



Anti-Bullying Policy (Students)

TERENURE COLLEGE

“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 Board of Management 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. 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 -
 - 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 nonthreatening environment; and
 - 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 strategies (including awareness raising measures) that -
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of pupils;
 - Supports for staff;

- Consistent recording, investigation and follow-up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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 teachers for investigating and dealing with bullying and the person primarily responsible for investigating any alleged bullying incident that is reported will be the relevant Year Head. They will have the additional support of the Principal, Deputy Principals, Guidance Counsellor, Pastoral Care Co-ordinator and Chaplaincy Team should they require it.

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

- Various anti-bullying, internet safety and relationship building programmes conducted by outside agencies:
 - First Year:
 - Sticks and Stones Anti- Bullying Programme (October)
 - Motus Learning – Mental Health/Resilience/ Anti - bullying Workshops
 - FRIENDS Programme – delivered by first year SPHE/ Wellbeing Teachers

- Transition Year: Soar Workshops
- The raising of awareness of bullying through the school newsletter/posters/screens etc.
- Diversity Week
- Positive Mental Health / Wellness Programme
- Discussion of bullying among all stakeholders e.g. staff-meetings
- Outlining our Anti-Bullying Policy to each year group and to new students
- Confidential questionnaires to gather information from students / bullying sociograms
- Extracurricular activities to develop self-esteem, co-operation and positive attitudes
- Statement regarding bullying in the pupil's journal and in the code of behaviour
- Buddy/Mentoring by Senior cycle students of First Year students in particular
- SPHE classes (Junior Cycle)
- CSPE classes (Junior Cycle)
- TY SPHE – Staying Safe Talk given by chaplains / Guidance Counsellor on children's rights / cyber safety.
- TY – 6th Year RSE: Bullying Mental Health Programmes
- 6th Year KAIROS retreat
- Lessons across all subjects that either explicitly address bullying or that implicitly foster an attitude of respect for all. These include but are not limited to:
 - Business Studies: Bullying in the workplace, ethical behaviour, mutual respect
 - English: Bullying as a theme in poetry, novels and drama
 - French: Bullying / Cyberbullying as an essay topic, bullying as theme in French film
 - Home Economics: Bullying discussed under Health
 - History: Links made with discrimination, prejudice and persecution
 - Religion (5th Year)
- Class observation and classroom management
- Observation during extracurricular activities
- Encouraging the values of respect and tolerance in all our pupils
- Role of parents

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:

The co-operation of staff (teaching and non-teaching), management, pupils and parents is sought and expected during any investigation and in attempts to resolve any issues and in restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

a. Procedures for reporting of incidents of bullying

Anyone who witnesses any action that is deemed to be of a bullying nature should report it as soon as possible. A 'Bullying Incident Referral Form' (Appendix 1) is available in the staffroom and may be used for this purpose.

- Prefects to report any incidents of bullying they are aware of to any staff member who will then inform the relevant teacher.
- Students can report incidents to their tutor, any teacher, prefects, Year Head, chaplains, matron, counsellor or any adult in the school. This information is then passed as a matter of importance

to one of the relevant teacher. Students may report anonymously in order that they gain confidence in 'telling'.

- Non-teaching members of staff report incidents to the relevant teacher if known or the Principal, a Deputy Principal or Pastoral Care Co-ordinator.
- Teachers report incidents to the relevant teacher or the Principal, a Deputy Principal or the Pastoral Care Co-ordinator.
- Parents should notify the relevant teacher or Principal, a Deputy Principal or Pastoral Care Coordinator.

b. Procedures for investigating and recording incidents of bullying

- The relevant teacher will be the primary investigator although he/she may seek the assistance of other member of management/staff. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than apportion blame). The relevant teacher will use his/her professional judgement in relation to the records to be kept, the actions taken and any discussion with those involved regarding same. The relevant teacher may consult the Principal or a Deputy Principal at any stage in relation to a case.
- In investigating, the relevant teacher will seek witness accounts (no implication that they are involved will be inferred from this). They will question and investigate sensitively and with due regard to the rights of all students concerned the reported incident. Where a group is involved, each member should be interviewed individually first. Where appropriate or helpful those involved may be asked to write down their account of the incidents.
- Throughout this process the relevant teacher will keep a record of witness accounts, other interviews, strategies used, interventions made and any other relevant details. This report will be then filed and kept on record.
- As part of this process the involvement of parents may 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 safe-guarded during and after the investigation process.
- A report of all incidents of bullying within a year group will be kept in a designated file by the relevant Year Head and Deputy Principals. This file will travel with each cohort through their life in the College. A copy of the report will be kept in individual students' files also.
- 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 and reported to the Principal or a Deputy Principal using the 'Alleged Bullying Incident Report Form' (Appendix 2).
- 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 Principals.

