# CBC Monkstown Park

# Anti-Bullying Policy



# Date of Ratification: November 22nd 2021

# Date of Renewal: November 2022

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 CBC Monkstown Park 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 Department of Education's Anti-Bullying Procedures for Primary and Post-Primary Schools. (Circular 045/2013) and replaces all previous Anti-Bullying Policies in the College. When dealing with staff-to-staff relations, other policies and legislation, such as Dignity in the Workplace and The Employment Equality Acts 1998 and 2004 apply.

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. The CBC Monkstown Park Anti-Bullying Policy reflects the characteristic spirit of the school. It is informed by the five key elements of the Edmund Rice Schools Trust Charter; all relevant school policies; (Child Protection Guidelines, Internet Acceptable Use Policy, Suspension and Expulsion Policy etc.) and the school's Mission Statement which aims to:

*"To provide a Catholic Education for boys in a caring Christian atmosphere in the pursuit of all round character development and academic excellence".*

The Board is fully committed to the following key principles of best practice in preventing and tackling bullying behaviour by premonition of:

- ● A positive school culture and climate which –
    - ○ is welcoming of difference and diversity and is based on inclusivity;

- o encourages pupils to disclose and discuss incidents of bullying behavior in a non-threatening environment

- o promotes respectful relationships across the school community;

● Effective leadership;

● A school-wide approach;

● A shared understanding of what bullying is and its impact on people;

● Implementation of education and prevention strategies (including awareness raising measures) that

- o build empathy, respect and resilience in pupils

- o 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

● Use of established intervention strategies)

● 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 are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression**
- **Malicious gossip**
- **Intimidation**
- **Isolation/exclusion and other relational bullying**
- **Cyber-bullying**
- **Name calling**
- **Damage to property**
- **Extortion**
- **Deliberate exclusion**
- **Identity-based bullying**
- **Homophobic Bullying**
- **Racist Bullying**
- **Bullying based on a person's membership of the Travelling Community**
- **Bullying of people with disabilities and/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, liked, sent on/forwarded and/or repeated by other people **will** be regarded as bullying behaviour.

Additional information on different types of bullying as set out in Section 2 of the _Anti-Bullying Procedures for Primary and Post-Primary Schools_ is contained in Appendix 1 of this document.

4. The relevant teachers for investigating and dealing with bullying within CBC Monkstown are as follows:

- ●Year Heads
- ●Class Tutors
- ●Guidance Counsellors or Sports Coaches may be available during the investigation.

i) 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).

(ii) 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.

(iii) All reports, including anonymous reports of bullying must 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 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. Relevant Year Heads and Tutors will, where possible, be informed. All reports must be recorded in a Recording Template as found in Appendix 2 and a copy provided to the Principal or Deputy-Principal.

(iv) 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.

(v) 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.

(vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.

(vii) Teachers should take a calm, non-judgemental problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

(viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

(ix) 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.

(x) 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 non-judgemental manner, setting an example in dealing effectively with a conflict in a non-judgemental manner.

(xi) 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. The Guidance Counsellor will be involved in this process.

(xii) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.

(xiv) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 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.

(xv) 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.

(xvi) It must also 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, his or her parents and the school.

(xvii) 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. This can have a therapeutic effect.

(xviii) 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; and

- Any feedback received from the parties involved, their parents or the school Principal or Deputy-Principal;

(xix) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 2.

(xx) 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.

(xxi) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

(xiii) Senior Management must be informed of all investigations into allegations of bullying and the outcome of any investigation.

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

    i.    Displaying the school's Anti-Bullying Charter in the School Journal.

    ii.    Student Council Strategies

iii. The Buddy System where 6<sup>th</sup> Year Prefects meet with 1<sup>st</sup> Year Students at least once a term

iv. SPHE classes will deal with the issue of Bullying explicitly, however, the theme of bullying may arise across the curriculum

v. All students will have the opportunity to attend a class retreat which helps students develop their self-esteem and fosters a sense of community.

vi. The Parents' Council in association with the SPHE Co-ordinator may source guest speakers for key topics in the following areas:

- o Friendships

- o Relationships and Sexuality

- o Mental Health

- o Identity and Self-Esteem

- o Substance Abuse and Addiction

- o Within the class setting, teachers will also use a confidential questionnaire asking students if they would like to talk to a member of staff about Bullying. Any student who answers yes will be spoken to privately.

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 reflect that all members of staff, have a duty to report and not ignore any incident, which constitutes bullying or potentially bullying behaviour.

   a. In order to obtain information on bullying in the school, quick and confidential questionnaires will be used. This will happen during tutor class, at regular intervals during the school year. Based on the questionnaires, the tutor will arrange to talk to any student who replied yes. Below is an example of the questionnaire

Name: _____          Class: _____

Would you like to talk to someone about bullying?    Yes_____ No_____

b.  If further investigation of a particular class is required, this will be done through a Class Observation Form according to the booklet 'Investigating and Resolving Bullying in School', pg.15 (Appendix 3)

c.  The class tutor or guidance counsellor may use a Sociogram in classes where issues of bullying have arisen and have given cause for concern, in accordance with the guidelines in the booklet 'Investigating and Resolving Bullying in School' pg.9-13. (Appendix 4)

   The results of the above will be used to monitor the effectiveness of the school's anti- bullying measures.

