

CBS Charleville Secondary School

Anti-Bullying Policy



Introduction

CBS Charleville Secondary School believes in a whole school approach to managing bullying. This Anti-Bullying Policy has been developed following consultation with students, staff and parents.

As an all-boys secondary school in the Edmund Rice tradition, CBS Charleville aspires to the intellectual, moral, spiritual, physical and social formation of all members of our school community.

We seek to inspire our students to reach their potential, to foster integrity, inclusivity and a spirit of service for the great glory of God.

The core values of our philosophy are based on the concepts of 'We care, we show respect, we are responsible'. In this context we believe that every member of the school community can make an excellent contribution when they interact in a positive environment free from threats, harassment and intimidation.

This policy addresses bullying behaviour and harassment. The policy will apply at all times including, school time, school tours and extra-curricular activities.

The purpose of this policy is to protect the rights of each member of the school community and to allow them to interact in an environment free from intimidation and fear. The school will work proactively to ensure as far as it can that bullying does not take place. Bullying can be minimised and prevented by raising awareness of all in the school community about the reality of bullying and its detrimental effects. The policy identifies bullying behaviour, outlines rights and responsibilities of all members of the school community and provides strategies for dealing with bullying.

Objectives of this Policy

The aims of this Anti-Bullying Policy are to set out a framework within which the whole community of CBS Charleville Secondary School manages issues relating to bullying and to define the school's strategy in relation to the prevention and resolving of bullying behaviour.

The Board of Management, staff, students and parents have a responsibility to understand what bullying is. As a school we take bullying seriously. All staff, pupils and parents should know what the school policy on bullying is and what they should do if bullying arises. Bullying in CBS Charleville Secondary School will not be tolerated.

Statement of Rights and Responsibilities

It is the right of every member of CBS Charleville Secondary School to work in an environment free from any form of fear or intimidation. It is the responsibility of each and every member of CBS Charleville Secondary School to ensure that bullying of any form is not tolerated and when observed or experienced, that it is reported to the appropriate person (see agreed procedures for telling, investigating, recording and responding to bullying below).

Rationale

This policy was developed as it is a priority for all partners involved in the school. We endeavour to provide a safe environment in the school for all students and staff. 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 CBS Charleville 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.

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.

Definition 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 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.

Types of Bullying

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

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| General behaviours which apply to all | <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: this behaviour includes pushing, shoving, kicking, poking and tripping people. It may also take the form of severe physical assault. While students often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.• 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 |
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| | <p>contexts of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.</p> <ul style="list-style-type: none"> • Name calling: persistent name-calling directed at the same individual(s) which 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. • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • 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. • 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. • Insulting or offensive gestures • Invasion of personal space • A combination of any of the types listed. |
| <p>Cyber-bullying</p> | <p>This type of bullying is increasingly common and 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.</p> <ul style="list-style-type: none"> • Denigration: Spreading rumors, 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, such as: silent phone calls, abusive telephone calls, texts or e-mails, abusive |

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| | communications on social networks, abusive website comments, blogs or pictures. |
| 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 • Physical intimidation or attacks • Threats |
| Race, nationality, 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 |
| Isolation / exclusion | This occurs when a person is deliberately isolated, excluded or ignored by some or all of the 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 | <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 • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear |
| Sexual | <ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment |

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| 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 |
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The means of bullying are constantly changing and types of bullying behaviour can be expanded in light of the experience of the school.

Education and Prevention Strategies

The relevant teachers for investigating and dealing with bullying are as follows:

- Class Teacher
- Class Tutor
- Guidance Counsellor
- Year Head
- Deputy Principal
- Principal

The education and prevention strategies used by the school are as follows:

