Belvedere College SJ
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Name of Policy/Document	ANTI-BULLYING POLICY		

ANTI-BULLYING POLICY BCSJ

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 Belvedere College SJ 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.

This anti-bullying policy is framed in the context of a Catholic school in the Jesuit tradition which places Jesus Christ at the centre of its mission. Every person has a God-given right to respect, fair treatment and justice.

OUR AIMS IN HAVING AN ANTI-BULLYING POLICY:

There may be occasions when inappropriate behaviour occurs and causes distress. The Policy helps the College take prompt and consistent action to resolve the issue in a positive way.

- The policy gives examples of the sort of behaviour that is unacceptable;
- It alerts people to the negative effects of behaviour such as bullying or harassment;
- It ensures compliance with the anti-bullying procedures for primary and post-primary schools (DES, Sept 2013);
- It sets out the support and help available to anyone subjected to bullying behaviour;
- It is a means to ensure that bullying behaviour stops;
- It helps ensure that both the target and the perpetrator are cared for;
- It outlines clearly **what action can be taken** and the **procedures** to handle complaints.

WHERE DOES THE POLICY APPLY?

- At Belvedere College, or anywhere students are representing the College.
- At events such as social functions, sporting events, training seminars, field trips or school trips where Belvedere is represented.
- In writing, on the phone, by e-mail, text message, on the internet or any other form of communications technology in any College related activity.

THE NATURE OF BULLYING:

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 identity 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 normally 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.

● Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

How does Negative Behaviour Occur?

Some common examples of bullying among student on student/student on teacher/teacher on student are listed below.

• *Physical -* Pushing, shoving, punching, kicking, poking, tripping, "messing fights" or severe assault.

• *Verbal - Slagging and name-calling*. Personal, persistent, demeaning / hurtful or insulting remarks, gestures, or sarcasm / sneering, unwelcome comments about appearance / background.

• *Through technology -* Phone, email, internet, or text messages.

• *Intimidation -* Highly aggressive body language. Threatening or abusive language / gestures / expressions. Tone of voice or "looks" is used.

• *Financial -* ExtortionDemands for money accompanied by threats.

• *On Grounds of Disability -* Jokes about a person's condition, imitation and mocking, or removal of technical aids needed by the disabled person

The negative impact of inappropriate behaviour:

Research shows that negative behaviour can impact an individual's physical, emotional or behavioural wellbeing, especially if sustained over time. It can also have a negative and demoralising effect on a class or staff group within the school. Severe distress can also be caused to the close family or friends of anyone witnessing this behaviour.

- Fellow pupils, teachers, parents or colleagues should be alert to changes in behaviour patterns.
- Parents especially should trust their instincts, investigate and confide in a member of staff – **if the behavioural changes observed cause concern**

Some of the physical, behavioural or emotional symptoms can include:

- Visible signs of increased anxiety and stress
- Anxiety about going to school / work or increased absenteeism
- Reduced ability to concentrate - poor or deteriorating school work or work
- Lack of motivation or energy
- Loss of confidence or self esteem
- Changes in eating pattern - lack of appetite or comfort eating
- Changes in sleeping pattern - problems with sleeping: nightmares, sweats
- 'Personal symptoms of stress' such as skin or respiratory conditions becoming worse
- Physical symptoms – headaches, vomiting, crying, stomach & bowel disorders
- Unexplained injury to person, damaged or missing property
- Changes of mood and behaviour
- Aggressive behaviour
- Increased likelihood of alcohol, drug or substance abuse
- Panic attacks
- Nervous breakdown, reactive depressive illness and even suicide.

(N.B. Symptoms might be caused by another health problem – that may require medical evaluation. Seek advice at the earliest opportunity if concerned. Note: the list is non-exclusive.)

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-

  o is welcoming of difference and diversity and is based on inclusivity;
  o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  o 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-

- o build empathy, respect and resilience in pupils; and
- o explicitly address the issues of cyber-bullying and identity-based bullying for example, racism, homophobic and transphobic bullying (this list is not exhaustive)

● 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.

RESPONSIBILITIES:

School Staff:

● It is the responsibility of all school staff to have read and understood the school's anti-bullying policy.

