

St Aloysius Secondary School



St. Maries of the Isle,
Sharman Crawford Street,
Cork.

Roll No. 62630J

Anti-Bullying Policy

Policy Reviewed and ratified by Board of Management 30th November 2022

Policy reviewed by Board of Management on Wednesday 15th December 2021

Policy Reviewed by Board of Management on January 29th 2020

The school policy was reviewed in June 2014 in response to Anti -Bullying Procedures for Primary and Post-Primary Schools and Circular 045/2013

St Aloysius Secondary School

Anti-Bullying Policy 2014 - 2022

1. Introduction

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 St Aloysius Secondary School, Cork 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 and Circular 045/2013, which were published in September 2013.

2. Rationale.

This policy aims to assist our goals at St Aloysius Secondary School, Cork which are to cater for the academic, spiritual, moral, aesthetic, interpersonal and physical needs of the student. The characteristics of the school are the pursuit of tolerance, compassion and a sense of justice and equality for all. We aim to develop each student's confidence, self-respect and respect for others.

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: school culture and climate which –

- A positive ~~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. Definitions of Bullying & People and Situations

included in this policy.

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

The policy addresses various types of bullying behaviour, cyber- bullying, harassment and sexual harassment.

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 applies to teaching

and other school staff, parents/guardians, 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.

All members of the school community are subject to this policy, particularly the following relationships:

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- Student to any staff member (including ancillary staff, SNAs, voluntary parent supervisors)
- Any staff member to student
- Parent to any staff member
- Any staff member to parent
- Any staff member to any other staff member

Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

The policy will apply to a number of time periods/activities as follows:

- School time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities

At other times when the behaviour adversely affects a member of the school community.

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):

Student to student

- Individual Teacher that the incident is reported to
- Pastoral Care Team
- Year Head of Students

- Guidance Counsellor
- Deputy Principal □ Principal

5. Education and Prevention Strategies

The education and prevention strategies that will be used by the school are as follows:

- The school's confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour.
- Maintain and further develop an awareness of bullying and its consequences among the student body through SPHE, CSPE, RSE, the Meitheal System, Student Council and guest speakers.
- The school has a proactive approach to the prevention of bullying; incorporating strategies into its 1st year induction programme and by the use of continuous programmes into all other years.
- There will be space within the teaching of all subjects to foster an attitude of respect for all.
- Regular Assemblies and Check In with Year Head
- Weekly Year Head Meetings
- Wellbeing Week
- Student Council
- SPHE Classes & Religion Classes
- Awareness Campaigns such as "Think Before You Click"
- Awareness Program FUSE Anti Bullying for Junior Cycle Students (2nd year)
- Class Teacher and Year Head Inductions include Respect, Kindness, Diversity
- Inclusion & Diversity Acceptance events (eg. LGBT +, Awareness, RACE, Religion, SEN)
- Promote a Positive School Culture and Climate
- Promote Acceptance, Diversity, Kindness and Respect

6 . Process and Procedures

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:

1. The primary aim in dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved.
2. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
3. Teacher completes the appropriate sections of the Appendix 1 document – “Template for recording bullying behaviour”
4. All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It will be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. Class Teachers may also request statements be taken from the class as a whole.
5. Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to subject teachers, the Year head or the relevant teacher.
6. Parents and pupils 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.

The investigation:

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved.

Teachers are expected to take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents. Teachers will report the alleged incidents to the Year Head/Deputy Principal for investigation.

1. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
2. All interviews shall be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
3. When analysing incidents of bullying behaviour; the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner; it may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
4. If a group is involved, each member will be interviewed individually at first.
5. Each member of a group who has been interviewed shall be supported through the possible pressures that they may face from the other members of the group in question.

Action to be taken

1. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will 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 will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
2. Where the Relevant Teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.
3. Any sanctions decided upon shall be communicated to the parents and the student by the Year Head or Deputy Principal or Principal, or a person nominated by the Principal to act on their behalf.

4. It shall be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, her parents and the school.
5. All incidents of bullying behaviour shall be recorded and reported using Appendix 1.

Follow-up

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.

Appeals

- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.

7. Support

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

1. Students who have been involved in bullying incidences will be advised by the Year Head of the availability of the Guidance Counsellor.
2. Both parties involved in the incident/s of bullying may receive counselling and/or opportunities to participate in activities designed to raise her self-esteem, to develop her friendship and social skills and thereby build resilience whenever this is needed.
3. Students who observe bullying behaviour are always encouraged to discuss it with a teacher. The assistance of the Guidance Counsellor may also be called upon by the student/ parent/ teacher if required.

8. 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.

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 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.

10. Adoption of Policy.

This Policy was adopted by the Board of Management on Wednesday 15th December 2021

11. Communication of this policy to the relevant stakeholders

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association (see Appendix 3). It will also be inserted into the students' school journal. A copy of this policy will be made available to the Department of Education and Skills and the patron if requested.

