



# Salesian Secondary College Anti-Bullying Policy

Reviewed June 2020

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## 1. PURPOSE OF POLICY

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 Salesian Secondary 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.

*“The role of the school is to provide the highest possible standard education for all its students. A stable secure environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education and imposes psychological damage. As such, it is an issue, which must be positively and firmly addressed through a range of school – based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour’.*

The purpose of this policy is to seek to protect all members of our school community from being bullied and to raise awareness among staff and students about how to respond appropriately to bullying behaviour. Salesian Secondary College strongly supports this view.

Salesian Secondary College's Anti-Bullying Code supports the aims and aspirations in its Mission Statement, creation of a positive school environment and respect for individuals.

## 2. SCHOOL MISSION

We state our mission as follows:

*“Salesian Secondary College is a voluntary, catholic, secondary school under the trusteeship of the Salesians of Don Bosco. Our school dedicates itself to educational excellence taking into account the uniqueness and complexity of each individual pupil. We strive to create an atmosphere where pupils are happy and thrive in an environment imbued with St. John Bosco's three educational principles of Reason, Religion and Loving Kindness.”*

To achieve this mission aim to provide opportunities for students:

- We strive for academic excellence and skill, according to the abilities of each individual
- We strive to enable our students to develop “wholistically”, in a balanced way, i.e. physically, spiritually, morally, artistically, mentally and emotionally
- We strive, as a Catholic school, to be faithful in passing on Gospel values
- We strive to nurture mutual respect and concern for others, irrespective of ethnicity, colour, gender, sexual orientation, social status or creed.

## 3. THE RIGHTS OF STUDENTS WITH RESPECT TO BULLYING AT SCHOOL

Each child has a right to an education free from fear and intimidation, irrespective of gender, race, ethnic background, family, status religion, sexual orientation, aptitude, marital status, age. (Equal Status Act 2000).

#### 4. DEFINITION OF BULLYING

The school community is defined as students, teachers, parents, management, secretarial and ancillary staff.

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.

Bullying is oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. (Ken Rigby 1996).

The following general behaviours apply to all types of bullying:

*Physical aggression, for example:*

- 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
- Invasion of personal space
- A combination of any of the above

*Identity-based bullying*, such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller Community or other ethnic group and bullying of those with disabilities or special educational needs. It may be based on any of the nine discriminatory grounds mentioned in equality legislation i.e. gender, including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

For example:

- Spreading rumours about a person's sexual orientation*
- Taunting a person of a different sexual orientation*
- Name calling i.e. words used in a derogatory manner*
- Physical intimidation or attacks*
- Threats*
- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background*
- Unwelcome or inappropriate sexual comments or touching*
- Harassment*
- Name calling and /or taunting others because of their disability/learning needs*
- Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying*
- Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues*
- Mimicking a person's disability*
- Setting others up for ridicule*

*Cyber-bullying, for example:*

Denigration: spreading rumours, 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

Abusive / silent telephone / mobile phone calls

Abusive text messages / email / website comments / blogs / pictures

Abusive communication on social networks

Abusive posts on any form of communication technology

Liking, sharing or commenting on such posts

*Relational bullying (manipulating relationships as a means of bullying), for example:*

Malicious gossip

Excluding from the group

Subtle forms may include being persistently followed at yard time, being stared at in class etc

Sarcasm

Spreading rumours

Breaking confidence

Talking loud enough so that the victim can hear

Aggressive or passive-aggressive non-verbal behaviour (the "look", silence, insincere laughter)

The use of derogatory language; name calling

Inference

Acting as the messenger between others; inciting conflict

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.

**This policy applies:**

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school based activity, school tours etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or the education of any student in the school

## **5. AIMS AND OBJECTIVES**

- To ensure that the policy and procedures will be consistently applied and recorded thoroughly.
- To ensure partnership with students, teacher and parent
- To ensure the policy is monitored and evaluated.



## 6. SIGNS AND INDICATORS OF BULLYING

Bullying behaviour may be suspected if a combination of the following signs occurs or are repeated over time. The outcomes of bullying and harassment on a victim are often manifest in the following ways:

- Psychological and emotional
- Physical
- Social and interpersonal
- School-related

### *Behavioural*

increased irritability and nervousness  
unexplained changes in mood  
increased aggressiveness  
school refusal  
protective behaviour  
may believe that they deserve to be bullied  
becoming withdrawn  
excessive tearfulness or sensitivity to criticism  
substance abuse  
obsessive behaviour  
sleep disturbance; nightmares  
reluctance to step away from social media / devices

