



St. Columba's College

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# Anti Bullying Policy

Updated 2023, next due for review 2023

**Person Responsible for updating policy:** Head of Pastoral Care, Head of Pupil Welfare

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## Part 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. Columba's College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy complies with the requirements of the Anti-bullying Procedures for Primary and Post-Primary Schools which were published in 2013.

## Part 2

The Board of Management recognizes 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 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, gathering of information and follow up of bullying behaviour (including the use of established intervention strategies).
- On-going evaluation of the effectiveness of the anti-bullying policy.

## Part 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 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 is a list of examples of bullying behaviour. It is not, nor could it be, an exhaustive one.

- Physical aggression
- Damage to, or interference with, property
- Name-calling
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Graffiti

- Extortion
- Intimidation
- Gestures
- “Death stares”
- Invasion of personal space
- Isolation/exclusion and other relational bullying
- Silent phone calls
- Abusive phone calls or text messages
- Abusive emails
- Abusive website comments/blogs/pictures/photographs/comments on social networking sites
- Abusive tweets
- Online impersonation or identity theft
- Spreading rumours about a person’s sexual orientation
- Taunting a person of a different sexual orientation
- Abusive gender-based comments
- Prejudice, comments or insults about colour, nationality, culture, social class, or religious beliefs
- Spreading malicious gossip or rumours
- Excluding from the group
- Taking someone’s friends away
- Harassment is defined as any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- Sexual harassment is defined as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.


## Part 4

The relevant teachers for gathering information about and dealing with bullying are: Alison Maybury (Head of Pupil Welfare), Daron Higgins (Head of Pastoral Care) and all Housemasters, Assistant Housemasters and House Tutors.

## Part 5

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

## Publishing and publicising an Anti-Bullying Charter



The Pupils' Council was asked to review our current anti-bullying policy and to draw up an anti-bullying charter in pupil-friendly language. This is displayed in each Boarding House, classrooms and the Buttery passage and published in the Green Book (including on the online staff system) and on the College website. Particular attention is drawn to it during the annual Bullying Awareness Week, in SPHE lessons and in each individual boarding house.

## Supervision and Monitoring

It is important that we have a system under which proper supervisory and monitoring measures are in place to deal with incidents of bullying behaviour. It is understood that it is impossible to supervise and monitor pupils at all times, but we have an obligation to do so to the best of our ability. We are lucky in that we have a strong staff presence outside class time as many teachers live on the campus.

Staff and pupils have identified certain bullying danger spots where particular supervision is needed.

### **Houses, particularly Dorms:**

Constant supervision and monitoring of Dorms and Common Rooms in boarding houses are neither possible nor ideal. A certain amount of freedom and space for pupils in a boarding school is vital.

Pupils are encouraged by their house staff to report any incident of bullying or unpleasant behaviour. They can speak to any of their house staff, to a house captain or monitor, or prefect. Of course, they can also report concerns to any other adult.

Pupils with positions of responsibility in House regularly discuss any concerns they may have regarding pupils with their house staff.

Members of Form V in each House undertake "lights duty" in the junior pupils' Dorms each evening on a rota system. A sixth former is on duty in House each evening. Older pupils are encouraged to visit junior Dorms on an ad hoc basis; these help to foster better communication between junior and senior pupils.

A house staff member is on duty each evening, S/he visits each Dorm. This provides the opportunity for informal chat between staff and pupils and for pupils' concerns to be raised.

Day boarders (Glen and Hollypark only) are allowed into Dorms and this helps to promote a better bond between them and boarders. They are encouraged to respect the personal space of those who board.

### **Meal queues**

Cloisters can become crowded during meal times which can lead to pushing and shoving and potentially to bullying behaviour. Meal times have been adjusted to take form sizes into account. There are rarely any problems at breakfast as this meal is staggered over 50 minutes. Staff accompany Forms, I, II, III and IV to Cloisters at lunch time (pupils in Form V are also accompanied to this meal) and supper time and stay there until their class has gone through. The teacher on duty supervises the queue at all meals. The prefect on duty supervises the Dining Hall and the Lower Argyle. Different forms eat lunch in Whispering House each day of the week. Those teaching the relevant form directly beforehand supervise the queue in that building.