11. Periodic summary reports to the Board of Management.

At every meeting of the Board of Management, the Principal will provide a report setting out: i. the overall number of confirmed bullying cases reported by means of the bullying template in Appendix 1. ii. confirmation that all cases referred to at (i) above have been or are being dealt with in accordance with this policy. This will be recorded in the minutes of each meeting but no identifying details of students involved will be involved.

12. Regular review by the Board of Management.

This policy and its implementation will be reviewed by the Board of Management once in every school year. (see Appendix 2: Checklist for annual review of the anti-bullying policy and its implementation) 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 of Education and Skills. The school will put in place an action plan to address any areas for improvement identified by the review.

13. Date and ratification by the Board of Management.

This policy was adopted by the Board of Management on 29th January 2020.

This policy will be implemented from 30th January 2020 and replace earlier anti-bullying policies from this date. This policy will be reviewed annually (see dates below)

Signed Pat Kinsella Date 30/11/22 Signed Alex Savage Date 30/11/22

Chairperson, Board of Management Principal/Secretary to the Board of Management

Original document and signatures in BOM File dated 30th November 2022

Date of next review: November 2023

Appendix 1 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))*

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

Pupil concerned	Playground
Other Pupil	Classroom
Parent	Corridor
Teacher	Toilets
Other	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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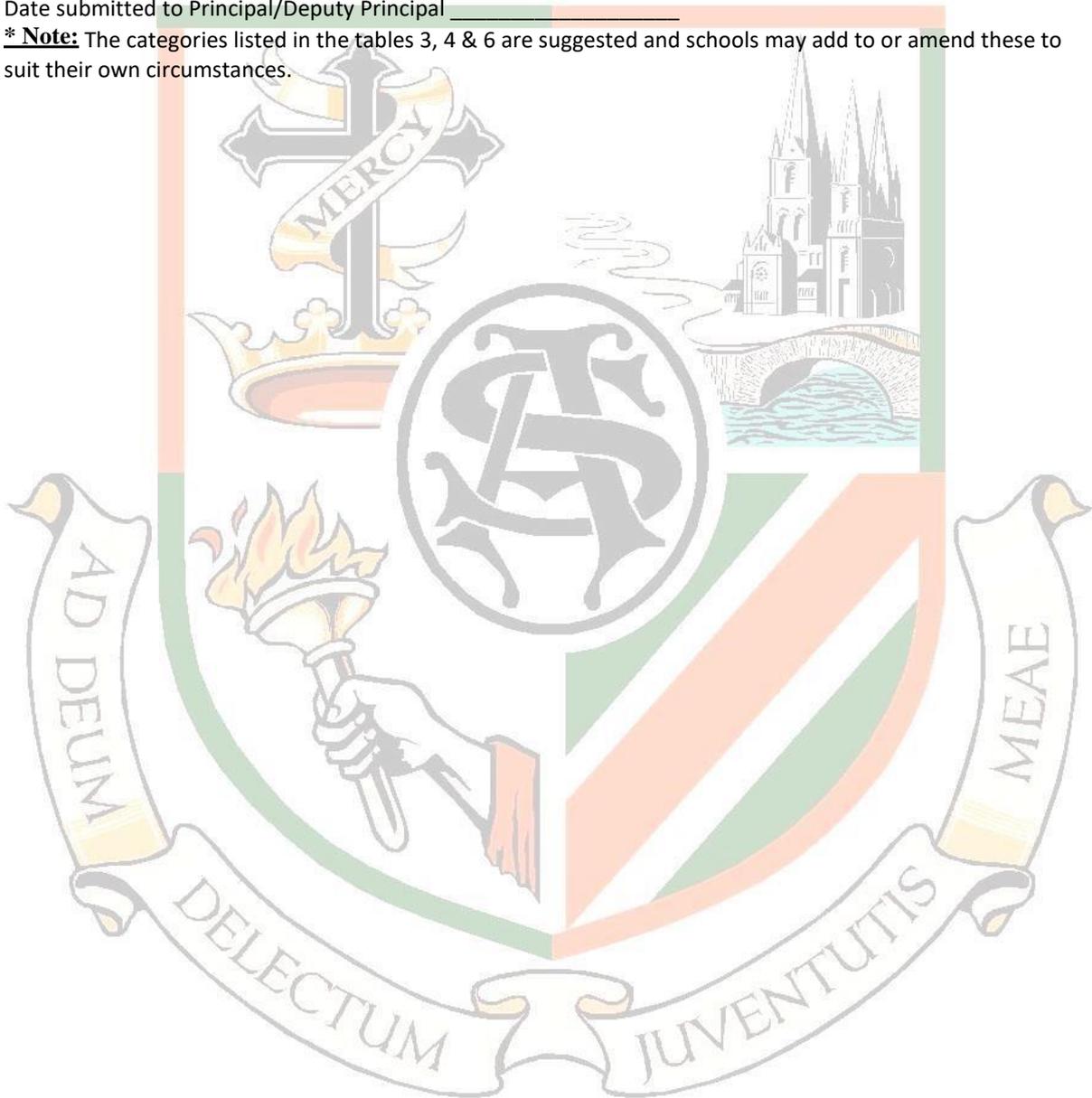
9. Details of actions taken

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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 2 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 antibullying 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 pupils?	
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 parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
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?	