### *Psychological*

anger  
anxiety  
confusion  
distress  
frustration  
depression  
panic  
indifference  
fear  
self-harm  
shame and feelings of  
worthlessness  
loss of trust in friends and  
their inability to support and  
protect  
suicidal ideation

### *Physical Manifestations*

chest pains  
pattern of minor illness  
sleep disturbance  
change in relationship with food / mealtimes  
fatigue and lethargy  
headaches  
self-harm  
sweats  
inconsistent explanations for cuts and bruises

### *Social, Interpersonal and School Related*

anxiety about travelling to and from school  
avoidance of class  
late home from school without any plausible explanation  
fear of using school toilet facilities during breaks  
fear of being out of sight of adults  
becoming isolated in class  
becoming withdrawn  
reluctance to discuss the problem  
school refusal  
lack of creativity and initiative  
beginning to bully other student / family member  
possessions missing or damaged  
increased and excessive requests for money  
deterioration in school performance and motivation  
loss of interest or concentration in school  
unusual concerns about physical appearance, attributes, mannerisms etc.

## 7. PREVENTATIVE STRATEGIES

### *7.1. Education Programmes*

Salesian Secondary College is committed to providing a comprehensive Social, Personal and Health Education Programme for all students. All classes will complete specific Anti-Bullying Education Programmes and in addition the issue will be raised in other areas of the curriculum.

### *7.2. Our educational aims in relation to an anti-bullying curriculum*

- To prevent bullying by empowering young people with knowledge, skills and positive attitudes.
- To seek to develop an awareness of strategies for coping with bullying.
- To facilitate self-development in a safe learning environment.
- To raise awareness among students of the school's Anti Bullying Policy
- To foster an atmosphere in which students / staff feel comfortable about seeking help, and in which they know how to seek help
- To seek to minimize the occurrence of situations in the school day which make bullying likely to occur.
- The school will use initiatives across the student body to raise awareness and to build collegiality for example Friendship Day, Induction Days, TY Team Building etc

### *7.3. School-wide approach (see Appendix D)*

- A school-wide approach to the fostering of respect for all members of the school community, according to our school Salesian ethos
- The promotion of the value of diversity 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 students through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on students' lives and the need to respond to it-prevention and intervention.
- Regular communication between Tutors, Year Heads and students.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular 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, Mentor team in contributing to a safe school environment that can help to support students and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals, school website ([www.salesiancollege.ie](http://www.salesiancollege.ie)) and displayed publicly in classrooms and in common areas of the school.
- The school's Anti-Bullying Policy is discussed with students and all parent(s) / guardian(s)s are given access to the policy through our normal communication channels
- Mission Statement, School Ethos and Code of Behaviour outlined to all Parents / Guardians
- 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 by contacting the class teacher /Year Head if they suspect that their child is being bullied.
- Weekly meetings of Care-Team and of Middle Management (Assistant Principals & Year Heads) with Principal and Deputy Principal.
- Personal Technology and Safe Internet Usage Policies, which outline the measures taken by the school to prevent cyber bullying
- Aim towards approachability of all members of school community: each student should be able to identify "One Safe Adult"
- Use of a Merit System to acknowledge / reward positive behaviour
- Parents / Guardians invited to attend information session for incoming First Years
- Regular Parent-Teacher meetings
- Tutor System and Chain of Referral, which is based on a Pastoral Care matrix and Salesian values
- Talks for Parents / Guardians and students
- Counselling support provided as necessary, through the Guidance Department

#### *7.4.Implementation of curricula*

- Use of the established school curriculum to raise awareness of, and discuss strategies for reporting and coping with conflict, negative relationships and bullying.
- Supports and resources available to the school may be found on the SPHE website- [www.sphe.ie](http://www.sphe.ie).

- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes.
- School wide delivery of age-appropriate lessons.
- Delivery of the Garda SPHE Programmes at post- primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.
- The school will refer to “Sexual Orientation advice for schools”.
- Guidance and Counselling Service provided. First Year students met regularly to assess how they are settling into school.
- Informal curriculum, e.g. extra-curricular activities.

### *7.5. Links to other policies*

The following school policies, practices and activities are particularly relevant to bullying: Code of Behaviour, Child Protection Procedures policy, Supervision of Students, Acceptable Use policy, Attendance, Sporting activities, Changing Rooms Policy, Safety Statement, Critical Incident Policy, RSE Policy, Guidance and Counselling Programme, Admissions Policy, Induction for new staff and students, Dignity in the Workplace.

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):

## **8. PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING**

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 students, parent(s)/guardian(s)) understand this approach from the outset.

