Anti-Bullying Policy

Cross and Passion College, Kilcullen

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 Cross and Passion 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) 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;

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

3. DEFINITION OF BULLYING

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.*

Examples of bullying behaviours (this is non exhaustive)

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. RELEVANT TEACHERS FOR INVESTIGATING AND DEALING WITH BULLYING

The relevant teachers for investigating and dealing with bullying are the following:

      (i)   Subject Teachers

      (ii)   Class Teacher

      (iii)   Year Head

      (iv)   Guidance Counsellors

      (v)   Pastoral Care Coordinators

      (vi)   Deputy Principal

      (vii)   Principal

5. EDUCATION AND PREVENTION STRATEGIES

CPC takes a school-wide approach to the fostering of respect for all members of the school community with the aims of

- The promotion of the value of diversity and to address issues of prejudice and stereotyping, and highlight the unacceptability 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.

The following strategies will be used in Cross and Passion College:

(i) **SPHE:** There are specific lessons for first to third years dealing with relationships and bullying.

(ii) **Daily Class Meetings:**
These establish a point of contact for students with their class teacher;
They also provide an opportunity for the class teacher to observe and monitor relationships within the class.

(iii) **Assemblies:** A minimum of one per term will be used to promote awareness.

(iv) **Student Council** – The Student Council will organise one specific event each year to promote awareness.

(v) **First Year Mentors** – The First Year Mentors are fifth year students who work with first years. They are trained and have regular meetings with first years and organise specific events to promote friendship and trust.

(vi) **Questionnaires.** An antibullying questionnaire will be administered once per term by class teachers. (See appendix for sample)

(v) **Pastoral Care Coordinators**
The Pastoral Care Coordinators will
   a. ensure that pupils are encouraged to report bullying incidents and know who to tell and how to tell, e.g.:
      - approach a teacher at an appropriate time
      - Hand a note up with homework
      - Make a phone call to the school or to a trusted teacher in the school
      - Put a note into the 'Niggle Box' in the office
      - Get parents/guardians or a friend to tell on your behalf
      - Ensure that bystanders understand the importance of telling if they witness or know that bullying is taking place.
   b. Ensure that appropriate signage is in place to raise awareness and show students how to report incidents and to whom.
   c. Monitor the 'Niggle Box" in the office and encourage students to use it as appropriate.
   d. Organise workshops once per year for first and second years.
   e. Coordinate the running of the annual 'Friendship Week' in association with the student council

PARENTS

- The Parents Association will organise one initiative each year for parents.

- Induction Nights for new students will be used to clearly outline the policy; it will also be referenced at other parents' information evenings.

- Parents are expected to report any concerns by contacting any member of staff.

INDIVIDUAL TEACHERS

Everyone in the school community has a responsibility to help to build a positive atmosphere and to be on the lookout for instances of bullying. Teachers are encouraged to use any opportunity that may arise in their teaching that helps to create awareness and foster good relationships and trust.

OTHER AGENCIES

The school will liaise with the local Gardai and Juvenile Liaison Officer who will be invited to address groups from time to time.

SUPERVISION

The supervision and substitution rota will be used to monitor corridors and classrooms during break times.

ACCEPTABLE USE POLICY
The school will develop an Acceptable Use Policy to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of all technology including mobile phones.

The NCTE Firewall will be used to restrict internet access to appropriate sites only.

The JMB Cyberbullying directive will be followed (see appendix),.

6. Procedures for investigation, follow up and recording of bullying behaviour and the established intervention strategies used by the school:

6.1   Guidelines for investigating teacher

- *When a teacher is investigating a claim of bullying they should take a calm, unemotional problem solving approach, attaching no blame to either party. Answers should be sought to the questions of 'what, where, when, who and why'.*

- *If possible interviews should be conducted outside the classroom – take care as to how this is arranged – it is not always best practice to call a student out in front of the rest of the class. Likewise it is not good practice to discuss the matter – even in a general way – with the entire class or year group.*

- *If a group is involved each member of the group should be interviewed separately at first. It may be appropriate thereafter to meet as a group.*

- *If it is determined that bullying has occurred, the parents/guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken by the school.*

- *It should be made clear to both students and parents that any disciplinary action that may be taken is a private matter being the pupil being disciplined and his or her parents/guardians and the school.*

