



Educate
Together

Bremore Educate Together Secondary School

Roll Number 68262N

PO BOX 12720

Balbriggan

County Dublin

Anti-Bullying Policy

April 2016

Introduction

Bremore Educate Together Secondary School is a new school opening on 29th of August 2016 in temporary accommodation. Bremore Educate Together Secondary School (Bremore ETSS) is a multi-denominational, co-educational secondary school recognised by the Department of Education and Skills (DES). As such, it operates within the regulations laid down by the DES.

The Anti Bullying Policy in conjunction with The Code of Positive Behaviour helps the school community to promote the school's unique ethos, relationships, policies, procedures and practices that encourage good behaviour and minimise unacceptable behaviour. The Anti Bullying Policy helps pupils, parents and staff members to work together to achieve a happy, effective and safe school environment. We strive to create an ethos of respect, inclusion, accountability and of commitment to relationships.

Students who attend Bremore Educate Together Secondary School will be encouraged to reach their full potential mentally, physically, spiritually, emotionally and socially, in an atmosphere and environment in which they feel safe, valued and secure and in which respect for self and others is the norm. Our school operates under the direct patronage of Educate Together and there are four underlying principles which form our ethos.

We are a co-educational school, democratically run, multi-denominational and child centred.

This Draft version of Bremore Educate Together Secondary School Anti Bullying Policy was initiated in April 2016 in accordance with Circular 0045/2013 Anti-Bullying Procedures for Primary and Post-Primary Schools and The NEWB (National Education Welfare Board) by a working group involving the Interim Board of Management. It is to ensure a policy is in place for the opening of the school. It will be reviewed in the 1st and 2nd year.

This Anti-Bullying Policy works in conjunction with the Bremore Educate Together Code of Positive Behaviour and Substance Use Policy, SPHE Policy and the RSE Policy. This Anti Bullying also applies while on school outings, sporting events and trips.

The school recognises the variety of differences that exist between children and the need to accommodate these differences wherever it is possible within the confines of large classes.

- Each pupil is expected to be well behaved and to show respect for self and others and to show kindness and willingness to help others.
- Each pupil is expected to show respect for the property of the school, other people's property, and their own belongings.
- Each pupil is expected to show a readiness to use respectful ways of resolving difficulties and conflict and to show and practice forgiveness.

A positive proactive approach will be taken towards discipline and every effort will be made to implement this policy in a fair, reasonable and consistent manner.

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB, the Interim Board of Management of Bremore Educate Together has adopted the following anti-bullying policy within the framework of the school's overall Code of Positive Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

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

- A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a nonthreatening environment; and promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is 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 and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on
- person's membership of the Traveller community and bullying of those with disabilities or
- 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 should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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 that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Positive Behaviour.

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

4. The relevant teacher(s) for investigating and dealing with bullying are as follows:

Principal Ms Kathy Jones liaising with the Tutors and relevant Teachers (and other following recruitment)

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- Social Personal & Health Education (SPHE) contains elements of content that promote assertiveness in young people and teaches students to respect difference. Relationships Sexuality Education and Social Education at Senior Cycle have a similar rationale
- Ethics
- Civic Social & Political Education (CSPE) examines human rights equality issues and respect for difference
- Cyberbullying is covered in SPHE, CSPE and Information Technology. All teachers are aware of it in the context of their subject and have posters in their room with regards to safe use of the internet.
- The Transfer Programme is in operation with First Years. It is designed to assist children making the difficult transition from primary to secondary level education.
- This Anti-Bullying policy works in conjunction with the Colleges Code of Positive Behaviour.
- The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

There is an Anti-Bullying Charter in the student journal. It must be signed by students and parents / Guardians at the start of every academic year.

6. We are a telling school.

(all students will be reminded of this at regular assembly's)

If you see someone being a bully, what should you do?

TELL SOMEONE - Your teacher, any other adult or teacher, a friend, your parents.

Why is it so important to tell someone?

If you don't tell someone, you are helping the bully.

Watching and doing nothing is almost as bad as doing the bullying yourself.

If you see someone being bullied, tell someone - you have done the right thing.

The person doing the bullying doesn't need to know that you have told anyone. This is how we can keep bullying out of Bremore Educate Together Secondary School

Below are the procedures to be carried out in the event of a bullying incident

Stage 1

- Investigation carried out Deputy principal / Principal
- Restorative practice used to resolve issues (outlined in the Code of Positive Behaviour)
- Contract made between the students / parental involvement
- Guidance and Counselling to all students involved
- Review will take place
- Reward given to all after a period of time for keeping to the Contract

Stage 2

If the above process fails

- The student will be informed that he /she is acting contrary to our charter and is now getting a formal warning. This will be noted in the school records.

Stage 3

In the event of a reoccurrence parents will be invited to discuss the situation. Possible sanctions including suspension will be discussed.

Warning

In the event of a serious incident both of these stages maybe by-passed and an immediate suspension or exclusion will be imposed.

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

The approach the school takes is a Restorative Practice approach to Bullying. Everyone affected by the bullying has the opportunity to:

- Talk about what happened
- Explain how they have been affected
- Describe how they are feeling about what happened
- Say what they think has to happen to sort things out and to reach a resolution
- All students involved will be offered Guidance / Counselling Support.
- All students will be asked with the permission of their parent's to sign a contract and a reward given if students keep to their contract.
- Bullying incidents will be a priority for the Care Team

8. Supervision and Monitoring of Pupils

The Interim 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.

9. Prevention of Harassment

The Interim 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 pupils or staff or the harassment of pupils 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.

10. This policy was adopted by the Interim Board of Management on _____ [date].

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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)

Date: Thursday, May 12, 2016

Date of next review: Term 1 2017

Appendix 2 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

