St. Benildus College

January 2017

Anti-Bullying Policy

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. Benildus 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* with were published in September 2013.

2. 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.

   The school reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or programme that is not school related if in the opinion of the Principal and / or Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim at the school and / or has

materially or substantially disrupted the education process or the orderly operation of the school.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.
http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf.

3. 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:

  o is welcoming of difference and diversity and is based on inclusivity;
  o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  o 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 –

  o build empathy, respect and resilience in pupils; and
  o 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.

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

The Principal

The Deputy Principal

Year Heads

Transition Year Co-ordinators

Guidance Counsellors

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

Pastoral Care Policy   Tutoring and Mentoring Programmes
School Code of Behaviour   Guidance and Counselling Policy
S.P.H.E. Programme   Anti Bullying Charter
Assemblies
R.E. Programme
R.S.E. Programme
LGBT Posters / Information
SEN Policy
Raising awareness throughout the Whole School Community
Guest speakers for Parents' Association and students e.g. On Cyber Bullying
Extra Curricular activities to raise self-esteem
Supervision strategy

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:*:

- Teacher / SNA / Non-Teaching Staff document report of incident or information regarding bullying or Parent / Student informs Year Head of incident or information regarding bullying

- The written report to be given to Principal, Deputy Principal, Year Head or Guidance Counsellor

- Investigation including interviewing relevant parties.

- Written accounts may be requested.

- The parents of all parties concerned will be informed and may be invited to interview.

- The Principal may refer the matter to the Board of Management.

- The Principal or Board of Management may impose sanctions appropriate to the incident and in line with the College Code of Behaviour.

- Follow up meetings will be arranged with Guidance Counsellor - This will include all parties relevant to the incident / behaviour.

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

- Discrete monitoring of situation by Year Head / Class Teachers.

- Follow up calls to Parents.

- Pastoral Care Policy – Year Head / Guidance Counsellor

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.

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 _____ (date).

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 of Education and Skills 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: _____   Signed: _____
    (Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review: _____

Practical tips for building a positive 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 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 ignored.

- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

- Explicitly teach pupils about 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.

    o Hot spots tend to be in the playgrounds / school yard / outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
    o 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.

Recording Reported Bullying Behaviour

1. **Name of pupil being bullied and class group.**
   Name: _____   Class: _____

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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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)	

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

Homophobic	Disability / SEN related	Racist	Membership of Traveller community	Other (specify)

8. **Brief Description of bullying behaviour and its impact.**

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9. **Details of actions taken**

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Signed: _____ (Relevant Teacher)   Date: _____

Date: submitted to Principal/Deputy Principal: _____

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

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?*	YES
Has the Board published the policy on the school website and provided a copy to the parents' association?	YES
Has the Board ensured that the policy has been made available to school staff (including new staff)?	YES
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?	YES
Has the Board ensured that the policy has been adequately communicated to all pupils?	YES
Has the policy documented the prevention and education strategies that the school applies?	YES
Have all of the prevention and education strategies been implemented?	YES
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	YES
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?	N/A
Has the Board identified any aspects of the school's policy and / or its implementation that require further improvement?	N/A
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed: _____   Date: _____
       Chairperson, Board of Management

Signed: _____   Date: _____
       Principal

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

To: _____

The Board of Management of St. Benildus College wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ (date).

- o This review was conducted in accordance with the checklist set out in Appendix 4 of the Departments *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed: _____   Date: _____
     Chairperson, Board of Management

Signed: _____   Date: _____
     Principal