



Salesian Secondary College
Anti-Bullying Policy

Reviewed and updated March 2023

1. RATIONALE

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 Salesian Secondary College has adopted the following Anti-Bullying Policy within the framework of the College'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.

"The role of the school is to provide the highest possible standard education for all its students. A stable secure environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education and imposes psychological damage. As such, it is an issue, which must be positively and firmly addressed through a range of school – based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour".

The purpose of this policy is to seek to protect all members of our Salesian school community from bullying behaviour and to raise awareness among staff and students about how to respond appropriately to bullying behaviour.

2. SCHOOL MISSION AND ETHOS

Salesian Secondary College's Anti-Bullying Policy supports the aims and aspirations expressed in its Mission Statement.

We state our Mission as follows:

"Salesian Secondary College is a voluntary, catholic, secondary school under the trusteeship of the Salesians of Don Bosco. Our school dedicates itself to educational excellence taking into account the uniqueness and complexity of each individual pupil. We strive to create an atmosphere where pupils are happy and thrive in an environment imbued with St. John Bosco's three educational principles of Reason, Religion and Loving Kindness."

To achieve this mission aim to provide opportunities for students:

- We strive for academic excellence and skill, according to the abilities of each individual
- We strive to enable our students to develop "wholistically", in a balanced way, i.e. physically, spiritually, morally, artistically, mentally and emotionally
- We strive, as a Catholic school, to be faithful in passing on Gospel values
- We strive to nurture mutual respect and concern for others, irrespective of ethnicity, colour, gender, sexual orientation, social status or creed.

As part of its effort to create a school ethos which enables our Mission, the Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. Therefore, the Board and the larger school community are 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.

The Board of Management asserts that each child has a right to an education free from fear and intimidation, irrespective of gender, race, ethnic background, family, status religion, sexual orientation, aptitude, marital status, age. (Equal Status Act 2000).

3. DEFINITIONS AND SCOPE

3.1. Scope

This policy refers to all students of Salesian Secondary College. This also refers to students on exchange programmes and visiting students.

The policy applies at all times during the school day, from 8am (when school opens) until 6.15 pm (when school closes on a normal school day). The policy also applies to students engaging in extra-curricular activities or who are on school business or school run events, which take place outside of normal school hours. (e.g. study, retreats, matches, tours etc.) This policy applies on the school bus to and from school and school events.

The policy may also apply to the behaviour of students outside of the hours mentioned above, if the behaviour impacts on the good reputation of the school, the school environment, the welfare of a staff member or on a situation which has already been managed at school level.

This policy takes effect from the date of ratification.

This policy is informed by Cineáltas: Action Plan on Bullying, Dept. of Education publication, December 2022. This document refers to the UN Convention on the Right of the child, ratified by Ireland in 1992, in which bullying is referred to as a “children’s rights issue.”

Cineáltas: Action Plan on Bullying is rooted in the following four key principles:

- Prevention: Through the generation of empathy and the provision of training which provides a foundation for knowledge, respect, equality and inclusion
- Support: Tangible and targeted supports based on a continuum of needs which provide a framework for school communities to work together >

- Oversight: Visible leadership creates positive environments for children and young people and all members of our school community >
- Community: Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships

Through the implementation of Cineáltas: Action Plan on Bullying, we can all work together towards a diverse, inclusive Irish society free from bullying in all its forms, where individual difference is valued, nurtured and celebrated and where all our children and young people can feel happy and safe in our schools.

3.2 Definitions

“Bullying”.

Cineáltas defines bullying as targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society

“The school community.”

The school community is defined as students, teachers, SNAs, a parents and guardians, management, secretarial, caretaking and other support staff. It also includes visitors to the school and 3rd level students on placement in our school.

“Parent (s) / Guardian (s)”

While appropriate efforts are made to include all interested parties, the school corresponds *in the first instance* with the first-contact parent / guardian, according to the directions given by the family on enrolment.

“Relevant Teacher”.

This is the teacher with whom an initial concern of bullying / unwanted behaviour is raised or the teacher to whom this initial concern is referred through the school’s Pastoral Care Structure.