● To acknowledge that bullying is a shared responsibility within the College.

● Every teacher has a particular responsibility to be vigilant against bullying behaviour inside and outside the classroom.

● Every prefect has a particular responsibility to be vigilant against bullying behaviour in the school domain.

● To implement prevention and intervention strategies which build and maintain safe learning environment for the whole college community.

● To empower students to deal with conflict in constructive ways.

● To take all reports of bullying seriously and to report them to the appropriate authority if warranted.

● To document any serious bullying incidents using the Serious Incident Report Form.

Students:

- Never to bully others.

- To show consideration, respect and support towards others.

- Be sensitive to the wellbeing of everybody.

- Be vigilant and watch out for each other.

- To be able to identify bullying behaviour.

Parents:

● To support the College in the implementation of the policy.

● To watch out for signs that their son may be being bullied.

● To speak to the Form Tutor or Year Head if their son is being bullied or they suspect that this is happening.

● To instruct their son to tell if he is being bullied or if he has seen other pupils being bullied.

● To notify the College if they think that their son is displaying bullying behaviour and to work with the College in addressing this problem. They should not defer letting the College know of any issue in the hope that the problem will go away.

● To ensure that if their son is online that he is using social media in a safe and responsible manner.

● Never to directly approach another student, or the parent of another student, at the

College to intervene in behavioural issues.

PREVENTION OF BULLYING/STRATAGIES:

● Proactive role of the class captains, prefects, peer mentors and student council.

● Pupil to report if they are being bullied or if they see someone else being bullied.

● To develop a sense of empathy for targeted members of the College community and as a result take safe and sensible action as a bystander.

● Never to stand by and allow bullying to occur

The education and prevention strategies that are used by our College include:

● A College-wide approach to the fostering of respect for all members of the college community; adults should model the type of behaviours they promote to pupils.

- 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, co-curricular and extracurricular activities. Pupils are 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; the topic of bullying is addressed at each staff meeting.

- School wide awareness raising on all aspects of bullying, including pupils, parent(s)/guardian(s) and the wider school community (e.g. talks for parents/pupils on Stay Safe, Internet Safety/cyberbullying and RSE schemes of work and policies).

- Supervision and monitoring of classrooms, corridors, school grounds, school tours, co-curricular and extra-curricular activities. Support staff are encouraged to be vigilant and report issues to relevant teachers. Supervision also applies to monitoring pupils' use of communication technology within the school.

- The support system as outlined by the "Cura Personalis" document.

- The school's Anti-Bullying Policy is discussed with pupils and all parent(s)/guardian(s) through the parents association. It is also available on the school website.

- The implementation of regular whole school awareness measures, including school assemblies, boarding declamations, posters, competitions etc.

- Encourage a culture of reporting, with particular emphasis on the responsibilities of bystanders. In that way pupils gain confidence in 'reporting'. 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 whom to tell and how to tell, e.g.:

SOURCES OF HELP <u>within the College</u> – Who can you confide in?
Contact persons have been assigned to assist as follows:

Students: Contact your Form Tutor, Year Head, Deputy Headmaster, Chaplain, Pastoral Care Team, School Captain or Senior Prefects – or any staff member that **<u>you</u>** feel you can confide in. (A witness can contact any of the above with the assurance of all possible confidentiality.)

Parents: If your son is the target of bullying/ harassment, encourage him to contact the Form Tutor immediately, or else make contact yourself as a matter of urgency.
(Other contacts - Year Head, Deputy Headmaster, Headmaster.)
Parents should also contact the Form Tutor regarding incidents of bullying behaviour which might have come to their attention through their children or through other parents/guardians.

- Action will then be taken by the contact person in accordance with this policy document and the College Code of Behaviour and Discipline.

  - Get a parent(s)/guardian(s) or friend to tell on their behalf.

  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

  - All teachers and prefects will teach pupils to recognise bullying behaviour and encourage them to use their voice to say 'no' to such behaviour.

  - Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.

  - Ensure that children and parents accept the IT Acceptable Use Policy of the College.

