

## *Franciscan College Gormanston*

### *Anti-Bullying Policy*

#### **1. Introductory Statement**

This anti-bullying policy sets out, in writing, the framework within the whole school community of Franciscan College, Gormanston manages issues relating to bullying and the school's strategy to prevent bullying behaviour.

The anti-bullying policy was reviewed in 2013 by the SDP committee.

#### **2. Scope**

The policy addresses bullying behaviour (defined and explained in part 6 of this document), harassment and sexual harassment.

This policy applies to all members of the school community. This policy applies to

- School time - to include breaks, lunch, study periods & after school free time Monday to Sunday inclusive
- Extra-curricular activities
- Going to and from school
- School trips and tours
- Social Networking Sites such as Twitter and Facebook, or any comparable sites, as well as mobile phone usage, both in and outside school.

In addition, the policy applies outside the school if the behaviour impacts upon any person's participation in our school.

Serious instances of bullying behaviour, to include cyber bullying, may be referred to the Gardaí.

As employers, school management must comply with the requirements of the Employment Equality Act 1998 and 2004 and, in this regard, should also have a Dignity in the Workplace Policy.

#### **3. Rationale**

This policy has been drawn up because the area of anti-bullying has been prioritised by the staff, students and parents of Franciscan College, Gormanston.

This policy acknowledges the legal and regulatory context and aims to encompass the following legal documents:

- The Department of Education & Science Guidelines of Countering Bullying Behaviour in the Post Primary Schools, 1993
- Education Welfare Act 2000
- Equal Status Acts, 2000 to 2004
- Child Protection Guidelines and Procedures for Post-Primary Schools

Other Relevant Resource Documents and legislation include:

- Circular M33/91: Guidelines towards a positive policy for school behaviour and discipline (including a Suggested Code of Behaviour and Discipline for Post Primary Schools)
- Circular M44/05: Adoption of Child Protection Guidelines in Post Primary Schools
- The Education Act 1998
- Franciscan College, Gormanston Code of Behaviour and related policies.

#### **4. Relationship to the Characteristic Spirit of the School**

In this school we treat each other with respect. It is our belief that the quality of the education students receive and the quality of the workplace environment depends on the quality of the relationships between students, staff, parents and management. Bullying behaviour damages these relationships. The school is committed to creating an environment where bullying is not accepted or tolerated and to promoting the respect of the diversity in values, beliefs, traditions, languages spoken and ways of life.

#### **5. Goals and Objectives**

1. To create a school environment where every member of the community feels safe, physically and psychologically and which encourages students to disclose and discuss incidents of bullying.
2. To raise awareness of bullying as an unacceptable form of behaviour with school management, all staff members, students, parents/guardians.
3. To create a school management that acknowledges, accommodates and respects a diversity of students across \*\*the nine grounds covered by the equality legislation.
4. To ensure that the school's S.P.H.E. Programme raises awareness of the factors associated with bullying behaviour and develops appropriate knowledge, skills and behaviours.

5. To take action in an attempt to prevent incidents of bullying behaviour e.g. – to which all areas of school activity are kept under observation.
6. To develop procedures for reporting and recording incidents of bullying behaviour
7. To develop procedures for investigating and dealing with incidents of bullying behaviours.
8. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
9. To work with and through the various local agencies when relevant in countering all forms of bullying and anti social behaviour.

## **6. Key Measures**

### **a. Definition of Bullying**

**Bullying is \*repeated aggression conducted by an individual or a group against others. Such aggressive behaviour may be verbal, psychological or physical (Department of Education and Science, *Guidelines on countering bullying behaviour in Primary and Post Primary schools, 1993*). For the purpose of this policy, bullying also encompasses harassment and sexual harassment, defined as follows:**

**\*Note:** While most bullying is typically repeated, a once off incident may be regarded as bullying if it has a serious effect on the victim.

- **Harassment:** any form of unwanted conduct in relation to any of the \*\*nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- **Sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

\*\*The nine grounds as outlined under legislation are gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller Community.

All members of the school community are subject to this code, particularly the following relationships:

- Student to Student
- Student to any Staff member
- Staff member to Student
- Parent to Staff member
- Staff member to Parent
- Staff member to Staff member

Also, a visitor to the school to any member on the list above.

## **b. Types of Bullying**

The following are some examples of unacceptable behaviour. This list is not an exhaustive list. Similar unacceptable behaviours may be considered as bullying.

### **i. *Physical***

- Tripping, kicking, hitting, pushing and/or threatening a person in a physical manner
- Any form of violence against another person
- Damaging somebody's property
- Intimidating somebody in a physical way
- Invading somebody's personal space

### **ii. *Verbal***

- Name calling or name belittling, slugging or teasing, "bitching"
- Making sarcastic remarks, sniggering, gestures
- Spreading rumours
- Making unpleasant remarks
- Producing, displaying or circulating written words, pictures or other materials aimed at intimidating another person or causing hurt and/or distress
- Putting down a student for working well and/or achieving
- Talking loud enough so the victim can hear

### **iii. *Psychological***

- Isolating another person e.g. preventing another student from participating in class activities
- Tormenting another person
- Giving a person "the look"
- Staring
- Taking or hiding another person's belongings

**iv. Homophobic**

- Name calling e.g. Gay, queer, lesbian, etc...
- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Excluding somebody on the basis of their sexual orientation

**v. Racial**

Discrimination against, prejudice towards, comments or insults being made or somebody being singled out or isolated/excluded due to colour, nationality, cultural practices, social class, religious beliefs, ethnic or traveller background

**vi. Relational**

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another
- Malicious gossip
- Isolation & exclusion
- Ignoring somebody, turning others against a student
- Excluding from the group
- Taking someone's friends away

**vii. Cyber**

- Silent telephone/mobile phone calls
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive website comments/blogs/pictures e.g. Facebook, Twitter, ask.fm and others
- Any misuse of Information and Communication Technology
- Video recording
- Taking/sending/circulating photographs by electronic device
- Creating sites about a particular person
- Spreading rumours
- Breaking confidence
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**viii. Sexual**

- Unwelcome sexual comments or touching
- Harassment
- Unwelcome sexual texts or emails
- Looking or staring at somebody in a way which makes them uncomfortable.

**ix. Extortion**

Demanding money from somebody. This can often be accompanied by threats-physical, verbal and/or psychological. Victims may also be forced into theft on behalf of the person/people who *bully*.

**x. Harassment**

Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc...

**c. Signs and Indicators of bullying**

Students who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self-confidence may be damaged with the consequent lowering of self-esteem. While they may not talk about what is happening to them their suffering is indicated through changes in mood and behaviour. Bullying may occasionally result in suicide. It is therefore important to alert to changes in behaviour as early as intervention is desirable.

The outcomes of bullying and harassment on the victim are often manifested in the following ways:

<u>Psychological</u>	<u>Behavioural</u>
<ul style="list-style-type: none"><li>• anger</li><li>• anxiety</li><li>• distress</li><li>• frustration</li><li>• depression</li><li>• panic</li><li>• indifference</li><li>• fear</li><li>• suicidal thoughts</li><li>• attempted suicide</li><li>• shame and feelings of worthlessness</li></ul>	<ul style="list-style-type: none"><li>• increased irritability and nervousness</li><li>• unexplained changes in mood</li><li>• increased aggressiveness</li><li>• may believe that they deserve to be bullied</li><li>• becoming withdrawn</li><li>• excessive tearfulness or sensitivity to criticism</li><li>• substance abuse</li><li>• becoming obsessive</li><li>• nightmares</li></ul>

<ul style="list-style-type: none"> <li>• loss of trust in friends and their inability to support and protect</li> </ul>	
<p><b><u>Physical Manifestations</u></b></p> <ul style="list-style-type: none"> <li>• chest pains</li> <li>• pattern of minor illness</li> <li>• insomnia</li> <li>• stomach problems</li> <li>• eating problems</li> <li>• fatigue and lethargy</li> <li>• headaches</li> <li>• sweats</li> <li>• inconsistent explanations for cuts and bruises</li> </ul>	<p><b><u>Social, Interpersonal and School Related</u></b></p> <ul style="list-style-type: none"> <li>• anxiety about travelling to and from school</li> <li>• mitching</li> <li>• late home from school without any plausible explanation</li> <li>• fear of using school toilet during breaks</li> <li>• fear of being out of sight of adults</li> <li>• becoming isolated in class</li> <li>• becoming withdrawn</li> <li>• reluctance to discuss the problem</li> <li>• unwilling to go to school</li> <li>• lack of creativity and initiative</li> <li>• beginning to bully small/younger students</li> <li>• possessions missing or damaged</li> <li>• increased and excessive requests for money</li> <li>• deterioration in school performance and motivation</li> <li>• loss of interest or concentration in school</li> <li>• unusual concerns about physical appearance, attributes, mannerisms etc</li> </ul>

#### **d. Identify actions to prevent bullying behaviour**

##### *i. Publishing and Publicising an Anti-Bullying Policy*

- Excerpts from the Anti-Bullying Policy will be visible throughout the school in corridors and classrooms. E.g. the slogan for the campaign.
- The policy will be published on the school web-site *www.gormanstoncollege.ie*, in the students' journals, the teachers' journals and in the school Code of Behaviour.
- The Anti-Bullying Policy will be promoted at various occasions E.g. Assemblies, Open night, Meeting with First Year parents etc.
- There will be a Friendship Week in the school each year, raising awareness of bullying issues. "Cool School" lesson plans or similar will be used through the week to help promote a positive attitude towards an anti-bullying campaign.
- A "Friendship/Inclusion" activity will be held at least once per term thereafter.
- There will be a calendar of events throughout the year in support of "Friendship and Inclusion". E.g. Story Writing competitions, Song Writing competitions and a Poster Campaign.
- There will be on-going professional training for staff and information evenings for parents. E.g. Lectures and/or workshops on Cyber Bullying.
- There will be workshops for students around these issues. E.g. Cyber bullying and Mental Health.

##### *ii. Supervision and Monitoring*

- Bullying "black spots" within the school will be identified and monitored during break times.
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.

- A questionnaire will be given to students at an agreed time or times throughout the year. This will give students an opportunity to voice concerns. Every student must write something down.
- Social networking sites will continue to be blocked.

### **iii. Student Involvement**

- Gormanston College operates a “Clann” system, in which each student is attached to a particular family of 1<sup>st</sup>-6<sup>th</sup> Years. This system is used to assist new students in settling into the school, to help foster a feeling of participation and belonging for each student and to promote a trusting and supportive environment for all students in the school. Prefects play an important role in this regard.
- 5<sup>th</sup> Year students may assist newcomers to the school, particularly 1<sup>st</sup> Years, through the *mentoring* programme, thus helping the new student to “settle in”.
- The Student Council will continue its work in bringing student concerns to the staff and management of the school.
- A committee of students is being established to work on “Friendship and Inclusion” and is being lead by a teacher. This committee will help with the “Friendship Week” and any other related events throughout the year. It will also have input into the Anti-Bullying Policy.

### **iv. Inclusion in the Curriculum**

- SPHE: The “Cool School” Anti-Bullying lesson plans and/or similar plans will be implemented in SPHE class.
- CSPE: Linkages can be made within the “Human Dignity” and “Rights and Responsibilities” section of the curriculum that will encourage positive behaviour between students.
- Guidance and Counselling Service: the Guidance Councillor will continue to meet with any students who have concerns in relation to bullying.
- The Chaplaincy service will be developed to provide a trusting and confidential facility for students

v. ***Involving Parents/Guardians and the Wider Community***

- Awareness of the Anti-Bullying Policy will be raised on parents' nights e.g. First Year Parents' Meeting and Open Nights.
- Parents/Guardians will be made aware when questionnaires are being distributed to students. This will give them an opportunity to discuss their son/daughter's responses with them.
- Parents will also be made aware of when the "Friendship and Inclusion week" will take place. Again, this will give parents the opportunity to discuss these issues with their children.
- Guest speakers will be invited in on the subject. E.g. Facilitator from the "Cool School" Programme, members of the "Sticks and Stones" Programme and Facilitators on Cyber Bullying workshops.
- An Garda Síochána may be invited in as the need arises.

e. **The Steps to be taken in Dealing with Bullying Incidents:**

**Reporting procedures for Students:**

***Who to tell?***

- The student should report an alleged incident to a teacher, a *Year Head*, a *Caomhnóir*, a *Dean of Residence*, the school councillor, the Deputy Principal or the Principal.

***How to tell?***

- This can be done during class, after class, at lunch time, after school or a note could be handed up with homework or placed in the Deputy or Principal's letterbox.
- A student can nominate a friend or older student, prefect or "Clann" member to report an incident for them.

- A student can tell a parent or other trusted family member or friend who can contact the school to report the incident.
- Bystanders can inform a member of staff.

### ***Noting, Recording and Follow-Up Action***

- Once the alleged incident has been reported, notes will be taken on the incident by the school representative who has received the incident report and will be recorded on the Bullying Incident Report Form.
- This report form will be given to the relevant Year Head, The Dean of Residence (if the student is a boarder) and a copy will be given to the Principal (as Anti Bullying *Officer*).
- The Year Head will follow up on any alleged incident. The Code of Behaviour may be followed here, depending on the nature of the incident.
- The Year Head may refer any student/students involved to the school councillor, the Deputy or Principal at any stage.
- The Year Head, Councillor, Deputy or Principal may suggest further support and intervention based on the nature of the incident.
- There will be a central file of all incidences and alleged incidences kept in the Principal's office.
- There will be a Meeting Record slip kept in the Principal's office outlining meetings with parents, guardians and/or any other relevant parties.
- There will be a record of all follow-up action pertaining to the incident/alleged incidence kept in the Bullying Incident Report Form in the Principal's office.

## **Procedures for Dealing with Reported Incidents:**

### ***Procedures for Teachers***

If a student informs you of an incidence of bullying affecting either themselves or a friend, follow these steps:

- Listen; encourage the student to tell their story as this is a very important first step.
- Take notes; record all the details such as date, time, location, names of those involved, witnesses etc.
- Reassure; tell the victim help is available, action will be taken, it is not their fault and that they will not have to face this on their own.
- Satisfy yourself that no student is in immediate danger.
- Confidentiality is respected and the victim's privacy is protected, but a teacher must not give guarantees not to tell anyone.
- Inform the Year Head (*in writing on standardised report*) without delay. Give a copy to the Principal as Anti Bullying Officer.
- New staff must also be made familiar with the policy during their induction.
- All serious incidents of bullying (e.g. an assault or long term exclusion) should be reported to the Principal straight away.

### **Actions for the Year Head, Deputy and Principal following up on reported incidents**

#### ***Actions may include***

- Have the person, who feels they are being bullied, write down the behaviours and how it is affecting them, as early as possible.
- Talk with the alleged bully or bullies about their behaviour and their experiences of incidents mentioned
- Have the alleged bully write down an account of their behaviours and their effects as early as possible.
- Challenge bullying behaviour as being unacceptable.
- Discuss possible solutions with both parties separately/together if appropriate.
- The guidance councillor may be involved if appropriate
- Write down a record of all conversations.
- Refer complainant/others to Chaplain/Guidance Counsellor.
- Make further appointment to discuss situation with complainant and/or other relevant individuals.
- Record details of complaint on the Bullying Incident Report Form.

- Record all meetings with any parties on the relevant form.
- The evidence will be evaluated by Year Head and/or management and fair appropriate action will be taken in accordance with the code of behaviour.
- It is vital that the person reporting the incident is protected from victimisation.
- Whoever is dealing with the incident must be discreet and careful. Staff will support students who report bullying by conducting follow-up meetings with them.
- All follow up action will be recorded on the Bullying Incident Report form.
- The files will be stored as outlined above.

### ***Follow up Action:***

- After initial investigation it may be necessary to contact parents. This decision will be taken between the Year Head and Deputy Principal / Principal.
- Counselling may be offered to all concerned
- The incident will be monitored on a regular basis by informal discussions with the relevant parties and through class surveys and/or questionnaires
- If necessary the parents will be invited to a meeting with management and/or the Year head.
- If bullying persists the Board of Management will be informed.

### **Procedures for Student to Staff Bullying**

- Teacher to speak to student or students involved (with the relevant Year head present).
- Explain unacceptable behaviour as in policy
- Explore a working solution
- Refer to Deputy Principal
- Refer to Principal
- Request meeting with parents

### **Procedures for Staff to Student Bullying**

- We recommend that students talk to staff member on his or her concerns (with Principal or Deputy Principal present on an informal basis)
- We recommend that students talk to staff member with parent present informally
- Refer to Deputy Principal
- Refer to Principal

## Procedures for Staff to Staff Bullying

- It is recommended that a mediator (agreed upon by the victim of bullying) should help to resolve the situation.
- If unresolved contact Deputy Principal to facilitate.
- If still unresolved contact Principal to facilitate process.
- If still unresolved the procedures followed here may be under the Dignity at Work Act.
- **All staff members of the College** will receive the necessary support, if faced with bullying behaviour.
- Please find a support service, specifically for teachers, below

### Teacher Support Service

[www.eas@vhics.ie](mailto:www.eas@vhics.ie)

Phone 1800411057

4 Sessions offered free.

## Guidelines and Resources for Investigating and Resolving Bullying with student to student

Action taken by	Procedure	Support and/or sanction <i>may include</i>
<ul style="list-style-type: none"> <li>• Subject teacher or any teacher/residential care member/YH/DP/Principal who witnesses bullying/has had an alleged incidence of bullying reported to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge the behaviour as being unacceptable.</li> <li>• Speak to students separately and try to resolve the issue (perhaps using the <i>Cool</i></li> </ul>	<ul style="list-style-type: none"> <li>• Serious talk with student(s) re. effects of their behaviour.</li> <li>• Verbal warning. Student/s involved warned to stop.</li> </ul>

<ul style="list-style-type: none"> <li>• *Member of the Care Committee</li> <li>• Anti-bullying Officer: The Principal will act as ABO until such a time as posts have been reviewed and agreed upon.</li> </ul>	<p><i>School Restorative Approach</i>).</p> <ul style="list-style-type: none"> <li>• Keep a record-standardised bullying report form.</li> <li>• Year Head and/or DP/Principal will follow up progress with: victim and bully, bystanders or others involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek verbal agreement re future behaviour.</li> <li>• Outline a fair outcome <i>if appropriate</i>:</li> <li>• e.g. an apology, return of property etc.</li> </ul>
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\*Principal, Deputy Principal, SDP Coordinator and post holders, Guidance Councillor, SEN teacher, Anti-bullying Officer, Year Heads

### Subsequent report /disclosure - Student to Student

Action taken by	Procedure	Support and/or sanction <i>may include</i> :
<ul style="list-style-type: none"> <li>• Any teacher (as above)/Anti-bullying Officer/Year Head involved.</li> <li>• Member of the Care Team Committee may be involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Incident investigated by the Year Head (using Cool School Restorative Approach).</li> <li>• Principal/ Deputy Principal informed.</li> <li>• Both sets of parents informed by the Year Head.</li> <li>• Record kept-standardised Bullying report form.</li> <li>• Meeting Record kept also.</li> </ul>	<ul style="list-style-type: none"> <li>• Serious talk with the student re. behaviour and future behaviour.</li> <li>• Sign written agreement re. future behaviour.</li> <li>• Parents/Guardians sign written agreement re. future behaviour.</li> <li>• Speak with school counsellor.</li> <li>• Detention /other agreed sanction from school's Code of Behaviour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Year Head follows up progress with victim and bully, bystanders or others involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor future behaviour.</li> </ul>
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**Where bullying behaviour persists / serious incident of bullying**

<b>Action taken by</b>	<b>Procedure</b>	<b>Support and/or Sanction</b>
<ul style="list-style-type: none"> <li>• Principal or Deputy Principal involved.</li> <li>• Year head</li> <li>• Anti-bullying Officer</li> <li>• Care Committee may be involved.</li> <li>• The incident may be referred to the Board of Management at the discretion of the Principal.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and student meet with Principal / Deputy Principal.</li> <li>• Use Cool School Restorative Approach.</li> <li>• Feedback to Year Head.</li> <li>• Record kept on standardised Bullying Report Form.</li> <li>• Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Detention / Suspension / other agreed sanction from school's Code of Behaviour.</li> <li>• Parents are met and conditions set regarding student's future behaviour.</li> <li>• Counselling offered.</li> <li>• Referral to child psychologist/ Garda Juvenile Liaison Officer.</li> <li>• Contact with other support agencies e.g. re anger management.</li> <li>• The future of the student in the school may be considered.</li> </ul>

**Sample - ANTI-BULLYING AGREEMENT AT INDUCTION TO SCHOOL or for any year.**

**This will be given out at the end of the "Friendship" week to remind students of their commitment to an environment where everybody feels safe, physically and psychologically.**

## **Anti-Bullying Agreement**

**BULLYING IS UNACCEPTABLE  
AND WILL NOT BE TOLERATED IN  
*Gormanston College***

- **A record of incidents will be kept**
- **Procedures as described in our Anti-Bullying Policy will be followed**
- **Everyone involved in bullying will receive help**
- **Students who persistently bully may be suspended**

**You must not:**

- **Hurt another person physically or emotionally**
- **Threaten or intimidate**
- **Deliberately exclude or isolate**

**Report Form for instances of bullying**

**Name(s) of Student(s):** \_\_\_\_\_

**Details of Incident/Alleged Incident:**

Only details which are pertinent to the incident/case should be recorded.  
Where suspicions or allegations of bullying are made, this should be clearly indicated:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reported  
by:**

\_\_\_\_\_

**Date:**

\_\_\_\_\_

**Time:**

\_\_\_\_\_

**Action Taken:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signed:**

\_\_\_\_\_

**Follow-up:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signed by Year Head / Member of Management dealing with the incident:**

\_\_\_\_\_

**Date:**

\_\_\_\_\_

**Time:**

\_\_\_\_\_

**Details of further follow up action:** \_\_\_\_\_

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**Signed by Year Head or Member of Management:**

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**Date:** \_\_\_\_\_  
**Time:** \_\_\_\_\_

**Any other relevant information**

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**Signed:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

**Meeting Record:**

Present meeting	at	Time	Date	Outcome

**Any statement/s made by those involved in the incident should be appended to this document and stored with it.**

## **7. Links to other Policies and to Curriculum Delivery**

### ***a. Links to Related School Policies***

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place, being developed or reviewed should be examined by reference to the Anti-Bullying Policy and any implications which it has for them should be addressed.

The following policies may be among those considered:

- Code of Behaviour
- Child Protection
- Equality
- Internet Safety: Acceptable Use Policy
- Health and Safety
- Critical Incident Policy\*
- SPHE/RSE Policy\*
- Guidance and Counselling Programme\*
- Attendance Policy\*
- Admissions Policy\*
- Induction for new staff and students\*
- Dignity in the Workplace\*
- Pastoral Care Policy\*

### ***b. Links to Curriculum Delivery***

- **In post-primary schools, Social, Personal and Health Education (SPHE) must be timetabled as part of the junior cycle core curriculum.** Social, Personal and Health Education provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of Junior Cycle Social, Personal and Health Education.
- The Social Personal and Health Education Senior Cycle curriculum currently being developed by the NCCA will also deal with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.
- The *Cool School* anti-bullying lessons\*
- Other links may include:
  - CSPE
  - Guidance and Counselling Programme\*
  - Transition Year

- Informal curriculum e.g. which extra-curricular activities can assist in raising awareness of the unacceptable nature of bullying behaviour and/or incorporate a focus on promoting equality and affirming diversity?
- English
- RSE classes-morality: the dignity of a person

## **8. Implementation arrangements, Roles and Responsibilities**

The Anti-Bullying policy shall indicate the individual roles, responsibilities and obligations of staff, students and parents. These roles and responsibilities shall be clearly outlined to existing staff and shall be communicated to all new staff at induction.

