



**NORTH WICKLOW  
EDUCATE TOGETHER  
SECONDARY SCHOOL**

## **Anti-Bullying Policy**

## Introduction

### 1. Rationale:

North Wicklow Educate Together Secondary School (“the School”) is a community of teachers, students, parents and non-teaching staff that aims to provide the highest possible standard of education for all its students in a stable, non-threatening environment. As bullying is known to cause physical and/or psychological damage and to negatively affect the quality of the learning and teaching provided, all members of the School are united in recognising their role in supporting an anti-bullying ethos and a whole school anti-bullying environment.

It is the responsibility of every member of the School community to respect the right of others to learn in an atmosphere free from threats towards themselves or their belongings and to assist in the prevention of bullying behaviour.

To this end it is imperative that every member of the School community recognises that bullying or harassing behaviour will not be tolerated.

### 2. Scope:

The School Anti-Bullying Policy (“the Policy”) applies in the following contexts:

- 2.1. The relationships between students and other students.
- 2.2. The relationships between students and all staff members.

The Policy does not apply to the bullying of staff by other members of staff or by parents/ guardians or carers. This issue is dealt with in a separate policy *Dignity in the Workplace*.

### 3. Application:

The Policy applies to the following:

- When students are on the School grounds.
- When students are travelling to and from School.
- When students are on School tours and trips.
- When students are engaged in extracurricular activities organised by the School.
- The School reserves the right, in exceptional circumstances, to apply the Policy in respect of bullying or harassment that occurs at any other time when, in the opinion of the Principal and/or the Board of Management, there is a clear connection with the School, and the alleged behaviour is likely to have a significant impact on the work of the School. This could

include (but is not limited to), for example, the bullying of a student using a social networking site such as Facebook, Snapchat, Instagram, Twitter or other such sites.

4. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the (National Education & Welfare Board) NEWB, the Board of Management of the School 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.
5. The School and 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:
  - 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 and promotes respectful relationships across the school community to create a safe place for students to learn.
  - 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 students; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of students.
  - Supports and training for staff.
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
  - On-going evaluation of the effectiveness of the anti-bullying policy.
6. 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.***

7. In accordance with the *Cineáltas: Action Plan on Bullying*, bullying behaviour is defined as follows:

***Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.***

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

- Physical aggression; Verbal aggression; Damage to property/clothes, locker, isolation and Exclusion; Gesture; Intimidation; Extortion.
- Desire for dominance, status, revenge and/or identity based bullying such as racist, disablist, sexist or LGBTQ+ bullying.
- Deliberate exclusion, malicious gossip and other forms of relational bullying, Cyber-bullying.
- Identity-based bullying such as homophobic or transgender-based bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- In addition, 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.
- Targeted behaviour where bullying is causing deliberate and unwanted harm. Targeted behaviour is not accidental or reckless.
- Repeated behaviour where bullying takes the form of a systemic pattern of behaviour and is repeated overtime.
- Imbalance of power where a young people being bullying finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power.

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 Positive Behaviour.

In the case that a harmful message is sent in a group chat, this will be viewed as bullying as it is being sent to multiple recipients. Therefore, this will be deemed as bullying.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the School's Code of Positive 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, group chat on a messaging application 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.**

**It should be noted that when dealing with a reported issue, the school endeavours to deal with the bullying behaviour and harmful actions. The policy aims to resolve the issue and restore relationships in so far as possible as opposed to identifying the student as a bully. It also aims to support both parties so that there is learning and personal development.**

