



TERENURE COLLEGE SENIOR SCHOOL ANTI-BULLYING POLICY

“Conscious of the mission of Jesus: ‘I have come that they may have life and have it to the full’ (John 10:10), we aim to have a school community which is concerned with people as sons and daughters of God. In an atmosphere of welcome and warmth each individual is valued for himself or herself irrespective of ability and achievement. Each and every one learns to grow at different levels – intellectually, spiritually, psychologically, emotionally and physically – through involvement in a balance of academic, religious, cultural and sporting activities”.

(Preamble: Mission Statement Terenure College)

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Manager of TERENURE COLLEGE 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. Terenure College 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-
 - promotes respectful relationships across the school community;
 - 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
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of strategies 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.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour - verbal, psychological or physical - conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying,
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

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

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The person primarily responsible for investigating any alleged bullying incident that is reported will be the relevant Form Master. They will have the additional support of the Principal, Deputy Principal, Guidance Counsellor and Pastoral Care Co-ordinator should they require it. Further to these each class in First Year, Second Year and Third Year are assigned Tutors. These Tutors supply a vital supporting role to their class groups and may have information that would assist in any investigation undertaken. In Sixth Year our Study coaches may have information that might be pertinent to any bullying investigation. The insight of these individuals may therefore be sought where appropriate.

Form Masters for the Academic Year 2015/2016:

First Year:	Ms. M. Byrne
Second Year:	Mr. D. Nicholas
Third Year:	Mr. M. Shanahan
Transition Year:	Ms. A. Hegarty
Fifth Year:	Mr. T. Martin
Sixth Year:	Mr. P. Forde
Principal:	Fr. É. Ó hÓbáin

Deputy Principal: Mr. P. Wallace
Guidance Counsellor: Ms. E. Aherne
Pastoral Care Co-ordinator: Mr. E. Geraghty

Class Tutors: First Year, Second Year and Third Year
Study Coaches: Sixth Year

5. In educating and using preventative strategies we may use some of the following to assist us achieve this in the classroom situation. This list is not exhaustive and as new strategies emerge additions may occur.

Information talks may be used – e.g. childwatch i.e. safe use of internet and technology
SPHE classes (First to Third Year)
CSPE classes (First to Third Year)
Outlining our anti bullying policy to new 1st years
Confidential questionnaires to gather information in school and from home
Bullying sociogram
Class observation
Interview techniques
Reconciliation and mediation
Use of theatre group/drama e.g. in First Year to raise awareness about the issue
The raising of awareness of bullying through the school newsletter/posters/screens etc.
Discussion of bullying among all stakeholders
Statement regarding bullying in the pupil's journal and in the code of behaviour
Build the self-esteem of pupils through our curricular and extra curricular activities
Encouraging the values of respect and tolerance in all our pupils
Use our student council to discuss the issue of bullying
Buddy/Mentoring by Senior cycle students of First Year students in particular
Role of parents

In addition to the above, some of the following intervention and prevention strategies may be used to help in the resolution of a bullying incident.

- ✓ The traditional disciplinary approach: The bully is advised of his actions and the consequences of them. The 'victim' receives supports.
 - ✓ Strengthening the victim: Providing the 'victim' with strategies to deal with bullying and methods of responding.
 - ✓ Mediation: can occur when two parties agree to have a mediator to help resolve the issue.
 - ✓ Restorative Practice: where the bully acknowledges the hurt and wrong he has caused and offers to apologise to the victim.
 - ✓ The Support Group Method: bring the 'victim' and 'bully' together in a group of peers where they discuss and share and resolve the situation under the guidance of a skilled practitioner.
 - ✓ The Method of Shared Concern: meetings with 'bully(ies)' to express concern about the behaviour, leading to a meeting with the 'victim' whereby a resolution can be worked out that is acceptable.
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 are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

The co-operation of staff (teaching and non teaching) , management, pupils and parents is sought and expected when dealing with any instance of bullying. Anyone who witnesses any action that is deemed to be of a bullying nature should report it (using the requisite reporting form see sample attached) to the relevant authority as soon as possible. The following is a guide for those ‘reporters’ and to whom they should ‘report’ any incidents they witness:

- ✓ Prefects to report any incidents of bullying they are aware of to any staff member.
- ✓ Students can report incidents to their tutor, any teacher, prefects, Form Master, chaplains, matron, counsellor or any adult in the school. This information is then passed as a matter of importance to one of the groups responsible for investigating bullying incidents but preferably to the relevant Form Master where this is possible (see No. 4).
- ✓ Non-teaching members of staff report incidents to the relevant Form Master if known and/or Principal and/or Deputy Principal and/or Pastoral Care Co-ordinator.
- ✓ Teachers report incidents to the relevant Form Master and/or the Principal and/or the Deputy Principal and/or the Pastoral Care Co-ordinator.
- ✓ Parents should notify the relevant Form Master and/or Principal and/or Deputy Principal and/or Pastoral Care Co-ordinator.

Using the Alleged Bullying Report Form supplied by the College the first adult member of staff to observe or be notified of the alleged bullying incident should:

- ✓ Prepare the written report and present it to the relevant Form Master and/or the Principal and/or the Deputy Principal.
- ✓ The Form Master will be the primary investigator (he/she may seek the assistance of other member of management/staff as outlined in point 4).
- ✓ The Form Master will seek witness accounts (no implication that they are involved will be inferred from this). They will question and investigate sensitively the ‘reported’ incident. Throughout this process the Form Master will keep a record of witness accounts, any other people spoken to, any strategies used, any interventions made. When the incident has been resolved this report will be kept on file in the Form Master’s office and/or a copy will be kept by the Deputy Principal.
- ✓ As part of this process the involvement of parents may/will be necessary. This is to be welcomed and encouraged. This involvement should be positive and understanding in the context of the case being investigated.
- ✓ The rights of all parties are to be safeguarded during and after the investigation process.
- ✓ Confidentiality cannot be 100% guaranteed.

