

*De La Salle College
Churchtown*



Anti-Bullying Policy

Reviewed & Redrafted

March 2017

De La Salle College

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 De La Salle College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

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
 - 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. Defining Bullying

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.

The following is a list of the different types of bullying as set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. It is not exhaustive.

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> •Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. •Physical aggression •Damage to property •Name calling •Slagging •The production, display or circulation of written words, pictures or other materials aimed at intimidating another person •Offensive graffiti •Extortion •Intimidation •Insulting or offensive gestures •The “look” •Invasion of personal space •A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> •Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation •Harassment: Continually sending vicious, mean or disturbing messages to an individual

	<ul style="list-style-type: none"> •Impersonation: Posting offensive or aggressive messages under another person’s name •Flaming: Using inflammatory or vulgar words to provoke an online fight •Trickery: Fooling someone into sharing personal information which you then post online •Outing: Posting or sharing confidential or compromising information or images •Exclusion: Purposefully excluding someone from an online group •Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety •Silent telephone/mobile phone call •Abusive telephone/mobile phone calls •Abusive text messages •Abusive email •Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles •Abusive website comments/Blogs/Pictures •Abusive posts on any form of communication technology
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 and Transgender	<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	<p>This involves manipulating relationships as a means of bullying.</p> <p>Behaviours include:</p> <ul style="list-style-type: none"> • 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 pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule
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4. The Relevant Teacher(s)

The Relevant Teacher(s) for investigating and dealing with bullying are as follows:

- **Year Head**
- **Class Tutor**
- Teacher
- Guidance Counsellor
- Deputy Principal
- Principal

Is the responsibility of a pupil or parent to bring a bullying concern to any teacher in the college. **The Class Tutors and Year Heads** are the usual point of contact for issues pertaining to pupils' welfare and play a key role as the relevant teachers in investigating reports of bullying. The Year Head/Class Tutor may seek the help of the teachers involved in the case and may consult with the Guidance Counsellor, Deputy Principal and Principal as appropriate. However **any teacher** in DLSC may act as a relevant teacher if circumstances warrant it. All teachers, non teaching and ancillary staff are encouraged to be vigilant for the signs of bullying and should report issues to the relevant teachers without delay.

5. The Education and Prevention Strategies

A DeLa Salle education is concerned with the education of the whole person within a caring and committed environment. The values of justice, peace, reconciliation and mutual respect are paramount in the ethos of the college. The school environment is characterised by a sense of belonging and inclusion of pupils of all nationalities, religious and cultural backgrounds. High standards of behaviour and respect are expected and positive relationships prevail. Parents and pupils share a responsibility in helping the college to prevent and address school-based bullying behaviour and to deal with the negative impact within school of bullying behaviour that occurs elsewhere.

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:

A School-Wide Approach

- Endeavouring to create a positive and safe learning environment for pupils
- Cultivating a positive school culture which promotes respect for all, values diversity, addresses prejudice and stereotyping and highlights the unacceptability of bullying behaviour.
- Cultivating a whole staff understanding and approach to dealing with bullying through discussion at staff meetings, attendance at CPD events, awareness raising events, involvement in policy development and including a copy of the Anti-Bullying Policy and the DLSC Behaviour Charter in the Teacher's Journal.
- Providing appropriate induction for new staff members
- Everyone in DLSC has a duty to look out for any behaviour which can be deemed bullying. This includes parents/guardians and the wider community
- Ensuring a positive Pastoral Care System involving school Management, Year Heads, Class Tutors, Guidance Counsellor, Class Teachers, SNAs, Prefects, Mentors is in place.
- Building the self esteem, empathy, respect and resilience in pupils through curricular and extra curricular activities
- Promoting and acknowledging positive behaviours through the using of the School Journal and the Merit Award System
- Including the DLSC Behaviour Charter in the Student Journal and displaying it in all classrooms
- Displaying key respect messages in classrooms, in assembly areas and around the school. Involving pupils/ Student Council in the development of these messages
- Providing regular Assemblies and Award Ceremonies for each year group where pupils are affirmed for their positive behaviour and where themes in keeping with the School Ethos and Code of Behaviour are addressed
- Involving the Student Council, 5th Year Mentors and 6th Year Prefects in initiatives which contribute to the creation of a safe environment and promotes respect to all in the school community
- Teaching about Bullying and related issues through the SPHE, RSE and CSPE curricular.
- Using the relevant resources for teaching about the different types of bullying, for example
Cyber Bullying – Be Safe Be Webwise, UP2US, Think Before You Click, Webwise.ie
Homophobic & Transphobic Bullying – Growing UP LGBT, Trust Pack
- Building a team of trained teachers by providing opportunities for ongoing relevant CPD
- Working in partnership with the local Gardai to deliver the Garda Schools Programme on Personal Safety and Cyber- Bullying
- Teaching pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school
- Tackling 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
- School wide awareness raising and training on aspects of bullying for all members of the school community, including pupils, staff and parents –e.g. An annual Anti-Bullying/ Wellbeing Week, Student Sociogram, Parent Talks/Workshops, SPHE & Guidance Counselling Notice Boards (providing guidance and information about support agencies), Guest Speakers & Workshops for students
- The school will address attitudes to bullying within the school community through the administering of sociograms (Appendix1) to class groups by ClassTutors and Year

