



ANTI-BULLYING POLICY

**Scoil Mhuire Gan Smál
Blarney, Co. Cork.**

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 Scoil Mhuire gan Smál 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 in SMGS 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;
 - Recognises the right of each member of the school community to enjoy school in a secure environment
 - Acknowledges the uniqueness of each individual and his/her worth as a human being.
 - Prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
 - Has a clear commitment to promoting equity in general and gender equity in particular, in all aspects of its functioning.
 - Has the capacity to change in response to pupils' needs.
 - Identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
 - Takes particular care of 'at-risk' pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
 - Recognises the need to work in partnership with parents and keep them informed on procedures to improve relationships on a school-wide basis.
 - Recognises the role of parents in equipping the pupil with a range of life skills.

- Recognises the role of other community agencies in preventing and dealing with bullying.
 - Promotes the habit of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
 - Promotes qualities of social responsibility, tolerance and understanding among all its members in school and out of school.
 - Staff members share a collegial responsibility - under the direction of the Principal - to act in preventing bullying/aggressive behaviour by any member of the school community.
 - Respects relationships across the entire school community, encompassing relationships amongst peers (e.g pupil to pupil, teacher to teacher) and relationships between groups (e.g. teachers and pupils, parents and teachers) etc.
 - Endeavours to create an environment where pupils feel comfortable and free to discuss and disclose Incidents of bullying. This may also require prevailing attitudes so that pupils realise that they also have a responsibility for the safety and welfare of fellow students.
- 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.

The following are some actions which may be taken to help build a positive school culture and climate and to help prevent and deal with bullying behaviour:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school.
- Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school — this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are ignored

- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying in areas and at times where bullying may occur e.g. unstructured supervision.
- Support the establishment and work of student councils.

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.

The following is a non-exhaustive list of examples of bullying behaviours:

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • Discrimination based on any of the nine grounds as per Equality legislation - they are: age, gender (incl. transgender), civil status, family status, sexual orientation, religion, disability, race, membership of the traveller community. • 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 • Extortion • Intimidation • Insulting or offensive gestures • The 'look' • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<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

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
Relational	<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 • Talking loud enough so that the victim can hear • The 'look' • Use of terminology such as 'nerd' or 'gav' 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

Examples of bullyi

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).

ng behaviours

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 for investigating and dealing with bullying is as follows:

The relevant Year Head for each Year Group.

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:

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 develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it - prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School Wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- 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, Lunchtime activities and clubs 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 all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures 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.
- 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
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully or Niggle box?
 - 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.
- The school encourages parents/guardians to contact the school if they suspect their child is bullied.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the is strictly monitored, as is the pupils' use of mobile phones.

IMPLEMENTATION OF CURRICULA:

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes
- Continuous Professional Development for staff in delivering these programmes.
- School Wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.
- School wide delivery of lessons on **Relational aggression** (e.g. Cool School Programme: A Friend in Deed), Cyber Bullying (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack etc.) **Diversity and Interculturalism**. The school should list every resource related to the SPHE curriculum and make a list of supports.
- Delivery of the Garda SPHE Programmes at post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

The following school policies, practices and activities that are particularly relevant to bullying include: *Code of Behaviour, Child Protection Guidelines, Acceptable User Policy, Attendance etc.*

6. 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 (rather than to apportion blame);

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) 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 the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgment 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should 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;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved 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 the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- 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 the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/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;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation 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 judgment, 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
- 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.
- 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 schools 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 Pupils.

7. RECORDING OF BULLYING BEHAVIOUR

It is imperative that all recording or bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying 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 incidents must be reported to the relevant teacher who will have a separate file for reports on bullying.
- 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.

Informal-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.
- The school in consultation with the relevant teacher has a protocol for the storage of all records retained by the relevant teacher.

Formal- determination that bullying has occurred

The relevant teacher must use the recording template 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 i.e. serious misbehaviour e.g. where the alleged victim will not attend school as a result of the alleged bullying, or is experiencing fear that is causing distraction from school work, etc..

When the recording template is used. it must be retained by the relevant teacher in question and a copy maintained by the principal. Records are kept by the relevant teacher in locked filing cabinet and accessed by Year Head and Principal/Deputy Principal or their designate as appropriate. Records will be retained for a period determined under data legislation.

Established intervention strategies e.g.

- Teacher interviews with all pupils, individually or in groups
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Peer mediation where suitable training has been given

8. THE SCHOOL'S PROGRAMME OF SUPPORT FOR WORKING WITH PUPILS AFFECTED BY BULLYING IS AS FOLLOWS:

- 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.
 - Pastoral care system
 - Buddy / Peer mentoring system
 - Tutor/Year head system
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counselling of 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.

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.
- Students may be on the school premises from 8.00am on arrival of first school bus each morning. Some but minimal supervision is available at this time.
- A supervision rota is in place for break times and each supervising person adheres to same and makes arrangements for a replacement in their absence.
- There is no formal supervision for students after school unless by arrangement (e.g. after school study, or other activities)
- Special Needs Assistants accompany SEN students in school and outings outside normal school hours.
- Internet is filtered and internet use classes are supervised.

10. 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.

11. This policy was adopted by the Board of Management on 15/08/2019

12. 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.

13. 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: *Padraig Sheehan Principal*

Signed: Fr Micheal Fitzgerald Chairman

Date: _15/08/2019

Date: 15/08/2019

Date reviewed: 15/08/2021

Date of next review: 15/08/2023

