



# CLONGOWES

CLONGOWES WOOD COLLEGE SJ

## ANTI-BULLYING POLICY

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 Clongowes Wood College SJ 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.

This anti-bullying policy is framed in the context of a Catholic boarding school in the Jesuit tradition which places Jesus Christ at the centre of its mission. Every person has a God-given right to respect, fair treatment and justice.

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

## 2. THE NATURE OF BULLYING

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

- Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.
- The following types of bullying behaviour are included in the definition of bullying: deliberate exclusion, malicious gossip and other forms of relational bullying; cyber-bullying; and identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's identity 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 normally 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.
- Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

## 3. PREVENTION OF BULLYING

### Responsibilities of School Staff

- It is the responsibility of all school staff to have read and understood the school's anti-bullying policy
- To acknowledge that bullying is a shared responsibility within the College.
- Every teacher has a particular responsibility to be vigilant against bullying behaviour inside and outside the classroom
- Every prefect has a particular responsibility to be vigilant against bullying behaviour in the boarding school domain
- To implement prevention and intervention strategies which build and maintain safe learning environment for the whole college community.
- To empower students to deal with conflict in constructive ways.
- To take all reports of bullying seriously and to report them to the appropriate authority if warranted.
- To document any serious bullying incidents using the Bullying Incident Report Form.

### Responsibilities of Students

- Never to bully others.
- To show consideration, respect and support towards others.
- To be able to identify bullying behaviour.

- Proactive role of the House Leaders
- To report if they are being bullied or if they see someone else being bullied.
- To engage in responsible reporting when witnessing or experiencing bullying behaviour.
- To develop a sense of empathy for targeted members of the College community and as a result take safe and sensible action as a bystander.
- Never to stand by and allow bullying to occur

### **Responsibilities of Parents**

- To support the College in the implementation of the policy.
- To watch out for signs that their son may be being bullied.
- To speak to the Line Prefect/Academic Year Head if their son is being bullied or they suspect that this is happening.
- To speak to the Prefect/Academic Year Head as soon as they are aware that issues are arising which are affecting their son.
- To instruct their son to tell if he is being bullied or if he has seen other pupils being bullied.
- To notify the College if they think that their son is displaying bullying behaviour and to work with the College in addressing this problem. They should not defer letting the College know of any issue in the hope that the problem will go away.
- To ensure that if their son is online that he is using social media in a safe and responsible manner.
- Never to directly approach another student, or the parent of another student, at the College to intervene in behavioural issues.

## **4. STRATEGIES**

The education and prevention strategies that are used by our College include:

- A College-wide approach to the fostering of respect for all members of the college community; adults should model the type of behaviours they promote to pupils.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils are provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention; the topic of bullying is addressed at each staff meeting.
- School wide awareness raising and training on all aspects of bullying, including pupils, parent(s)/guardian(s) and the wider school community (e.g. talks for parents/pupils on Stay Safe, Internet Safety/cyberbullying).

- Supervision and monitoring of classrooms, corridors, dormitories, school grounds, school tours and extra- curricular activities. Support staff are encouraged to be vigilant and report issues to relevant teachers. Supervision also applies to monitoring pupils' use of communication technology within the school.
- House system and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- The school's Anti-Bullying Policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school upon entry. It is also available on the school website.
- The implementation of regular whole school awareness measures, including school assemblies, boarding declamations, posters, competitions etc.
- Encourage a culture of reporting, with particular emphasis on the responsibilities of bystanders. In that way pupils gain confidence in '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.
- Ensuring that pupils know whom to tell and how to tell, e.g.:
  - Direct approach to teacher or prefect at an appropriate time.
  - Hand note in with homework.
  - Report to a House Leader
  - Get a parent(s)/guardian(s) or friend to tell on their behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
  - All teachers and prefects will teach pupils to recognise bullying behaviour and encourage them to use their voice to say 'no' to such behaviour.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Ensure that children and parents accept the IT Acceptable Use Policy of the College.

