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2016
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Anti-Bullying Policy

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 Loreto College Foxrock 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) **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;
 - (b) **Effective leadership**
 - (c) **A school-wide approach**
 - (d) **A shared understanding of what bullying is and its impact**
 - (e) **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;
 - (f) **Effective supervision and monitoring of pupils**
 - (g) **Supports for staff**
 - (h) **Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**
 - (i) **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*. (see website: education.ie)

The list of examples below is non-exhaustive **and may include any behaviour which makes a student feel uncomfortable or unwelcome.**

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Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti
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	<ul style="list-style-type: none"> • Extortion • Intimidation • Insulting or offensive gestures • The “look” or ‘filthies’ • Invasion of personal space • A combination of any of the types listed. • Any behaviour which causes a student to feel uncomfortable
<p>Cyber</p>	<ul style="list-style-type: none"> • Harassment: the sending of vicious, mean or disturbing message(s) to an individual • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • 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 • Silent telephone/mobile phone call • Abusive / offensive telephone/mobile phone calls • Abusive / offensive text messages • Abusive / offensive email • Abusive / offensive communication on social networks e.g. Facebook/Messenger /Ask.fm/ Twitter/You Tube or on games consoles /WhatsApp /Snapchat / Instagram etc. • Abusive / offensive website comments/Blogs/Pictures • Abusive / offensive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence

	<ul style="list-style-type: none"> • Talking loud enough so that the victim can hear • The “look” or ‘filthies’ • Encouraging others to ignore / target an individual or group • Use of terminology such as ‘nerd’ in a derogatory way
Race, nationality, ethnic background, family status and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above • Stereotyping • Mimicing accents • Any name calling or labelling in a derogatory manner
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation or gender identity • Taunting a person because of sexual orientation or gender identity • Name calling e.g. Gay, queer, lesbian, tranny...used in a derogatory manner • Physical intimidation or attacks • Threats • Any name calling or labelling in a derogatory manner
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs – this includes any Disability*	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule • Targeting exceptionally able students in a negative manner

**This is outlined in full in our Whole School Inclusion Policy. It may include general or specific cognitive and learning difficulties, physical or sensory disabilities and/or Emotional Behavioural Disorders.*

4. In this policy the member of staff who has responsibility for investigating and dealing with bullying is referred to as the ‘relevant teacher’. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

The Relevant Teachers in this school are:

Tutors
Year heads
Guidance Counsellor(s)
Deputy Principal
Principal

The school deems that every staff member (both teaching and non-teaching) has responsibility for reporting any incident of Unwanted negative Behaviour or Bullying.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows

Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- 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 pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School wide awareness raising and/or training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- 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 relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. mentoring and other student support activities that can help to support pupils 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 and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and will be made available to all parent(s)/guardian(s) through the school website and other appropriate forms of media.

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
 - Confidential email
 - Anti Bullying Information sheets on all bathroom doors
- Encouraging parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Ongoing review of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- Making available the listing of supports currently being used in the school, on our website

Implementation of curricula

There is school wide delivery of lessons on bullying and associated relational issues through our SPHE and Pastoral Care programmes

Links to other policies

School policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protection policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities etc. can be accessed on our school website.

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 Investigating and Dealing with Bullying

The primary aim 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 ;

The school has the right to investigate all bullying incidents with a view to resolution. The cooperation of all parties involved is imperative to the successful resolution of any bullying investigation. All involved (including pupils, parent(s)/guardian(s)) should understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by a relevant teacher.
- All members of staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a relevant teacher;

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement, in consultation with the year head and tutor, to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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;
- Investigations will be conducted with sensitivity and with due regard to the rights of all pupils concerned;
- If a group is involved, each member should be interviewed individually at first. Subsequent to this the relevant teacher may deem it necessary to meet with the group involved. **At all times a restorative approach is taken to resolve the issue.** Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
It is appropriate to ask those involved to write down their account of the incident(s)
- 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 him/her to see the situation from the perspective of the pupil being bullied;
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, **the 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 of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- **Where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;**

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, 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 Principal
 - These steps may be repeated.
- Follow-up meetings with the relevant parties involved should be arranged with a view to engaging in restorative justice.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

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

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All records will be kept securely. All incidents must be reported to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2-Appendix 3 (From DES Procedures)

- The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) 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
- b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
Certain serious behaviours must be recorded and reported immediately to the principal as with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.

Possible intervention strategies may include:

- Teacher interviews with all pupils involved, including bystanders who must recognise that there are no innocent bystanders, and that all incidents of bullying behaviour must be reported to a teacher.
- Negotiating agreements between pupils and following these up by monitoring progress.
- Working with parent(s)/guardian(s) to support school interventions.
- No Blame Approach where applicable.
- Restorative interviews.
- Restorative conferencing / mediating.
- Implementing sociogram questionnaires.
- Peer mediation where suitable training has been given.

- 7 The school's programme of support for working with pupils 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 pupils affected by bullying e.g. Mentoring and support through our:
 - Pastoral care system
 - Leadership/ Peer mentoring system
 - Tutor/Year head system
 - Care team / Student Support Team
 - Group work
- In-school counselling is offered for the pupil affected by bullying or involved in the bullying behaviour.



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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 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.

9. 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.

10. This policy was adopted by the Board of Management on _____ [date].
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.

Signed: Brian Cannon
(Chairperson of Board of Management)

Signed: Bernadette Prendiville
(Principal)

Date: 31 March 2014

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