c. Intervention strategies for dealing with cases of bullying

- In instances where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be informed of the matter and the actions being taken.
- Where a student has been engaged in bullying behaviour, it will be made clear to him how he is in breach of the school's anti-bullying policy and he will be encouraged to see the negative and detrimental nature of his actions and will be supported and encouraged to be more positive.
- In accordance with the Code of Behaviour appropriate sanctions may/will be applied. Decisions regarding sanctions will be made by the relevant teacher in consultation with the Deputy Principal(s) and/or Principal.
- Additional sanctions not imposed by the relevant teacher and / or not in accordance with the Code of Behaviour will not be applied by individual teachers or non-teaching staff.
- It will be made clear to the students involved and to the parents of the students involved that in any situation where disciplinary sanctions are required, this is a private matter between the student involved, his parents and the school.
- 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.
- Parents may be asked to be involved in putting in place and assisting in structures and procedures to help correct and support those affected by bullying.
- Where it is deemed to be beneficial and where the student who has been bullied is ready and agreeable follow-up meetings with relevant parties may be arranged.
- A programme of support for students who have been bullied and for students involved in bullying will be established with the aim of raising self-esteem, developing friendship and social skills and building resilience. The school's programme for working with students affected by bullying is outlined in Section 7 of this policy.
- Where deemed necessary students may be referred to the school's counselling services or to counselling by outside professionals. with the objective of restoring confidence and self-esteem to the parties involved in the bullying. Students who engage in bullying may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
- In cases where the school has serious concerns in relation to managing the behaviour of a student, the advice of the National Education Psychological Service will be sought.
- In cases where an incident is deemed 'serious and where the behaviour is regarded as potentially abusive' as per *Children First National Guidance for the Protection and Welfare of Children 2011* and *Child Protection Procedures for Primary and Post-Primary Schools* the school will consult the HSE Children and Family Social Services with a view to drawing up an appropriate response. Where appropriate, in accordance with the aforementioned guidance and procedures, Gardaí will be informed.
- 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.

- 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.

7. The school's programme of support for working with pupils affected by bullying is as follows:

Programmes will be established on a case-by-case basis and may include the following strategies:

- Traditional disciplinary approach: The student involved in bullying behaviour is advised of his actions and the consequences of them.
- Strengthening the victim: The victim of bullying is provided with strategies to deal with bullying and methods of responding.
- Mediation: The two parties agree to have a mediator to help resolve the issue.
- Restorative Practice: The student involved in bullying behaviour acknowledges the hurt and wrong he has caused and offers to apologise to the victim.
- The Support Group Method: The student who has been bullied and student involved in bullying behaviour are brought 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: The student involved in bullying behaviour is met with to listen to expression of concern about the behaviour, leading to a meeting with the student who has been bullied whereby a resolution can be worked out that is acceptable.
- The No Blame Approach: The parties involved are encouraged 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 still apply.
- Further work with the victim of bullying: The target of bullying will be given supports and help as required.
- Further work with the student(s) involved in bullying behaviour to help him/them to understand and realise the effect of his/their actions.
- Working with the bystanders and 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, as specified in Section 6(c) of this policy, the use of these may be required.

The following parties may be involved in the programme of support of a bullying incident. The extent of the involvement will/may vary from case to case.

- Guidance Counsellor
- Chaplains
- Teachers
- Year Head
- Matron

- Principal / Deputy Principals
- Outside agencies
- Pastoral care team
- Parents • Students

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 the 24 April 2017.

11. This policy has been made available to school personnel, published on the school website, 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 patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every schoolyear. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.



Signed: _____

Ms. Patricia Bourdon
Chairperson of the Board of Management

Date: 13th December 2021



Signed: _____

Mr. Philip Wallace
Principal

Date: 13th December 2021

Date of next review: December 2022

Additional Note:

Relevant Teachers for the Academic Year 2021/2022

First Year Head:	Ms. A. Hegarty
Second Year Head:	Mr. M. Collins
Third Year Head:	Ms. C. Russell
Transition Year Head:	Mr. D. Nicholas
Fifth Year Head:	Mr. P. Forde
Sixth Year Head:	Mr. B. O'Callaghan

Principal Support Staff

Principal:	Mr. P. Wallace
Deputy Principals:	Mr. M. Shanahan Ms. M. Byrne
Guidance Counsellor:	Ms. E. Aherne
Pastoral Care Co-ordinator:	Mr. E. Geraghty
Chaplains:	Mr. Tom Farrell, Ms. Mary Liz Ryan and Ms. Mairead Deffely



Appendix 1 BULLYING INCIDENT REFERRAL FORM

To be submitted to the relevant Year Head

1. Name of student being bullied: _____ 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
Other Pupil
Parent
Member of staff
Other

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

Pitches / Yard	
Classroom	
Corridor	
Toilets / Changing Rooms	
Bus	
Other	

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

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

6. Brief Description of bullying behaviour and its impact

7. Details of any actions taken

Name: _____

Signed: _____ Date: _____

Appendix 2 ALLEGED 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/report (tick relevant box(es))*

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

Pupil concerned
Other Pupil
Parent
Teacher
Other

Pitches / Yard	
Classroom	
Corridor	
Toilets / Changing Rooms	
Bus	
Other	

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

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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

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____