

Anti-Bullying Policy



Coláiste Bríde, Enniscorthy, Co. Wexford.

Ratified by the Board of Management

**Signed: _____
Chairperson,
Board of Management**

Review Date: 13th May, 2019

**Signed: _____
Secretary,
Board of Management**

MISSION STATEMENT

*“We are working to promote a secure and caring environment,
Where Respect, Responsibility and Christian commitment grow,
Drawing forth the positive of each individual”*

Coláiste Bríde is a Catholic School founded by the Mercy Order under the trusteeship of CEIST. It has a long tradition of academic excellence and is committed to the development of the whole student. It offers a curriculum designed to meet fully the needs of the student.

The school wishes to cater for the academic, spiritual, moral, aesthetic, interpersonal and physical needs of the student. The characteristics of the school are the pursuit of tolerance, compassion and a sense of justice and equality for all.

We aim to develop in each student, confidence, self-respect and respect for others.

The school and its staff value its partnership with parents in meeting the personal and educational requirements of students and staff alike.

The core values of CEIST are:

Promoting Spiritual and Human Development

We believe a knowledge of and a personal relationship with Jesus Christ gives meaning and purpose to our lives.

Achieving Quality in Teaching and Learning

We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person

We respect the unique and intrinsic value of every person.

Creating Community

Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible

We seek to act justly and responsibly in all our relationships

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 Coláiste Bríde has adopted the following anti-bullying policy within the framework of the school's overall Code of Positive Behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The 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 issue 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
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the travelling 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 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 or other public forum where the message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

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

4. Reporting Bullying

The relevant teachers for investigating and dealing with bullying are as follows:

- Year Head
- Principal
- Deputy Principal
- Any teacher may act as a relevant teacher if circumstances warrant it

A student should feel comfortable reporting a bullying incident by using one, or any, of the following approaches:

- Directly approaching a Meitheal leader who in turn reports it to the Year Head.
- Directly approaching a Class Tutor
- Directly approaching a subject teacher or the Guidance Counsellor.
- Getting a parent to contact the school by ringing the Year Head.
- Directly approaching the Principal or Deputy Principal.

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):

5.1 Policies

- Publicising and Promoting this Anti-Bullying Policy

- Our Anti-Bullying Policy is an integral part of Coláiste Bríde's Code of Positive Behaviour.
- Acceptable Usage Policy

5.2 Staff

- All staff share a collegiate responsibility, under the direction of the Principal to act in preventing bullying and harassment by any member of the school community. Teachers will regularly emphasise to students of the importance of raising issues of concern with their Subject Teacher/Class Tutor/Guidance Counsellor/Year Head/Deputy Principal/Principal.
- Teachers encourage students to be inclusive in their activities.
- Teachers are supported to attend training and workshops that are available.
- Staff are made aware of expectations of students through the inclusion of information around conduct and respect in the School Journal.
- The Anti-Bullying Policy is available on the school website.
- Supervision and monitoring of students' behaviour, including at lockers, on the grounds, corridors and classrooms.

5.3 Students

- Prominent presence of materials throughout the school highlighting the importance of fostering a warm, inclusive and bullying-free school environment
- Students are asked to sign the school's Code of Positive Behaviour which promotes respect for self, others and other people's property
- Students are made aware of our expectations of them through the inclusion of information around conduct and respect in the School Journal.
- The Anti-Bullying Policy is available on the school website
- Provision of support for students by Class Tutor, Guidance Counsellor, SPHE Teachers, Subject Teachers and Year Heads.
- Involvement of students in decision-making processes such as through the Student Council and our Meitheal system.
- Meitheal leaders are vigilant in their monitoring of students' relationships and report unacceptable behaviour to the appropriate authorities.

5.4 Parents/Guardians

- Provision of information about bullying at meetings of incoming First Year Parents and other suitable opportunities during the academic year
- Parents are made aware of expectations through the inclusion of information around conduct and respect in the School Journal
- The Anti-Bullying Policy is available on the school website

- Parents/guardians and the wider community are invited to assist in promoting a consistent message against bullying across home, school and community through:
- Their involvement in the formulation of the school's Anti-Bullying Policy
- Their involvement in Parent Teacher Meetings. These meetings provide an opportunity for parents/guardians to engage with the school.
- Parents/guardians are invited to information evenings on issues that have at their core the aim of promoting students wellbeing and healthy development throughout the school year e.g. Open Evenings, Parent-Teacher Meetings, Incoming First Year Evening, Internet Safety, etc.

5.5 Inclusion of Anti-Bullying Education in the Curriculum

- Social Personal and Health Education class is timetabled as part of the junior cycle core curriculum. SPHE provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of the SPHE junior cycle programme
- Opportunities are taken to educate students on bullying when they arise in other subjects and activities e.g. CSPE, Transition Year Programme, Guidance class, etc.
- The informal curriculum also provides opportunities to promote awareness of the unacceptable nature of bullying and they have at their core the aim of encouraging the development of responsible and caring attitudes in students and affirming diversity e.g. Multicultural Day, Sports, Clubs, Choir etc.
- Our Meitheal mentor system whereby three Fifth Year students are assigned to each First Year class. Training is provided for the Fifth Years on how to be a good mentor. This support continues for the duration of the students' First Year in secondary.
- First Year Inductions
- First Year Friendship Tour in September
- Friendship Week – activities are planned that raise awareness and prioritise anti-bullying interventions.
- Visiting speakers to the school that promote positive mental health, relationships, confidence building, wellbeing, etc.