## **Sports pitches/courts/courses**

Bullying behaviour can potentially happen both on, and on the way to and from, the sports pitches, courts and courses. To help prevent this, the coaching staff should ensure that they arrive on time, and preferably before a session begins. Pupils should also be punctual. Staff should be alert to any type of behaviour that might indicate that bullying has occurred on the way to, or during, the coaching session or match. It is important that coaching staff from outside the College are made aware of our policy and procedures. All are made aware of these on a regular basis.

## **Between classes**

Bullying behaviour may occur when pupils are waiting for a teacher to arrive. Teachers must ensure that their classrooms are locked if they are leaving them; if there is a lesson in that room with another teacher who has not yet arrived, the pupils must wait outside where it is more likely that bullying behaviour will be spotted. Teachers should arrive on time for lessons.

## **Cloisters**

The teacher on duty supervises the pupils as they disperse from Cloisters.

## **Dining Hall, Lower Argyle and Whispering House**

Bullying behaviour may sometimes occur in the Dining Hall, Lower Argyle and Whispering House. There is a strong staff presence at lunch time and this helps to deter such behaviour. The prefect on duty moves between the Dining Hall and Lower Argyle during lunch, and supervises the Dining Hall at break, afternoon tea and supper to look out for such behaviour. S/he reports any worrying behaviour to the teacher on duty or other member of staff.

## **Prep**

Bullying behaviour is more likely to occur in preps which are supervised by senior pupils rather than teachers. The SWAT team must be particularly vigilant of these. They should speak to the senior pupils in charge about the behaviour of the junior pupils, and be alert to possible bullying of the junior pupils by the senior.

## **School trips/away matches**

Pupils are made aware that our anti-bullying policy applies outside as well as inside the College, and the same level of awareness of bullying behaviour is required by teachers, coaches, etc.



## Staff awareness

All staff, both academic and non-academic, have a responsibility to be aware of the possibility of bullying behaviour.


**Academic staff:** New teaching staff are asked to check the current School Development Plan (on the online staff system), in particular important working policies such as those on Bullying and Child Protection, and the Expeditions Protocol. A member of the Cúram team will show them where the incident report forms are kept and how to fill them in. All staff, together with non-teaching house staff, are involved in our annual Bullying Awareness Day.

**Non-academic staff:** All non-academic staff involved in the day to day running of the school received training during the Hilary term 2017 and 2023 from the Designated Liaison Person about Child Protection Guidelines and training about the bullying policy procedures from the Deputy Designated Liaison Person. We recognise that these staff play a very important role in identifying behaviour that may be of a bullying nature. Each of the non-academic staff will be alerted to the procedures by the person in charge of their area of responsibility (cleaning, maintenance, etc.) at the beginning of each academic year. New staff will be issued a copy of the procedures by the Bursar or Catering Manager as appropriate.

The Head of Sport, the co-ordinators of girls' and boys' sport, the Director of Music, the Head of Learning Support, Matron and Housemasters alert non-academic staff working in their areas of responsibility to our procedures when they start working in the College and will remind them of these procedures on a regular basis.

## Pupil support and care structures:

It is important that our pupil support and care structures support measures to counter bullying behaviour. Pupils with difficulties in this area can be helped by our Counsellor. The Learning Support department coaches their pupils to be aware of their disability in such a way that enables them to stand up for themselves if bullying-type situations arise. The SPHE department has specific bullying modules in Forms I - III, and the topic is covered informally in Forms IV-VI. Time in class is given over to the topic after Bullying Awareness Week each year. The SPHE curriculum also explores the areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The RSE programme provides opportunities to explore and discuss areas such as human sexuality and relationships. CSPE fosters good citizenship and human dignity. RE fosters education in living in a school with a Christian ethos. House staff spend time talking to their charges to develop communication lines so that they will feel able to speak to them re. bullying if the need arises.



A pastoral care team called “Cúram” has been established. The responsibilities of the team include:

- raising awareness of bullying issues.
- identifying, and helping deal with, shortcomings in our dealings with bullying behaviour.
- overseeing pastoral matters in the school as a whole.
- coordinating the sharing of information, as necessary and as appropriate.
- making recommendations for future good policy.

The team is made up of the Head of Pupil Welfare (Alison Maybury), the Guidance Counsellor (Humphrey Jones), Matron (Anita Getty), a Housemistress (Julie Robinson), the Chaplain (Daniel Owen) and the Head of Pupil Welfare (Daron Higgins), the Head of Learning Support (Keith Ryan\*) and the School Counsellor (Sonja Owen). The team meets once a week and more often if required. Alison Maybury meets with the Warden to keep him up to date on issues that are being dealt with.