#### **Examples of Bullying Behaviour**

<p><b>General behaviours, which apply to all</b></p>	<p>Harassment based on any of the nine grounds set out in the equality legislation e.g. sexual harassment, homophobic bullying, transphobic bullying, racist bullying etc.</p> <ul style="list-style-type: none"><li>• Physical aggression</li><li>• Damage to property</li><li>• Name calling or slagging</li><li>• The production, display or circulation of written words, graffiti, pictures or other materials aimed at intimidating another person</li><li>• Offensive graffiti</li><li>• Extortion or intimidation</li><li>• Insulting or offensive gestures and the “look”</li><li>• Invasion of personal space which is unintentional</li><li>• A combination of any of the types listed</li></ul>
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<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation</li> <li>• Harassment: Continually sending vicious, mean or disturbing messages to an individual</li> <li>• Impersonation: Positive offensive or aggressive messages under another person’s name</li> <li>• Flaming: Using inflammatory or vulgar words to provoke an online fight</li> <li>• Trickery: Fooling someone into sharing personal information which you then post online</li> <li>• Outing: Posting or sharing confidential or compromising information or images</li> <li>• Exclusion: Purposely excluding someone from an online group</li> <li>• Cyber- stalking: On-going harassment and denigration that causes a person considerable fear for their safety</li> <li>• Silent phone calls</li> <li>• Abusive phone calls or text messages</li> <li>• Abusive emails</li> <li>• Abusive communication on social networks e.g. Instagram / Twitter / YouTube / Snapchat or game consoles</li> <li>• Abusive website comments/ Vlogs/ Blogs/Pictures</li> <li>• Abusive posts on any other form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b></p>	<ul style="list-style-type: none"> <li>• Including any of the nine discriminatory grounds mentioned in the Equality Legislation (gender identity including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community.)</li> </ul>
<p><b>Homophobic and Transphobic</b></p>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person’s sexual orientation and or gender identity</li> <li>• Taunting a person of a different sexual orientation and or gender identity</li> <li>• Name calling e.g. Gay, faggot, queer, lesbian ... used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<p><b>Race, nationality, ethnic background</b></p>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion based on any of the above</li> </ul>

<p><b>and the membership of the Traveller Community</b></p>	
<p><b>Relational</b></p>	<ul style="list-style-type: none"> <li>• This involves manipulating relationships as a means of bullying. Behaviours include:</li> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone’s friends away</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The “Look”</li> <li>• Repeated jeering</li> <li>• Repeated slagging and put downs</li> <li>• Practical jokes at someone’s expense</li> </ul>
<p><b>Sexual</b></p>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> <li>• Gender based discrimination e.g sexism/ misogyny / transphobic / non-binary discrimination</li> </ul>
<p><b>Special Educational Needs Disability</b></p>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues</li> <li>• Mimicking a person’s disability</li> <li>• Setting others up for ridicule</li> </ul>

8. All staff in the school should take proactive and preventative approach to identify any bullying behaviours. All staff are responsible for reporting concerns to the relevant teacher in a written report using the appropriate form. The relevant teachers for investigating and dealing with bullying are Year Coordinators, Anti-Bullying Coordinator (Guidance Counsellor), Deputy Principal and Principal.  
Any teacher or ancillary staff member may act as a relevant teacher if required.
9. The Anti-Bullying Programme: *Prevention is better than cure.*

The programme contains the education and prevention strategies (including strategies specifically aimed at cyber-bullying, identity-based bullying including in particular, homophobic, and transphobic bullying and faith-based bullying that are used by the school.

Programmes aim to raise awareness about bullying, to make it acceptable to talk about bullying and harassment and to take action to prevent such behaviour. In particular, the Social Personal Health Education ("SPHE") and Civic, Social and Political Education ("CSPE") syllabuses as well as the Ethical Education programme are designed to raise self-esteem and to help students deal with the inevitable conflict that one encounters in everyday life in a positive and proactive manner. All Junior Cycle students are timetabled once a week for SPHE, CSPE and Ethical Education. These syllabi incorporate many issues related to bullying. The DCU FUSE Anti-Bullying Programme and the Pieta House Resilience Programme is delivered by the SPHE teachers to all 2<sup>nd</sup> year students. All Senior cycle students are timetabled once a week for Ethical Education and they also learn about building positive working relationships. The Principal, Deputy Principal, Anti-Bullying Coordinator and the entire staff take responsibility for the implementation of anti-bullying programmes.

#### **School-Wide Approach:**

A school-wide approach to the fostering of respect for all members of the school community, the promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour. This is addressed through

**Prevention:** education and empathy as the foundation for knowledge, respect and inclusion.

**Support:** Tangible and targeted supports for the school community to work together.

**Oversight:** Visible leadership to inspire a positive environment for students and the school community.

**Community:** Built on positive relationships and partnerships.

#### **Methods:**

- The fostering and enhancing of the self-esteem of all our students through both curricular and co/extra-curricular activities. Students will be provided with opportunities to develop a positive sense of worth through formal and informal interactions. Our ECA programme aims to enhance and develops students' interests and self-esteem.



- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it – prevention and intervention. This takes place at the start of the year and at staff meetings during the year as the need arises.
  - Professional development with specific focus on the training of the relevant teachers.
  - School-wide awareness raising and training on all aspects of bullying, to include students, parents, guardians and the wider school community.
  - Supervision and monitoring of corridors, assembly areas, classrooms, toilets, school grounds, school tours and all co and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to the relevant teachers. Supervision will also apply to monitoring the students' use of communication technology in the school. A policy on mobile phones is in place.
  - Involvement of the student council in contributing to a safe environment. The student council represents an elected and non-elected member from each class and is actively involved in student policy development and the Anti-Bullying policy review processes. One of its functions is to provide a place for students to voice issues or concerns.
  - A tutor system is in place as a support mechanism for Junior Cycle students. This approach helps bind year groups together. The tutor groups are met by their tutor on a regular basis and one hour per week is allocated to tutor time for all Year groups. This allows for regular "check-ins" and a supportive structure to deal with Bullying issues if they arise.
  - Lunch clubs are available during the week and these can facilitate a means for students who are shy, alone or alienated to become involved in school life and develop socially in school. These whole school activities help support and encourage a culture of peer respect and support. There is also a quiet space provided at lunchtime for 20 minutes to students who may require time alone and for students who may find the yard stressful.
  - A positive school climate and culture is fundamental to staff and student wellbeing.
- 400 hours of Wellbeing is timetabled over the three years of Junior Cycle. The Wellbeing Policy and Statement of Practice is central to our Anti-Bullying approach. Wellbeing features in many of the statements of learning, particularly number 11 "Takes action to safeguard and promote her/his wellbeing and that of others".
- The School Anti-Bullying Charter is included in all school journals and on school posters.
  - Raise awareness with students, parents and guardians: The school's Anti-Bullying Policy is discussed with all students and all parents and guardians. Parent evenings have been arranged to ensure parents are aware of the Anti- Bullying policy and the local Garda has been invited to speak to parents and students during Anti-Bullying week. Parents and guardians receive a copy of the policy as part of the Code of Behaviour of the school every year. Parents are expected to take a proactive role in promoting an Anti-Bullying message consistent with the policy.

- Students take part in a school wide Anti-Bullying week during the school year.
- Review methods are conducted via student sociograms, assemblies on Bullying, staff meetings, staff training and feedback from the student body. The results of the sociogram are followed up on and any issues of bullying which are reported are dealt with.
- The FUSE Anti-Bullying Programme and the Pieta House Resilience Programme is run with Second Years.
- We advocate a “telling school” where all staff encourage a culture of telling with particular emphasis on rescuing or helping each other.
- The ISPCC reporting tool is available to students who wish to report bullying confidentially.
- Teaching the students about the role of the bystander. It should be made clear to students that in reporting bullying to a trusted adult they are behaving responsibly.
- A group of staff members actively review the Anti-Bullying policy and implement what changes need to take effect. This is facilitated by the anti-bullying Coordinator.
- Some staff have been trained in restorative practice and restorative questioning is often used when investigating bullying issues. Restorative practice aims to promote the potential of renewing relationships after an issue.
- All First-Year students receive one lesson per day during Anti-Bullying week outlining how to identify bullying and how to report it. A “classroom guidance” booklet is provided to every student.
- Students in Second Year receive an LGBTQ+ workshop explaining how to support and be a supportive ally to LGBTQ+ students in their school.
- Students also receive workshops from “Shout Out” during Anti- Bullying week. These are workshops which tackle homophobic and transphobic bullying in secondary schools.
- *Mental Health Week* presents an opportunity for the school to engage in positive self- esteem workshops from Be Well Bray, Soar and others.
- An LGBTQ+ club takes place during lunchtime and this club provides an opportunity for LGBTQ+ students and their allies to come together and get involved in a club and school events such as Stand-Up week.
- Students and staff participate in a yearly ‘Stand Up’ awareness week in order to promote inclusion and awareness of LGBTQ+ issues and discrimination.

