

St. Kevin's College 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 Saint Kevin's College, Ballygall Road East, Finglas, Dublin 11, 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*.

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

Class teacher

Form tutor

Year head

Home school community liaison teacher

Careers guidance counsellor

Deputy Principal

Principal

Any teacher must act as a relevant teacher if circumstances warrant it.

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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

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 unacceptable nature of bullying behaviour;
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions;
- Professional development with specific focus on the training of relevant teacher (s);
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school;
- Involvement of the student council in contributing to a safe school environment e.g. 5th Year Mentoring, Badminton, Library time and other student support activities that can help to support pupils and encourage a culture of peer respect and support;
- Development and promotion of an Anti-Bullying Code for the school to be included in school journals and displayed publically in classroom and in a dedicated notice board within the school;
- The school's Anti-Bullying Policy is discussed with pupils and parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school;
- A staff power-point used at first year induction night is also used at the beginning of the year with all other school groups to ensure that all students are reminded of the Anti-Bullying Policy in the school;
- The implementation of regular whole school awareness measures e.g. classroom and notice board promotion for bullying prevention and friendship, subject bases questionnaires, Stand-up/Friendship Week, year assemblies with year heads, etc.;
- Encourage a culture of telling with particular emphasis on the importance of by-standers. In that way pupils will gain confidence in informing. This confidence factor is of vital importance and 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;
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - a. Direct approach to teacher at an appropriate time, for example after class;
 - b. Hand up a note with homework;
 - c. Make a phone call to the school or a trusted teacher in the school;
 - d. Sending an email or private message to a teacher via Edmodo;
 - e. Get a parent(s)/guardian(s) or friend to tell on their behalf;
 - f. Confidential questionnaire administered in an appropriate subject e.g. CSPE, SPHE, RSE, etc.;
 - g. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. This should be done through the school office or by an arranged meeting with the teacher;
- The Acceptable Usage Policy in the school must include the necessary steps to ensure that access to technology is strictly monitored within the school, as is student's use of mobile phones.

Implementation of curricula

- Whole school use of the Powerpoint at the beginning of the school year;
- The full implementation of the SPHE and CSPE curricula along with RSE and cyber bullying programmes;
- Continuous Professional Development for staff in delivering these programmes;
- School wide delivery of lessons on bullying from evidence based programmes e.g. UP2US, The Walk Tall Programme, On My Own Two Feet, etc.;
- School wide delivery of lessons on **Relational aggression** (SPHE, CSPE, RSE), **Cyber bullying** (Don't be mean behind your screen), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand up Programme, The Trust Pack), **Diversity and Interculturalism**. A list of all programmes available through SPHE and CSPE are included on the subject plans.
- The school must specifically consider the additional needed of SEN students with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately;

Links to other policies:

Code of Behaviour, Child Protection Policy, Child First Guidelines, Dignity in the Work Place (Staff Policy), Acceptable Usage Policy, Extra Curricula Policy, Attendance Policy.

- 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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

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:

Where appropriate, every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s) understand this approach from the outset.

The school may attempt to resolve the issue in-house without consulting parents. This would only include one off examples of lesser severity.

Reporting bullying behaviour

- Any pupil may bring a bullying incident to any teacher in the school;
- Any parent may bring a bullying incident to any teacher in the school through the school office
- All reports, including anonymous reports of bullying must be investigated and dealt with by the teacher.

- Teaching and non-teaching staff such as secretaries, special needs assistants (SNA's), bus escorts, caretakers, cleaners, catering staff must report any incidents of bullying behaviour witnessed by them or reported to them, to relevant teacher(s);

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the teachers will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation may be resolved. This may also involve attempting to resolve incident without involvement from parent(s) in the instance that the example is deemed to be one of a stand alone incident of minor severity;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist that school in resolving any issues and restoring, as far as it practicable, the relationships of the parties involved as quickly as possible;
- Teachers will take a calm, professional, 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, in some instances;
- When analysing incidents of bullying behaviour, the teacher should seek answers to questions of what, where, when, why, how and who. This should be done in a calm manner, setting and 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 could be met as a group, where the teacher has deemed appropriate;
- If the teacher has deemed a group meeting appropriate, each member of the group should be supported through the possible pressures that may face them from the other members of the group after the interview. It may also be appropriate/helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the 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 that have been undertaken and will be undertaken (as per the school policy). The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's antibullying policy and efforts should be made to try to get him 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 parent(s)/guardian(s) and the school.