## 5. PROCEDURES

Students who have reported a bullying incident will be asked to complete a written report of the incident(s)

Teachers and prefects dealing with reported incidents of bullying will make every effort to support and reassure the student making the complaint.

Parents will be informed of the incident(s) where bullying is confirmed as soon as reasonably possible.

The relevant staff for investigating and dealing with bullying is (are) as follows:

- teachers will report bullying behaviour to the Academic Year Head and provide written documentation of the incident. The Academic Year Head will investigate the incident and, where the issue cannot be easily resolved, report to the Director of Studies.

- prefects will report bullying behaviour to the Line Prefect and provide written documentation of the incident. The Line Prefect will investigate the incident and, where the issue cannot be resolved easily, report to the Head of Boarding.
- Incidents will be investigated outside of the classroom situation to ensure privacy of all concerned.
- All interviews will be conducted with sensitivity and with due regard to the rights of all concerned.
- the Director of Studies and Head of Boarding will report the incident to the Senior Management Team.
- the Headmaster will report the bullying incident to the Board of Management at its next meeting and confirm that it has been, or is being, dealt with in accordance with the College's anti-bullying policy, and the Anti-Bullying Procedures for Primary and Post Primary Schools.

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:

- The College acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The College acknowledges the uniqueness of each individual and his/her worth as a human being.
- The College recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The College recognises the role of parents in equipping the pupil with a range of life skills.
- The College promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life skills.

- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Headmaster, to act in preventing bullying/aggressive behaviour by any member of the school community.

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)

Serious instances of bullying behaviour should, in accordance with the Children First and Child Protection Procedures for Primary and Post Primary Schools, be referred to TUSLA and/or the Gardaí as appropriate.

## **6. RECORDING OF BULLYING BEHAVIOUR**

All recording of bullying incidents is done in an objective and factual manner, set out in the Appendix.

## **7. SUPPORT**

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience. These supports are available through

- Prefect Team
- Academic Year Head Team
- House system
- Care team
- College Counsellors
- Ethos Coordinator
- Nursing Team
- Spiritual Father

## 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 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 i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

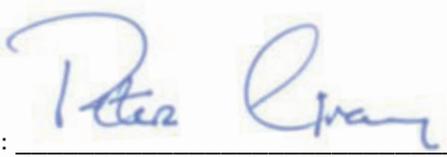
This policy was adopted by the Board of Management on 16th January 2019.

This policy has been made available to College personnel, published on the College website and provided to the Parents' Association. 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 College personnel, published on the College 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.

## 10. LINKS TO OTHER POLICIES

Please refer to the school's policy documents on Code of Behaviour (including mobile phone policy) Child Safeguarding Statement and IT Acceptable Use Policy, all of which are available on our website).

Signed:  \_\_\_\_\_ Date: 16 January 2019  
**Mr Peter Gray**  
**Chair of the Board of Management**

Date of next review: January 2020

# APPENDIX 1

Template for recording bullying behaviour (taken from DES Procedures)

## 1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

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

<b>3. Source of bullying concerned</b>		<b>4. Location of incidents</b>	
Pupil concerned		Classroom	
Other Pupil		Corridor	
		Toilets	
Teacher		Dormitories	
Other		Playing areas	
		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	<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)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Brief Description of bullying behaviour and its impact**

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9. Details of actions taken

Signed \_\_\_\_\_ (Relevant Member of staff)

Date \_\_\_\_\_

# APPENDIX 2

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, and 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.

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 provide a copy to the parents association?	
Has the Board ensured that its 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?	
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 and responded to complaints from parents regarding the school's handling of the bullying incidents?	

Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Has any Ombudsman for Children investigation 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 \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal

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

To:

The Board of Management of Clongowes Wood College 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
- 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 \_\_\_\_\_

Date \_\_\_\_\_