“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.”

Bullying is oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. (Ken Rigby 1996).

Physical aggression, for example:

- ✓ Damage to property
- ✓ Name calling
- ✓ “Slagging” and teasing
- ✓ The production, display or circulation of written words, pictures or other materials aimed at intimidating or belittling another person
- ✓ Offensive graffiti
- ✓ Extortion
- ✓ Intimidation

Continued:

- ✓ Taking advantage of a students' vulnerabilities and limited capacity to recognise and defend themselves against bullying or to understand social situations and social cues
- ✓ Setting others up for ridicule / mimicking Insulting or offensive gestures
- ✓ Invasion of personal space / holding a person's gaze in an inappropriate way
- ✓ Being physically present with an individual or group behaving in this way
- ✓ A combination of any of the above

Relational bullying (manipulating relationships as a means of bullying), for example:

- ✓ Malicious gossip
- ✓ Excluding from the group
- ✓ Subtle forms may include being persistently followed at yard time, being stared at in class etc.
- ✓ Sarcasm
- ✓ Spreading rumours
- ✓ Breaking confidence
- ✓ Talking loud enough so that the victim can hear
- ✓ Aggressive or passive-aggressive non-verbal behaviour (the "look", silence, insincere laughter)
- ✓ The use of derogatory language; name calling
- ✓ Inference
- ✓ Acting as the messenger between others; inciting conflict
- ✓ Using status over someone: e.g. an older student or a student in a more stable friendship group may hold more "power" over another student

Cyber-bullying, for example:

- ✓ Denigration: spreading rumours, lies or gossip to hurt a person's reputation
- ✓ Harassment: continually sending vicious, mean or disturbing messages to an individual
- ✓ 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
- ✓ Abusive / silent phone calls
- ✓ Abusive text messages / email / website comments / blogs / pictures / videos
- ✓ Abusive communication on social networks
- ✓ Abusive posts on any form of communication technology
- ✓ Liking, sharing or commenting on such posts

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private message, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with Salesian Secondary College'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 shared by other people will be regarded as bullying 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.

4. LADDER OF REFERRAL

The Relevant Teacher(s) and the appropriate ladder of referral for investigating and dealing with bullying are as outlined in Section 6.2 of this Policy.

In the 2022-23 School Year, these are:

- Principal: Ms. C. Morgan-O'Brien
- Deputy Principals: Mr. M. Lavan and Mr. D. Ryan
- Year Heads (2022-23):
 - ✓ 1st Year, Ms. E. Lavan
 - ✓ 2nd Year: Mr. B. Chambers
 - ✓ 3rd Year: Mr. P. Windle
 - ✓ Transition Year: Mr. B. McGreal
 - ✓ 5th Year: Ms. A. Mangan
 - ✓ 6th Year: Ms. K. O'Sullivan
- Class Tutors are rotated each year. Please check VSWare for details.
- The Guidance Counsellors are Ms. J. Whelan and Ms. G. Keane.
- The Pastoral Care Team is led by Ms. T. Hogan and comprises (in 2022-'23) Ms. R. Meehan, Ms. M. Kelly, Ms. S. Bambury, Mr. N. Barry, Ms. E. Lavan, Ms. G. Keane, Ms. J. Whelan, the senior management team and the school chaplains.
- The school chaplains are Ms. R. Meehan, Fr. Dominic Nguyen SDB and Brs. Aswyn and Jerin, SDB.

5. PREVENTATIVE STRATEGIES

5.1. Education Programmes

Salesian Secondary College is committed to providing a comprehensive Social, Personal and Health Education Programme for all students. All classes will complete specific Anti-Bullying Education Programmes. A cross-curricular approach is taken.

