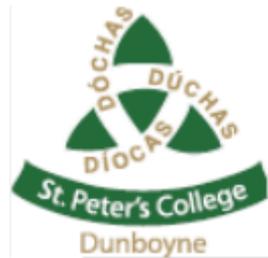St. Peter's College
Dunboyne, Co. Meath
71950F

St Peter's College
Anti-Bullying Policy

Implemented: 05/03/2018

Review Date: 05/03/2019

Person/s responsible for Review: MAC

 Signed: _____
          Maeve Gallagher
(Chairperson of the Board of Management)
Date:

Objective

"We aspire to fulfil the commitment to Anti-Bullying by fostering an atmosphere of respect, understanding and encouragement between all who teach, work and learn in St. Peter's College, so that the development and contribution of every individual can be acknowledged, and all can work together to benefit personal growth and the common good."

STATEMENT ON BULLYING:

• Every person in the school is entitled to respect and to be free of any type of bullying.
• The school will work proactively, as far as it can, to ensure that bullying does not take place.
• **Reporting incidents of bullying is responsible behaviour**.
• A record will be kept of all reported incidents of bullying.
• The matter will be dealt with seriously.
• The school has a programme of support for both the bully and the bullied.
• Appropriate action will be taken to ensure that bullying does not continue.

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 St Peter's College, Dunboyne 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.

TYPES OF BEHAVIOUR DEEMED TO BE INAPPROPRIATE:
- Humiliation; including name-calling and derogatory reference to academic ability, sexual orientation, etc.
- Intimidation; including aggressive use of body language.
- Verbal abuse, anonymous or otherwise.
- Written abuse, anonymous or otherwise.
- Physical abuse or threatened abuse.
- Aggressive or obscene language.
- Cyber Bullying which is the misuse of technology to intimidate or threaten another student. This can include sending or posting inappropriate or derogatory email messages, text messages, digital pictures or images or website postings/social networking sites
- Racist comments
- Victimisation; including very personal remarks.
- Exclusion and isolation.
- Unwarranted interference with personal possessions or locker.
- Threats, including demands for money.
- An attack by rumour, gossip, innuendo or ridicule on any individual's reputation.
- An attack by rumour, gossip, innuendo or ridicule on any family's reputation.
This list is not exhaustive.

Additional information on different types of bullying is set out in Appendix 1 of this policy and are taken from Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

THIS POLICY APPLIES:
- In class
- Between classes
- On the school premises
- While in school uniform
- On the way to and from school
- On any school based activity, school tours etc.
- To anything done in the school's name
- To any behaviour, in the view of the Principal, that adversely affects the school's reputation

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):

The Ceannaire for the students' year group will be the relevant teacher. The Ceannaire may liaise with the tutor teachers as required (interviewing/gathering written statements). The Ceannaire will be responsible for completing and storing the recording template and contacting parents with regard to breaches of the Anti-Bullying Policy.
If the students involved in a bullying incident are from more than one year group, the Ceannaire of the victim of bullying will be regarded as the relevant teacher.
If the Ceannaire is unavailable, the Junior or Senior Deputy Principal will be regarded as the relevant teacher.

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):

Whole School	**Currently**
	Friendship Week
	Resilience Week
	'Lockers' Resource (Explicit Images) – delivered by tutors/SPHE
	All year groups are facilitated through the SPHE (Social, Personal and Health Education) programme which incorporates bullying information and learning.
	Extensive range of extra-curricular and co-curricular activities that give students further opportunity to develop their self-esteem and resilience
	Regular announcements to students at assembly outlining 'what to do' if they witness bullying or are being bullied
	Anti-Bullying Charter in the school diary – Appendix 2
	Regular meetings of SEN team to report on any concerns wrt bullying
	Diversity Day celebrating different cultures

New students, who join the school after September of 1st Year, are allocated a mentor - ideally, this is another student from within the same year group.
Positive reinforcement of behaviour for the better good of the community is encouraged through the diary system.