6.2 Procedures for the <u>initial</u> investigation of a reported bullying

(See page 11 If it is a serious incidence

ACTION TAKEN BY	PROCEDURE	Support and/or sanction *may include*
A student may bring a bullying concern to **ANY** teacher in the school.	Establish the facts by interviewing those involved. (It may also be appropriate to include students not directly involved)	Serious talk with student(s) explaining effects of their behaviour and that is must cease.
The incident should be investigated by the teacher.	If unacceptable behaviour found outline clearly how this is unacceptable and the effect it may be having.	Verbal warning. Student/s involved warned to stop.
Where the teacher feels that they can resolve the situation.	Speak to both students separately and try to resolve the issue using the Restorative Justice Approach	Seek verbal agreement re future behaviour.
		Outline a fair outcome *if appropriate:*
	Record details of incident and how it was dealt with on the Anti Bullying Reporting Forms (available in office and staff room). Forms to be filed in main office with copies in relevant student file(s).	e.g. an apology, return of property etc.
		If situation is not resolved within a week it should be passed on to Year Head.
	Teacher will follow up progress with: victim and bully, bystanders or others involved.	

6.3 Subequent Report – where incident has not been resolved as outlined above.		
ACTION TAKEN BY	**PROCEDURE**	**Support and/or sanction** *may* **include**
Year Head involved

Pastoral Care Coordinator(s) may be involved | Incident investigated by the Year Head using Restorative Justice Approach.

Principal/ Deputy principal informed.

Both sets of parents informed by the Year Head

Record details of incident and how it was dealt with on the Anti Bullying Reporting Forms (available in office and staff room). Forms to be filed in main office with copies in relevant student file(s).

Year Head follows up progress with victim and bully, bystanders or others involved. | .

Serious talk with the student re: behaviour and future behaviour.

Sign written agreement re future behaviour.

Parents/Guardians sign written agreement re future behaviour.

Speak with school counsellor.

Detention /other agreed sanction from school's Discipline for Learning policy.

Monitor future behaviour. If situation is not resolved within 20 days it should be passed on to Principal/Deputy. |

6.4 *Where bullying behaviour persists / or in the case of a serious incident of bullying:*		
ACTION TAKEN BY	**PROCEDURE**	**Support and/or sanction *may* include**
Principal or Deputy Principal involved Pastoral Care Coordinators may be involved. The incident may be referred to the Board of Management at the discretion of the Principal.	Parents and student meet with Principal / Deputy Principal. Use Restorative Justice Approach Feedback to Year Head. Record details of incident and how it was dealt with on the Anti Bullying Reporting Forms (available in office and staff room). Forms to be filed in main office with copies in relevant student file(s). Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.	Depending on the nature of the incident Detention / Suspension / other agreed sanction from Code of Behaviour may be necessary Parents are met and conditions set regarding student's future behaviour. Counselling offered by school guidance counsellors ; in some instances students may have to be referred for outside counselling Referral to child psychologist/ Garda Juvenile Liaison Officer may be necessary Contact with other support agencies e.g. re anger management

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.
  - Pastoral care system and Pastoral Care Coordinators
  - First Year Mentoring
  - Class Teacher/Year Head system

- If pupils require counselling or further supports it may be possible to provide this within the school; otherwise 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.

This policy was adopted by the Board of Management on _____ [date].

This policy has been made available to school personnel, published on the school website. A copy of this policy will be made available to the Department and Le Cheile if requested.

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 (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.

This policy should be read in conjunction with the school's Code of Behaviour, Child Protection Policy, Acceptable Use Policy, Attendance Policy and Policy on Sporting Activities.

Appendix 1

Questionnaire for class use

Name…………………………………   Class…………………………………..

Are you being bullied?   **Yes   No**

Do you know someone who is being bullied?   **Yes   No**

If yes to either of the above, Please give short Details

Any other comments?

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Cross and Passion College Kilcullen

Appendix 2

Bullying Sociogram

(To be done as a CONFIDENTIAL private interview with each individual student in a whole class or year)

Name of Student ……………………………… Class…………………….. Date ………………………………………..

1. Are You happy with the atmosphere in your class: Yes   [ ]   No   [ ]

2. Who are your friends

3. Are you being bullied in any way   Yes   [ ]   No [ ]

4. Is there anyone in the class being picked on or having a hard time?

5. Is anyone being left out or ignored.

6. Is there anyone spreading rumours or gossip or using notes, phone calls or text message to make others feel bad about themselves.

7. Is anyone being unfair to others

8. Is there a group of pupils making life difficult for others

9. Are pupils from any other class giving anyone in this class a hard time?

10. If yes can you give examples.

11. Who do you think is causing the problem?

12. What can you do to help students who are having a hard time?

13. Have you been bullying anyone?

Name of Bully(s)	Who is the target	What is the behaviour

Attachments:

JMB Policy on Cyber Bullying, Copy of Reporting Form