*\* (Mr Ryan cannot attend meetings this year due to his late appointment and consequent timetabling issues)*

The Pupils’ Council helps to draw attention to such events as Bullying Awareness Week, and members are invited to share thoughts they have on bullying matters at Council meetings. Council members were involved in the reviewing and revising of an anti-bullying code in January – March 2014. They added additional information about the online reporting system in the Hilary term 2017.

Many of our extra-curricular activities can assist in raising awareness of the unacceptable nature of bullying behaviour and incorporate a focus on promoting equality and affirming diversity. These include sports activities, Sports Day, drama, music, house-singing, house debating, house-speeches, school trips, etc.

## Inclusion in the Curriculum

As referred to already, the SPHE department deals specifically with bullying as part of its curriculum, and provides pupils with opportunities to develop the skills and competencies to care for themselves and others, and to make informed decisions about their health, personal lives and social development. The CSPE and RE departments foster the concepts of human dignity and inclusion. The theme of bullying may also arise from time to time in other subjects and the opportunity is used to raise awareness of the issue.

## Involving Parents/Guardians and the wider community

The Parents’ Association has been involved in the drawing up of this policy document. New parents are issued with an information leaflet (“Advice on Bullying – what parents need to know”) detailing the signs and symptoms that may suggest that a child is being bullied, how to contact the College if a parent is concerned that their child is being bullied, how to support their child if s/he is being bullied or is involved in bullying behaviour. The Parents’ Association has approved this leaflet.

## Strategies aimed at cyber-bullying and identity-based bullying including in particular homophobic and transphobic bullying.

Pupils are taught appropriate online behaviour and how to stay safe while online. Our prevention and our awareness-raising measures take into account the scope for cyber-bullying to occur as a result of access to technology from within the school. Pupils' internet usage is monitored as much as is possible. Our Acceptable Usage of the Internet makes specific reference to the anti-bullying policy. Pupils are actively encouraged to report any concerns about cyber-bullying.

We address identity-based bullying including in particular homophobic and transphobic bullying under the umbrella of respect for others and bullying awareness. The SPHE curriculum already explores the areas of belonging and integration, communication, conflict, friendship, personal safety and relationships. The RSE programme provides opportunities to explore and discuss areas such as human sexuality and relationships. Resources from the Growing Up LGBT are used in this programme. Information about organisations concerned with LGBT issues is displayed on the Cúram notice-board. Pupils are actively encouraged to report any concerns about identity-based bullying

Particular attention is drawn to both types of bullying (amongst others) in our annual Bullying Awareness sessions and follow up work done in SPHE classes. The subject of different types of bullying arises in other subjects and extra-curricular activities at times; the importance of welcoming diversity and of inclusivity is always emphasized.

## Part 6


The College's procedures for gathering information about, follow-up and recording of bullying behaviour and the established intervention strategies used by the College for dealing with cases of bullying behaviour are as follows:

Our primary aim in gathering information about and dealing with bullying behaviour is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved, rather than to apportion blame. Information will be gathered and kept about all reports of bullying, including anonymous reports, by the relevant teachers. Non-teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them, to the relevant teachers. Parents and pupils are required to co-operate with any enquiry and assist the College in resolving any issues and restoring, as far as is practicable, the relationships of the parties as quickly as possible.

### Identification of procedures for reporting incidents

Pupils are made aware of how to report incidents by their Housemasters and House Tutors, through Bullying Awareness Week, SPHE lessons, the Pupils' Council, the Green Book and the College website. Details of this are included in the anti-bullying charter which the Pupils' Council was involved in drawing up, and which is displayed in each Boarding House, classrooms and the BATTERY passage and published in the Green Book, on the online staff system and on the College website.





Pupils are encouraged to tell someone that they have been bullied or that they have witnessed another being treated in this way. They are advised to tell any adult or VI former that they trust, but could tell a friend who should then pass the information on to an adult. They may also report concerns on an online reporting form that is anonymous if they wish.

Staff who witness situations among pupils, or who receive information from parents or pupils which could be construed as involving bullying behaviour should (a) report the matter to the relevant Housemaster/s and (b) fill in an incident report form and give it to one of the Head of Pupil Welfare (AEM). AEM ensures that all who need to be made aware of a situation (particularly House staff, if they are not already aware) are informed. If any of the pupils mentioned on the incident form have been named in previous incidents, House staff will be made aware of their history.

## Noting and Recording

We recognize the importance of keeping records of all incidents of bullying and action taken to resolve them. AEM is responsible for maintaining reports of bullying incidents.

Writing a report of an incident should be done in a non-judgmental and objective manner. The following information needs to be recorded on the College Incident Report form: the names of those involved, the date, time and place of the incident, a brief synopsis of the incident, the reaction of the pupils involved, who was informed and any action taken. As the incident is considered, any further action and follow-up should be recorded on the form. The forms are kept in the Warden's Office, separately from the pupils' general school files. They are kept for at least seventy years, in accordance with school policy. Reports concerning very serious incidents are sealed, and may be kept by the Warden. It is recommended that there be no end date for the storage of documents concerning incidents of this nature.

The recording template provided by the DES must be used by the relevant teachers to record bullying behaviour in the following circumstances:

1. in cases where they consider that the bullying behaviour has not been adequately and appropriately addressed within 20 days after they have determined that bullying behaviour occurred\*; and
2. where the College has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Warden or Sub-Warden.

In each of the circumstances at (a) and (b) above, the DES recording template must be completed in full and retained by the teacher in question and a copy provided to the Warden.

In determining whether bullying has been adequately and appropriately addressed the relevant teachers must, as part of their 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 Warden or Sub-Warden.



## Identification of procedures for dealing with reported incidents

In dealing with bullying incidents, discretion, sensitivity and confidentiality are paramount in our approach to all concerned.

AEM will ensure that the relevant Housemaster/s have been informed of any reported incident. The Housemaster will usually gather information about the incident; if so, AEM should be informed of proceedings and outcomes to ensure that all relevant information is carefully logged. House staff may ask AEM and DH for advice or to become actively involved in dealing with a situation, using the experience gained while involved in this area. It is vital that there is two-way communication between House staff and AEM and DH. When more than one House is involved in a situation, it is useful if AEM and DH act as a conduit so that it is dealt with in a uniform manner and all relevant information can be shared. The Warden may be directly involved in particularly serious incidents.

The primary aim in considering 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). Bullying incidents are best considered outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying, in an attempt to get both sides of the story. The person/people making enquiries should speak to pupils individually at first. S/he should clearly state what their role is, and the reason for the interview. Where possible, interviewing should be done with a restorative approach, although this is not always possible or appropriate. Each pupil should be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. It is important that sides are not taken when considering an incident. Any pupil may be asked to write about what happened. This does not imply that a pupil is guilty of misconduct. If a group is involved, all those involved should be met as a group after initial individual interviews. At the group meeting, each member should be asked for his/her accounts of what happened to ensure that everyone in the group is clear about each other's statements. Each member of the group should be supported through the possible pressures that they may face from the other members of the group after interview by the teachers and/or House staff.

Where the relevant teachers have 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 College's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupils being bullied.

Agreement should be sought about not taking revenge against the victim or others whom the bully suspects may have provided information to teachers. If agreement is not forthcoming, a warning should be given which also extends to friends of the bully.

In cases where it has been determined by the relevant teachers that bullying behaviour has occurred, the parents of the parties should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the College's policy). Parents will be given an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for the pupils.

It must 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 or her parents and the school.



If, subsequent to this, the pupil's bullying behaviour persists, that pupil may be asked to leave the College.

## Part 7

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

The bullied pupil is kept aware of proceedings on an ongoing basis, and support is offered from the Housemaster, AEM, the Head of Pupil Welfare (Daron Higgins) and the Counsellor. S/he will be informed of how to contact one or more of the staff involved in the process if the need arises. A Housemaster may ask a Prefect, Head of House, etc. to keep an eye on a pupil if appropriate.

Any pupil involved in bullying behaviour is offered support from the Housemaster, AEM, the Head of Pupil Welfare (Daron Higgins) and the Guidance Counsellor. S/he will be informed of how to contact one or more of the staff involved in the process if the need arises. A Housemaster may ask a Prefect, Head of House, etc. to keep an eye on a pupil if appropriate.


Where necessary, bystanders will also be offered the support outlined above.

If appropriate, a follow-up meeting between the person who is being bullied and the person involved in the bullying behaviour will be arranged. This meeting will be arranged by the Cúram team or the Guidance Counsellor.

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the College will consult with relevant agencies such as Tusla (the Child and Family Agency) and NEPS for advice on how to deal with the situation.

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 College'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.

In cases of severe bullying, the Board of Management will be informed in writing by the Warden. Where a case is not resolved at this level, the local Inspectorate should be informed.



## Teacher behaviour

We are lucky in St Columba's to have a very good relationship between teachers and pupils.

It is important, however, that we are aware that a teacher could unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways:

- Using sarcasm or other insulting or demeaning forms of language when addressing pupils; making negative comments about a pupil's appearance or background.
- Humiliating, directly or indirectly, a pupil who is particularly academically weak or outstanding, or vulnerable in other ways.
- Using any gesture or expression of a threatening or intimidatory nature, or any form of degrading physical contact or exercise.

This behaviour of a bullying nature can happen both inside and outside the classroom.

If a complaint of bullying of a pupil by a teacher is made, the matter will be dealt with by the Warden. The teacher is entitled to be accompanied by a colleague of their choice while speaking to the Warden.

## Part 8

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.

## Part 9

The Board of Management confirms that the College will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified\*.

\* Gender (including transgender), civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

## Part 10

This policy was first adopted by the Board of Management on September 2014 and has been reviewed annually.

## Part 11

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



## Part 12

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, 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.

## Declarations

These policies were ratified by the Board of Management on 8th December 2021.

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Chair of the Board of Management

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Secretary of the Board of Management

## Appendix 1

### The Anti-Bullying Pledge

At St. Columba's College, we are immensely proud of the friendly, supportive and warm atmosphere throughout all areas of College life. The College's values - kindness, compassion, inclusion, responsibility & determination - frame the positive atmosphere and respectful relationships within the College. Bullying behaviour has no place in our College so it is important to remain vigilant and reaffirm our commitment to eliminating bullying behaviour in our school.

### Forms of Bullying

			
Physical	Verbal	Social	Cyber

### I understand that ....

- bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and / or social behaviour that intends to cause physical, social and / or psychological harm.
- bullying can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- bullying can also occur when one incident has the ability to cause long-term hurt to someone e.g. posting a hurtful message or image on social media is classed as bullying as it can be shared repeatedly.
- bullying can take many forms, including physical (e.g. hitting, damaging property), verbal (e.g. name-calling, teasing, using homophobic or racial slurs), social (e.g. excluding someone, rumour spreading) and cyber (abusive messages, online gossip, wrongful login, publishing damaging images with consent).

- the College deals with each bullying incident in a careful and confidential manner, ensuring the focus remains on fixing relationships rather than on labelling anyone as a victim or a bully.
- I can report bullying incidents to any Prefect, Head of House, House Captain, Form VI pupil, teacher, other staff member or using the online bullying reporting form on the College website.
- there are sometimes legal consequences to incidents of bullying, which can have a very long-lasting mental and emotional effect on the lives of those involved.

Please read the following items and sign the pledge below.

### I pledge to ...

- ensure I understand what bullying is and the various different forms it can take.
- not tolerate bullying behaviour, from myself or others.
- respect everyone's individuality - their background, ethnicity, gender, sexuality and beliefs.
- ensure I use my words wisely, both online and in person, and never aim to cause hurt or offence.
- allow everyone to live their lives free from intimidation and fear.
- be kind to the people I meet in the College and ensure everyone feels part of the school community.
- report bullying if I witness it, knowing that incidents of bullying are dealt with confidentiality and with the intention of mending the relationships rather than punishing someone.
- apologise if I do cause unintended harm to another person and vow to repair relationships if needed.
- follow this anti-bullying pledge and ensure my behaviour reflects the shared values of the College at all times.

Name: \_\_\_\_\_

House: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

This pledge was written by the members of the Pupils' Council.

## Appendix 2

### Anti-bullying policy

(to be shown to all non-academic staff other than sports coaches)

Our pupils are very lucky to live in a place where there is in general a friendly and supportive atmosphere throughout all areas of College life. We all value the close relationship between House staff, teachers and everyone else who helps care for them. However, it is only realistic to recognise that bullying behaviour can find its way into any community at any time. All of our staff play a very important role in identifying behaviour that may be of a bullying nature. We appreciate your support and vigilance in whatever area of College life you are involved in. All our combined efforts are vital in looking after our pupils.


We are very grateful to you for taking the time to read through the information below.

We define bullying as “unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time”. 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 too. The term “bullying” also encompasses harassment and sexual harassment.

The following is a list of examples of bullying behaviour. It is not, nor could it be, an exhaustive one.

