



Anti-Bullying Policy

Mission Statement

St. Angela's Secondary School is a girls' Catholic school which aims to cherish the uniqueness of each individual and to develop the full potential of all members of the school community

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 St Angela's 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.
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-
 - ✓ 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
 - ✓ 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
 - ✓ 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 of allegations and follow up of verified bullying behaviour (including use of established intervention strategies);
 - On-going evaluation of the effectiveness of the Anti-Bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary School*, 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.

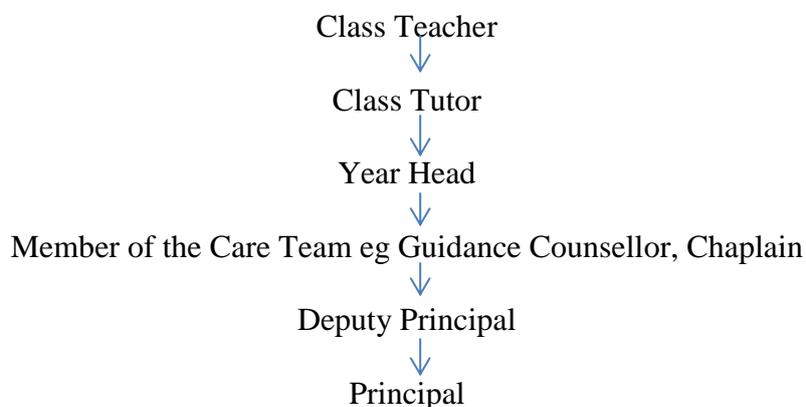
However, in the context of this policy, placing a *once-off* offensive or hurtful public message, image or statement on a social network site or other public forum *where that message, image or statement can be viewed and / or repeated* by other people **will** be regarded as bullying behaviour.

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*. See Appendix 2.

4. The “Relevant Teacher(s)” for investigating and dealing with allegations of bullying is (are) outlined below: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

St. Angela’s School’s Pastoral Structure / Chain of Referral is advised as being the most suitable model, as it is through this model that relationships develop in the school ie



5. The education and prevention strategies (including strategies specially 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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Mission Statement, School Ethos and Code of Behaviour outlined to all Parents / Guardians
- Personal Technology and Safe Internet Usage Policies, which outline the measures taken by the school to prevent cyber bullying
- Anti-Bullying Charter present in every classroom, subject to periodic review
- Aim towards approachability of all members of school community: each student should be able to identify “One Safe Adult”
- Use of a Merit System to acknowledge / reward positive behaviour
- Parents / Guardians invited to attend information session for incoming First Years
- Regular Parent-Teacher meetings
- Dissemination to staff of “Practical Tips for building a positive school culture and climate.” (Appendix 3.)
- Tutor System and Chain of Referral, which is based on a Pastoral Care matrix and Ursuline values
- Tutor Time periodically delivered, which is devoted specifically to the education of students about bullying, the safe use of the internet / social networking and assertiveness.
- Talks for Parents / Guardians and students
- Counselling support provided as necessary, through the Guidance Department
- Ceannaire System (1st/ 5th Year mentoring system)
- Senior Prefect and Class Prefect system
- Supervision at break and lunchtime
- Periodic Whole School, Year and class events to raise awareness of and to enhance a sense of belonging to the school community eg School Mass and paraliturgy, Sports Day, Table Quiz, Treasure Hunts, Class Banner Competition, Assemblies, Awards Day etc.
- Use of the established school curriculum to raise awareness of, and discuss strategies for reporting and coping with conflict, negative relationships and bullying.

6. The school’s procedures for investigation, follow-up and recording of alleged bullying behaviour and the established intervention strategies used by the school for dealing with cases of alleged or verified instances of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Students should discuss alleged incidents of bullying with the “Relevant Teacher” or another trusted adult within the school; this is responsible behaviour rather than “telling tales”. This staff member will ~~then~~ notify the Class Tutor or Year Head.
- Parents / Guardians should contact the Class Tutor regarding incidents of potential bullying behaviour.
- St. Angela’s School recommends that the Pastoral Care Chain of Referral be followed where possible. (It is accepted that this may not always be feasible; all incidents will be dealt with without prejudice. A staff member who receives a report of alleged

bullying behaviour may refer the matter back into the Chain of Referral, if this is appropriate.)

