Draft Anti-Bullying Policy of St. Colman's College

In compliance with the Anti-Bullying Procedures for Primary and Post-Primary Schools (September 2013)

1. 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 St. Colman's College 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.

2. **The 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 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.

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 a 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 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*.

This policy applies to activities and events that take place:

During school time (including break times)
Going to and from school
School tours/trips
Extra-curricular activities

St. Colman's College reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

Examples of bullying behaviours

The list of examples below is non exhaustive and there may be other behaviours may be classified as bullying, depending on the circumstances.

General behaviours which apply to all	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed.
Cyber	• **Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation • **Harassment**: Continually sending vicious, mean or disturbing messages to an individual • **Impersonation**: Posting offensive or aggressive messages under another person's name • **Flaming**: Using inflammatory or vulgar words to provoke an online fight • **Trickery**: Fooling someone into sharing personal information which you then post online • **Outing**: Posting or sharing confidential or compromising information or images • **Exclusion**: Purposefully excluding someone from an online group • **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
Identity Based Behaviours **Including any of the nine discriminatory grounds mentioned in Equality Legislation** (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner

	• Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look"
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

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

The Principal

The Deputy Principal

The Anti-Bullying Coordinator

Any teacher may act as a relevant teacher if the circumstances warrant it.

<u>**Those responsible for implementing this policy:**</u>

- The Principal
- The Deputy Principal
- The Anti-Bullying Coordinator
- The Anti-Bullying Team
- The Care Team
- The Guidance Counsellor
- Year Heads
- Tutors
- Supervisors
- Special Needs Assistants
- All members of staff

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:

Prevention, awareness and understanding raising exercise such as:

- Parental Seminars on all aspects of bullying
- Student Seminars on all aspects of bullying
- Anti-Bullying Awareness Week
- Anti-Cyber Bullying Awareness day

Such measures will be aimed at building empathy, respect and resilience in students and outlining the causes and effects of bullying.

The school will encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

The school will work to esure that pupils know who to tell and how to tell, e.g.:
   o Direct approach to teacher at an appropriate time, for example after class.
   o Hand note up with homework.
   o Report online through a link on the website.
   o Make a phone call to the school or to a trusted teacher in the school.
   o Anti-bully or Niggle box?
   o Get a parent(s)/guardian(s) or friend to tell on your behalf.
   o Administer a confidential questionnaire once a term to all pupils.
   o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

Prevention and awareness will deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying. For example, the inclusion of LGBT posters on notice boards, discussions with parents about specific statements of welcome and respect for LGBT members of the school community.

Prevention and awareness raising measures will also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The school-wide approach and the role of parents as outlined in Section 6.3 of the Procedures is of importance in this regard. The prevention and awareness raising measures should also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.

Our approach to tackling and preventing bullying will take particular account of the needs of pupils with disabilities or with SEN, will join up with other relevant school policies and supports and will ensure that all the services that provide for such pupils work together. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

Our prevention and awareness raising measures will be appropriate to the type of bullying and take into account the age and gender of the pupils involved. We will work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.

Teachers will be encouraged to influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Relationship and Sexuality Education (RSE) programme at post-primary will be used to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour. For example, the *Schools for Health in Ireland* framework provides guidance on developing a health promoting school.

Teachers of of all subjects will be encouraged to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

Good supervision and monitoring systems also facilitate early intervention. Such measures include appropriate supervision of school activities on a rota basis. The identification of "hot-spots" and "hot-times" can be very beneficial in preventing and dealing with bullying in school. All pupils and in particular senior pupils are encouraged to assist in countering bullying. Student councils, where applicable, and other school clubs and societies can also be very important in this regard. Non-teaching staff will also contribute and be part of the process to counter bullying behaviour in schools and will be encouraged to be vigilant and report issues to relevant teachers. In addition, strategies and measures will be developed to involve

all parents. Supervision will also apply to monitoring student use of communications technology within the school.

The Board of Management will ensure that members of school staff have sufficient familiarity with the school's anti bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff will be appropriate to the individual's role and will enable staff to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases.