5.2. *Our educational aims achievable through an anti-bullying curriculum*

- To prevent bullying by empowering young people with knowledge, skills and positive attitudes
- To seek to develop an awareness bullying
- To seek to develop coping strategies for bullying and other unwanted behaviours, including the fostering of resilience and the ability to recover from conflict and difficult situations which arise between people in the normal course life
- To facilitate self-development in a safe learning environment
- To raise awareness among students of the school's Anti Bullying Policy
- To foster an atmosphere in which students / staff feel comfortable about seeking help, and in which they know how to seek help
- To seek to minimise the occurrence of situations in the school day which make bullying likely to occur
- The school will use initiatives across the student body to raise awareness and to build collegiality for example Friendship Day, Induction Days, TY Team Building, the Nurture Programme etc.

5.3. School-wide approach (see Appendix D)

To provide a school-wide approach to the fostering of respect for all members of the school community, according to our Salesian ethos, we commit to:

- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our students through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying, to ensure that all staff develops an awareness of what bullying is, how it impacts on students' lives and the need to respond to it-prevention and intervention.
- Regular opportunities for communication between Tutors, Year Heads and students.
- 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 a Relevant Teacher. Supervision will also apply to monitoring student use of communications and information technology within the school.
- Involvement of the Student Council and Mentoring teams in contributing to a safe school environment, which 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, school website (www.salesiancollege.ie) and displayed publicly in classrooms and in common areas of the school.
- The school's Anti-Bullying Policy is discussed with students and parent(s) / guardian(s) are given access to the policy through our normal communication channels
- Mission Statement, School Ethos and Code of Behaviour are outlined to parent(s) / guardian(s)
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s) / guardian(s) to approach the school by contacting a member of the Pastoral Care Team if they are concerned about negative behaviour or bullying.
- Regular meetings of the Pastoral Care-Team and of Middle Management (Assistant Principals and Year Heads) with Principal and Deputy Principals
- Personal Technology and Safe Internet Usage Policies, which outline the measures taken by the school to prevent cyber bullying
- Aim towards approachability of all members of school community: each student should be able to identify "One Safe Adult"
- Use of a Merit System to acknowledge / reward positive behaviour, as per our Salesian ethos
- Parent (s) / guardian (s) are invited to attend information session for incoming First Years
- Regular Parent-Teacher meetings
- Appropriate use of CCTV, to add to sense of a secure environment for all the school community and to assist with clarification needed on issues which may arise
- Tutor System and Chain of Referral, which is based on our Pastoral Care structure and Salesian values
- Talks for parents / guardians and students
- Counselling support provided as necessary, through the Guidance Department

5.4. Implementation of curriculum

To provide a curricular approach to the fostering of respect for all members of the school community, according to our school Salesian ethos, we commit to:

- Use of established school curricula to raise awareness of, and discuss strategies for reporting and coping with conflict, negative relationships and bullying
- Supports and resources available to the school, which may be found on the SPHE website- www.sphe.ie
- Continuous Professional Development for staff in delivering these programmes
- School wide delivery of lessons on bullying from evidence based programmes
- School wide delivery of age-appropriate lessons
- Delivery of the Garda SPHE Programmes at post- primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN and ASD students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.
- The school will refer to “Sexual Orientation Advice for Schools” and appropriate RSE materials
- Guidance and Counselling Service provided. First Year students are met regularly to assess how they are settling into school
- Informal curriculum, e.g. extra-curricular activities

5.5. Links to other policies

The following school policies, practices and activities may be referenced:

Code of Behaviour, Child Protection Procedures and Policy, Acceptable Use Policy, Attendance Policy, Changing Rooms Policy, Health and Safety Statement, Critical Incident Policy, RSE Policy, Guidance and Counselling programmes and policies, Admissions Policy, Induction for New Staff and Students, Dignity in the Workplace.

6. PROCEDURES FOR INVESTIGATING AND MANAGING ALLEGATIONS OF BULLYING

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

Every effort will be made to ensure that all involved (including students, parent(s) / guardian(s)) understand this approach from the outset.

6.1. Reporting bullying behaviour

Although use of the ladder of referral outlined in section 4 above is advised, students and parents / guardians are encouraged to approach any trusted member of staff if they have concerns about negative behaviour and / or bullying. We are here to listen.

Teaching and non-teaching staff such as secretaries, Special Needs Assistants, bus escorts, caretakers, cleaners, canteen workers must report any incidents of bullying behaviour witnessed by them, or referred to them, to a Relevant Teacher.

All allegations, including anonymous allegations of bullying, will be investigated and dealt with by the most appropriately placed teacher on the ladder of referral.

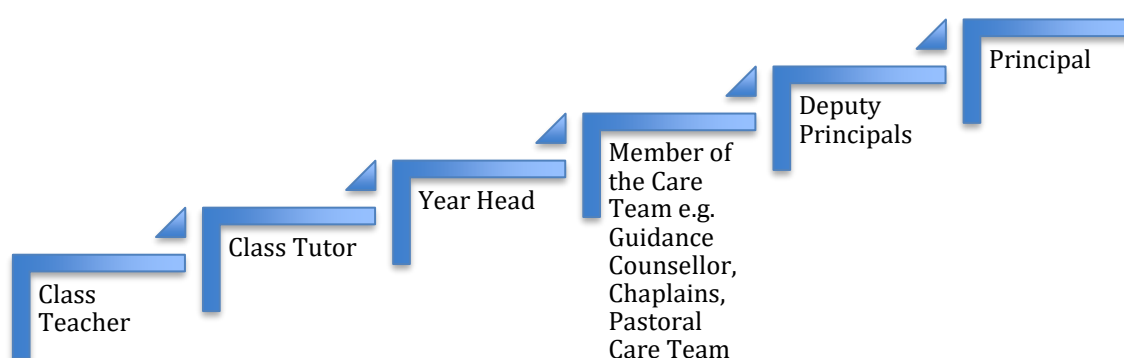
Making a report.

It will be made clear to all students that when they report concerns of bullying, they are not telling tales, but behaving responsibly. The excuse “we were only messing” will be constantly challenged.

Parents / guardians are strongly encouraged to contact a member of the Pastoral Care Team discreetly as soon as they have concerns that their son / daughter is being subjected to unwanted behaviour.

6.2. Investigating and dealing with allegations and incidents

Salesian Secondary College’s Pastoral Structure / Chain of Referral is advised as being the most suitable model of referral, as it is through this model that relationships develop in the school i.e.



In investigating and dealing with bullying, a Relevant Teacher will exercise his / her professional judgement to determine whether bullying has occurred and how best the situation might be resolved (see Appendix C).

The following guidelines apply:

- 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, allegations and 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.
- When analysing allegations or incidents of bullying behaviour, a 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. However, it must be noted that confusing someone with detail is one way in which a bully hides negative behaviour, and that over-emphasis on detail is unwise.
- It may be appropriate or helpful to ask those involved to write down their account of the alleged incident(s).
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the Relevant Teacher

- In cases where it has been determined by a Relevant Teacher that bullying behaviour has occurred, parent(s) / guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s) / guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the students.
- Where a Relevant Teacher has determined that a student has been engaged in bullying behaviour, it should be made clear to him / her how he / she is in breach of the school's Anti-Bullying Policy and Code of Behaviour and efforts should be made to try to assist him / her to see the situation from the perspective of the student being targeted. In so doing, the school acknowledges that a student may be unaware of the impact of his / her behaviour. The Discussion Document in appendices may be helpful to assist a student to articulate behaviour.
- It must also be made clear to all involved (each set of students and parent(s) / guardian(s)) that in any situation where disciplinary sanctions are appropriate, this is a private matter between the student being sanctioned, his or her parent(s) / guardian(s) and the school.
- Students should discuss alleged incidents of bullying with a Relevant Teacher or another trusted adult within the school; this is responsible behaviour rather than "telling tales". This staff member will notify the Year Head of his / her response.
- Salesian Secondary College recommends that the Pastoral Care Chain of Referral be followed where possible. (It is accepted that this may not always be feasible; all incidents will be dealt with without prejudice.) A staff member who receives a report of alleged bullying behaviour may refer the matter back into the Ladder of Referral, if this is appropriate.)
- The Year Head will be kept informed of all reports and any member of the Pastoral Care Team may be invited to become involved.
- Information is gathered and appropriate written records will be kept by the Relevant Teacher, including the Incident Report Template (see Appendix A), and the Template for use after 20 Days (Appendix H), if /when this becomes necessary. The Relevant Teacher may use his / her judgement as to the timing of any reports to the Principal or Deputy Principals, although the "20 Day Rule" is to be used as a guideline (see below.)
- The alleged target and alleged perpetrator(s) of the behaviour will be spoken with and may be encouraged to resolve the matter together, with support given to all of the young people involved.
- Where the alleged behaviour is deemed not to fit the definition of bullying behaviour, a verbal warning may be given to the student to stop the inappropriate behaviour, pointing out how she / he is in breach of the Code of Behaviour.
- As part of this process, the student may be assisted in identifying troubling behaviours and asked to commit to a cessation of that behaviour (see Appendix B).
- Appropriate sanctions, commensurate with the nature of the complaint and the outcome of investigation, may be applied. However, this policy acknowledges that an improvement of relationships between the students is the desired outcome, rather than the apportioning of blame or sanction, in the first instance.
- After 20 school days, if the Relevant Teacher deems that the situation remains unresolved, i.e. bullying behaviour has not ceased or relationships between the students remain disproportionately conflicted, s/he will refer the case, with a copy of the completed Incident Report (see Appendix A), to the Year Head or Deputy Principals. The Deputy will address the case, in the first instance, for possible disciplinary sanction, unless s/he deems that the seriousness of the case should be referred immediately to the Principal. The Deputy will keep the Principal informed at all times of progress.

- The Year Head will monitor the progress of all students involved in an alleged bullying incident by liaising with the other students involved and their corresponding Year Head/s, as necessary.
- Follow up meetings with all parties may be considered.
- In the case of a complaint regarding a staff member, this will be referred to the Principal.
- The Principal will make periodic Anti-Bullying reports to the Board of Management.

The school recognises that students connected with allegations of unkind behaviour or bullying may suffer in different ways. In addition, the school recognises that conflict is a naturally occurring phenomenon in human relations and that young people and adults alike need education around how to manage conflict and negative relationships. The school aspires to resolve issues which occur in such a way that the dignity of all students is preserved. The school offers guidance counselling to all students who wish to access this service and may make further referrals to outside agencies, if appropriate.

6.3. Follow up

In determining whether an alleged bullying case has been adequately and appropriately addressed the Relevant Teacher shall, as part of his / her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased
- Whether any issues between the parties have been resolved as far as is practicable
- Whether the relationships between the parties have been restored as far as is practicable
- Any feedback received from the parties involved, their parent(s) / guardian(s) or the school Principal or Deputy Principals
- Follow-up meetings with the relevant parties involved may be arranged separately
- If a parent / guardian is not satisfied that the school has dealt with a report of alleged bullying behaviour according to the procedures outlined in this policy, that parent / guardian is referred to the school's Complaints Procedures. Once these are exhausted, the parent / guardian's recourse is with the Ombudsman for Children.

6.4. Recording of alleged bullying behaviour

Recording of alleged bullying incidents should be done in an objective and factual manner.

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

6.4.1. Informal: Pre-determination that bullying has occurred

Concerns about negative behaviour are generally referred verbally to a Relevant Teacher. Staff members make referrals verbally to the Year Head or Pastoral Care Team member (the Relevant Teacher).

The Relevant Teacher logs and monitors such reports. If the Relevant Teacher sees a pattern emerge, or if a once off incident of concern occurs, he / she may request a verbal report to be put in writing. In this case,

- an Incident Report (see Appendix A) is completed by the staff member reporting the behaviour. The Relevant Teacher files such reports.
- the Relevant Teacher must inform the Year Head of all incidents being investigated.

6.4.2 Informal: Determination that bullying has occurred

If it is established by the Relevant Teacher that bullying has occurred, the Relevant Teacher will keep appropriate written records (see Appendix A) which will assist his / her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved and which will be available for review further up the ladder of referral, if this becomes necessary.

- The Year Head will be informed and will record that the Relevant Teacher is working to resolve an issue.

6.4.3 Formal: Determination that bullying has occurred

The Relevant Teacher must use the Incident Report template (see Appendix A) to record the allegation of bullying behaviour.

In addition, the Relevant Teacher must complete the 20 Day Record (Appendix H) in the following circumstances:

- 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
- in circumstances in which the bullying behaviour is deemed to be serious enough that it should be must be recorded and reported immediately to the Principal or Deputy Principal.

When the 20 Day Report is used (see Appendix H), it will be filed in the Anti-Bullying File.

6.5 Established intervention strategies

- Teacher interviews with all students
- Negotiating agreements between students and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with a parent / guardian to support school interventions
- No Blame – No Anger Approach
- Interviews which follow the principles of restorative practice, as the Salesian ethos espouses
- Reference to the Code of Behaviour and sanctions therein
- Counselling both parties
- Mediation
- Targeted educational intervention

While this policy addresses issues related to bullying of students (i.e. situations in which one or more students are the victim(s) of bullying), the policy may also apply to teaching and other school staff, a parent / guardian, and others, insofar as measures under the policy relate to them. Furthermore, at the school's discretion, the policy applies outside the school if the behaviour impacts upon any person's participation in our school. Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

The school's programme of support for working with students affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- All in-school supports and opportunities will be provided for the students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- ✓ Pastoral care system
- ✓ Buddy / Peer mentoring system
- ✓ Tutor/Year Head system
- ✓ Care team / Student Support Team
- ✓ Nurture, Friends for Life or similar programmes
- If students require counselling or further support, the school will endeavour to liaise with the appropriate agencies to organise this. This may be for the student affected by bullying or involved in the bullying behaviour.
- Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

7. SUPERVISION AND MONITORING OF STUDENTS

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.

8. 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.

9. CIRCULATION

This policy has been made 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 of Education and Skills and the patron, if requested.

10. REVIEW OF THE POLICY (SEE APPENDICES D AND F)

The policy will be reviewed annually. Review will be informed by views appropriately expressed through the established channels or in light of changing information, by the Anti-Bullying working group in consultation with the wider school community. Updates will be made when necessary by members of the Pastoral Care and Management Teams.

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.

Signed: _____

Date:

Chairperson of the Board of Management

Signed: _____

Date:

Principal



APPENDIX B

Salesian Secondary College Discussion Document (Negative Behaviour).

In Salesian Secondary College, we acknowledge that negative behaviour towards a student or staff member is sometimes difficult to identify in words. Even if the behaviour is carried out in a quiet, controlled way, this may be upsetting or even intimidating to another person. Often, the person on the receiving end knows that the perpetrator is behaving with intention, but cannot describe what is happening. This is because subtle, non-verbal cues are hard to describe, especially in moments of high emotion, and the perpetrator uses that to exert power. Often known as “passive-aggressive behaviour”, or “non-verbal aggression”, this may become threatening, intimidating or bullying behaviour, if the student is not helped to understand its impact in a carefully managed conversation.

Sometimes, a student may not realise that he/ she is behaving in a negative way. Thus, it is important to name the behaviour and bring a student to a greater understanding of the impact of his / her behaviour on another person.

In general, negative, threatening and / or intimidating behaviour **may** include some or all of the following: (please initial those which you feel describes your recent behaviour.)

- Giving verbal and / or written threats on my own behalf or behalf of others
- Initiating or participating in (through active contribution or association) unkind or malicious conversation about others; trying to embarrass someone in front of others or privately
- Using negative language towards someone, cursing, using terms which are known to make one feel uncomfortable
- Giving “dirty looks”
- Holding someone’s gaze for an inappropriate length of time, so as to convey power: “eyeballing” someone; or REFUSING to make eye contact with someone
- Repeatedly speaking over someone, even quietly; repeating words and phrases in a controlled way to confuse someone
- Using sarcasm / insincere laughter / silence or subtlety to belittle or humiliate someone
- Name calling or telling others the names they have been called by other people
- Spreading rumours or private information; insisting on clarification of rumours or private information
- Raising your voice repeatedly’ Invading someone’s personal space; “posturing”
- Moving or taking items which belong to someone else / damaging someone’s property

- Laughing in an unkind way at or about others; sneering
- Rough behaviour: grabbing, shoving, jostling , pushing, shouting, throwing things, hurting someone
- Associating with another student or group of students who behave in this way
- Using technology (SMS, MSN, Text messaging, social networking sites etc.) to engage in any of the behaviours described here; sending messages or images without permission; sending explicit messages or images, even with permission
- Repeatedly using the phrase “messaging” to avoid taking responsibility for your behaviour
- Speaking about or to someone in a way as to NOT be heard clearly; to confuse someone intentionally
- Wearing, carrying or displaying something that implies a threat or is perceived as threatening by someone else e.g. insignia
- Other:

I have had a conversation with a member of the Pastoral Care Team in school. It has been explained to me that that these behaviours, which I have marked above, have the power to make others feel unhappy, isolated, angry, afraid and / or unsafe.

By signing my name, I agree to acknowledge these behaviours in myself, which may be or may be perceived as being threatening and / or intimidating. I will work to modify my behaviour.

I also agree to disassociate myself from these behaviours in other people.

Signed: _____ Student

Signed: _____ School authority

Signed: _____ A Parent / Guardian

Signed: _____ Other support

Date: _____



APPENDIX C
SALESIAN SECONDARY COLLEGE
PROCEDURES / GUIDELINES TO BE FOLLOWED BY SUBJECT TEACHER

If a teacher witnesses bullying behaviour or is informed of bullying behaviour.			
<i>Procedure</i>	<i>Disciplinary measures / Sanctions</i>	<i>Support</i>	<i>Outcome Expected</i>
<p><i>1st Report</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenge behaviour by referring to Anti-Bullying Policy. Stress behaviour is unacceptable. <input type="checkbox"/> Defuse confrontation. <input type="checkbox"/> Speak to student (s) after class, if necessary. <input type="checkbox"/> Students involved are asked to stop behaviours of concern and given a verbal warning. <input type="checkbox"/> Complete incident report form. <input type="checkbox"/> Refer incident to Tutor / Year Head. 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal Warning <p><i>Whether or not there is admission of involvement it should be made clear that:</i></p> <ul style="list-style-type: none"> _The specific behaviour you have discussed should cease immediately. _That the young person is made aware that disciplinary implications already apply in the situation. _Agreement should be sought about not taking revenge against the victim or others whom the offender suspects have provided information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Measures need to be taken to ensure the safety of the victim and to supervise the behaviour of any others involved. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outline a fair outcome such as: _Apologising, if appropriate _ Paying for damage _ Returning money or the equivalent value of property
<p><i>2nd Report</i></p>	<p>As for 1st offence A parents contacted</p> <p>Continued monitoring by YH /FT.</p>		
<p><i>3rd Report</i></p>	<p>Refer to Principal/D.P.</p>		
<p><i>4th Report</i></p>	<p>Refer to BOM for possible exclusion</p>	<p>Referral to Guidance Counsellor or possibly outside agencies</p>	



APPENDIX D PRACTICAL TIPS FOR BUILDING A POSITIVE SCHOOL CULTURE AND CLIMATE

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

Model respectful behaviour to all members of the school community at all times.

Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

Display key respect messages in classrooms, in assembly areas and around the school. Involve students in the development of these messages.

Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN.

Give constructive feedback to students when respectful behaviour and respectful language are absent.

Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

Explicitly teach students about the appropriate use of social media.

Positively encourage students to comply with the school rules on mobile phone and Internet use.

Follow up and follow through with students who ignore the rules.

All staff can actively watch out for signs of bullying behaviour.

Ensure there is adequate playground/school yard/outdoor supervision.

Highlight and explicitly teach school rules in student friendly language in the classroom and in common areas.

Actively involve a parents and/or the A parents' Association in awareness raising campaigns around social media.

Actively promote the right of every member of the school community to be safe and secure in school.

School staff can get students to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

Hot spots tend to be in the playground/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 students are in the playground/school yard or moving classrooms.

Support the establishment and work of student councils.



APPENDIX E

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 a parents regarding the school's handling of bullying incidents?	
Have any a parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation during the last school year?	
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 _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal



APPENDIX F

NOTIFICATION REGARDING THE BOARD OF MANAGEMENT'S ANNUAL REVIEW OF THE ANTI-BULLYING POLICY

To: Members of the A parent Council
Members of the Student Council

The Board of Management of Salesian Secondary College 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 _____ [date].
- 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*.

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

APPENDIX G: SIGNS AND INDICATORS OF BULLYING

Bullying behaviour may be suspected if a combination of the following signs occurs or are repeated over time. The outcomes of bullying and harassment on a victim are often manifest in the following ways:

- Psychological and emotional
- Physical
- Social and interpersonal
- School-related

Psychological

anger
anxiety
confusion
distress
frustration
depression
panic
indifference
fear
self-harm
shame and feelings of worthlessness
loss of trust in friends and their inability to support and protect
suicidal ideation

Behavioural

increased irritability and nervousness
unexplained changes in mood
increased aggressiveness
school refusal
protective behaviour
may believe that they deserve to be bullied
becoming withdrawn
excessive tearfulness or sensitivity to criticism
substance abuse
obsessive behaviour
sleep disturbance; nightmares
reluctance to step away from social media / devices

Physical Manifestations

chest pains
pattern of minor illness
sleep disturbance
change in relationship with food / mealtimes
fatigue and lethargy
headaches
self-harm
sweats
inconsistent explanations for cuts and bruises

Social, Interpersonal and School Related

anxiety about travelling to and from school
avoidance of class
late home from school without any plausible explanation
fear of using school toilet facilities during breaks
fear of being out of sight of adults
becoming isolated in class
becoming withdrawn
reluctance to discuss the problem
school refusal
lack of creativity and initiative
reluctance to bully other student / family member

APPENDIX H

possessions missing or damaged
increased and excessive requests for money
deterioration in school performance and motivation
loss of interest or concentration in school
unusual concerns about physical appearance, attributes, mannerisms etc.

20 Day + Record of Bullying Behaviour

For use by a Relevant Teacher if a concern remains unresolved after 20 days. Please return to the Principal. Attach notes, where appropriate.

1. Name and class of pupil being bullied and class group

--

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

--

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

Pupil concerned	
Other Pupil	
A 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 bullying concern

--

6. Briefly describe the Bullying Behaviour

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

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. Please refer to previous notes made

--

9. Details of actions taken


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Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal / Deputy Principal _____

APPENDIX 1.
 STUDENT DESIGNED ANTIBULLYING CHARTER
 (AVAILABLE IN THE SCHOOL JOURNAL.)



Salesian Secondary College Anti-Bullying Charter


This Charter protects all members of our Salesian school community, and hopes to raise awareness and knowledge among students about how to respond to bullying behaviour

We, the students of Salesian Secondary College, do not tolerate:

Cyber Bullying	Physical Aggression	Relational Bullying	Identity Based Bullying
<ul style="list-style-type: none"> Harassment Impersonation Cyber stalking Liking, sharing or commenting on abusive posts 	<ul style="list-style-type: none"> Damage to property Intimidation Invasion of personal space Passing or making threats Inappropriate comments or touching 	<ul style="list-style-type: none"> Malicious gossip Spreading rumours Being passive aggressive 	<ul style="list-style-type: none"> Discrimination Isolation

Check out the Anti Bullying Policy in your Journal and on our Website.

Don't ignore the situation by keeping it to yourself; You will feel less alone by talking to someone who can help you find your own voice.



Ask a friend to help you approach a member of staff!

Who are the people you can talk to? Family / Guardians Pastoral Care Team, Mentor, Teacher, Tutor, Principal and Deputy Principals or an adult you trust !

If your friend confides in you, don't carry the burden on your own. Ask for help!

Don't stand by, stand up!