Whole School	**Envisaged**
	LGBT Awareness (Speakers and Posters)
	Tacklebullying.ie – delivered by tutors/SPHE
	Anti-Bullying Policy in the school diary
	School wide posters explaining bullying and 'what to do'
	Bullying Information sent to all parents with school reports
	Subject Departments specifically noting aspects of their subject that fosters an attitude of respect for all/diversity/positive relationships
	AntiBullying awareness information at staff meetings
	AntiBullying information for support staff
	Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
	Administer a confidential questionnaire to all students

Year Group	**Envisaged**
First Year	Transition Year Monitors allocated to each first year tutor group
	Monitor led Anti-Bullying Workshops
Second Year	Online Safety Talk
Third Year	Garda Talk on Online Safety, Harassment
Transition Year	Team Work activities
	Monitor Training
	Work Place Bullying (World of Work)
Fifth Year	Caoimhnoir training
	Garda Talk on Online Safety

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:

Procedures for reporting incidents of bullying behaviour:
A student or parent may bring a bullying concern to any teacher in the school. Individual teachers will relay any reports of bullying to the appropriate tutor and Ceannaire.

Suggestions for students who have witnessed bullying, are being bullied or have bullied
Who to Tell?
- Use the current pastoral system: Tutor and Ceannaire

- Tell any staff member with whom the student feels comfortable.

How to Tell?
- Direct approach to teacher at an appropriate time, e.g. after class.
- Hand note up with homework.
- Make a phone call to the school or to a trusted teacher in the school.
- Get a Monitor or Caomhnoir to tell a teacher for you
- Get a parent or friend to tell on your behalf.

St Peter's College takes a proactive role in ascertaining the extent of bullying in the school by
- Anonymous disclosure forms following Anti-Bullying workshops

Suggestions for Parents of students who have witnessed bullying, are being bullied or have bullied

Who to Tell?

Contact your child's tutor / Ceannaire
- by emailing the school office
- by writing a brief note in the school diary requesting a call from the tutor/ Ceannaire
- by calling the school office requesting a call from the tutor/ Ceannaire

If there is an immediate concern for the safety of a student – contact the Deputy Principal

All incidents of bullying behaviour, including anonymous reports, which are drawn to the attention of the relevant teacher, will be dealt with in the following manner:

- The relevant teacher (Ceannaire) will interview, taking a calm, unemotional problem-solving approach, all of the students (victim(s) of bullying, the bully/bullies) involved in a bullying incident.
- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. The relevant teachers questioning will revolve around – 'what, where, when, who and why'.

- 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 (rather than to apportion blame)

- These students (victim(s) of bullying, the bully/bullies) will be spoken to and encouraged to solve the problem.
- These students may be invited to write down any relevant details and a report will be complied.
- All interviews will be conducted outside of the classroom, with sensitivity and with due regard to the rights of all pupils and teachers involved.
- Records will be kept of all incidents and of the procedures that were followed. (See Appendix 3 Incident Report Form)

If a group is involved (either a group of bullies or a group of victims), each member should be interviewed individually at first. Thereafter, all those involved in bullying should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

Each member of a group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher. Each student should be offered an opportunity to speak with the school counsellor.

If the relevant teacher determines that bullying has occurred they will contact the parents of all students directly involved (not necessarily all those who were witness to bullying) and ask the parents to familiarise themselves and their child with the Anti-Bullying policy.

All parents and students will be required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as practicable, the relationships of the parties involved as quickly as possible.

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

PASTORAL CARE TEAM
Chain of support:

Tutor / Ceannaire / Deputy Principals / Principal / Board of Management /Guidance Counsellors / School Counsellors and the Chaplain are available as support to the Pastoral Care Team.

Other Supports: Student Monitors / Caomhnoirí / Friends for Life Programme

All students affected by or involved in bullying will be offered the opportunity to meet with the school counsellors or may be referred to the school counsellors. A student may be offered a place on a Friends for Life programme if it is deemed suitable.