Ensuring the students know **who** to tell and **how** to tell:

<u>Who</u>	<u>How</u>
<p>A student being bullied can approach:</p> <ul style="list-style-type: none"> <li>• A trusted teacher</li> <li>• Tutor</li> <li>• Year Coordinator</li> <li>• Guidance Counsellor</li> <li>• Anti- Bullying Coordinator</li> <li>• Any staff member</li> <li>• Student council member</li> <li>• Principal / Deputy Principal</li> <li>• A parent/ Guardian/ Carer</li> <li>• A friend who will get help</li> <li>• A trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>• Direct approach to any staff member</li> <li>• Hand up note in registration or with homework</li> <li>• Parent tell on student’s behalf</li> <li>• Friend tell on student’s behalf</li> <li>• In a confidential questionnaire</li> <li>• Via the reporting tool available on the school website</li> <li>• Via teams with a direct message or call to a teacher</li> <li>• Email the school office using their Office365 account.</li> </ul>

- Clear Procedures and protocols are shared with all students during the school year via the tutor system.
- The development of an Acceptable Use Policy (AUP).
- The listing of support agencies being used by the school are publicly displayed on Wellbeing notice board in the corridor for all students.

*In the event that a student feels bullied by a teacher or other staff member and does not feel secure contacting another staff member, contact the principal or Deputy Principal via a parent, guardian or other trusted adult.*

**Implementation of Curricula**

- The full implementation of the SPHE, Ethical Education and CSPE curricula and the RSE Programmes
- Continuous professional development of staff in delivering these programmes
- The delivery of lessons on **Bullying** and **Relational aggression** from approved programmes: eg: The Friends for Life Youth Programme, Cyber Bullying lessons such as “UpToUS” lessons, and Web wise resources, ‘Let’s fight it Together’, LGBTQ+ lessons (Homophobic and Transphobic Bullying), the ‘Lockers’ programme, RSE Programmes (B4UDecide and the Trust Pack)
- Delivery of the Garda Schools programmes covering Personal Safety, the sharing of explicit images (sexting) and Cyber Bullying
- The school will specifically consider the additional need of ASN students with regard to

programme implementation and adapt materials.

**Links to other school Policies:**

- Child Protection Policy
- SPHE/ RSE Policy
- Acceptable Use Policy
- Code of Positive Behaviour
- Educational Outings and Tours Policy
- Suspension and Expulsion

The supervision of students during break and lunchtime and for 20 minutes before and after the school day by staff, is also important in deterring inappropriate behaviour.

- The Policy is an agenda item at a Staff Meeting at least once in an academic year.
- Parents are expected to take a proactive role in promoting an anti-bullying message consistent with the Policy.
- At an information evening for all incoming First Year students and their parents/guardians, attention is drawn to the School's Child Protection Policy, the SPHE Programme and the Anti-Bullying Policy.
- The Board of Management undertakes an annual review of the Anti-bullying policy and its implementation.

**10. Signs and Symptoms of Bullying:**

As bullying is not always easy to spot, teachers and parents/guardians should be vigilant in keeping an eye out for signs and symptoms that may indicate that a student is being bullied or is engaging in bullying. Signs and symptoms may include, but are not limited to:

- Deterioration in academic performance.
- Struggling to focus in class.
- Possessions missing or damaged.
- Refusal to talk to a parent/ guardian/carer about what is troubling him/her.
- Reluctance to go to school.
- Generalised anxiety/ difficulties sleeping/ loss of appetite.
- Low mood.

