

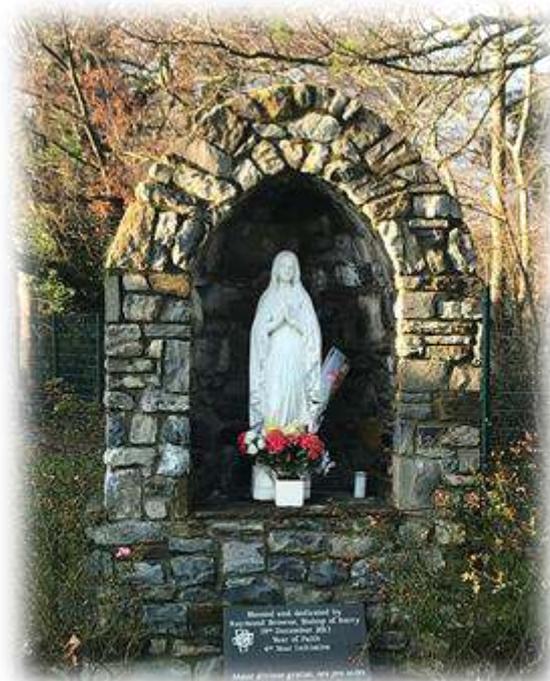


PRESENTATION

SECONDARY SCHOOL TRALEE

COURTESY FRIENDLINESS CO-OPERATION

Anti – Bullying Policy



Review Date	Ratified by BOM	Next Review Date
October 2021	November 2021	November 2022

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Positive Behaviour guidelines issued by the NEWB, the Board of Management of **Presentation Secondary School, Tralee**, 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 staff 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.
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Supports for staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the Anti-Bullying policy.

3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip, and other forms of relational bullying,
- cyber-bullying and

- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of positive 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 positive Behaviour.

The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type

refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. Those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted

- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- Year Head
- Principal
- Deputy Principal
- Any teacher may act as a relevant teacher if circumstances warrant it

A student should feel comfortable reporting a bullying incident by using one, or any, of the following approaches:

- Use of the online Fuse Form
- Directly approaching a subject teacher or the Guidance Counsellor.
- Directly approaching a Class Tutor
- Getting a parent to contact the school by ringing the Year Head.
- Directly approaching the Principal or Deputy Principal.

5. 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) Raising awareness of bullying in each class as an unacceptable form of behaviour

- The emphasis will always be on prevention
- Everyone in the school will be made aware of the reality of bullying and its detrimental effects on people.
- This will be done in the following ways:
- All teachers will use every available opportunity to raise awareness of the unacceptability of bullying behaviour and will address this behaviour if and when it arises.

- At Junior Level, the SPHE teachers will use aspects of the SPHE programme to raise awareness of the inappropriateness of bullying behaviour. This will be done in a structured way, with the teachers deciding on a series of classes for each group.
- At senior level, the RSE and Trust Programmes will address the topic of bullying and mutual respect.
- The lessons will aim to address issues such as empathy, assertiveness, coping skills, rights and responsibilities
- The Principal and Deputy Principal will continually remind the students of their rights and responsibilities and their entitlement to an education in a safe environment.
- Students will be constantly encouraged by the Principal and Deputy Principal, and all their teachers, to contribute to a school atmosphere and ethos in which the students feel free to speak up if bullying takes place.
- SRC students may hold a poster competition to promote a non-bullying ethos in the school. These posters may be displayed on noticeboards around the school.
- Fifth Year students who have received training whilst in Transition Year will mentor First year students. It is hoped that this will help to alleviate some of the stresses associated with the transition from primary to secondary school.
- Subject and class teachers will be informed of any confirmed bullying behaviour so that they may monitor the situation.
- The Class teacher will discuss the anti-bullying policy with the students regularly.
- Visiting speakers will address the problems of bullying.
- Stand-Up awareness week.