- A school-wide approach involving staff, students and parents is adopted to prevent bullying in the school. The school through curricular and extra-curricular programmes provides the students with opportunities to develop a positive sense of self-worth.
- The school works to raise the awareness of bullying so that all members of the school community understand what bullying is and how it is dealt with. A high degree of vigilance is used throughout the college to ensure that bullying behaviour is identified and tackled.
- Those members of the wider community who come directly into daily contact with pupils are encouraged to play a positive role in assisting the school to counter bullying behaviour by reporting any such behaviour.
- The school encourages a culture of telling, with particular emphasis on the importance of bystanders. In this way students gain confidence in 'telling'. It is made clear to pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- The school's Anti-Bullying policy is discussed with pupils and parent(s)/guardian(s) are asked to read the policy in the student journal at the beginning of each year, and students newly enrolled and their parent(s)/guardian(s) sign an extract from the policy.
- The issue of inclusion is dealt with in SPHE, CSPE, Religion and RSE.
- All subjects attempt to foster an attitude of respect for all by promoting the value of diversity, addressing prejudice and stereotyping and highlighting the unacceptability of bullying behaviour.
- The policy is published on the school website.
- Supervision takes place before school, during break, lunch and after school. All teaching and non-teaching staff are aware of the importance of noting any unacceptable behaviour.

- The school operates a Student Council and each year has student representatives.
- First year students are assigned mentors who support them in the transition from primary school.
- The school operates an E-Learning Policy.

Implementation of curricula

- The SPHE, CSPE and the RSE programmes are implemented in the school.
- Staff who deliver these programmes have opportunities for continuous professional development.
- Outside speakers are brought to the college.
- The school specifically considers 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.

Links to Other Policies

This Anti-Bullying Policy is linked to the Code of Behaviour, Child Safeguarding Statement and Risk Assessment, E-Learning Policy, SPHE and CSPE department plans.

Investigation and Follow Up Procedures

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).

- In investigating and dealing with bullying, the (relevant) teacher exercises his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parents and pupils are required to co-operate with any investigation and assist the college in resolving any issues and restoring, as far as practicable, the relationship of the parties involved as quickly as possible.
- All interviews are conducted with sensitivity and with due regard to the rights of the parties concerned. If a group are involved, where possible, each member will be interviewed individually at first. Thereafter, where appropriate, all parties may be met as a group.
- When analysing incidents of bullying behaviour, the relevant teacher seeks answers to questions of what, where, when, who and why.
- 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 is contacted at an early stage to inform them of the matter and explain the actions being taken.
- The school will 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 is made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts are made to try to get him/her to see the situation from the perspective of the student being bullied;
- 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;

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 reporting incidents

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| Who to tell? | <ul style="list-style-type: none"> • Teacher / Tutor / Year Head / Deputy Principal / Principal. • Any member of staff with whom the student feels comfortable. |
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| | <ul style="list-style-type: none"> • Student council representative. |
| How to tell? | <ul style="list-style-type: none"> • Direct approach to teacher at an appropriate time e.g. after class. • Hand up note with homework. • Have a parent or friend to contact the school and speak on your behalf by phoning the school and asking to speak to the Teacher / Tutor / Year Head / Deputy Principal / Principal. • Teaching staff may administer a confidential questionnaire periodically to students. |

Noting and recording

The recording of bullying incidents is done in an objective and factual manner.

Informal pre-determination that bullying has occurred

- Staff keep a written record of any incidents witnessed by them or notified to them (Bullying Investigation Report Appendix 2). All incidents are reported to the relevant teacher.
- Where all reports, including anonymous reports of bullying are investigated and dealt with by the relevant teacher, the relevant teacher keeps a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher informs the tutor/ year head / deputy principal / principal of incidents being investigated.
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher keeps 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-determination that bullying has occurred

The relevant teacher will use the recording template at Appendix 1 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 has 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. These behaviours include serious incidents and persistent bullying.
- c) Records of bullying (Appendix 1) will be maintained by the Principal / Deputy Principal.

Procedures to deal with reported incidents

(i) Initial report / disclosure of bullying behaviour.

| Action taken by | Procedure | Support and/or sanction <i>may</i> include |
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| Tutor or teacher. Details recorded on Bullying Investigation Report. | Speak to students concerned separately and try to resolve the issue. Student may be asked to write their own account of what happened. Class teacher / tutor / year head / deputy principal / principal | Challenge the behaviour as being unacceptable. Serious talk with student(s) re: effects of their behaviour. Verbal warning. Student(s) involved spoken to and |

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| | <p>may follow up be speaking with the victim and bully, bystanders or others involved.</p> <p>Parents may be contacted.</p> <p>Some situations can be resolved through facilitation by teacher / tutor / year head. This may involve bringing two parties together to talk through the difficulty and implement strategies for the future.</p> | <p>procedures and sanctions explained.</p> <p>Seek verbal agreement re: future behaviour.</p> <p>Outline a fair outcome if appropriate: e.g. an apology, return of property etc.</p> <p>Refer to pastoral care team.</p> |
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(ii) Where bullying behaviour persists / serious incident of bullying.