**11. Procedures for investigating, dealing with and following up on incidents of alleged or actual bullying and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:**

Positive relationships are at the core of human interaction. Sometimes people fall out, argue, disagree and these interactions are part and parcel of normal human interaction. Not everybody will necessarily like everybody else. Nonetheless we all have a responsibility to work hard at learning

how to live together and the restoration of positive relationships must be seen as the responsibility of everybody in the School.

The primary aim in investigating and dealing with bullying is to restore, as far as is practicable, the relationships of the parties involved rather than to apportion blame. When harm is caused, a restorative practice approach is adopted. Restorative questions and conversations are currently used to help resolve issues that arise with students and their peers. This restorative approach can be used informally, or the student may be asked to take part in a restorative piece in order to resolve conflict effectively.

A student who engages in bullying behaviour after an intervention does so in the knowledge that they have ignored the efforts of the school to help them to learn and to develop. The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including students, parents, carers and guardians) understand this approach from the outset.

#### **Reporting / Investigating and Recording Bullying behaviour:**

- Any student or parent/ guardian/ carer may bring a bullying incident(s) to any staff member in the school. All staff have a role in relation to preventing anti-bullying behaviour. They are expected to observe and report to the relevant teachers any bullying concerns that they have.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher.
- All teachers and non-teaching staff such as secretaries, SNAs, caretakers, and cleaners must report any bullying behaviour witnessed by them or mentioned to them. They are to report this to the relevant teacher.
- The relevant teacher/ Year Co-ordinator deals with the report of bullying and meets the students involved. These meetings take place outside the classroom and are best investigated in a calm manner and with appropriate privacy. The students will be interviewed separately.
- All meetings are recorded and detailed using an Anti-Bullying record form.(Pre-20 day)
- The alleged parties should be listened to and in some cases asked to write an account of the alleged bullying. In some cases, where appropriate, with ASN students, writing may not be the appropriate method of recording events.
- Each party has the opportunity to tell their side of the story and the relevant teacher records all information on the Anti- Bullying record form. The relevant teacher should obtain written accounts of the incident(s)from the student(s) alleged to have engaged in bullying behaviour and from any witnesses noting important facts (who, what, where, when, why, names of witnesses etc). A restorative approach is used in order to restore relationships.
- Appropriate sanctions may be imposed in accordance with the school's Code of Positive Behaviour and the parents/ guardians/ carers will be advised of the possible consequences of a continuation of the unacceptable behaviour.
- These records should be signed and dated by the relevant teacher. These records should be kept in a central anti-bullying file in a locked cabinet in the main office.
- A warning is issued to the student involved and the student is advised that the behaviour must cease immediately. The student is asked not to discuss the issue with other students. Parents/guardians/ carers are usually informed.

- The relevant teacher highlights the relevant section of the school Anti-Bullying Charter which has been breached.
- The relevant teacher needs to ensure that the student understands the issue. In some cases, or if required for ASN students, a resource teacher or tutor may allocate extra teaching time to ensure they fully understand the incident. Appropriate resources may be used to assist this teaching. (E.g. Primary school “my selfie” etc.) In some cases, extra social skills classes may be provided to support ASN students who find some situations difficult to manipulate.
- ***It is extremely important that the relevant teacher checks back in with the students to see that this behaviour has ceased. This follow up / check should be documented***
- Whether the parents of those involved are informed of the matter at this point will depend on the judgment of the relevant teacher as to the level of seriousness of the alleged or actual bullying.
- In the case of recurring incidents or very serious incidents, a phone call is made to parents/guardians of all students involved. In recurring or very serious incidents this may be a face-to-face meeting, with the student present. In some circumstances a phone call is not made. This will be documented and this is a decision made by school management.
- In the case that the school is made aware of a student who is involved in inappropriate or sexual activity (whether this be related to bullying or not), the parent or caregiver is informed and Túsła as per child protection guidelines.
- It should be noted that a repeat of the behaviour towards the same OR a different individual is comprehended in the same way i.e. that the behaviour has been repeated.