d.  If a member of staff witnesses an incident, which s/he feels can be easily resolved, then s/he may, there and then, challenge the behaviour. If an incident is noticed, which may potentially constitute bullying the incident should be recorded on the recording template (Appendix 2) and left in the Tutor's pigeonhole.  The investigating teacher should ensure that any further notes/records taken during an investigation are stored with the original file and a copy given to the Principal / Deputy-Principal.

e.  In serious cases it may be necessary to refer the matter directly to the Principal.  The school's Code of Behaviour may be used to impose sanctions, pastoral strategies initiated in the interest of the victim and/or perpetrator and possible contact with outside agencies.

f.  Where an external report of bullying from a parent/guardian or other source is brought to the attention of the school, the Year Head will record the allegation on the recording template and investigate the matter.

g.  Students can report an incident through another person such as a parent or friend, or they may make a report themselves.  Reports may be either verbal at an appropriate time or in a written note to a member of staff; a note handed up with homework or in the school letterbox to:

i.  The Tutor

ii.  The Year Head

iii. Any member of staff with whom they feel comfortable

iv. A prefect

*Note Training on Investigating and Resolving Bullying has been provided for staff in the past: it is hoped to provide additional training for staff. As a reference source the following booklets are available in the SPHE Resource Cabinet: Responding to Bullying First Steps for Teachers Investigating and Resolving Bullying in School Further Steps for Teachers  R U B n Bullied Tips 4 Teens.*

6.1 In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the Designated Liaison Person must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan".

6.1.1 Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services/Tusla and/or the Gardaí as appropriate.

6.1.2 The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

7.  The school's programme of support for working with pupils affected by bullying endeavours to be pastoral and positive for both the victim and the perpetrator(s). Perpetrators are encouraged to

i.  Recognise how inappropriate the behaviour is and

ii.  Modify their behaviour.

7.1 Positive outcomes could be

1. The person who has engaged in bullying behaviour, through discussing the issue with the investigating teacher and parents, recognising the inappropriateness of this behaviour.

2. The person resolving not to engage in bullying behaviour again

3. An essay as part of the process to help the student understand the inappropriateness of the behaviour

4. An agreement between the students involved to engage in a resolution process mediated by the investigating teacher/guidance counsellor.

7.2 In very difficult cases e.g. complete denial of involvement, the school Board of Management may be involved and sanctions for bullying will be imposed as specified in the School Disciplinary Code and the Suspension and Expulsion Policy.

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 November 22nd 2021.

11. This policy has been made available to school personnel, published on the school website and to the Parents' Council. 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' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department.


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**Mr Martin Duggan**

**Chairperson of Board of Management**

**Date: 21-11-2021**

**Mr Gerry Duffy**

**Principal**

**Date: 21-11-2021**

## Appendix 1 Types of Bullying Behaviour

### *"Anti-Bullying Procedures for Primary and Post Primary Schools 2013"*

"The following are some of the types of bullying behaviour that can occur amongst pupils:

- 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.

- 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.

- Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of 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".

- 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.

☐ Name calling: Persistent name-calling directed at the same individual(s) that 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.

☐ 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.

☐ 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 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))*

| |
|---|
| Pupil concerned |
| Parent |
| Other Pupil |
| Teacher |
| Other |

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

| |
|---|
| Toilets |
| Classroom |
| Pitches |
| Corridor |
| Other |

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

|  |
|---|
|  |

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

| Physical Aggression |  | Isolation/Exclusion |  |
|---|---|---|---|
| Cyber-bullying |  | Malicious Gossip |  |
| Damage to Property |  | Name Calling |  |
| Intimidation |  | 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 including referral to Guidance Counsellor / Consultation with tutor / teachers

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**Signed** _____ **(Relevant Teacher)**

**Date submitted to Year Head** _____

**Date submitted to Principal/Deputy Principal** _____

**Received by** _____

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| Reporting Teacher's Comment                                  |
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# Appendix 3

## Sample Class Observation Form

**TEACHER** _____

**CLASS**_____

**DATE**_____

| TIME | NAME OF PUPIL | BEHAVIOUR | DIRECTED TOWARDS |
|------|---------------|-----------|------------------|
|      |               |           |                  |
|      |               |           |                  |
|      |               |           |                  |
|      |               |           |                  |
|      |               |           |                  |
| 2:30 | John | Sniggered when pupil asked a question | Mary |
| 2:30 | Philip | Joined in with sarcastic guffaw | Mary |
| 2:30 | Ann | Joined in by staring contemptuously at Mary | Mary |
| 3:15 | Sarah | Defended Mary who was being teased by John | Mary |

# Appendix 4

## Sample Template Bullying Sociogram

| |
|---|
| **Name of student:** |
| **Who are your friends?** |
| **Are you being bullied in any way?** |
| **Are you aware of anyone in the class being picked on or having a hard time?** |
| **Are you aware of anyone being left out or ignored?** |
| **Are you aware of anyone spreading rumours or gossip or using notes, phone calls or text messages, facebook or the internet to make others feel bad about themselves?** |
| **Are you aware of anyone being unfair to other?** |
| **Are you aware of a group of pupils making life difficult for others?** |
| **Are you aware of pupils from other classes giving anyone in this class a hard time?  Can you give examples?  Who do you think is causing the problem?** |
| **What can you do to help students who are having a hard time?** |
| **Have you been bullying anyone?** |
| **Who is bullying?  What is the behaviour?  Who is it directed towards?** |

**Students should be aware that the school has an Anti-Bullying Policy and that all information provided will be acted upon for the safeguard of each student.**