Heads as required

- Involving the Parents' Association in awareness raising campaigns, policy development, surveys and organizing parent information evenings
- Ensuring supervision and monitoring of pupils, to include use of communication technology within the school. Pupils are not permitted to use mobile phones during the school day and on school grounds
- Identifying 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 school yard or moving classrooms.
- Encouraging an atmosphere where pupils are comfortable about reporting bullying behaviour experienced or observed, with particular emphasis on the importance of bystander and where pupils understand that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly
- Ensuring Pupils know who to tell and how to tell e.g.
 - ✓ Direct approach to a teacher at an appropriate time, for example after class
 - ✓ Hand up a written note with homework
 - ✓ Make a phone call to the school/trusted adult in the school
 - ✓ Approach Tutor, Year Head, 5th Year Mentor (Buddy System), Prefect
 - ✓ Get a parent/guardian/friend to tell on your behalf
- Investigating, recording and following up instances of bullying and allegations of bullying.
- Developing an Anti-Bullying Policy and an ICT Acceptable Use policy(AUP) in consultation with the Board of Management, parents, staff and students and reviewing these policies on a regular basis
- The college is involved in the ISPCCC 'Shield Campaign' and will use the Shield My School document - A Self Evaluation Tool to review practices and policies.

6. Procedures for Investigating and Dealing with Bullying

The Board of Management recognises that no single intervention strategy is effective in all situations. In investigating and dealing with bullying behavior, the primary aim of the school will be to resolve any issues and to restore, as far as practicable, the relationship of the parties involved, rather than to apportion blame. Any action taken should be made in accordance with due process and the principles of natural justice.

Parents, staff and pupils need to be aware that the investigation of any bullying allegation takes time. Parents and pupils are required to co-operate with any investigation and to assist the school in resolving the matter as quickly as possible. The school offers parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

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:

Level 1

- An individual teacher who receives a complaint of bullying will document the complaint using the Behaviour Referral Form and give a copy of same to the relevant Class Tutor / Year Head for investigation. All staff must keep a written record of any incident witnessed by them or notified to them. All incidents must be reported to the Relevant Teacher
- In the Junior Cycle & Transition Year all reports, including anonymous reports of bullying are initially investigated and dealt with by the Class Tutor (1st -4th Year). The Class Tutors will report and refer to the Year Head if the problem persists or escalates. In Senior Cycle it is the Year Heads who deal with and investigate reports of bullying.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the Year Head
- The primary aim for the Class Tutor/Year Head 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 pupil(s) who has(have) allegedly been bullied, and the pupil(s) who has(have) allegedly bullied her, will be interviewed by the Class Tutor/Year Head
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner
- The Class Tutor/Year Head may ask the pupil who is allegedly being bullied and the pupil(s) who are allegedly bullying to write down their accounts of the incident(s)
- Where the Class Tutor/Year Head has determined that a pupil has been engaged in bullying behaviour he/she will explain how the student is in breach of the school's Anti-Bullying Policy and efforts will be made to try to get him to see the situation from the perspective of the pupil(s) being bullied
- If a group is involved, each member will be interviewed individually in the first instance and then if necessary, be met as a group, to ensure that everyone in the group is clear about each other's statements
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.
- The Class Tutor/Year Head will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- The Class Tutor/Year Head informs the teacher who received the initial report of bullying and may consult with the Deputy Principal/Principal on how he/she will proceed in investigating the matter and helping to resolve the issue
- Where the Class Tutor/Year Head uses his/her professional judgment to determine that bullying has occurred, he / she will keep appropriate written records and will complete the Template for Recording Bullying Behaviour (DES Anti-Bullying Procedures for Primary and Post Primary Schools, 2013, Appendix 1) and will submit a copy of the documentation to the Deputy Principal to be filed securely in the Anti- Bullying Folder.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils. Parents may be contacted at an earlier stage in the investigation if deemed necessary. In any situation where a disciplinary sanction is required, it is a private matter between the pupil(s) being disciplined, her parents and the school. There is no entitlement to this information by any other pupil or parent
- If the Class Tutor/Year Head considers that it is of a relatively minor nature he / she may issue a verbal warning and continue to monitor the situation
- Pupils involved will be informed of the availability of supports that they may avail of e.g. Guidance Counsellor, Buddy System, support agencies outside of the school
- **The majority of incidents can be dealt with at this level.**