Follow up and recording

- In determining whether a bullying case has been adequate and appropriately addressed the teacher must, as part of his/her professional judgement and may include the following factors:
 - a. Whether the bullying behaviour has ceased;
 - b. Whether any issues between the parties have been resolved as far as is practicable;

- c. Whether the relationships between the parties have been restored as far as is practicable'
- d. Any feedback received from the parties involved, their parent(s)/guardian(s) of the school's Vice Principal or Principal
 - Follow-up meetings with the relevant parties involved should be arranged separately;
 - 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 Children.

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 teacher;
- While all reports, including anonymous reports of bullying must be investigated and with the teacher, the teacher must keep a written record of the reports, the actions take and any discussions with those involved regarding same;
- Where appropriate, the teacher must inform the principal of all incidents being investigated;

Informal determination that bullying has occurred

- If it is established by the teacher that bullying has occurred, the teacher must keep appropriate written records which will assist his/her efforts to resolve and restore, as far as is practicable, the relationships of the parties involved;
- The school in consultation with the teacher(s) should develop a protocol for the storage of all records retained by the teacher.
- All incidents must be recorded on the school's eportal system with care taken not to name students on other's eportal records.

Formal – Appendix (from DES Procedures)

The teacher will use the recording template in Appendix to record the bullying behaviour in the following circumstances:

- a. In cases where he/she believes that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred;
- 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 Vice Principal or Principal when deemed appropriate;

The school will list behaviours that must be recorded and reported immediately to the Vice Principal or Principal (see Appendix). These must be in line with the school's code of behaviour.

When the recording template is used, the teacher in question must retain it and a copy maintained by the Vice Principal or Principal. As in St Kevin's each student has a file located within the school it has been nominated that this record be kept here also. However due consideration needs to be given as to who has access to them and how long they will be retained.

Established intervention strategies

- Teacher interviews with all pupils involved separately;
- Negotiating agreements between pupils and following these up by a monitoring process. This can be an informal basis or implemented through a more structured mediation process;
- Working with parent(s)/guardian(s) to support school interventions;
- Implementation sociogram questionnaires in relevant subjects e.g. CSPE, SPHE, RSE, etc.;
- Peer mediation where suitable training has been given e.g. Form tutor, Chaplin, Guidance Councillor, etc.

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

All in school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Buddy/peer mentoring system, fifth year friends
- Form tutor time
- Form tutors and year head care system
- Student support services system
- Counselling with Careers Guidance counsellor or school Chaplain

If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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 (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.
12. The Board of Management once in every school year will review this policy and its implementation. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Date: _____
(Principal)

Signed: _____ Date: _____
(Chairperson of Board of Management)

Date of next review: _____

Appendix 1

Template for recording 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

| Name | Class |
|------|-------|
| | |
| | |
| | |

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))

| | |
|-----------|--|
| Yard | |
| Classroom | |
| Corridor | |
| Toilets | |
| Transport | |
| Other | |

5. Name of person(s) who report 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 | |

Other _____

7. Where behaviour is regarded as identify – based bullying, indicate the relevant category:

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

8. Brief description of the behaviour and its impact

| |
|--|
| |
|--|

9. Details of actions taken

| |
|--|
| |
|--|

Signed: _____ (Relevant teacher) Date: _____

Date submitted to Principal/Vice Principal: _____

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

Appendix 2

Types of Bullying Behaviour

| Types | Examples |
|----------------|--|
| General | Harrassment Physical Aggression Damage to property Name-calling Slagging Taunting Verbal Abuse Offensive jokes Victimisation Intimidation The 'look' Exclusion Extortion Graffiti Threats Intrusion through interfering with personal belongings An attack by rumour, gossip, innuendo or ridicule on any individuals reputation |
| Cyber | Silent phone calls Abusive phone calls Abusive text messages Abusive e-mails Abusive website comments/blog/MSN/pictures/Facebook/Twitter/Viber/Watsapp/Snapchat, etc. Online polls/fake pages/camera phone abuse |
| Identity Based | Ethnic Homophobic Transphobic Racial Taunting Name Calling Spreading rumours Discrimination, prejudice, comments or insults about colour, nationality, social class, religious beliefs, ethnic background. |
| Relational | This involves manipulating relationships as a means of bullying. Behaviours include: Ignoring and isolation Exclusion from a group Taking someone's friends away Spreading rumours Talking loudly enough so the intended victim can hear |
| Sexual | Unwelcome sexual comments or contact |

This list is not exhaustive

Appendix 3

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? | |
| 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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____