The Board of Management will make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the school's code of behaviour and its anti-bullying policy. The policy will be available on the school's website and on the inter-staff "Public Folder" on the school's server. It will also be referred to in the "Teachers' Handbook".

Current Prevention Strategies:

The school has in place a 'Buddy' system whereby all first-year students are put into a small group at the beginning of first term and are allocated a Leaving Certificate prefect as a Buddy. This Buddy acts as their mentor and confidant and helps the first year students to settle into the College, as well as provide a helping hand if the student encounters any problems of bullying nature. The prefect can often be the first port of call if a student is in distress. The Prefects/Buddies will be used to proactively raise awareness of and to counter bullying.

Information on Bullying and its effects are dealt with through programmes such as C.S.P.E , S.P.H.E, and Religious Education.

The issue of Bullying is addressed on a regular basis at all year group assemblies and at meetings with class tutors.

The Student Council address the issue on an on-going basis at all year group assemblies and at meetings with class tutors

Anti- bullying posters are displayed throughout the school

The school has a Care team in place which will meet regularly to discuss Care and Welfare issues in the student population. The members of this team include the The Principal and/or the Deputy principal, the career guidance counsellor, the special needs coordinator and the Anti -Bullying coordinator.

Students are encouraged to discuss any incidents of bullying with the class tutor or another trusted adult within the school. This is considered to be responsible behaviour.

Parents should contact the Year Head regarding incidents of Bullying behaviour which they may suspect or which may have come to their attention.

Bullying is addressed on a regular basis at staff meetings. Teachers are advised on what to look out for and on the procedures for dealing with a suspicion or report of bullying.

The Anti -Bullying policy is constantly reinforced within the school by the regular administration of Sociograms, Surveys and Questionaires. Google docs will be used to administer surveys to students and parents.

Relevant video and TV campaigns are discussed with the students and Questionaires are given out

Internet safety seminars for parents and students are made available

In-services on Bullying are provided for the staff and are facilitated by management.

Links to useful information for parents are available on our school website

Videos(**Get up,stand up**) and work sheets are used to raise awareness of LGBT

The Special Needs Department will oversee mentoring specifically for Students with Special Needs in relation to bullying.

ISPCC shields are sold in the school and students are encouraged to take the Anti-Bullying Pledge with in the school

An Anti-Bullying Team is in place which includes: The Anti-Bullying Coordinator; the Principal; The Deputy Principal, The Guidance Counsellor; The Special Needs Coordinator.

An Anti-Bullying Coordinator will be appointed and will hold a Post of Responisibility.

The school will, through its curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth.

The school's SPHE Programme and other programmes will teach and encourage empathy, respect, resilience and Anti-Bullying strategies.

The Principal will put Anti-Bullying on the Agenda of every staff meeting and will seek a brief report from the Anti-Bullying Coordinator.

The following policies have relevance to Anti-Bullying and will be reviewed and redrafted taking into account these guidelines:

The Code of Behaviour; The School Rules; The Child Protection Policy, The Acceptable Use Policy, Attendance Policy, The Admissions Policy; Supervision Policy; The Extra-Curricular Policy; The Outings Policy.

We will adopt, teach and implement the ISPCC's Ten Shield Statements on Bullying as paraphrased below:

1. Bullying can happen, anywhere.
2. We at St. Colman's have thought about this. We have a plan to limit and stop bullying. Our plan is on our website.
3. We do what we say in our plan. We work together to stop bullying. We make a record of bullying events. Every now and again we try to improve our plan.
4. Our students, parents, staff, and community shared ideas to create the plan, and will keep talking together to make sure the plan works.
5. We know and appreciate that we're all different and equal.
6. We all – staff and students – keep our eyes and ears open for bullying and we take action to stop it.
7. We all – staff and students – keep learning how best to respond to bullying. We must keep trying to improve.
8. In class we talk about bullying with the whole class at least once a term. We also learn about how to deal with situations through SPHE. We look for the good in everyone. We aim to build each other up and never knock anyone down.
9. Any student can talk to a trusted adult at St. Colman's about their feelings and worries. Adults will listen to and support every student.
10. All children including bystanders should report any bullying behaviour to any adult at St. Colman's.