Level 2

- In Junior Cycle and TY if the Class Tutor considers that the incident is of a more serious nature or is repeated bullying behavior subsequent to the above procedures he / she will consult , report and refer on to the Year Head. The Guidance Counsellor will also be consulted for guidance and support may be offered, as appropriate, for all pupils involved.
- The Year Head informs Senior Management of more serious or repeated incidents of bullying.
- In consultation with the Deputy Principal/Principal, (and Guidance Counsellor, as appropriate) the Year Head informs the parents / guardians of those involved. The school may contact parents at an earlier stage of the investigation where necessary
- The Year Head will, if necessary, request them to come into the school to discuss the situation
- The Year Head will have the discretion to ask the Deputy Principal to accompany him/her to such a meeting to outline appropriate steps / strategies for dealing with bullying behavior
- The Deputy Principal is briefed on the meeting by the Year Head
- The Guidance Counsellor continues to be involved in a pastoral / guidance role with the pupil(s) if deemed necessary
- The Year Head maintains contact with the Deputy Principal until they are satisfied that the bullying has stopped and the pupil who was bullied feels safe
- If a punishment / sanction is considered necessary, it will be given by the Year Head.
- The situation will continue to be monitored. The objective is to change the attitudes of those responsible towards those who were hurt by the behavior, and to assume responsibility for more appropriate, respectful behaviour
- Due cognisance must be taken of the fact that the use of punishment is often ineffective. It may breed resentment, increase group solidarity, further endanger the subject and challenge the offenders to discover ways of bullying which are harder to detect. It is counter-productive to humiliate or set out to make an example of a pupil who has engaged in bullying behaviour. A restorative approach will be taken where possible.
- It is unacceptable for a pupil or parent to accost, threaten or place an offensive comment on a social network site about any pupil/member of staff who may be involved or allegedly involved in a bullying matter

Level 3

- Any further / additional bullying behaviour will result in the Deputy Principal / Principal arranging a meeting with the relevant parents / guardians in the school. The Principal / Deputy Principal will be given all the relevant information by the Class Tutor/Year Head with regard to the case before this meeting
- A Behaviour Contract may be drawn up at this point, if deemed appropriate
- Pupils may be referred to the Board of Management or Sub Committee thereof, at the discretion of the Principal
- Continued bullying behaviour may result in suspension or expulsion

Additional circumstances and information

- In the event of a physical assault, the incident will be referred immediately to the Deputy Principal / Principal. Clear sanctions as per the Code of Behaviour will be applied
- The Guidance Counsellor/Year Head/Class Tutor may be involved subsequently if deemed necessary or appropriate
- In the case of assault, if the suspension is to be immediate the parents / guardians will be contacted by the Principal and asked to remove the pupil from the school pending an investigation of the matter, as per Code of Behaviour.
- The matter will then be referred, with the relevant information, to the Guidance Counsellor/Year Head/Class Tutor for appropriate guidance to help prevent recurrence

- Where the Principal / Deputy Principal has serious concerns about managing the behavior of a pupil in relation to bullying, the advice of the National Education Psychological Service (NEPS) may be sought.
- Serious incidents of bullying behavior that are deemed to be potentially abusive, will in accordance with *'Children First'* and the *'Child Protection Procedures for Primary and Post Primary Schools'* be referred to the HSE Children and Family Services and/or Gardaí as appropriate.
- In cases where the Class Tutor/Year Head considers that the bullying behavior has not been adequately addressed within 20 school days after he/she has determined that bullying behavior has occurred, it will be recorded in the Appendix 1 template. In making this determination, a professional judgement will be based on the following criteria:
 - Whether the bullying behavior has ceased
 - Whether the issues between the parties have been resolved as far as practicable
 - Whether the relationships between the parties have been restored as far as practicable,
 - Feedback received from the parties involved (pupils, parents, staff)
- In some serious cases the template for recording bullying behaviour will be filled out immediately and brought straight to Senior Management
- Where parents are not satisfied that the school has dealt with the matter in accordance with these procedures, they will be referred, as appropriate, to the school's complaints procedures. In the event that, having exhausted the complaints procedures parents are still not satisfied, they will be advised of their right to make a complaint to the Ombudsman for Children.
- The Principal will, at least once a term, provide a report to the Board of Management setting out the total number of bullying cases reported (Appendix 1) and confirming that all cases have been or are being dealt with in accordance with the school's Anti-Bullying policy and the DES Anti-Bullying Procedures for Primary and Post Primary Schools. The Principal's Report will not include any identifying details of the pupils involved. The minutes of the BOM meeting must record the above but in doing so must not include any identifying details of the pupils involved.

7.The school's programme of support for working with pupils affected by bullying

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

- Counselling in school
- Support and advice to parents
- Making referral to outside agencies in consultation with parents.
- Providing a mentor or mentoring teacher as is appropriate to whom the student has immediate access.

8.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.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 originally adopted by the Board of Management on 26th March 2014 and reviewed, adapted and adopted on

11.This policy has been made available to school personnel, will be published on the school website and will be made readily available to parents and pupils on request. Copies have been given to the Parents' Association . 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. A standardised checklist will be used in undertaking the review . The school should put in place an action plan to address any areas for improvement identified by the review.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 pupils 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.

Signed:

Margaret Walsh
(Chairperson of Board of Management)

Date:

Signed:

Elizabeth O Connell
(Principal)

Date:

Date of next review: March 2018.

De La Salle 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))*

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

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

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	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.