



# ANTI-BULLYING POLICY

17<sup>th</sup> May 2018



## CRESCENT COLLEGE COMPREHENSIVE S.J.

### 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 Crescent College Comprehensive school 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. Those involved in the investigating of bullying in Crescent College Comprehensive S.J are as follows:

- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- **Class teacher / supervisor / coach / ancillary staff:** May fill out a Bullying report form. This will be filled in relevant folder in staffroom for the appropriate Year Head.
- **Year head:** Investigates the incident and interviews parties involved and any witnesses. Findings will be recorded. Appropriate disciplinary sanctions will be applied in line with the Code of Behaviour.
- **Parents/ Guardians:** Year Head/ Deputy Principal will contact Parent/Guardian of both parties.
- **Form Tutors:** Will be informed to link in with pastoral care of pupil.
- **Guidance Counsellor:** May be informed to link in with the pastoral care of pupil.
- **Pastoral Care Team:** May be informed to link in with pastoral care of pupil.
- **Deputy Principal and Principal:** May be informed if deemed necessary by year Head.
- **Board of Management:** Will be informed of serious cases or cases unresolved after 20 days.
- **Outside Agencies:** Case may be referred to outside agency at the discretion of the Designated Liaison Person for Child Protection or the Deputy Designated Liaison Person for Child Protection.

As per guidelines in the student's journal, students are encouraged to talk to someone who they trust in the school as soon as possible.

**5. The education and prevention strategies including strategies specifically aimed at cyber-bullying and identity-based bullying that will be used by the school are as follows:**

- Identity-based bullying will be included in the SPHE Junior curriculum as part of modules Relationship and Sexuality and lessons on bullying will be explicitly taught. Every effort will be made to include all pupils during these lessons.
- It will further be included in the senior cycle Relationship and Sexuality (RSE) programme which is a part of the Religion curriculum.
- Where there is space within the teaching of a subject, teachers can use this opportunity to foster an attitude of respect for all: promoting the value of diversity; addressing prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
- The seriousness of Identity-based bullying, cyber-bullying and all other forms of bullying will be articulated at whole school assemblies. Reporting of any concerns to a member of staff will be encouraged.
- Pupils will be educated in safe and acceptable mobile phone, social networking and internet usage. This is taught as a part of RSE and highlighted in the school journal. This can include being reminded by staff members and also with posters to raise awareness. Parents and pupils can be reminded before school trips. This may also be done by hosting talks for pupils, parents and staff.
- Cyber- bullying will be addressed by strict enforcement of anti-bullying procedures within the schools Code of Behaviour.
- Curricular and Extra-curricular programmes foster opportunities to develop a positive sense of self-worth.
- Organisers of extra-curricular activities in Crescent College Comprehensive will be informed of the anti-bullying policy and specifically the importance of fostering an attitude of respect for all. Extra-curricular organisers can positively influence pupils about diversity; address prejudice and stereotyping and highlight the unacceptability of bullying behaviour. They will also be able to refer any concerns to the Deputy Principal or Principal should the need arise.
- Student Council organise an annual Anti-Bullying/ Friendship Initiatives.
- When practical guest speakers will be invited to help raise awareness of various forms of bullying and the impact on the victim for members of the school community.

**6. Where Bullying has been identified, 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:**

- A bullying report form will be filled in by staff member that was approached or witnessed the bullying.
- Bullying Report form will be filed in box in staffroom for the attention of the appropriate Year Head (known as the Relevant teacher).
- Year Head will investigate the incident, interview the parties involved and any witnesses
  - Relevant teacher will take a calm, unemotional problem-solving approach
  - Incidents will be investigated outside of the classroom to ensure privacy
  - Pupils may be asked to write an account of their version of events
  - Interviews will be conducted with sensitivity and with due regard to rights of all pupils concerned
  - Members concerned will be interviewed individually at first and maybe as a group thereafter, taking into account the pressure some pupils may feel in a group.
- In the case of bullying, **Parents/ Guardians**, of the bully and victim will be contacted.
  - In the situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- Disciplinary sanctions may be applied in line with Crescent College Comprehensive's Code of Behaviour.
- Where appropriate cases will be brought to the attention of the Form Tutors and Year Heads of both the victim and perpetrator.
- Where deemed necessary this information will be passed on to the Deputy Principal / Principal.
- The situation will be reviewed by the Relevant teacher and/or Care-team member and/or staff member that made the original report to ensure it has stopped.
  - Follow- up meetings may be arranged, individually at first with a view to possibly bringing the parties together at a later date.
- The situation may be monitored on an on-going basis until the school is reasonably satisfied that the:
  - Bullying behaviour has ceased
  - Issues have been resolved as far as is practicable
  - Relationship of parties is restored as far as is practicable
- Serious cases may referred to the HSE Children and Family Services and/or Gardai where deemed appropriate.
- Serious cases and/or cases that have not been resolved in 20 days will be reported to the Board of Management.
- A case that is deemed an emergency by the reporting staff member may report directly to the Deputy Principal/ Principal or proxy on the given day.

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

- The situation may be monitored by the care-team and/or year head and/or reporting staff member on an on-going basis until the school is reasonably satisfied that the:
  - Bullying behaviour has ceased
  - Issues have been resolved as far as is practicable
  - Relationship of parties is restored as far as is practicable
- Pupils will be encouraged to participate in activities designed to raise their self-esteem, develop friendship and social skills to improve their resilience.
- The existing pastoral care structures allow for support to be offered by the Form Tutor (where appropriate) and Year Head in the first instance.
- Referrals can also be made by the form tutor and/or year head and/or reporting staff member to the Guidance Counsellor(s) and/or Chaplain and/or Care Team.
- After discussion within the Care Team referrals to an outside agency can also be possible when deemed necessary and appropriate by the DLP and DDLP.

**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 20<sup>th</sup> May, 2015.**

11. This policy has been made available to school personnel. The policy is published on the school website and is available to parents and pupils on hardcopy upon request. The Parents' Council have been furnished with a copy. A copy of this policy will be made available to the Department and the patron if requested.

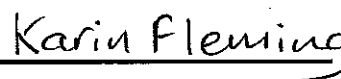
12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and will otherwise be readily accessible to parents and pupils on request.. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:



Chairperson of Board of Management

Signed:



Principal

Date: 17<sup>th</sup> May 2018

Date of next review: May 2019

## **Appendix 2: 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 pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
  - Hot spots tend to be in the 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 pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.



**Appendix 3: 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**


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

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>
Other	<input type="checkbox"/>

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
other	<input type="checkbox"/>

**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**

**9. Details of actions taken**

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

#### Appendix 4: 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

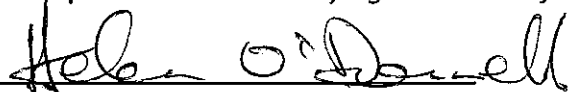
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' council?	
Is the Board satisfied 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 made available to school staff (including new staff)?	
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?	
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?	

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

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

The Board of Management Crescent College Comprehensive 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 20/5/2015. On the 20/5/2015
  
- 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   
Chairperson, Board of Management