- A decision is made as to which “Relevant Teacher(s)” in the Pastoral Care matrix is best placed to handle the report made.
- The Tutor / Year Head will be kept informed of all reports.
- A decision may be taken to involve the Guidance Department and / or a member of the Care Team at this or any stage.
- All interviews will be conducted with sensitivity and with regard to the rights of all pupils involved. The primary aim for the “Relevant Teacher” in investigation and dealing with allegations of bullying is to resolve issues and to improve or restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).
- Information is gathered and appropriate written records will be kept by the “Relevant Teacher”, including the Reporting Template (see Appendix 1), when this becomes necessary. The “Relevant Teacher” may use his / her judgement as to the timing of any reports to the Principal or Deputy Principal, although the “20 Day Rule” is to be used as a guideline (see below.)
- The alleged target and alleged perpetrators of the incident will be spoken with and encouraged to resolve the matter together, with support given to all of the young people involved. It may be appropriate to speak with students who are not directly concerned also.
- Where the alleged behaviour is deemed not to fit the definition of bullying behaviour, a verbal warning may be given to the student to stop the inappropriate behaviour, pointing out how she is in breach of the Code of Behaviour.
- Where the alleged behaviour is deemed to fit the definition of bullying behaviour, the parents / guardians of the parties involved will be contacted at an early stage to inform them of the matter and the actions being taken, with reference to this Anti-Bullying Policy specifically.
- As part of this process, the student may be required to identify troubling behaviours and commit to a cessation of that behaviour. (See Appendix 3.)
- Parents and pupils are required to cooperate with any investigation and to assist the school in resolving issues and improving relationships between the students as quickly as possible.
- Appropriate sanctions, commensurate with the nature of the complaint and the outcome of investigation, **may** be applied. However, this policy acknowledges that an improvement of relationships between the students is the desired outcome, rather than the apportioning of blame or sanction, in the first instance.
- After 20 school days, if the “Relevant Teacher” deems that the situation remains unresolved, ie bullying behaviour has not ceased or relationships between the students remain disproportionately conflicted, s/he will refer the case, with a copy of the completed Recording Template (Appendix 1), to the Principal or Deputy Principal. The Deputy will address the case, in the first instance, for possible disciplinary sanction, unless s/he deems that the seriousness of the case should be referred immediately to the Principal for same. The Deputy will keep the Principal informed at all times of progress.
- The Year Head will monitor the progress of all students involved in an alleged bullying incident by liaising with the Tutor/s and students involved, as necessary.
- Follow up meetings with all parties may be considered.

- If a parent / guardian is not satisfied that the school has dealt with a report of alleged bullying behaviour according to the procedures outlined in this policy, that parent is referred to the school's Complaints Procedures. Once these are exhausted, the parent's recourse is with the Ombudsman for Children.
 - In the case of a complaint regarding a staff member, this will be referred to the Principal.
 - The Principal will inform the Board of Management of bullying instances, as they occur, at regular BOM meetings.
7. The school recognises that students connected with allegations of unkind behaviour or bullying may suffer in different ways. In addition, the school recognises that conflict is a naturally occurring phenomenon in human relations and that young people and adults alike need education around how to manage conflict and negative relationships. The school aspires to resolve issues which occur in such a way that the dignity of all students is preserved. The school offers guidance counselling to all students who wish to access this service and may make further referrals to outside agencies, if appropriate.