### *8.1. Reporting bullying behaviour*

When dealing with students involved in bullying incidents, the school sees a role from the following parties; Principal, Deputy Principals, Year Heads, Class Tutor, Guidance and Resource, Pastoral Care Personnel and subject teachers, parents /

guardians of victims and parents / guardians of alleged bully, Board of Management, non-teaching staff.

### ***The responsibilities of students who witness bullying***

It will be made clear to all students that when they report incidents of bullying, they are not telling tales but behaving responsibly. The excuse “we were only messing” will be constantly challenged.

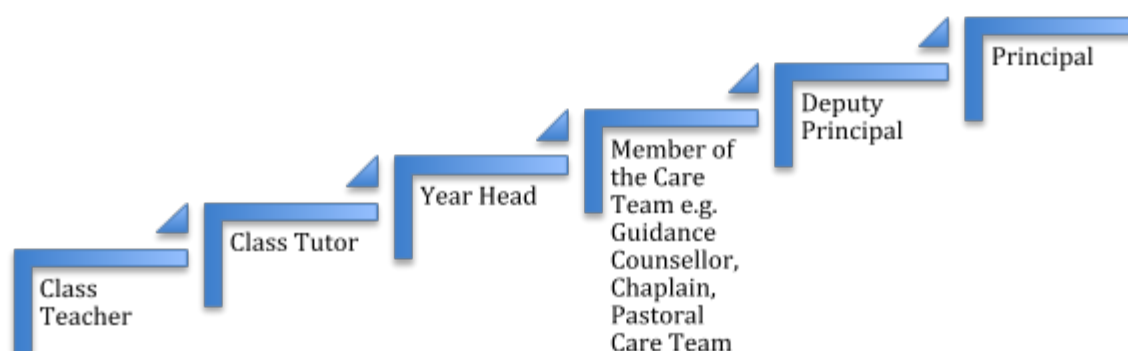
Parents are strongly encouraged to contact the school discreetly as soon as they have concerns that their son / daughter is being subjected to bullying behaviour. A record will be kept of incidents.

The school expects a high standard of behaviour as detailed in the Code of Behaviour and promotes positive approaches to achieve this.

- Any student 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, canteen workers must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

### ***8.2. Investigating and dealing with incidents: Style of approach***

- Salesian Secondary College’s Pastoral Structure / Chain of Referral is advised as being the most suitable model, as it is through this model that relationships develop in the school i.e.



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 (see appendix C).

1. Parent(s)/guardian(s) and students 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;

2. Teachers should take a calm, unemotional problem-solving approach.
3. Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved
4. All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way
5. When analysing incidents of alleged 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
6. 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)
7. 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 students
8. Where the relevant teacher has determined that a student 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 Code of Behaviour and efforts should be made to try to assist him/her to see the situation from the perspective of the student being targeted
9. It must also be made clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the student being sanctioned his or her parent(s)/guardian(s) and the school
10. Students should discuss alleged incidents of bullying with the "Relevant Teacher" or another trusted adult within the school; this is responsible behaviour rather than "telling tales". This staff member will notify the Year Head.
11. Salesian Secondary College recommends that the Pastoral Care Chain of Referral be followed where possible. (It is accepted that this may not always be feasible; all incidents will be dealt with without prejudice. A staff member who receives a report of alleged bullying behaviour may refer the matter back into the Chain of Referral, if this is appropriate.)
12. The Year Head will be kept informed of all reports.
13. A decision may be taken to involve the Guidance Department and / or a member of the Care Team at this or any stage.
14. Information is gathered and appropriate written records will be kept by the "Relevant Teacher", including the Incident Report Template (see appendix A), when this becomes necessary. The "Relevant Teacher" may use his / her

judgement as to the timing of any reports to the Principal or Deputy Principals, although the “20 Day Rule” is to be used as a guideline (see below.)

15. The alleged target and alleged perpetrators of the incident will be spoken with and encouraged to resolve the matter together, with support given to all of the young people involved. It may be appropriate to speak with students who are not directly concerned also.
16. Where the alleged behaviour is deemed not to fit the definition of bullying behaviour, a verbal warning may be given to the student to stop the inappropriate behaviour, pointing out how she is in breach of the Code of Behaviour.
17. As part of this process, the student may be assisted in identifying troubling behaviours and asked to commit to a cessation of that behaviour (see appendix B).
18. Appropriate sanctions, commensurate with the nature of the complaint and the outcome of investigation, **may** be applied. However, this policy acknowledges that an improvement of relationships between the students is the desired outcome, rather than the apportioning of blame or sanction, in the first instance.
19. After 20 school days, if the “Relevant Teacher” deems that the situation remains unresolved, i.e. bullying behaviour has not ceased or relationships between the students remain disproportionately conflicted, s/he will refer the case, with a copy of the completed Incident Report (see appendix A), to the Principal or Deputy Principal. The Deputy will address the case, in the first instance, for possible disciplinary sanction, unless s/he deems that the seriousness of the case should be referred immediately to the Principal for same. The Deputy will keep the Principal informed at all times of progress.
20. The Year Head will monitor the progress of all students involved in an alleged bullying incident by liaising with the Year Head/s and students involved, as necessary.
21. Follow up meetings with all parties may be considered.
22. If a parent / guardian is not satisfied that the school has dealt with a report of alleged bullying behaviour according to the procedures outlined in this policy, that parent is referred to the school’s Complaints Procedures. Once these are exhausted, the parent’s recourse is with the Ombudsman for Children.
23. In the case of a complaint regarding a staff member, this will be referred to the Principal.
24. The Principal will inform the Board of Management of bullying instances, as they occur, at regular BOM meetings.

The school recognises that students connected with allegations of unkind behaviour or bullying may suffer in different ways. In addition, the school recognises that conflict is a naturally occurring phenomenon in human relations and that young people and adults alike need education around how to manage conflict and negative relationships. The school aspires to resolve issues which occur in such a way that the dignity of all students is preserved. The school offers guidance counselling to all students who wish to access this service and may make further referrals to outside agencies, if appropriate.

### *8.3. Follow up*

In determining whether an alleged bullying case has been adequately and appropriately addressed the relevant teacher shall, 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) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved may be arranged separately.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with an alleged 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.

### *8.4. Recording of alleged bullying behaviour*

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

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

#### ***8.4.1. Informal- pre-determination that bullying has occurred***

- An Incident Report (see appendix A) is completed by the staff member reporting the behaviour filed in the Anti-Bullying File. All incidents must be reported to the relevant teacher.
- The relevant teacher must inform the Deputy/Principal of all incidents being investigated.

#### ***8.4.2 Informal-determination that bullying has occurred***



- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records (see appendix A) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- Any incidents of bullying will be recorded and filed with the relevant Year Head.

#### ***8.4.3 Formal-determination that bullying has occurred***

The relevant teacher must use the Incident Report template (see appendix A) to record the bullying behaviour in the following circumstances:

- 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
- in certain circumstances where bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

When the Incident Report is used (see appendix A), it will be filed in the office.

#### ***8.5 Established intervention strategies***

- Teacher interviews with all students
- Negotiating agreements between students 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 – No Anger Approach
- Restorative interviews
- Reference to the Code of Behaviour and sanctions therein
- Counselling both parties
- Mediation
- Targeted educational intervention

While this policy addresses issues related to bullying of students (i.e. situations in which one or more students are the victim(s) of bullying), the policy applies to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them. Furthermore, at the school's discretion, the policy applies outside the school if the behaviour impacts upon any person's participation in our school. Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

The school's programme of support for working with students affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- All in-school supports and opportunities will be provided for the students 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
  - Buddy / Peer mentoring system
  - Tutor/Year head system
  - Care team / Student Support Team
- If students require counselling or further support the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the student affected by bullying or involved in the bullying behaviour.
- Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

## **9. SUPERVISION AND MONITORING OF STUDENTS**

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.

## **10. 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 students or staff or the harassment of students 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.

## **11. CIRCULATION**

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.

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.

## **12. REVIEW OF THE POLICY (SEE APPENDICES D AND F)**

The policy will be reviewed annually, or in light of changing information, by the anti-bullying working group in consultation with the wider school community. Copies of this policy will be freely available from the Principal's office. Young people will be made aware of the policy as part of their anti-bullying education within the context of a Social, Personal and Health Education Programme. Students are required to sign the Anti-Bullying Charter contained in the School Journal.

Signed: \_\_\_\_\_

Date:

Chairperson of the Board of Management

Signed: \_\_\_\_\_

Date:

Principal



## APPENDIX A

## INCIDENT REPORT

Student:

Year Head:

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Matter referred by:

Date:

---

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In the space below, please record the incident.:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Signed:

Date:

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## APPENDIX B

### DISCUSSION DOCUMENT

In Salesian Secondary College, we acknowledge that negative behaviour towards another student is sometimes difficult to identify in words. This discussion hopes to bring a student to a greater understanding of the behaviours that others have found upsetting, which in view to helping that student cease those behaviours.

\_\_\_\_\_ and \_\_\_\_\_ have explained to me that my recent behaviour has been seen by (an) other student(s) as upsetting and threatening and/or intimidating.

In general, threatening and intimidating behaviour may include some or all of the following: (please initial those which you feel describes your recent behaviour)

- Giving verbal and/or written threats on my own behalf or behalf of others
- Initiating or participating in (through active contribution or association) unkind or malicious conversation about others
- Using negative language towards someone, cursing, using terms which are known to make one feel uncomfortable
- Giving "dirty looks"
- Using sarcasm/insecure laughter/silence or subtlety to belittle or humiliate someone
- Name calling or telling others the names they have been called by other people
- Invading someone's personal space
- Moving or taking items which belong to someone else / damaging someone's property
- Laughing in an unkind way at or about others
- Rough behaviour: grabbing, shoving, jostling, pushing, shouting, throwing things, hurting someone.
- Associating with another student or group of students who behave in this way
- Using technology (Social networking sites, SMS, MSN, Text messaging...) to engage in any of the behaviour described here
- Repeatedly using the phrase "messaging" to avoid taking responsibility for my behaviour
- Other: \_\_\_\_\_

***I realise now that these behaviours have the power to make others feel unhappy, isolated, angry, afraid and/or unsafe.***

***By signing this agreement, I agree to cease these behaviours, which may be perceived as being threatening and/or intimidating. I also agree to disassociate myself from these behaviours in other people.***

Signed: \_\_\_\_\_  
Student

Signed: \_\_\_\_\_  
School authority

Signed: \_\_\_\_\_  
Parent/Guardian 1

Signed: \_\_\_\_\_  
Parent/Guardian 2

Date: \_\_\_\_\_



## APPENDIX C

### PROCEDURE/GUIDELINES TO BE FOLLOWED BY SUBJECT TEACHER

☐ If a teacher witnesses bullying behaviour or is informed of bullying behaviour.

<i>Procedure</i>	<i>Disciplinary measures / Sanctions</i>	<i>Support</i>	<i>Outcome Expected</i>
<p><i>1st Report</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Challenge behaviour by referring to Anti-Bullying Policy. Stress behaviour is unacceptable.</li> <li><input type="checkbox"/> Defuse confrontation. Separate students.</li> <li><input type="checkbox"/> Speak to student/s after class.</li> <li><input type="checkbox"/> Do not deal with student(s) in front of class group.</li> <li><input type="checkbox"/> Students involved are warned to stop behaviours of concern and given a verbal warning.</li> <li><input type="checkbox"/> Complete incident report form.</li> <li><input type="checkbox"/> Refer incident to Tutor / Year Head.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal Warning</li> </ul> <p><i>Whether or not there is admission of involvement it should be made clear that:</i></p> <ul style="list-style-type: none"> <li>_ The specific behaviour you have discussed should cease immediately.</li> <li>_ That the young person is made aware that disciplinary implications already apply in the situation.</li> <li>_ Agreement should be sought about not taking revenge against the victim or others whom the offender suspects have provided information.</li> <li>_ Restorative Practice in action (see appendix/website? <a href="https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf">https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf</a>)</li> <li><input type="checkbox"/> Punishment work if necessary, e.g.               <ul style="list-style-type: none"> <li>➔ Write out an anti-bullying code.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Measures need to be taken to ensure the safety of the victim and to supervise the behaviour of any others involved.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outline a fair outcome such as:               <ul style="list-style-type: none"> <li>_ Apologising, if appropriate</li> <li>_ Paying for damage</li> <li>_ Returning money or the equivalent value of property</li> </ul> </li> </ul>
<i>2nd Report</i>	<p>As for 1<sup>st</sup> offence Parents contacted</p> <p>Continued monitoring by YH /FT.</p>		
<i>3rd Report</i>	Refer to Principal/D.P.		
<i>4th Report</i>	Refer to BOM for possible exclusion	Referral to Guidance Counsellor or possibly outside agencies	



## APPENDIX D

### 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 students 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 students in the development of these messages.

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

Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN.

Give constructive feedback to students when respectful behaviour and respectful language are absent.

Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

Explicitly teach students about the appropriate use of social media.

Positively encourage students to comply with the school rules on mobile phone and Internet use.

Follow up and follow through with students who ignore the rules.

All staff can actively watch out for signs of bullying behaviour.

Ensure there is adequate playground/school yard/outdoor supervision.

Highlight and explicitly teach school rules in student friendly language in the classroom and in common areas.

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.

School staff can get students 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 students are in the playground/school yard or moving classrooms.

Support the establishment and work of student councils.

## APPENDIX E

### 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 students?	
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 during the last school year?	
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







## APPENDIX F

### NOTIFICATION REGARDING THE BOARD OF MANAGEMENT'S ANNUAL REVIEW OF THE ANTI-BULLYING POLICY

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ wishes to inform you that:

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

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal