



Anti-bullying policy Killina Presentation Secondary School

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 Killina Presentation Secondary school 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; 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.
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.

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

The Year head and/or the Deputy Principal.

Any teacher may act as a relevant teacher if circumstances warrant it.

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 school wide approach is taken to fostering respect for all members of the school community.
- Creating a caring school community, showing respect for every person and being just and responsible are treasured and nourished in a CEIST school. The values of a Catholic school are taught and emphasised at all times and we inculcate respect for each individual from the first day of school.
- The school has designed an Anti-Bullying Charter which is clear and uses child friendly language. It is displayed prominently in the school corridors and in every classroom. The principles of the Charter are taught to all students and are explained and discussed at Assemblies.

- Class tutors form a strong relationship with their Tutor Class which creates a safe forum for discussion of the issues relating to bullying behaviour
- Parents are made aware of the schools Code of Behaviour and the schools Anti-Bullying Policy, these are explained and given to parents on enrolment to the school and are also available on the school website
- Continuous Professional Development for staff has and will continue to be provided in the area of assessing Bullying behaviour signs and symptoms.
- Students will be monitored and supervised by the staff on the school grounds.
- The school will work to raise the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour.
- Students will be spoken to at assemblies by Yearhead/ Deputy Principal/ Principal in relation to the Code of Behaviour of Killina and Anti Bullying Policy.
- Teachers will influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. C.S.P.E, S.P.H.E, Religion. ASDAN programmes are particularly appropriate in the area of promoting respect for diversity and inclusiveness.
- Teachers will endeavour in the teaching of their subjects to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, a wide variety of literature will be used to stimulate discussion. In C.S.P.E. the interdependence of people in communities at local national and international level will be stressed. In Geography and History references to colonisation, exploitation and dictatorship can be used to illustrate the negative aspect of power, in foreign languages students will learn about anti-bullying also. The work will also be extended into many other areas such as Art, Drama, Religious Education and Physical Education. Social Interaction classes between TY students and fourth years (Moderate Learning Disability).
- Co-operation and group enterprise will be promoted through team sports, school clubs as well as through practical subjects.
- Sporting activities in particular provides excellent opportunities for channelling and learning how to control aggression.
- Cyber Bullying : Students will be educated on appropriate on-line behaviour, how to stay safe while on-line and also developing a culture of reporting any concerns about cyber-bullying. Acceptable usage policy is in place in school.
- School mentors, senior pupils and students council will assist identifying and reporting bullying.
- Pastoral care system within the school will constantly monitor students.
- Guest speakers will be invited to talk to parents/students about bullying.
- Workshops may also be held in area of anti- bullying.
- The school will aim to host a 'well being' day each academic year. This may include exhibitions, talks, visits in etc.

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:

Reporting:

Reporting of incidents of Bullying Behaviour is encouraged

Any person may bring a bullying incident to any member of the school.

Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the schools' anti-bullying policy.

Non teaching staff to be encouraged to report incidents of bullying behaviour. The pupil affected will be interviewed by the Yearhead / teacher and will be offered appropriate support in-line with school ethos. All interviews to be conducted with sensitivity and regard to all rights. The alleged bully will be spoken to and the facts as he/she sees them will be ascertained.

Investigating:

The relevant Teacher will exercise judgement to determine if bullying behaviour has taken place and how best to resolve the situation

Parents/Guardians and pupils are required to cooperate with investigations in relation to suspected bullying behaviour

In investigating, a calm, non judgmental and problem solving approach will be taken. Every effort will be made while conducting investigations, to ensure discretion, sensitivity and privacy.

The investigation will seek to determine the Who,What,When, Where and Why of incidents

In cases where the relevant teacher determines that bullying behaviour has taken place. Parents/Guardians will be contacted at an early stage to explain inform them of the matter and explain to them how the issue is to be resolved. Their support will be sought in addressing the behaviour or impact of bullying behaviour.

Serious cases of bullying will be reported to the HSE, Family Social Services and/or Gardaí as appropriate.

Follow Up and Recording:

Having determined that Bullying behaviour has taken place, and following an intervention(s) follow up meetings will be held with both parties to determine if the situation has been resolved. These meetings will be documented and filed. If the situation remains unresolved then further interventions and action will required.

Recording of Bullying Behaviour:

Informal

All staff must keep records of incidents witnessed or reported to them. Reports including anonymous reports will be investigated, documented and recorded by the relevant teacher.

The relevant teacher will seek to determine if Bullying behaviour has taken place.

Formal Stage 1

If it is established by the Relevant Teacher that Bullying Behaviour has taken place. The relevant teacher will keep all appropriate written records and make all reasonable efforts to resolve the issues and restore in as far as practicable the relationships of the parties involved.

Formal Stage 2

In cases where the relevant teacher considers that the matter has not been resolved and adequately or appropriately addressed within 20 days after it has been determined that bullying behaviour has occurred the Relevant Teacher will fill in the Formal Reporting form.

A copy of this form is passed to the Principal and a copy kept by the Relevant Teacher.

Intervention Strategies

Interviews with all concerned

Negotiation/ agreement

Parental Involvement

No blame approach

Circle time

Restorative practice

Peer mediation

The disciplinary approach as outlined in the schools code of behaviour

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

All teachers have a supportive and pastoral role in working with students affected by bullying behaviour.

Each class group has a Form Tutor who has a pastoral care role and is available to support students who experience difficulty.

The role of Year Head also has a strong pastoral care dimension.

The Year head is a point of contact between the students, teaching staff and the parents.

Mentor students will be available to counsel and support students affected by bullying.

We have an experienced Guidance/Counsellor who will help and support students who experience difficulty. When Bullying is deemed to have occurred both the students who have been bullied and those who have bullied may be referred to the Counselling staff.

Good supervisory and monitoring measures are in place on the school grounds before, after & during the school day.

All staff are familiar with the schools' anti-bullying policy.

Temporary and substitute staff will be made aware of the schools' Code of Behaviour and its anti-bullying policy.

Individual teachers will take appropriate measures regarding reports of bullying behaviour in accordance with the schools anti-bullying policy.

Killina Presentation Secondary School is committed to maintaining its ethos of providing a holistic education to its students.

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 16-9-21.
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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Date of next review:

The Policy is reviewed annually and notification is sent to parents upon completion of the review and the same notification is posted to the school website