

St John Bosco Community College



St John Bosco Community College

Anti-Bullying Policy

BOM Chairperson: _____

BOM Secretary: _____

Date: 07/02/23

- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

(f) Effective supervision and monitoring of students

(g) Supports for staff

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

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

4. 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*.

The list of examples below is non exhaustive, and schools may wish to add behaviours which reflect their own circumstances.

Examples of bullying behaviours

| Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community). | |
|--|---|
| Homophobic, Bi sexual, Transgender etc. | <ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats |
| Race, nationality, ethnic background and membership of the Traveller community | <ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above |
| Relational | <ul style="list-style-type: none"> • This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" |
| Sexual | <ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment |
| Special Educational Needs, Disability | <ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or 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 |

- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it-prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider school community.
- 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 in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities 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 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 a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that students know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully or Niggle box?
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all students.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

6. 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):

6.8.9. 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.

Reporting bullying behaviour

- Any pupil 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 must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with allegations of bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- 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;
- 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

- 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.

Recording of bullying behaviour

Records: Protocol

- Records will be stored securely.
- Access to the records is open to school management and relevant teachers only.
- Records will be retained for a period of up to five years after the student leaves the school.

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

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

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of alleged bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

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 which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

a) 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

b) the following circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

8. Appeal

Where a parent/guardian or a student who is more than 18 years old is not satisfied that the School/College has dealt with a bullying case in accordance with the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#), s/he will be **referred to the school's complaints procedures** – see **Section 6.8.9 (XX) of [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)**.

Where a parent/guardian or a student who is more than 18 years, having exhausted the school's complaints procedures, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children - **see Section 6.8.9 (XXi) of [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)**.

9. Supervision and Monitoring of Students

The Board of Management will take such steps that are reasonably practicable to 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. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and students on request) and provided to the Parents' Association (where one exists). 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 (or where none exists, be otherwise readily accessible to parents and students on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

INCIDENT REFERRAL FORM

To be completed by the person making the referral to the relevant teacher)

1. Name of student for which there is a concern _____

Class _____

2. Name(s) and class(es) of students(s) engaged in behaviour causing concern

| |
|--|
| |
| |
| |
| |

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

| | |
|--------------------|--|
| Students concerned | |
| Other Students | |
| Parent | |
| Teacher | |
| Other | |

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

| | |
|------------|--|
| Playground | |
| Classroom | |
| Corridor | |
| Toilets | |
| School Bus | |
| Other | |

5. Name of person(s) who reported the alleged concern

| |
|--|
| |
|--|

6. Name of Teacher/s in the vicinity/other witnesses

| |
|--|
| |
|--|

7. Type of Behaviour

| | | | |
|---------------------|--|------------------|--|
| Physical Aggression | | Cyber-bullying | |
| Damage to Property | | Intimidation | |
| Isolation/Exclusion | | Malicious Gossip | |
| Name Calling | | Other (specify) | |

8. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

(To be completed by the Relevant teacher when the alleged behaviour has not resolved after 20 days)

1. Name of student for which there is a concern
 _____ Class _____

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

| |
|--|
| |
| |
| |
| |
| |

3. Source of concern/report (tick relevant box) 4. Location of incidents (tick relevant box(es))

| | |
|--------------------|--|
| Students concerned | |
| Other Students | |
| Parent | |
| Teacher | |
| Other | |

| | |
|------------|--|
| Playground | |
| Classroom | |
| Corridor | |
| Toilets | |
| School Bus | |
| Other | |

5. Name of person(s) who reported the alleged bullying concern

| |
|--|
| |
|--|

6. Name of Teacher/s in the vicinity/other witnesses

| |
|--|
| |
|--|

7. Type of Behaviour

| | | | |
|---------------------|--|------------------|--|
| Physical Aggression | | Cyber-bullying | |
| Damage to Property | | Intimidation | |
| Isolation/Exclusion | | Malicious Gossip | |
| Name Calling | | Other (specify) | |

8. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

| | | | | |
|-----------------|----------------------------------|--------|---|-----------------|
| Homopho- bic | Disabil- ity/SEN re- lated | Racist | Membership of Traveller commu- nity | Other (specify) |
| | | | | |

4. Recommendation/s

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

| | |
|--|--|
| 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 _____
Board of Management