Their tutor and Ceannaire will check in with all victims of bullying following an investigation to ensure that issues have been resolved. All parents of those involved in a bullying incident will be reminded that they are welcome to contact the school with any concerns at any time.

All reports of alleged bullying will be noted and filed by the Ceannaire.
All established incidents of bullying will be filed by the Ceannaire and reported to the Board of Management.

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.

Comprehensive S & S rota covering all 'hotspots'.
Staff and students provide information in identifying such 'hotspots'/'hot times'.

All those involved supervision and substitution are aware that it is vital to be at their post in a timely manner, to be seen as a presence by students, moving around and have full concentration on monitoring student behaviour.

All staff in the school, not just those involved in S & S, are aware of their responsibility to monitor student behaviour on the grounds and to intervene (or report to a member of the teaching staff IMMEDIATELY) if they have any concerns about student wellbeing or safety on the grounds.

All students are made aware of their responsibilities to report any incidences or concerns about bullying especially senior students.

There is regular feedback from various student voice groups who are given an opportunity to raise any concerns regarding bullying or making the school community a safer or happier place.

All staff are reminded of the content of the Anti-Bullying Policy annually and all new staff who join during the school year are given a copy of the policy in the staff handbook.

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 5th March 2018.

11.   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 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.

Signed: _____   Signed: _____
(Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review: _____

Appendix 1

Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

2. DEFINITION AND TYPES OF BULLYING

2.1 Definition of bullying
2.1.1 In the context of these procedures, bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.
2.1.2 The following types of bullying behaviour are included in this non-exhaustive definition:
(i) deliberate exclusion, malicious gossip and other forms of relational bullying;

(ii) cyber-bullying; and

(iii) 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.

2.1.3 In addition, in the context of these procedures 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.

2.1.4 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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).
Information on the impact, indicators and other characteristics of bullying behaviour is set out in Sections 3 and 4 of these Procedures.

2.2 Types of bullying
The following are some of the types of bullying behaviour that can occur amongst pupils:
o **Physical aggression**: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

o **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

o **Isolation/exclusion and other relational bullying**: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing

around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

o **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

o **Name calling**: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

o **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

o **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2

St. Peter's College Anti-Bullying Charter

Every individual has the right to be treated with respect, tolerance, understanding and in a just manner.

You must never verbally, physically or psychologically bully students, teachers or any other persons.

This means that you must never:
• Hit, kick or push other students
• Jeer others or their families
• Name call or 'slag' other students
• Steal or damage property
• Threaten others in any way
• Ignore, isolate or exclude another student
• Make snide or smart comments about students
• Exclude others from conversations when they are present
• Make hostile facial expressions or rude gestures
• Make hurtful or sarcastic comments to other students
• Use phones, computers or other technological methods to threaten or intimidate
(This list is not exhaustive)

If you are being bullied or if you know someone who is being bullied, you must tell someone, a teacher, a monitor or your parents and
YOU WILL BE HELPED.

Keep telling until you get help!

BULLYING IS NOT ACCEPTABLE AND WILL NOT BE TOLERATED

St. Peter's College Anti-Bullying Policy is available on the school website

Appendix 3   Investigation of Alleged 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

To enlarge box drag down

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

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

Pupil concerned		Corridor/ On grounds	
Other Pupil		Classroom	
Parent		Toilets	
Teacher		School Bus	
Other		Other	

5. Name of person(s) who reported the bullying concern

_____

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Malicious Gossip		Isolation/Exclusion	
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)	N/A

8. Brief Description of bullying behaviour and its impact

To enlarge box drag down

9. Details of actions taken

To enlarge box drag down

10. Parents contacted (phone / letter / in person) Date of contact: _____

11. Concerns of Parents

To enlarge box drag down

12.   Relevant person has not been able to establish bullying has taken place   [ ]

Relevant person has established that bullying has taken place   [ ]

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

13.   Relevant Person and Deputy Principal is satisfied bullying behaviour has been adequately is resolved in 20 days

    Yes / No

Signed _____ (Relevant Teacher)

Signed _____ (Deputy Principal)