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*):

- Counselling support provided as necessary, provided by the Pastoral Care structure and Guidance Department.
- Use of Ceannaire team, where appropriate.
- Tutor Time periodically delivered, which is devoted specifically to the education of students about bullying, the safe use of the internet / social networking and assertiveness.
- The Year Head will monitor the progress of all students involved in an alleged bullying incident by liaising with the Tutor/s and students involved, as necessary.
- Follow up meeting with all parties involved in alleged incidents, if appropriate.
- Further referrals to outside agencies, if appropriate.

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. Ratification.

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

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). 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. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____



**St Angela's Secondary School
Ursuline Convent, Waterford**

Template for recording alleged bullying behaviour.

1. Name of pupil allegedly being bullied.

Name _____

Year _____ Tutor _____

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 | <input type="checkbox"/> |
| Other pupil (s) | <input type="checkbox"/> |
| Parent | <input type="checkbox"/> |
| Teacher | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

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

| | |
|----------------|--------------------------|
| School grounds | <input type="checkbox"/> |
| Classroom | <input type="checkbox"/> |
| Corridor | <input type="checkbox"/> |
| Toilets | <input type="checkbox"/> |
| School Bus | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

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

| |
|--|
| |
|--|

6. Type of bullying behaviour being reported. Tick relevant box(es) and give brief explanation.

| | | | |
|---------------------|--------------------------|------------------|--------------------------|
| Physical Aggression | <input type="checkbox"/> | Cyber-bullying | <input type="checkbox"/> |
| Damage to Property | <input type="checkbox"/> | Intimidation | <input type="checkbox"/> |
| Isolation/Exclusion | <input type="checkbox"/> | Malicious Gossip | <input type="checkbox"/> |
| Name Calling | <input type="checkbox"/> | Other (specify) | <input type="checkbox"/> |

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 impact . Append notes, where relevant.

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9. Details of actions taken so far.

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| |
|--|

Signed _____ (Relevant Teacher) Date _____

Date of initial report of this allegation: _____ Date submitted to Principal/Deputy Principal _____

St. Angela's School Anti-Bullying Policy advocates that this report be submitted 20 days after the date of the first allegation, following investigation and attempts at resolution. However, this is only a guideline.



St. Angela's School. Discussion Document.

St. Angela's School Anti-Bullying Policy acknowledges that negative behaviour is sometimes difficult to identify in words. This discussion hopes to bring a student to a greater understanding of the behaviours that others have found upsetting, with a view to helping that student cease those behaviours.

_____ and _____ have explained to me that my recent behaviour has been seen by (an)other student(s) as upsetting, threatening and / or intimidating.

In general, threatening and intimidating behaviour **may** include some or all of the following: (please initial those which you feel describes your recent behaviour.)

- Giving verbal and / or written threats on my own behalf or behalf of others
- Initiating or participating in (through active contribution or association) unkind or malicious conversation about others
- Giving "dirty looks"
- Using sarcasm / insincere laughter / silence or subtlety to belittle or humiliate someone
- Name calling or telling others the names they have been called by other people
- Invading someone's personal space
- Moving or taking items which belong to someone else
- Laughing in an unkind way at or about others
- Rough behaviour: grabbing, shoving, jostling , pushing, shouting, throwing things
- Associating with another student or group of students who behave in this way
- Using technology (SMS, MSN, Text messaging, social networking sites etc.) to engage in any of the behaviours described here
- Other: _____

I realise now that these behaviours have the power to make others feel unhappy, isolated, angry, afraid and / or unsafe.

By signing this agreement, I agree to cease these behaviours, which may be or may be perceived as being threatening and / or intimidating.

I also agree to disassociate myself from these behaviours in other people.

Signed: _____ **Signed:** _____

Student

School authority

Signed: _____ **Signed:** _____

Parent / Guardian 1

Parent / Guardian 2

Date: _____



**St Angela's Secondary School
Ursuline Convent, Waterford**

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 |
|--|---------|
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ? | |
| 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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____



St. Angela's School Anti-Bullying Policy

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils 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 pupils in the development of these messages.
- Catch them being good - 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 pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
 - Support the establishment and work of student councils.

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____