour Policy.

12 Appeals

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents may refer to the school's complaints procedures.

In the event that a parent has exhausted the school's complaints procedure and is still not satisfied, the parents may make a complaint to the Ombudsman for Children.

13 Adoption

This policy was adopted by the Board of Management on 11th June 2014.

14 Availability

This policy has been made available to school personnel, published on the school website and provided to the Parent/Teacher Association. A copy of this policy will be made available to the Department and the patron if requested.

15 Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent/Teacher Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
Secretary, Board of Management

Date: _____

Date: _____

Date of next review: June 2015

Procedure

All incidents of negative behaviour will be challenged as unacceptable and recorded on an MD slip. Where an incident of negative behaviour is observed by non-teaching staff the incident must be referred to the form teacher who will then challenge the behaviour as unacceptable and record the details on an MD slip.

Stage One

Stage one is implemented when:

- Two incidents of negative behaviour which meet the definition of bullying are recorded through the MD system. (See page 2 of policy for definition)
1. Where a second incident has occurred a bullying record slip (Appendix II) is completed by the teacher that has observed both incidents or by the form teacher where the incidents were recorded by different teachers.
 2. Interventions may include:
 - Restorative approach (See Appendix I)
 - Verbal agreement
 - Verbal warning
 - Detention
 - Parents/guardians informed
 - Serious incidents will be referred directly to the year leader or deputy principal
 3. The form teacher files and records the bullying record slip in the MD folder.
 4. The form teacher acting as the relevant teacher will follow up progress with individuals involved within 20 school days. This follow-up will be recorded on the bullying form in the form teacher's MD folder.

If the incident has not been resolved within 20 school days, the relevant teacher must record the behaviour on an incident record form (Appendix III) and it must be filed in the school office.

At this point, incidents progress to stage two.

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Stage Two

Stage two is implemented when:

- A subsequent report/disclosure is made about the same student i.e. the bullying behaviour is continuing or a previous incident has not been resolved within twenty school days.
 - A serious incident has been reported
1. An incident record form (Appendix III) must be completed and given to the form teacher who files it in the school office.
At this point the form teacher must consult with the year leader and the year leader must pass the information to the deputy principal and link in with the student support team.
 2. Interventions at this stage are undertaken by the year leader or member(s) of the student support team acting as the relevant teacher.
 - A restorative approach is the preferred intervention. (See Appendix I)
 - Parents will be informed.
 - Interventions may also include:
 - Detention or other appropriate consequence
 - Meeting with parents
 - Written agreement
 - Referral to guidance counsellor
 3. The relevant teacher will follow up progress with individuals involved within ten school days. If the incident has not been resolved it is progressed to stage three.

Stage Three

Stage three is implemented when:

- Bullying behaviour continues following stage two interventions;
 - An incident is deemed serious by principal or deputy principal.
1. Matter is referred to principal/deputy principal.

Formal records of meetings and interventions are written, filed and stored by the secretary of the Board of Management.
Consultation with student support or year leader.
 2. Interventions:
 - Meeting(s) with students involved
 - Parents will be contacted
 - Meeting with parents
Interventions may also include:
 - Detention/suspension or other appropriate consequence
 - External referral
 - Contact with other support agencies e.g. NEPS
 - Board of Management will be informed
 3. Monitor situation
 4. If the issue is not resolved school management may implement exclusion procedures.

Appendix I Outline of Restorative Practice

A restorative approach will be used if all parties are in agreement.

- A restorative approach deals with inappropriate behaviour by putting harm done to relationships and people over the need for assigning blame. It focuses on building and repairing relationships rather than managing and controlling behaviour
- A restorative approach focuses on:
 - What happened?
 - Who has been affected and how?
 - How can we put right the harm that has been done?
 - What have we all learnt so as to make different choices the next time?
- The emphasis is on “we” because all those affected by what has happened are also involved in finding a solution to move forward
- The processes include: restorative enquiry and language, restorative discussion, mediation and problem-solving circles
- The aim is to make the situation as right as possible after some behaviour or event which has adversely affected people. Everyone affected has the opportunity to talk about what has happened, how they have been affected and how they are feeling
- They also say what they want to do to repair the damage



Appendix II Bullying Record Slip

Newpark Comprehensive School

Bullying Record Slip

Student(s) allegedly being bullied:

Name _____ Form _____

Name _____ Form _____

Students(s) allegedly engaged in bullying behaviour:

Name _____ Form _____

Name _____ Form _____

Date _____

Location _____

Type of Bullying Behaviour

Verbal Physical Social

Details of Behaviour:

Intervention(s):

Teacher _____

****Please pass to form teacher****



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Appendix III Incident Record Form

Incident Record Form

Date:

Name and form group of student(s) allegedly being bullied:

Name and form group of students(s) allegedly engaged in bullying behaviour:

Source of bullying concerns-----

Type of alleged bullying behaviour; tick(s) where relevant:

- | | | |
|--------------------------------|-------------------------|------------------------|
| Physical aggression | Property damage | Isolation/exclusion |
| Name calling | Cyber-bullying | Intimidation |
| Gossip/ spreading rumours | Homophobia | Disability/SEN related |
| Member of travelling community | Racist | Religious |
| Civil / family status | Sexual / identity based | Other |

Details of incident:-----

Attach students own written account-----

Impact of alleged bullying behaviour:-----

Details of actions taken / support offered:-----

Inform Year Leader:-----

Number of previous incidents:-----

Signed-----

Date submitted to vice principal-----



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Parents informed-----**Further action:**-----

School year _____

Form _____

Name of student allegedly being bullied	Students engaged in bullying behaviour	Type	Date	Teacher	Follow-up		Referred to Stage Two	
					Yes	Date	Date	Referred to: