



Salesian Secondary College,

Anti-Bullying Policy 2024/25

Reviewed on 26th November 2024

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 **Salesian Secondary 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 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).

-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 behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- 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:

- 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

- Principal: Mr. Keith O'Rahilly
- Deputy Principals: Mr. M. Lavan and Mr. D. Ryan
- Year Heads
- 1st y Paul Whooley
- 2nd y Karen O Sullivan
- 3rd y Eilis Lavan
- 4th /TY Brian Chambers
- 5th Yr Pat Windle
- 6th Yr Brian McGreal

- Class Tutors are rotated each year. Please check VSWare for details.
- The Guidance Counsellors
- The Pastoral Care Team is led by Ms. Rachel Meehan and comprises of Keith O'Rahilly (Principal), Mike Lavan (Deputy Principal), David Ryan (Deputy Principal), Ms. A. Mangan, Mr. Windle, Mr. McGreal, Ms. O'Sullivan, Ms. E. Lavan, Mr. Chambers, Ms. R. Meehan, Ms. M. Kelly, Mr. N. Barry, Gareth Airey, Ms. Whelan, Ms. G. Keane and the school chaplains.

- The school chaplains are Ms. R. Meehan, Fr. Dominic Nguyen SDB.

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 (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

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*

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 AEN and ASD students regarding programme implementation and the development of skills and strategies to enable all students to respond appropriate.
- 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.

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 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.

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

- Teachers on supervision duty should supervise corridor areas, social areas, classrooms and assembly area(s).
- 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.

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.

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, 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 (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post- Primary Schools):

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.

Step 2

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

Step 3

- The YH notes receipt of this Form on VShare notes of student(s). The YH begins the investigation (opens file) 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:

-that he/she is in breach of the school Code of Behaviour and that he/she must stop his/her unacceptable behaviour immediately.

-that their parents/guardians will be informed to support him/her in changing her unacceptable behaviour.

-that his/her class teacher and subject teachers will be informed.

- that support is available in the school from the Guidance Counsellors to enable him/her to change their unacceptable behaviour.
- that if their bullying behaviour continues, sanctions will be put in place.

• The victim of bullying will be informed:

- that their parents/guardians will be contacted so that they are in a position to help and support him/her.
- that he/she has behaved in a most responsible way in bringing the incident to the attention of the school authorities.
- that if he/she wishes to see the guidance counsellor, an appointment will be made for him/her.
- that continuing support will be available as long as it is necessary.
- that his/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.

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 to raise their awareness of the effects of their actions and to prevent such behaviour continuing. If appropriate he/she will be sanctioned in line with the school's Code of 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 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 was adopted by the Board of Management on 26th November 2024 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 26th November 2024.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and 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.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website 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.

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.

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Date of next review: 1/9/2025

Signed:



Chairperson of Board of Management

Signed:



Principal/Secretary to the Board of Management

26/11/2024

26/11/2024

Appendix 2 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 pupils 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 pupils in the development of these messages.

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

Consistently tackle 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. Give constructive feedback to pupils when respectful behaviour and respectful language are absent. Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

Explicitly teach pupils about the appropriate use of social media.

Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.

Actively involve parents and/or the 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. Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

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

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

School staff can get pupils 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 pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

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	
Other Pupil	
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

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

Physical Aggression		Cyber-bullying	
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

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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.

Appendix 4 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> ?	Yes
Has the Board published the policy on the school website and provided a copy to the Parents’ Association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all students?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from a parent regarding the school’s handling of bullying incidents?	No
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?	No
Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed?	No
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?	Yes
Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed: 
 Chairperson of Board of Management

Signed: 
 Principal/Secretary to the Board of Management

26/11/2024


26/11/2024

Appendix 5 Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: The Patron, Staff, Teachers, School Personnel, Parents and Students
 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 26/11/2024 .
- 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: 
 Chairperson of Board of Management

Signed: 
 Principal/Secretary to the Board of Management

26/11/2024

26/11/2024

Appendix 6 Summary of Investigation into Bullying Behaviour Conducted by Teacher and Principal or Deputy Principal.

Investigating Teacher:	
Role of Teacher:	
Name of Pupil Being Bullied:	
Names of Student/s involved in Bullying Incident:	
Year Group/s:	
Date Investigation Commenced:	

Date Investigation Ended:	
Description of Incident:	
Details of Contact Made with Parents of Both Parties Including Dates:	
Dates of Actions Taken:	
Sanctions Applied:	

Date of Check after 20 Days:
Was the Issue Resolved? Please indicate Yes or No and if No What further action was taken.