

BANDON GRAMMAR SCHOOL

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 Bandon Grammar 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) 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;

 - (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
 - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying

 - (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
- 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*.

Examples of bullying behaviours

General behaviours which apply to all types of bullying	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in the equality legislation• 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' • Invasion of personal space • A combination of any of the types listed
Cyber	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • 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 telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/YouTube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
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)
Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, Queer, lesbian.... used in a derogatory manner • Physical intimidation or attacks • Threats •

Race, nationality, ethnic background 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
	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip
Relational	<ul style="list-style-type: none"> • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • 'Bitching' • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The 'look' • Use of terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching, harassment
Special Educational Needs, 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

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

Principal

Deputy Principal

Year Heads

Tutors

Pastoral Care Team

Guidance Counsellor

Chaplain

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, homophobic and transphobic bullying) that will be used by the school are as follows:

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.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular 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 body 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.
- 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 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 sample classes across the school and once a year across the whole pupil population.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- The development 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.
- The full implementation of the SPHE and CSPE curricula

Links to other policies

- Code of Behaviour, Child Protection, Acceptable Use Policy

6. The school's procedures for investigation, follow-up and recording of bullying Behaviour.

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)

Relevant Teacher	Fills in an Incident Report Form and gives it to the Year Head
Year Head	Year Head interviews the victim(s) and perpetrator(s) Reports to parents of both victim(s) and perpetrator(s) If the Year Head deems it necessary he/she informs the Principal / Deputy Principal
Principal & Deputy Principal	A Disciplinary Meeting may be called to deal with the issue and to impose sanctions if deemed necessary.
Disciplinary Committee	A form for 'Recording Bullying Behaviour' is completed and placed in the students' files.
Board of Management	The Board of Management and all parent(s)/guardian(s) of pupils involved are then informed

All relevant forms are deleted after a twelve month period.

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

<ul style="list-style-type: none"> • All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g. <ul style="list-style-type: none"> - Pastoral care system - Peer mentoring system - Tutor/Year Head system - Guidance Counsellor - Chaplain - Prefects • If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour • Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
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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 _____

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 of Education and Skills 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 of Education and Skills.

Signed: Catherine Giblin
(Chairperson Board of Management)

Signed: Ian F. Coombes
(Principal)

Date: 25th January 2018

Date: 25th January 2018

Date of next review: January 2019

COUNTERING BULLYING INCIDENT REPORT FORM

Name of Victim(s): _____

Name(s) of alleged Perpetrators: _____

Type of alleged Bullying: _____

Staff Member: _____ Date: _____

Immediate Action taken:-

SIGNED: _____ DATE: _____