Note: These Shield statements are taught to all students. They are discussed in class and will be displayed on posters around the school.

The school will also teach and reinforce the School's Charter and will facilitate the signing of the school pledge by all students. They will be published in the students' journals each year.

Anti-Bullying Charter of St Colman's College

- Every pupil has the right to be happy in school during their class and leisure time.
- Our school community does not accept any unkind actions or remarks by pupils to pupils even if these actions or remarks are not intended to hurt.
- Pupils should support each other by not being afraid to report instances of bullying to their class tutor or to any staff member.
- Be certain that all such reports whether by word of mouth or in writing will be treated in the strictest confidence.
- Students must be able to go to and from school and attend school in safety.
- Students must not be subjected to physical, verbal, or racial abuse, intimidation, ridicule or sexual harassment.
- Students must not be deliberately isolated or excluded
- Pupils should not be subjected to harassment online – Cyberbullying

St Colmans College Anti-Bullying Pledge

I/We will not accept bullying at my/our school.
My /Our goal is to create a safe, caring, respectful school.
I/We agree that it is everyone's responsibility to stop bullying.
It is up to each of us to make sure that bullying does not happen.

I/We will:

- Treat others with fairness and respect.
- Find ways to help others join games and other activities.
- Speak out against bullying.
- Refuse to let others be bullied.
- Report bullying to an adult.
- Refuse to bully others.
- Be responsible bystanders who are part of the solution.
- Help others feel safe and comfortable at our school.

Please sign the Pledge

6. 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:

Since the failure to report bullying can lead to a continuation or a deterioration of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on Supervision duty at the time, Special Needs Assistants, any other member of staff, the Principal and Deputy Principal or with parents. This is a "telling school" as defined in the Stay Safe Programme. Students will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.

St. Colman's has clear procedures for the formal noting and reporting of bullying behaviour. All records will be maintained in accordance with relevant data protection legislation. The school's procedures for noting, reporting and investigating bullying behaviour will adhere to the following:

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach.
Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

 <u>**Reporting bullying behaviour**</u>

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

<u>**Investigating and dealing with incidents: Style of approach**</u>

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- 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 practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;

-Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal and the Anti-Bullying Coordinator.

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred
- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Informal-determination that bullying has occurred
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep his/her own appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies
- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby; www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf
- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

Possible sanctions and appeals

- The code of behaviour and school rules, including sanctions, may be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal, particularly where the perpetrator/s of the bullying fail to see the error of his/their ways and where the bullying continues.

- If a case remains unresolved the matter will be referred to the school's Board of Management. The Board will also be briefed in relation to the number, if any, of templates which have been completed.

- Additionally, where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the Board of Management.

- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Current Procedures for recording bullying behaviour which will continue:

- A Staffroom logbook will be in place in order for any staff member to log incidents of bullying behaviour if and when they occur. The Anti-Bullying Coordinator will check this logbook regularly and take appropriate action when bullying behaviour is suspected.

- Due to the fact that the logbook is in the staffroom all staff should familiarise themselves with the entries in the logbook from time to time in order to be aware of any bullying issues ongoing at that time.

- The Anti-Bullying Coordinator may remind staff from time to time to enter details of any suspected bullying in the logbook so that any suspected bullying issues are dealt with expeditiously.

- Any staff member may report an incident of bullying behaviour directly to the Anti-Bullying Coordinator, the Year Heads, the Principal or Deputy Principal, as appropriate. The Principal, the Deputy Principal and The Anti-Bullying Coordinator must be notified of any serious incidence of bullying that the class teacher is unable to deal with in the classroom setting.

- All incidents of bullying behaviour no matter how minor should be noted and recorded in the staffroom logbook by the class teacher, the teacher on Supervision or any other staff member. Serious incidents should be referred directly to the Anti-Bullying Coordinator and if necessary the Principal and/or Deputy Principal.