PROCEDURES:

The College's Commitment to the Students

1. All cases will be treated seriously, investigated with care, and with all possible confidentiality.

2. Sensitivity and respect will be shown to both the person making the complaint, and to the subject of the complaint.

3. Every effort will be made to resolve a complaint informally. If this is not possible, a formal process will begin.

4. If a complaint is proven to be genuine, disciplinary action up to and including long suspension or expulsion will be taken.

The College will go about dealing with any and every incident with seriousness, care, sensitivity, and respect to all involved. It will put in place a system to investigate and resolve each complaint.

The Informal Process

Those making the complaint will be given privacy and treated with all possible confidentiality.

The College will try to deal with complaints informally at first. Failing this, the formal process will begin.

The Formal Process

Those involved will be spoken to separately. The College takes very seriously any attempt at intimidation during the course of an investigation.

The facts will be established straight away i.e. time, date, place of the incident, and details of the incident itself.

Students who have reported a bullying incident will be asked to complete a written report of the incident(s).

If a "gang" of people is involved, they will be interviewed one by one, and then as a group.

A written account of all discussion and the investigations will be made.

If it turns out that the accused HAS been bullying, they have broken the rules of the College which already exist.

In this case, action will be taken. This action, according with these same rules, can be up to and including long suspension or expulsion.

Teachers dealing with reported incidents of bullying will make every effort to support and reassure the student making the complaint.

Parents will be informed of the incident(s) where bullying is confirmed as soon as reasonably possible.

The relevant staff for investigating and dealing with bullying is (are) as follows:

● Teachers will report bullying behaviour to the Year Head and provide written documentation of the incident. The Year Head will investigate the incident and, where the issue cannot be easily resolved, report to the relevant DP.

● Incidents will be investigated outside of the classroom situation to ensure privacy of all concerned.

● All interviews will be conducted with sensitivity and with due regard to the rights of all concerned.

● The Headmaster will report the bullying incident to the Board of Management at its next meeting and confirm that it has been, or is being, dealt with in accordance with the College's anti-bullying policy, and the Anti-Bullying Procedures for Primary and Post Primary Schools.

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying that will be used by the school are as follows:

- ● The College acknowledges the right of each member of the school community to enjoy school in a secure environment.
- ● The College acknowledges the uniqueness of each individual and his/her worth as a human being.
- ● The College recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- ● The College recognises the role of parents in equipping the pupil with a range of life skills.
- ● The College promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- ● The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.

- • The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- • The school has the capacity to change in response to pupils' needs.
- • The school 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.
- • The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- • The school recognises the role of parents in equipping the pupil with a range of life skills.

- • The school recognises the role of other community agencies in preventing and dealing with bullying.
- • The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- • The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- • Staff members share a collegiate responsibility, under the direction of the Headmaster, to act in preventing bullying/aggressive behaviour by any member of the school community.

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 follow Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

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

RECORDING OF BULLYING BEHAVIOUR:

All recording of bullying incidents is done in an objective and factual manner using the Recording Bullying Behaviour Form (see appendix 1).

SUPPORT:

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. These supports are available through;

- Tutor system
- Year Head Team
- Guidance Department
- Chaplincy
- Co-curricular programme
- Student Support Team
- Student leadership Team
- SDP coordinator

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.

The Board of Management confirms that the College will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of pupils 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.

This policy was adopted by the Board of Management on _____.

This policy has been made available to College personnel, published on the College website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year (see Appendix 2). Written notification that the review has been completed will be made available to College personnel, published on the College 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.

Please refer to the school's policy documents on Code of Behaviour (including mobile phone policy) Child Safeguarding Statement and IT Acceptable Use Policy, all of which are available on our website).

Signed: _____   Date: _____

Mr Brian Owens

Chair of the Board of Management

Date of next review: January 2022

Appendix 1: 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))*			**4. Location** of incidents (tick relevant box(es))*	
Pupil concerned			Playground	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			School Bus	
			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	
Isolation/Exclusion		Malicious Gossip	
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)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)   Date _____

Appendix 2: Checklist for the annual review of the anti-bullying policy and its implementation.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed:_____   Date:_____

Chair of Board of Management

Signed:_____   Date:_____

Principal