Students shall be made aware of their own individual roles and responsibilities during pastoral sessions.

*The people who have responsibility for implementing each action and their roles are outlined as follows:*

- **Principal:** The Principal shall have overall control and responsibility for the implementation of the policy including its publicity at staff meetings, parent teacher meetings and assemblies. He/she will be responsible for its ratification.
- **Deputy Principal:** The Deputy Principal shall have the same responsibilities as the Principal. He/she shall have the responsibility of carrying out consistent surveys on anti-bullying. Also he/she shall liaise with staff on a regular basis regarding bullying behaviour. A file of incident reports shall be collected on a daily basis so as to develop a profile on bullying behaviour.
- **Care Team:** The Care Team shall be responsible for developing awareness of anti-bullying and of the importance of reporting. The Care Team will run an awareness week. The Care Team shall also be responsible for the care of both the injured party and the accused so as to attempt to eliminate further episodes of bullying behaviour. The Care Team shall be responsible for communicating incidents of bullying behaviour to the relevant teacher, dean of residence or parent.
- **Year Head** will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible

for contacting parents and the relevant authorities. The Year Head will be responsible for the recording of all information regarding all incidents and meetings.

- **Class Teacher:** Must report all incidents of bullying behaviour to the relevant tutor or member of the Care Team. The teacher must document all incidents of bullying behaviour within their classroom or outside of it e.g. corridors etc. This written report shall be submitted to the Deputy Principal. Teachers will fully participate and facilitate meetings and promotion of the anti bullying policy. All teachers must be constantly vigilant of any bullying behaviour with the children under their care.
- **SPHE Coordinator:** The SPHE coordinator shall along with the SPHE teachers promote the awareness of what bullying is in SPHE classes.
- **Guidance Counsellor:** The Guidance Counsellor shall be responsible, along with the Care Team, for highlighting awareness of anti-bullying initiatives and of bullying behaviour within the school and related activities. He/she will also have the responsibility of reporting incidents and dealing with the counselling of the relevant student/s.
- **Board of Management:** Shall have the overall responsibility for implementing the anti-bullying policy. They will facilitate the promotion and awareness of it throughout the school.
- **Student:** The student will have the responsibility of complying with the anti-bullying policy. The student will also have the responsibility of reporting incidents of bullying that they are subject to or have witnessed. The student will also have the responsibility to participate actively in anti-bullying initiatives.
- **Parent/Guardian:** The parent or guardian will have the responsibility of upholding the recommendations within the policy and accepting the sanctions held within it. Where incidents of bullying are occurring to their child, they will have the responsibility of reporting this to the relevant Year Head. The parent/guardian will have the responsibility of signing the anti-bullying policy on behalf of their child and therefore agreeing to be bound by it.
- **Staff members:** shall have the responsibility of reporting all incidents of bullying behaviour that they have witnessed or are aware of.

## **9. Ratification and Communication**

**Board of Management**

**March 2013**

**Staff**

**March 2013**

**Students**

**March 2013**

**Parents/Guardians**

**March 2013**

## **10. Implementation Date**

**This policy came into effect on 21<sup>st</sup> March 2013**

## **11. Monitoring the Implementation of the Policy**

The BOM of the school shall monitor the implementation of the policy.

### **Reviewing and Evaluating the Policy**

The policy will be reviewed and evaluated every year to ensure it is being adhered to and that it continues to meet the needs of the school. Ongoing review should be in line with any changing information or guidelines (e.g. from the Department of Education and Skills or the NEWB), legislation and feedback from parents/guardians, students, staff members and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

The following evaluation tools may be used to review and evaluate the Anti-Bullying policy.

#### **Possible methods of review:**

Questionnaires / SPHE classes

Random Surveys

Staff meetings

Parents meetings and Feedback from the PA

Feedback from the student body

Feedback from the Student Council

Feedback from the "Friendship Committee"