Newpark
Comprehensive School

Anti-Bullying Policy Review 2019

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
- is a caring school and 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, (see the I.T. Acceptable Use Policy).

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

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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 • All junior cycle year groups are timetabled for SPHE. This syllabus includes many issues related to bullying behaviour. • 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 and LGBT+ student support group. • 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: Internet Safety Week, and 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 I.T. 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 talk too / how to convey their concerns, 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 ☐ parents, friends or bystanders to talk to the school on your behalf • Administer a confidential questionnaire once 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, nurses, deputy principals, S.E.N. coordinator)
- 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 or S.N.A.
The S.N.A. reports it to a relevant 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, nurses, deputy principals and S.E.N. coordinator)
- Deputy principal
- Principal

8 Recording of Bullying Behaviour; see procedure

9 Data Retention

- Incident record forms are to be filed in the school office.
- Serious incidents are recorded at Board of Management Meetings.
- 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 10 November 2019.

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 every September. 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: 20/nov 2019

Date: 20/11/19

Date of next review: September 2020