- Physical aggression
- Damage to, or interference with, property
- Name calling
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Graffiti
- Extortion
- Intimidation
- Gestures
- “Death stares”
- Invasion of personal space
- Isolation
- Silent phone calls
- Abusive phone calls or text messages
- Abusive emails
- Abusive website comments/blogs/pictures/photographs/comments on social networking sites
- Abusive tweets
- Online impersonation or identity theft
- Spreading rumours about a person’s sexual orientation



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- Taunting a person of a different sexual orientation
  - Abusive gender-based comments
  - Prejudice, comments or insults about colour, nationality, culture, social class or religious beliefs
  - Spreading malicious gossip or rumours
  - Excluding from the group
  - Taking someone's friends away

If you are concerned that a pupil may be being bullied, please discuss this with the relevant person who will pass on the information to the staff who deal with such matters.

## Appendix 3

### Anti-bullying policy

(to be shown to all sports coaches)

Our pupils are very lucky to live in a place where there is in general a friendly and supportive atmosphere throughout all areas of College life. We all value the close relationship between House staff, teachers and everyone else who helps care for them. However, it is only realistic to recognise that bullying behaviour can find its way into any community at any time.


With all pupils involved in at least one team sport it is important that our ethos regarding respect and acceptance is extended to our sports fields. Bullying on the sports field may not be as obvious, particularly in sports where verbal comments/abuse or indeed excessive physical contact may go undetected. We appreciate your support and vigilance during your coaching/training session to ensure that all pupils, regardless of skill level or ability, are treated with respect. All our combined efforts are vital in looking after our pupils.

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- Name calling
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Graffiti
- Extortion
- Intimidation
- Gestures
- “Death stares”
- Invasion of personal space
- Isolation
- Silent phone calls
- Abusive phone calls or text messages
- Abusive emails
- Abusive website comments/blogs/pictures/photographs/comments on social networking sites

- 
- Abusive tweets
  - Online impersonation or identity theft
  - Spreading rumours about a person's sexual orientation
  - Taunting a person of a different sexual orientation
  - Abusive gender-based comments
  - Prejudice, comments or insults about colour, nationality, culture, social class or religious beliefs
  - Spreading malicious gossip or rumours
  - Excluding from the group
  - Taking someone's friends away

If you are concerned that a pupil may be being bullied, please discuss this with the relevant person who will pass on the information to the staff who deal with such matters.

## Appendix 4

### DES template for recording bullying behaviour

#### Name of the pupil being bullied and Form

Name: \_\_\_\_\_ Form: \_\_\_\_\_

#### Name(s) and form(s) of pupil(s) engaged in bullying behaviour

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---

Source of bullying concern/report

(tick relevant box(es).\*

Pupil concerned

Other pupil

Parent

Teacher

Sports coach

Other(please specify)

---

Location of incidents

(tick relevant box(es).\*

Classroom

House

Toilets

Sports grounds

Sports Hall

School bus

Other (please specify)

---

#### Name of person(s) who reported the bullying concern

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#### Type of bullying behaviour (tick relevant box(es).\*



Physical aggression  
Damage to property  
Isolation/exclusion  
Name calling

Cyber-bullying  
Intimidation  
Malicious gossip  
Other (specify)

**Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic  
Disability/SEN related  
Racist  
Membership of the Traveller Community  
Other(specify)

\_\_\_\_\_

**Brief description of bullying behaviour and its impact**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Details of actions taken**

\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ (Relevant teacher). Date: \_\_\_\_\_

Date submitted to Warden/Sub-Warden: \_\_\_\_\_

\* The categories listed in the tables 3, 4 and 6 are suggested and schools may add to or amend these to suit their own circumstances.

## Appendix 5

### Checklist for the 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.

#### Write Yes /No to each question:

- Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?
- Has the Board published the policy on the school website and provided a copy to the parents' association?
- Has the Board ensured that the policy has been made available to school staff (including new staff)?
- Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?
- Has the Board ensured that the policy has been adequately communicated to all pupils?
- Has the policy documented the prevention and education strategies that the school applies?
- Have all of the prevention and education strategies been implemented?
- Has the effectiveness of the prevention and education strategies that have been implemented been examined?
- Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?
- Has the Board received and minuted the periodic summary reports of the Principal
- Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?
- Has the Board received any complaints from parents regarding the school's handling of bullying incidents?
- Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?
- Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?
- Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?
- Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?
- Has the Board put in place an action plan to address any areas for improvement?