Date _____ Chairperson,

Signed _____
Principal

Date _____

Appendix 2

Audit all key Elements of a positive school culture and climate (DES Anti-Bullying Procedures)

| Area of Focus | Identify how this is achieved giving practical examples |
|---|---|
| The school acknowledges the right of each member of the school community to enjoy school in a secure environment. | |
| The school acknowledges the uniqueness of each individual and his/her worth as a human being. | |
| The school promote positive habits of self-respect, self-discipline and responsibility among all its members. | |
| The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members. | |
| The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning. | |
| The school has the capacity to change in response to pupil's needs. | |
| The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming students' attitudes and values. | |
| The school takes particular care of 'at risk' students and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner. | |
| The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis. | |
| The school recognises the role of parents in equipping the pupil with a range of life-skills. | |

Appendix 3

Action Plan to promote a positive school culture and climate

Target: To develop practices to ensure a positive school culture and climate is prioritised across the school

Appendix 2 of the Anti-Bullying Procedures has been referenced to develop our Action Plan

| Tasks: What steps do we need to take | How will we do it? | When will it be done by? Complete/Ongoing/Deferred | Who |
|--|--------------------|---|-----|
| As a staff we will model respectful behaviour to all members of the school community at all times | | | |
| We will explicitly teach students at all class levels what respectful language and behaviour looks like, acts like, sounds like and feels like in class and around the school | | | |
| We will engage in CPD events in relation to Anti-Bullying and also set aside planning time as a staff for this area | | | |
| We will agree key respect messages and display them in classrooms, assembly areas and around the school, The students will be involved in the development of these messages and they will be cross referenced with the Code of Behaviour | | | |
| We will consistently tackle the use of discriminatory and derogatory language in the | | | |

Appendix 4

| Sample investigation, intervention and follow-up strategies | |
|--|--|
| 1. Initial report/disclosure of bullying behaviour | |
| <p>Any member of staff may witness bullying or be made aware of it by students, parents or others. Teachers may make an immediate intervention if it is warranted. The incident should be reported to the relevant teacher. Non teaching staff must report to the relevant teacher</p> | |
| Action taken by relevant teacher | Support and/or sanction may include |
| <p>Investigate incident-speak with students separately and try to resolve the issue using an established intervention technique e.g. Restorative Approach.</p> <p>Challenge the behaviour as being unacceptable.</p> <p>Always consult with appropriate colleagues or management</p> <p>Inform parents at an early stage</p> <p>Keep a record (informal)</p> <p>Teacher will follow up progress with: victim and bully, bystanders or others involved.</p> <p>N.B. If the incident has not been resolved within 20 days the relevant teacher must record the behaviour on the incident template below</p> | <p>Serious talk with student(s) re effects of their behaviour.</p> <p>Restorative interview with both parties</p> <p>Verbal warning. Student/s involved warned to stop.</p> <p>Seek verbal agreement re future behaviour.</p> <p>Outline a fair outcome <i>if appropriate:</i></p> <p>e.g. an apology, return of property etc.</p> |

2 Subsequent report /disclosure e.g. second incident by the same student

| Action taken by | Procedure | Support and/or sanction may include: |
|---|--|---|
| <p>Relevant teacher</p> <p>Tutor, Year Head, principal may be involved</p> <p>Member of the Care Committee may be involved.</p> | <p>Incident investigated by the relevant teacher</p> <p>Principal/ Deputy principal informed.</p> <p>Both sets of parents informed by the relevant teacher/principal</p> | <p>Serious talk with the student re: behaviour and future behaviour.</p> <p>Sign written agreement re future behaviour.</p> <p>Parents/Guardians sign written agreement re future behaviour.</p> <p>Speak with school counsellor.</p> |

Appendix 5

Friendship Questionnaire

Name -----

Class -----

Would you like to talk to someone about bullying? **Yes/No**

Do you know someone who is having a hard time? **Yes/No**

Bullying Sociogram

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you being bullied in any way?
(Take details and reassure student that the problem will be addressed)
- Is there anyone in class having a hard time or being picked on?
- Is anyone being left out, or ignored?
- Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about themselves?
- Is anyone being unfair to others?
- Is there a group of students making life difficult for others?
- Are students from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing the problem?

GENERAL POINTS

- Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.
- An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.
- The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.
- If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

PRACTICAL SUGGESTIONS

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'
- A school could decide on a response to this question, such as 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.
- Schools promote a culture of communication which actively discourages abusive name calling
- Please see GLEN www.glen.ie BeLongTo www.belongto.org for information and guidance on policy development
- The Resource 'Growing Up' LGBT was developed by SPHE, GLEN and BeLong to support teachers in teaching about LGBT
- The 'Stand UP' programme developed by BeLong To is also available to schools

GENERAL

- **Barnardos**

Barnardos works with vulnerable children and their families in Ireland and campaigns for the rights of all children

W: <http://www.barnardos.ie>

P: 1850 222 300

- **Childline**

Childline offers a phone service, a text support service (text 'Talk' to 50101) and an online chat service to help support young people. There is also a special text service for young people experiencing bullying (text 'Bully' to 50101)

W: www.childline.ie

P: 1800 66 66 66

- **Spunout**

SpunOut.ie is a youth focused website. It aims to promote general wellbeing and healthy living amongst young people.

W: www.spunout.ie

- **Teen-Line Ireland**

Teen-Line Ireland is a free-phone support service for teenagers who need someone to talk to.

W: www.teenline.ie

P: 1800 833 634

Mental Health and Well Being

- **Aware**

Aware offers depression and related mood disorder support services, in the forms of local support groups, a helpline and various education courses.

W: www.aware.ie

P: 1890 303 302

- **Console**

Console, the national suicide charity, supports people in suicidal crisis and those bereaved by suicide through counselling, support and helpline services.

W: www.console.ie

P: 1800 201 890

- **Mental Health Ireland**

Mental Health Ireland aims to promote positive mental health and to actively support persons with a mental illness, their families and carers by identifying their needs and advocating their rights.

W: www.mentalhealthireland.ie

P: 01 284 1166

Headsup aims to contribute to suicide prevention efforts by providing information and support to young people. Headsup provides a 24-hour text service, which provides details of helplines and support services when people text **HEADSUP to 50424**.

W: www.headsup.ie

P: 01 205 7200

- **Headstrong**

Headstrong is a non-profit organisation that supports young people's mental health in Ireland through advocacy, research and service development (through the Jigsaw projects).

W: <http://www.headstrong.ie/>

P: 01 472 7010

- **Let Someone Know.ie**

Let Someone Know is a mental health and wellness information website funded by the HSE for young people.

W: www.letsomeoneknow.ie

Eating Disorders

- **Bodywhys**

Bodywhys supports people affected by eating disorders. It offers confidential support and information services for people affected by eating disorders.

W: www.bodywhys.ie

P: 1890 200 444

- **Iceberg**

- Iceberg aims to increase awareness of eating distress and eating disorders. The website provides dedicated support for sufferers along the path to recovery.

- W: Eatingdisordersselfhelp.com

Gender and Sexuality

- **Gay Switchboard Dublin** Gay Switchboard Dublin offers non-directive listening support.

W: www.gayswitchboard.ie

- P: 01 872 1055

- **BeLonG To Youth Project** (14-23 year olds) BeLonG To supports lesbian, gay, bisexual and transgender young people in Ireland. W: www.belongto.org P: 01 873 4184

- **GLEN – Gay and Lesbian Equality Network** GLEN is a policy and strategy focused NGO that aims to deliver positive change for lesbian, gay and bisexual people in Ireland.

W: www.glen.ie P: 01-6728650

- **Transgender Equality Network Ireland**

- **National Disability Authority**

The National Disability Authority provides independent expert advice to the government on disability policy and practice.

W: www.nda.ie

- **Enable Ireland**

Enable Ireland works to *enable* people with physical disabilities to achieve maximum independence, choice and inclusion in their communities.

W: <http://www.enableireland.ie/>

Equality

- **The Equality Authority**

The Equality Authority seeks to achieve positive change in the situation and experience of those groups and individuals experiencing inequality by stimulating and supporting a commitment to equality.

W: www.equality.ie

P: 1890 245 545

- **Irish Human Rights Commission**

The Irish Human Rights Commission (IHRC) promotes and protects the human rights of everyone in Ireland.

W: www.ihrc.ie

P: 01 858 9601

Internet Safety Departments

- **Youtube**

W: <http://www.youtube.com/yt/policyandsafety/en-GB/>

- **Facebook**

W: <https://www.facebook.com/help/420576171311103>

- **Twitter**

- W: <https://support.twitter.com/groups/57-safety-security>