cre8 futures
Life Shaped Learning

WHOLE SCHOOL POLICY | ANTI-BULLYING

Monitoring and Review

Reports to the governing body will be provided each term.

Number and type of bullying incidents | Number of interventions current/ongoing

Outcomes, resolutions and follow up

Date confirmed: May 2017

Date for review: May 2018

ANTI-BULLYING POLICY

INTRODUCTION/AIM

Our aim is for all our students to feel safe and value the learning environment of Cre8 Futures Learning Centre. To achieve this we work relentlessly on our Ethos and Expectations. There are taught sessions, activities, discussion and the clear message that we are against bullying in any form.

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Governing Body of Cre8 Futures Learning Centre has adopted the following anti-bullying policy within the framework of the school's overall code of 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.

Cre8 Futures subscribes to the Anti-Bullying Alliance to keep up to date with prevention, intervention and support strategies.

1. The Governing Body 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 non-threatening 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.

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

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 [on-line | social media]
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community, bulling of those with religious faith based beliefs or none, and bullying of those with disabilities or special educational needs.

Isolated or one-off incidents of intentional negative behaviour, including a one-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 behaviour policy.

However, in the context of this policy, placing a one-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 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*.

3. All staff are responsible for addressing any incidence of bullying involving our pupils. Behaviour incidents are logged and tracked. Colin Tomlin is the designated person responsible for overseeing this area. [See section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools]

4. The education and prevention strategies; including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphorbic bullying, that will be used are as follows:

Specific taught sessions

Participation/ activities throughout Anti-bullying week

Reinforcement during other relevant discussion and/or activities

Ongoing emphasis on the Ethos and Expectation of Cre8 Futures

On entry all pupils receive a series of lessons as part of the settling and assessment period. They are taken through a programme of ethos and expectations that explores positive and unacceptable behaviours and the rewards or consequences/ sanctions for those behaviours. The ethos promotes pupil voice and encourages discussion of their day to day experience.

Themes: Safe. Calm. Trust. Order. Perspectives.

5. Procedures for investigation, follow-up and recording

At Cre8 Futures we adopt the approach of resolve and restore. Reported incidents of bullying will be investigated in a calm manner using the agreed form and format. Conversations will take place with the individual parties concerned and then with both/all parties.

A place away from other pupils will be used and parents/carers and other necessary agents informed and involved accordingly. If bullying is found to have occurred the appropriate course of action in line with the behaviour policy will be followed. A report of the incident, any intervention and outcome of the investigation will be logged.

Programme of support for working with pupils affected by bullying

Cre8 Futures operates a therapeutic approach with one-to-one mentoring. If a pupil has been affected by an experience of bullying, this will be addressed within these sessions. Additional counselling will be made available where deemed necessary.

6. Supervision and Monitoring of Pupils

The Governing Body of Cre8 Futures confirms that appropriate supervision and monitoring policies and practices are in place to promote prevention and deal with bullying behaviour and to facilitate early intervention where possible.

7. Prevention of Harassment

The Governing Body of Cre8 Futures 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.