The Form Master will maintain a record throughout this process. It will contain details from witnesses, other interviews, strategies used, interventions carried out and any other relevant details that may need recording. This report will then be filed and kept on record.

- ✓ A report of all incidents of bullying will be kept in a designated file by the relevant Form Master and Deputy Principal. This file will travel with each cohort through their life in the College. A copy of the report will be kept in the individual students file also.
- ✓ Parents will be informed by the Form Master of their child’s involvement in incidents of bullying.
- ✓ In accordance with the Code of Behaviour appropriate sanctions may/will be applied.

- ✓ Any retaliatory action during or after an investigation will be treated as serious breaches of behaviour and will be dealt with under the Code of Behaviour.
- ✓ Victims of bullying will be supported by the Pastoral Care team.
- ✓ Anyone found to be bullying will be encouraged to see the negative and detrimental nature of his actions and supported and encouraged to be more positive.
- ✓ Parents may/will be asked to be involved in putting in place and assisting in structures and procedures to help correct and support those affected by bullying.
- ✓ Further action may be required – e.g. counselling may be required by outside professionals – with the objective being to restore confidence and self-esteem to the parties involved in the bullying.

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- ✓ Taking Responsibility - Mediation, Restorative & The No Blame Approach: these will be used to get the parties involved to understand one another and resolve their difficulties. The 'no blame' approach puts the emphasis on resolution rather than blame. This needs to be explained correctly. Sanctions and punishments may/will still apply
- ✓ Further Work With The Target of Bullying: The target of bullying will be given supports and help as required
- ✓ Further Work With The Instigator of Bullying: he may also require help to understand and realise the effect of his actions.
- ✓ Working With The Bystanders & Positive Leaders: friends, peers and those competent enough to understand should be informed of their support role and encouraged to show support in a positive way.
- ✓ Further Monitoring: Relevant staff, teaching and non-teaching, could be informed of the need for continued monitoring of the situation
- ✓ Using Sanctions: some incidents will/may require sanctions being applied. These sanctions should be in line with the Code of Behaviour of the College.
- ✓ Using Outside Agencies: In some cases the use of these may be required
- ✓ Right of Appeal: in the event of a parent not being satisfied he/she should be aware of their right of appeal. An appeal will be made in writing to the Principal. This appeal will then be dealt with by the Manager/Board of Management.

The following parties may be involved in the aftermath of a bullying incident. The extent of the involvement will/may vary from case to case. (Not in any order of importance)

- ✓ Guidance Counsellor
- ✓ Chaplains
- ✓ Teachers
- ✓ Form Master
- ✓ Matron
- ✓ Principal
- ✓ Deputy Principals
- ✓ Outside agencies where appropriate and necessary
- ✓ Pastoral care team

- ✓ Parents
- ✓ Pupils

8. Supervision and Monitoring of Pupils

The Manager 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 Manager 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 Manager on the 19th of August 2014.

11. This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the Trustees if requested.

12. This policy and its implementation will be reviewed by the Manager 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 Trustees and the Department.

13. Some general Guidelines/Principles to be followed:

Terenure College is a school based in the Carmelite tradition. We want all our pupils to grow and flourish in a safe and secure environment where their emotional, psychological, physical and spiritual well being are nourished and cared for. To encourage our pupils to realise this we encourage them to achieve to the best of their ability academically and by becoming involved in extra curricular activities. We provide, in so far as is possible, a safe, secure and caring environment for all our pupils in which they can strive to achieve this.

- 1) 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.
- 2) 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'/'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.
- 3) 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.
- 4) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.

- 5) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- 6) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- 7) 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.
- 8) If there is more than one potential instigator, ideally they should be interviewed separately and not allowed to come into contact with each other to compare stories. This also applies to interviewing any witnesses.
- 9) 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.
- 10) If a group is involved, ideally 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.
- 11) Each member of a group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher.
- 12) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- 13) In cases where it has been determined by the Form Master 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.
- 14) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him to see the situation from the perspective of the pupil being bullied.
- 15) 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 parents and the school.
- 16) The relevant teacher must record the alleged bullying behaviour in the standardised recording template (and a copy must be provided to the Principal or Deputy Principal as applicable).

Signed: _____ Date: _____
 (Chairperson of Board of Management)

Signed: _____ Date: _____
 (Principal)

Date of next review: July 2016

The following were consulted in the creation of this Anti Bullying Policy

Staff:	Date:	18th March 2014
Students:	Date:	4th April 2014
Parents:	Date:	7th April 2014



ALLEGED BULLYING INCIDENT REPORT FORM

1. Name of pupil being allegedly bullied and class group

Name: _____ Class: _____

2. Name(s) and class(es) of pupil(s) engaged in alleged bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Pitches/Yard	
Classroom	
Corridor	
Toilets	
Bus	
Other	

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

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6. Type of Alleged 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 alleged bullying behaviour and its immediate impact

Signed: _____ (Relevant Teacher) Date: _____

Date submitted to Principal/Deputy Principal/Form Master: _____

Details of actions taken by Investigator