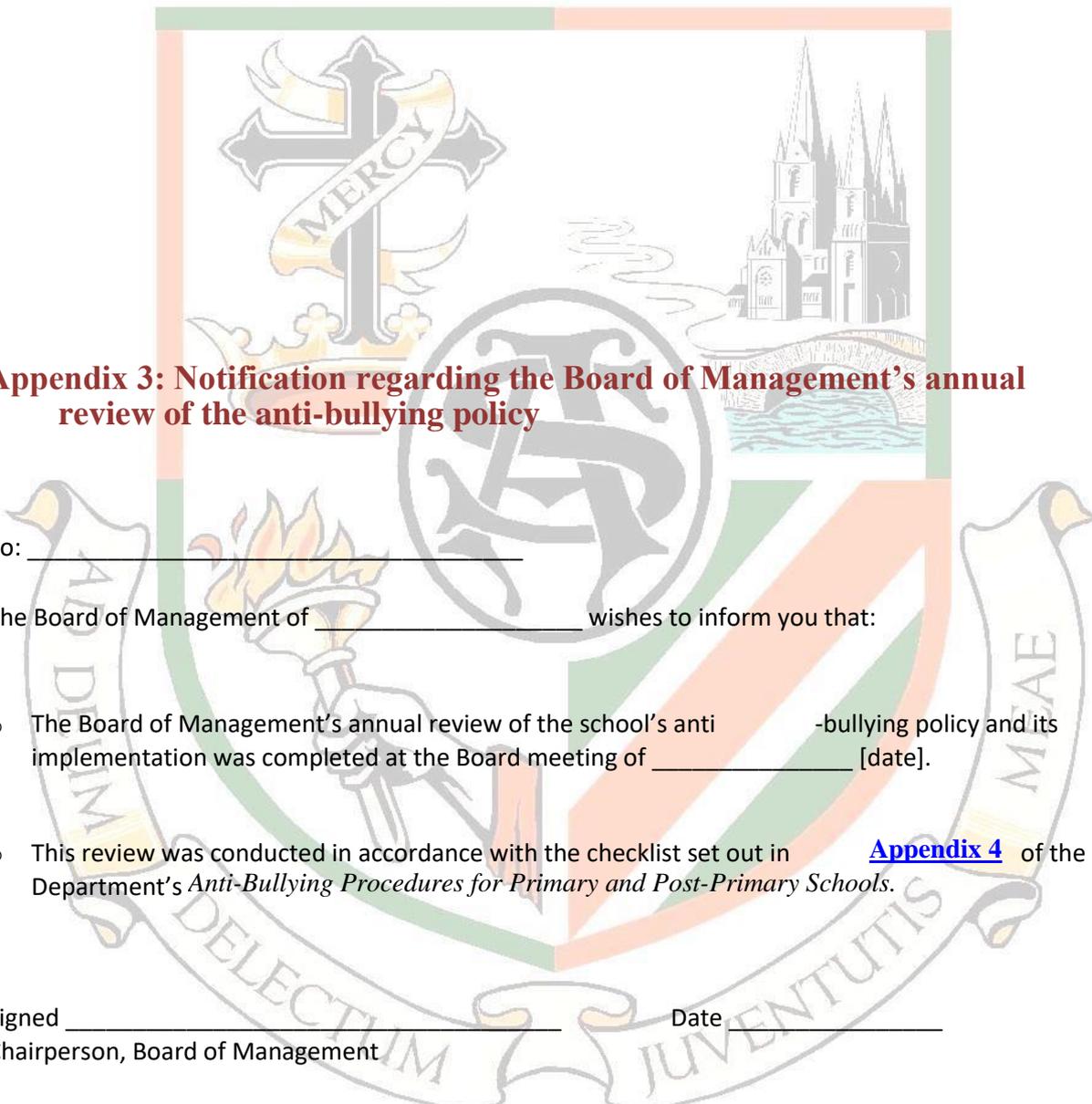
This policy was ratified by the Board of Management of St Aloysius School.

Signed Pat Kinsella Date 30/11/2022 Signed Alexandria Savage Date 30/11/2022

Chairperson, Board of Management
Management

Principal/Secretary to the Board of

Original document and signatures in BOM File dated 30/11/22



Appendix 3: Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of _____ 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