| Action taken by | Procedure | Support and / or Sanction may include |
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| <p>Class teacher / tutor / year head / deputy principal / principal involved.</p> <p>The incident may be referred to the Board of Management at the discretion of the Principal.</p> | <p>Incident investigated by the teacher / year head.</p> <p>Principal / Deputy Principal informed.</p> <p>Parents informed.</p> <p>Interviews may be held.</p> <p>Proceedings are recorded on Incident Report Form (Appendix 1).</p> <p>Parents and student meet with Deputy Principal / Principal.</p> <p>Feedback to year head / tutor / teacher.</p> <p>A record of proceedings is kept on file.</p> | <p>Serious talk with student with regard to behaviour and future behaviour.</p> <p>Detention.</p> <p>Meeting with parents.</p> <p>Mediation.</p> <p>Circle time.</p> <p>Monitor future behaviour.</p> <p>Referral to Child Psychologist / HSE Children and Family Support Services / Garda Juvenile Officer.</p> <p>Contact with other support agencies.</p> <p>Detention / Suspension / other agreed sanction from school's Code of Behaviour.</p> <p>The Deputy Principal / Principal may set conditions regarding student's future behaviour.</p> <p>Parental Support.</p> |

Follow up

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, 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
- Follow-up meetings with the relevant parties involved may 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 bullying behaviour continues the college will impose appropriate sanctions from the Code of Behaviour.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Supports for Students Affected by Bullying

The following programme of supports are used by the school:

1. Students who have been bullied are monitored and on a regular basis and regular communication takes place between the school and their parents. Counselling is also available to students who have been bullied. Students may also be given the opportunity to engage in esteem building activities, such as Leadership and Effective Communication workshops.
2. Students involved in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. Learning strategies are employed to enhance the feelings of self-worth and tutors and the pastoral care team assist these students on an ongoing basis.
3. Student who observe instances of bullying behaviour: It is made clear to all pupils that when they report incidents of bullying they are not telling tales but behaving responsibly. Students are encouraged to discuss these matters with tutors and teachers.

Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

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 students or staff of the harassment of students 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.

Appendix 1

Bullying Incident Report Form

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 (circle relevant box(es))

Student concerned

Other student

Parent

Teacher

SNA

Other

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

Yard

Classroom

Corridor

Toilets

School Bus

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

6. Type of Bullying Behaviour (circle relevant box(es))

Physical Aggression
Damage to Property
Isolation / Exclusion
Name Calling
Cyber-bullying
Intimidation
Malicious Gossip
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

8. Brief description of bullying behaviour and its impact

9. Details of actions taken

Signed: _____ (Relevant teacher)

Date: _____

Date submitted to Principal / Deputy Principal: _____

Appendix 2

Bullying Investigation Report Form

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| Name(s) of student(s) bullied: Class: |
| Name(s)/Class(es) of those reported as engaging in bullying: Name(s) of person(s) who reported bullying concerns: |
| Location: What happened / type of bullying: |
| Witnesses: |
| Actions taken: |

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| Signed: |
| Date: |

Appendix 3

Building a Positive School Culture and Climate

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach students 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 students in the development of these messages.
- 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 students with a disability of SEN.
- Give constructive feedback to students when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with students who ignore the rules.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Actively involve parents and / or the Parents' Advisory Committee in awareness raising campaigns around social media.
- Highlight and explicitly teach school rules in student friendly language in the classroom.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate school yard / outdoor supervision.
- Support the establishment and work of student councils.

Appendix 4

Checklist for Annual Review of the Anti-Bullying Policy and its Implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

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| 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 BOM 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? | |

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| 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 the 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: *Pat Savage*

Date: 17/06/2021

Chairperson, Board of Management

Signed: *Andrea Murphy*

Date: 17/06/2021

Principal

CBS Charleville Secondary School: Anti-Bullying Charter

BULLYING IS NOT TOLERATED IN OUR SCHOOL.

We Care, We show Respect, We are Responsible.