## Formal – Appendix II

The relevant teacher must use the recording template provided by the Department of Education to record the bullying behaviour in the following circumstances:

- a) In cases where the relevant teacher considers that **the bullying behaviour has not been adequately and appropriately resolved within 20 school days after he/she has determined that bullying behaviour has occurred.** The record form must be stored centrally in the Anti-Bullying file and a copy retained by Principal or Deputy Principal as appropriate. There will need to be regular check-ins during the 20-day timeframe.
  - b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported. These incidents are serious cyber bullying incidents, an assault of a sexual nature and persistent bullying.
- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
    - Whether the bullying behaviour has ceased.
    - Whether any issues between the parties have been resolved as far as is practical.
    - Whether the relationships between the parties have been restored as far as is practical.

- Any feedback received from the parties involved, their parents/guardians/carers or the Principal or Deputy Principal.

At this stage the student accused of bullying is dealt with under the terms of the School's Code of Positive Behaviour. The student's parents/guardians/carers are informed of the outcome. The Guidance Counsellor is also informed and may discuss the situation further with the parents/guardians/carers.

- Any accusations against a member of the School community found to be false will be taken very seriously and dealt with appropriately.

### **In Summary:**

#### ***After alleged bullying incidents have taken place:***

##### **Stage 1:**

The relevant teacher discusses the reported incidents with the student(s) and ascertains whether actual bullying has occurred. In the case that bullying has occurred, a clear warning is given, and a sanction may be considered. A restorative approach is used, and a working relationship is restored. The student will be told that their behaviour is unacceptable and is advised that there must be no repeat. The anti-bullying charter is explained to the student/s. All conversations are logged and filed in the anti-bullying folder. Interactions between relevant parties are monitored.

##### **Stage 2:**

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately resolved within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template (Appendix II ) which must be filed by the teacher and copied to the Principal or Deputy Principal as appropriate.

##### **Stage 3:**

The student is referred to the Principal and sanctions up to and including suspension may occur. In extreme circumstances the student's case may be referred to the Board of Management. (See Disciplinary Procedures involving Suspension or Expulsion.)

Where a parent is not satisfied that the School has dealt with a bullying case in accordance with these procedures, the parents/ guardian/ carer must be referred, as appropriate, to the School's complaints procedures.

## **11. Records and Reports**

Records of all bullying incidents are recorded on the Anti- Bullying Form. Formal records of all stages of investigations should be kept by the relevant teacher including but not limited to:

- Notes of all interviews held

- The decision-making process
- The decision and the rationale for the decision
- The sanctions applied including any conditions attached thereto.

These reports are all stored in a central file which is in the Office. The Template for recording bullying behaviour (Appendix I & II ) will be completed by the relevant teacher and available to the School Principal or Deputy Principal.

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

- The student who has been bullied will be offered support. This may involve sympathetic listening, the support of a mentor, helpful advice, referral to the Guidance Counsellor or a word with another member of staff.
- The relevant teacher may consider it appropriate to remind all class members of their responsibility in upholding the Policy.
- The student responsible for bullying behaviour should be informed of the possible impact of their behaviour on the person the subject of the bullying and the possible consequences for themselves if it were to continue. They should receive clear direction in how to change their behaviour. They may also be referred to an outside agency.
- Parents of the students involved will be informed of the issue and the actions taken.
- Reference should be made to the school's *Code of Behaviour* in helping determine how best to help a student who has engaged in bullying behaviour.
- See section 8 of this policy for further

13. 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.

- All common areas are monitored in the morning and afternoon and all teachers are vigilant on the corridors, at lockers and during the change of class. Teachers are ready to deal with or report any sightings or signs of bullying behaviour.
- Problem areas have been identified and appropriate measures have been taken to ensure that monitoring and supervision is in place.
- Staff members are trained on the school Anti-Bullying policy and are aware of responsibility and actions to follow if incidents of bullying come to their attention in any form.
- A student council system is in place to counteract bullying. The student council is composed of elected representatives from each class group and one randomly selected representative. This is a space for students to actively participate in school decisions and voice student issues.



