



St Kilian's Community School

Anti-Bullying Policy

June 2014

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 St Kilian's Community 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. This Anti-Bullying Policy was developed with reference to and reflects the school's:

Mission Statement: *St. Kilian's Community School works to ensure that each and every pupil is enabled to learn to the best of his/her ability and to mature with confidence and dignity.*

Core Professional Purpose: *"Learning for Excellence, for Life, for All."*

Organisational Principles: *To ensure the **best possible education** for our students, St. Kilian's C.S. believes that everyone*

- *has **rights** with **responsibilities***
- *must be treated **fairly** and **equally***
- *should be **supported** to be the **best** they can be*
- *should get **value** for the **time** they spend*
- *must be shown **respect***
- *should feel **welcome** and have **fun***
- *must be able to **access** high quality **facilities***

3. 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.

4. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, 2013)*, 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.
- Identity-based bullying such as homophobic bullying.
- Racist bullying.
- Bullying based around a person's religion.
- Bullying based on a person's membership of the Traveller community.
- Bullying based around a person's appearance or physical characteristics.
- 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.

5. The Relevant Teachers for investigating and dealing with bullying are as follows:

- Year Heads
- Deputy Principal
- Principal

6. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

Curricular:

- CSPE and SPHE programmes (1 class period a week, all Junior Cycle classes)
- Social Skills programme (2 class periods a week, 1st and 2nd Year JCSP classes)
- Religious Education classes (3 class periods a week, all students)
- Personal Development programme (1 class period a week, Transition Year classes)
- Relationships and Sexuality Education (5 hours a year, 5th and 6th Year classes)
- Social Education programme (4-6 class periods a week, 5LCA and 6LCA)

Personnel/Structural:

- Pastoral Care system (Year Head and Class Tutors)
- Retreats (1st, 4th and 6th Year students)
- Prefects
- Mentoring training for Prefects
- Chaplain
- Guidance Counsellors
- Special Educational Needs Coordinator and Team
- JCSP Library
- Home School Community Liaison Teacher
- Behaviour For Learning Teacher
- Care Team

Additional:

- Anti-Bullying Workshops (e.g. with Bully4U)
- Cyber-Bullying Workshops (e.g. with the Community Policing Unit of An Garda)
- Mental Health Workshops (e.g. with Headstrong)
- Transfer Programme (1st Year classes)
- Workshops with Parents (e.g. with An Garda, Headstrong)
- Visiting Speakers (e.g. The Samaritans, Pure of Heart, BeLonG To, Be Well Bray)

Links:

- School Completion Programme (based at the school)
- National Behaviour Support Service
- ISPCC
- Teen Focus
- Local youth programmes (e.g. Ballywaltrim Youth Project, Hi Rez Youth Centre)
- Living Life Bray (Counselling Service)
- Bray Partnership
- Lucena Clinic
- An Garda

7. 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:

- All reports of bullying, including anonymous ones, are investigated by the Relevant Teacher.
- The aim of the Relevant Teacher in investigating reports of bullying is to resolve issues and to restore relationships. It is not his/her role to apportion blame.
- The Relevant Teacher uses his/her professional judgement to decide if bullying has occurred or if the matter might be dealt with better by the school's Code of Behaviour.
- The Relevant Teacher keeps records of reports, meetings and discussions and actions taken. All records are maintained in accordance with relevant data protection legislation.
- The Relevant Teacher decides how best to proceed, and does so taking a calm and unemotional problem-solving approach to matters.
- Students involved are supported through measures outlined in 8 below.
- Parents are informed and interviews held with them, as decided by the Relevant Teacher.
- Parents and students are required to cooperate fully with the efforts that the school and, in particular, the Relevant Teacher are making to resolve matters and, as far as is practicable, restore the relationships of those involved.
- Interviews with those involved and with third parties take place with sensitivity and with due respect to best practice when interviewing young people.
- Where groups of students are involved, each member of the group is interviewed individually. A group meeting then takes place. In some situations, students may be asked to write down their version of events.
- Care is taken to provide support to the students involved, who may be under pressure from other members of the group.
- If the Relevant Teacher determines that a student has engaged in bullying behaviour, the student is made aware of how he/she has breached the school's Anti-Bullying Policy. Efforts are made to get this student to see things from the perspective of the student being bullied.
- Where a disciplinary sanction is required, this is a private matter between the school, the student involved and his/her parents.
- Twenty school days after the Relevant Teacher's determination that bullying had taken place, if he/she is not satisfied that the bullying behaviour has been addressed, he/she will complete the recording template in Appendix 1. This template is then provided to the Principal and Deputy Principal, and retained by the Relevant Teacher.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent must be referred, as appropriate, to the school's complaints procedures.
- In the event that the parent has exhausted the school's complaints procedures and is still not satisfied, the school advises the parent of his/her right to make a complaint to the Ombudsman for Children.
- In relation to serious cases of bullying '*where the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult with the HSE Children and Family Social Services with a view to drawing up an appropriate response*' (from Child Protection Procedures for Primary and Post-Primary Schools).

- Serious instances of bullying behaviour should, in accordance with Children First and Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or An Garda as appropriate.

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

- Through curricular provision, links and interventions (as outlined in 6 above), students are encouraged to reflect on, discuss and report bullying.
- The Chaplain and Guidance Counsellors provide one-to-one support for students who have been bullied. Supports are designed to promote students' self-esteem and to develop social skills and resilience, where required.
- Students who have been bullied may, if deemed necessary and after consultation with parents, be referred for counselling and/or other supports from external agencies.
- Students who have engaged in bullying behaviour are also supported by the Chaplain and Guidance Counsellors. Supports given will help them address their behaviour, and any self-esteem or social issues they may have. Their needs may also require the support of external agencies and this may be organised after consultation with their families.
- Students with Special Education Needs who have either been involved in or affected by bullying behaviour, are supported by the Special Educational Needs Coordinator and team.
- The Home School Community Liaison teacher liaises with and supports the families of students who have either been involved in or have been affected by bullying.
- The Behaviour for Learning Teacher, through one-to-one interventions and whole-school initiatives, plays a key role in addressing the behaviour of those students who have engaged in bullying behaviour.
- The School Completion Team may support a programme of support for students who have been involved in bullying situations.

9. 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.

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 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.

11. This policy was adopted by the Board of Management on June 23rd 2014 .

12. This policy has been made available to school personnel, published on the school website and is otherwise readily accessible to parents and pupils on request. The Parents' Association is supplied with the policy. A copy of this policy will be made available to the Department of Education and Skills and the Trustees if requested.

13. This policy and its implementation will be regularly reviewed by the Board of Management. Written notification that the review has been completed will be made available to school personnel, published on the school website and be otherwise readily accessible to parents and pupils, on request, and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Trustees and the Department of Education and Skills.

Signed: _____ Date: _____
(Principal)

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

Date of next review: _____

Appendix 1: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

4. Location of incidents:

3. Reported by:

Pupil concerned		5. Name of person(s) who reported the bullying concern	School Grounds	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			School Bus	
Other			Other	

6. Type of Bullying Behaviour (tick relevant box(es))

Physical Aggression		Cyber-Bullying			
Damage to Property		Identity-based			
Isolation/Exclusion		Malicious Gossip			
Name Calling		Intimidation/Threats			

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 2: 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?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 3:

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

To: _____

The Board of Management of **St Kilian's Community School** 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
- 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* (Appendix 2 of this Policy).

Signed: _____ (Chairperson, Board of Management)

Date: _____

Signed: _____ (Principal)

Date: _____