5.6 Links to Other Policies and to Curriculum Delivery.

This policy is consistent with other policies in Coláiste Bríde;

- Code of Positive Behaviour
- Child Safeguarding Statement
- Internet Safety: Acceptable Use Policy
- Health and Safety
- SPHE/RSE Policy

- Guidance Policy
- Special Needs Policy
- Admissions Policy
- Critical Incident Policy
- Guidance and Counselling Plan
- Dignity in the Workplace

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:

Noting and Recording Incidents of Bullying:

- All reported incidents of bullying to be noted on the Bullying Incident Report form - (see Appendix 1)
- Bullying Incident Report form to be filled in by the person investigating the incident – Year/ Deputy – Principal / Principal.
- Forms to be filed by the Year Heads.
- All files related to an incident of bullying are to be kept in the filing cabinet in the principal's office in the special section for "Anti-Bullying".

Dealing with reported Incidents of bullying:

- The principle of consultation applies across all measures here.
- The procedures for noting and recording as outlined above will apply.
- The rights of all students will be respected and a fair hearing will be given to all students.
- Staff will be aware that allegations of bullying need to be fully investigated before action is taken.

Initial steps to be taken following a report or disclosure of bullying behaviour:

Action taken by	Procedure	Support and/or sanction may include
Any class or subject teacher	<ul style="list-style-type: none"> Refer the matter directly to the Year Head/Deputy Principal/Principal who in turn, investigate the allegation. Keep a record. Follow up progress with all parties involved and monitor the situation. 	<ul style="list-style-type: none"> Serious talk with the student(s). Verbal warning. Any issues at this stage should be followed up in a compassionate and non-confrontational way. Outline a fair and mutually agreed outcome

Subsequent incidents/reports of bullying:

Action taken by	Procedure	Support and/or sanction may include
Year Head/Deputy Principal/Principal may be involved	<ul style="list-style-type: none"> Incident will be investigated by the Year Head. Records of what has happened are to be filed. Principal / Deputy Principal informed Parents of students involved should be contacted. 	<ul style="list-style-type: none"> Serious talk with the student Second verbal warning Any sanctions imposed are the responsibility of the Principal/Deputy Principal and will be applied as per the Code of Positive Behaviour. Behaviour of student(s) involved is monitored.

Where bullying behaviour persists / serious incidents of bullying:

Action taken by	Procedure	Support and/or Sanction
<ul style="list-style-type: none"> Principal/Deputy Principal involved. Year Head may be involved. Board of Management will be notified at the discretion of the 	<ul style="list-style-type: none"> Parents to meet the Principal. Feedback to Year Head Keep a Record Follow up progress to be monitored by the Year Head and/or Principal or Deputy Principal. 	<ul style="list-style-type: none"> Detention/Suspension as per the Code of Positive Behaviour. Parents to agree to a set of conditions for behaviour Counselling offered Referral to external supports e.g. Child

Principal, once a term or in the case of Suspension.		Psychologist may be suggested <ul style="list-style-type: none"> • The future of the student in the school may be considered.
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- Any reported allegations of bullying/harassment between students and staff should be dealt with directly by the Principal.
- In relation to staff to staff incidents, the matter should be referred directly to the Principal where an Incident report is to be filled out. Refer also to the ASTI Grievance procedure. Procedures to be followed in accordance with the Dignity at Work Act.

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

- The victim will receive the utmost privacy and confidentiality in the initial, and subsequent, investigations. They will be given the opportunity of speaking with the Guidance Counsellor who will be available to talk to them.
- The school will address the attitudes of bullying within the school community through assemblies, pastoral care, SPHE, Religion and/or any opportunity that may arise.
- A series of events will be organised, relating to raising awareness of bullying, during friendship week.
- Bullying will be incorporated into SPHE and Guidance lessons.
- In a case where sanctions need to be imposed, they will be enforced, as per the school's Code of Positive Behaviour, by the Principal/Deputy Principal.
- Following an investigated incident of bullying, Year Head, will monitor the behaviour of the students involved.
- Staff may be informed of necessary developments in bullying incidents. They may be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to the Year Head.
- Parents or guardians will be informed of serious incidents.
- Guidance Counsellor may be asked to provide training in resilience.
- A referral system will be in place to ensure that all incidents will be dealt with. If those investigating can't resolve issue it will then be referred onto the following people
 - Principal / Deputy Principal
 - Outside Agencies

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 13th May 2019.

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.

Appendix 1 Bullying Incident Report form

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))*

Omlne	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression		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 _____

Date _____

Date submitted to Principal/Deputy Principal _____