Bullying as part of a continuum of behaviour
It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school will provides for appropriate linkages with the overall code of behaviour and provides for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

Referral of serious cases to the HSE
In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2011* (Children First) and the *Child Protection Procedures for Primary and Post-Primary Schools* provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".

Serious instances of bullying behaviour should, in accordance with the Children First and *the Child Protection Procedures for Primary and Post-Primary Schools*, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The *Child Protection Procedures for Primary and Post-Primary Schools* also provide that where school personnel have concerns about a child but are not sure whether to

report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

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

A programme of support for pupils who have been bullied is in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
A programme of support for those pupils involved in bullying behaviour will also be part of the school's intervention process. Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers.

The school's Programme of Support for working with pupils affected by bullying is as follows:

- Teaching the ISPCC Shield Statements.

- Building self-esteem in the perpetrator by involving him in positive experiences such as extra-curricular activities etc.

- Class teachers to encourage positive involvement of perpetrators and victims in class and in extra-curricular activities.

- Involving Prefect Buddies.

- Proactive role of Prefects mentoring the perpetrators and the victims.

- Restorative practice.

- Our Guidance Counsellor will provide one to one counselling for victims and perpetrators where appropriate and subject to availability of resources.

- In certain instances reference may be made to the local curate/parish priest.

- Year Heads and Class Tutors will encourage positive behaviour and positive interaction.

- Referral to NEPS, the HSE or other outside agencies where appropriate.

- Through the means of curricular and extracurricular activities to develop positive self worth.

- Developing pupil's awareness of identity-based bullying and in particular trans-phobic bullying, i.e. the "Growing Up" lesson in SPHE or the "Get Up, Stand Up" programme.

- Role of SPHE.

- Particular account will also be taken of the important and unique role pupils with Special Educational Needs have to play in our school.

- Involvement in extra-Curricular Activities such as:

  ➢ Football training and matches.

  ➢ Athletics; Baketball; Badminton, Cross-Country; Golf; Equestrian, Swimming etc.

  ➢ Green schools

  ➢ Student council.

  ➢ Quizes, debates.

  ➢ Music

  ➢ Art Displays.

  ➢ Peer4Peer Programme

  ➢ John Paul II Awards

  ➢ Gaisce

8. Supervision and Monitoring of Pupils

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.

The following are some of the supervision and monitoring practices of the school:

- Informal montoring of classrooms, monitoring of yards and public areas by all members of staff as part of their duty of care to students.

- Formal monitoring and supervision of corridors and public areas of the school during breaks under the "Supervision and Substitution" Scheme.

- Consultation with students and parents regarding danger spots for bullying behaviour

- Use of student support and care structures such as, Year Heads, Class Tutors, SPHE, Guidance, R.E., C.S.P.E., Leaning Support to counteract bullying behaviour.

- Use of prefects/buddies and senior students to monitor, counteract and report bullying behaviour.

- Liaison/consultation with Prefects and Students Council to seek advice and assistance to counteract bullying.

- All internet sessions will be supervised by teachers.

- Student use of the internet will be regularly monitored.

- Students will be instructed to use only approved class accounts for email purposes and to use these only under teacher supervision.

- The school's internet system is regulated and access limited by the NCTE

- Students will be instructed to access only those chat rooms, discussion forums and messaging or other electronic communication for a that have been approved by the school.
- Where students breach the school's AUP and internet privileges then their access to the internet and wi-fi may be fully restricted.

9. 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 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 Board of Management on _____

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. 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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Msgnr. John o' Boyle   Signed: Jimmy Finn
    (Chairperson of Board of Management)   (Principal)

Date: 15th May, 2014   Date: 15th May, 2014

Date of next review: May 2015

Appendix 1 – Practical Tips for building a positive school culture and climate

Appendix 2 – Policy Review Checklist

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.

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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?

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 _____   Date _____
     Chairperson, Board of Management

Signed _____   Date: _____

      Principal