b) Promote a culture of respect among the students

- Students will be constantly reminded that certain standards apply in the school, and they must comply with these standards. The “courtesy, friendliness and co-operation” guideline will be brought to their attention regularly by their teachers and at monthly assembly.
- “Please” and “Thank You” should be part of the natural vocabulary. Politeness, common courtesy and good manners will be constantly encouraged by all members of staff.
- During Assemblies, the school Code of Positive Behaviour will be discussed, and this will be revisited throughout the school year.
- The students should understand the Mission Statement of the School. Class teachers will draw their attention to the students’ responsibility to achieve “a spirit of co-operation, shared responsibility, respect and goodwill”.
- Students will be given time in class to think about behavioural standards they would like for themselves and how to communicate these to others.
- Promoting a culture of respect will be a whole school approach, not just a few teachers encouraging it.
- Student awareness of respect for their teachers will be highlighted at Assembly.
- Students will be allowed to achieve in all areas without a begrudging attitude.

- Students will abide by all the school rules and have a positive attitude in all that they do.
- Students will be constantly reminded by their teachers to speak in a polite and respectful tone, to each other and to the school staff.
- Students will have high expectations of themselves
- Teachers will have high expectations of all students.
- The school's approach to tackling and preventing bullying takes account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN include improving inclusion, focusing on developing social skills particularly through SPHE class, paying attention to key moments such as transitioning from primary to post-primary through the provision of a mentoring programme and cultivating a good school culture which has respect for all and helping one another as central.

c) Documentation, record keeping and confidentiality

- If a student/parent/unnamed source brings a bullying concern to a member of staff/ non-teaching staff member, he/she will complete Form 1. This will notify the relevant Year Head (or the YH completes if the report is made to them). This Form is then submitted to the YH and DP.
- The Year Head notes receipt of this Form on VShare notes of student(s). The Year Head is the relevant teacher for investigating and dealing with alleged bullying.
- All material gathered on the incident will be kept in the relevant Year Folder in the Care Team.
- Form 2 will be completed by the investigating teacher which will contain a summary of the investigation and the actions taken.
- Appendix 3 of the Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 will be completed by the Year Head if the issues are not resolved. This is then submitted to the Principal and subsequently reported on to the BOM. See Appendix 2 for a copy of this.
 - Students must be told that total confidentiality cannot be given
 - Subject teachers to be informed of confirmed bullying incidents in their class

d) Supervision of key areas of the school, during supervision period.

- Teachers on supervision duty should supervise-
 - Corridor areas
 - Social areas
 - Classrooms
 - Assembly area
- The supervisors should walk around the corridors and enter the classrooms during supervision periods.
- The supervisors should be alert to students who are constantly alone.
- The supervisors should disperse students clustering around toilet areas and ensure that students use the toilet block assigned to them.

e) Circulation of policy

- The Anti-Bullying Policy will be available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.
- Teachers must know the procedure on how bullying is reported
- During Assemblies the Year Head will go through the policy with the students once a term, to ensure that all students are familiar with it.
- The class teacher will explain the standards of behaviour expected and the reasons for them as outlined in our School Code of Positive Behaviour.

f) Success Criteria

The success of the policy will be judged on the following:

- That an atmosphere and ethos is established throughout the school in which bullying is unacceptable and in which all feel free to speak up if bullying takes place.
- That there is a noticeable reduction in the number of bullying incidents
- That the school becomes a bullying-free zone
- Where incidents occur, that the policy is followed and implemented quickly.
- That the victim of a bullying incident can see clearly that the school anti-bullying policy was implemented, and the perpetrator was dealt with appropriately.
- That there are consequences for the perpetrator of a bullying incident.

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:

The primary aim in investigating and dealing with bullying is to resolve any issues and restore as far as is practicable the relationships of the parties involved (rather than to apportion blame).

(Anti-Bullying Procedures for Primary and Post-Primary Schools 2013:6)

Step 1

- A student/parent/unnamed source may bring a bullying concern to any member of staff verbally/email etc or through the FUSE form Stand-Up to Bullying report Form (available on all student Teams)

Step 2

- Teacher completes Form 1 to notify relevant teacher or Year Head completes it if the report is addressed to them. Form is submitted to Year Head and Deputy Principal.

Step 3

- The YH notes receipt of this Form on VSware notes of student(s). The YH begins the investigation (opens file on Care Team) and determines using professional judgement if the incident(s) is bullying. Students may be interviewed.

Step 4

(a) If the incident(s) is deemed bullying:

- The student/s involved in the alleged bullying will be interviewed individually by the Year Head
- The allegations will be listened to and addressed seriously and sensitively.
- While confidentiality cannot be guaranteed, all allegations will be dealt with discreetly.
- Details of the reported allegation of bullying will be written down and read back to the student/students for confirmation.
- If they so wish, the student may write down their account of the situation.
- Parents/guardians will be informed of the process.

(b) If the incident(s) is not determined as bullying, the bullying case is closed, and the matter is dealt with under the Code of Positive Behaviour and noted on VSware.

Step 5

- When the investigation is complete, all records should be uploaded to the Care Team file. Resolution strategies should be put in place. Form 2 Word Document should be completed as a summary of the investigation. Completion of this form should be noted on Vsware notes.
- If it is concluded that a student has been engaged in bullying behaviour she will be informed
 - a. that she is in breach of the school Code of Behaviour and that she must stop her unacceptable behaviour immediately.
 - b. that her parents/guardians will be informed to support her in changing her unacceptable behaviour
 - c. that her class teacher and subject teachers will be informed.
 - d. that support is available in the school from the Guidance Counsellors to enable her to change her unacceptable behaviour
 - e. that if her bullying behaviour continues, sanctions will be put in place.
- **The victim of bullying will be informed**
 - a. that her parents/guardians will be contacted so that they are in a position to help and support her
 - b. that she has behaved in a most responsible way in bringing the incident to the attention of the school authorities

- c. that if she wishes to see the guidance counsellor, an appointment will be made for her
- d. that continuing support will be available as long as it is necessary
- e. that her class teacher and subject teachers will be informed

Step 6

The Year Head will check in with both parties within 20 days after the conclusion of the investigation. If the issues have been resolved the case is closed. If the issues are not resolved, Appendix 3 (Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013). must be completed and submitted to the Principal / Deputy Principal. See Appendix 1 for a copy of this form.

SANCTIONS IF THE BULLYING BEHAVIOUR CONTINUES

If, after the follow-up meeting, it is established that the bullying activity has not stopped, sanctions will then apply.

Those found to be bullying will be supported in order to raise their awareness of the effects of their actions and to prevent such behaviour continuing. If appropriate she will be sanctioned in line with the school's Code of Positive Behaviour.

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

A programme of support for pupils who have been bullied shall be put in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

The following supports will be put in place for such students:

- Referral to the school Guidance Counsellor.
- Meetings with the relevant Year Head
- Lunchtime club for students to have lunchtime activities to get involved in and to engage with a wider social circle.
- Pairing with other students.
- Encouragement to report further bullying instances
- The school will address the attitudes of bullying within the school community through assemblies, pastoral care, SPHE, Religion and/or any opportunity that may arise.
- Bullying will be incorporated into SPHE lessons.
- In a case where sanctions need to be imposed, they will be enforced, as per the school's Code of Positive Behaviour, by the Principal/Deputy Principal.

“Victims [of bullying] may need counselling and opportunities to participate in activities designed to raise their self-esteem.....”

(Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools September 1993)

“A programme of support for those pupils involved in bullying behaviour should be an integral part of the school’s intervention process”

(Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools September 1993)

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils 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.
11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents’ Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.
12. This policy was adopted by the Board of Management on 11th November 2021 and will be reviewed at regular intervals. The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of 11th November 2021.

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*. See Appendix 2 for this Review Checklist.

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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.