- All staff ensure that the mobile phone policy is strictly adhered to by all students.
- The Acceptable Use Policy is in place and a teacher monitors internet sessions. Students use only approved sites, and a Net Nanny has been installed on every computer.
- No social media sites or chat rooms are accessible by students.
- The internet use is for Educational purposes only.

#### 14. Prevention of 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 identity including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

15. This policy has been made available to school personnel, published on the school website and provided to the Parent Staff Association.
16. This policy and its implementation will be reviewed by the Board of Management every 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 Parents Teacher Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

Signed:



Derek Lowry (Chairperson of Board of Management)

Date:

25/10/23

Date of next review: January 2024 ?

Sept

Signed:




Billy Redmond (Principal)

Date:

25/10/23

# Appendix I: Pre 20 Day form for recording of incidents

## Bullying Record form

 NORTH WICKLOW  
EDUCATE TOGETHER  
SECONDARY SCHOOL

**Bullying Record Form (Pre DES 20 day)**

Relevant teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student:	_____	Class/Year:	_____
Other students involved:	_____	Date of incidence:	_____

**Factual description of incidence / date / students involved / any other information**

Please circle appropriate field:  
Student's words      Teacher's words      SNA's words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of reporter: \_\_\_\_\_

**Further Actions to be taken**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

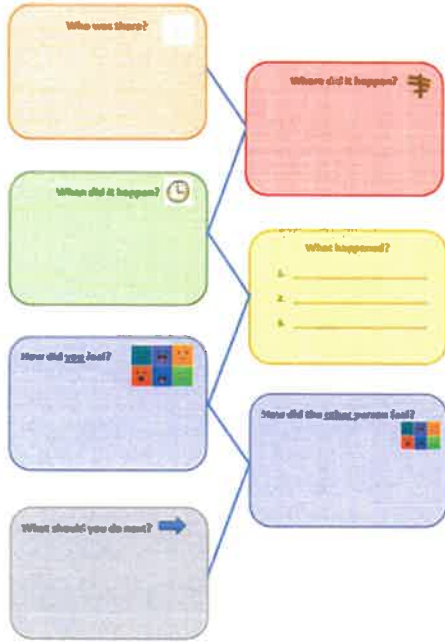
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix II: Differentiated bullying record form**



**Appendix III: Post 20 Day DES form for recording bullying behaviour incidents**

1. Name of student being bullied and class group

Name \_\_\_\_\_

Class \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

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

Student concerned	<input type="checkbox"/>	Yard	<input type="checkbox"/>
Another student	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Online	<input type="checkbox"/>
Other	<input type="checkbox"/>	Bathrooms	<input type="checkbox"/>
	<input type="checkbox"/>	Other	<input type="checkbox"/>

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

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

Physical Aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name calling		Other (specify)	
<b>Unsolicited comments</b>			

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	<b>Gender</b>

<b>Religion</b>	<b>Xenophobia</b>	<b>Sexism</b>	Other

**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



## Anti-Bullying Charter

1. Every student in North Wicklow Educate Together Secondary School has the right to enjoy his/her/their learning and leisure free from intimidation, both in the school and in the surrounding community.
2. Our school community will not tolerate any unkind actions or remarks, even if these were not intended to hurt.
3. Students should support each other by reporting all instances of bullying.
4. Bullying will be taken very seriously.
5. We are a telling school. Bullying is too important to ignore. In North Wicklow students are encouraged to report any form of bullying they experience or witness. Students are encouraged to “Tell” about bullying and not keep it a secret.

## 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?	yes + 2 <sup>nd</sup> year this year
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	yes
Has the Board received and minuted the periodic summary reports of the Principal?	yes
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?	yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	no
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	no
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	no
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?	yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	no
Has the Board put in place an action plan to address any areas for improvement?	na

Signed   
Chairperson, Board of Management

Date 25/10/23

Signed   
Principal

Date 25/10/27

**Notification regarding the Board of Management's annual review of the anti-bullying policy**

To: Edvocate Together

The Board of Management of N.W.E.T.S.S wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 25/10/23 [date].
- This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed [Signature]  
Chairperson, Board of Management

Date 25/10/23

Signed [Signature]  
Principal

Date 25/10/23