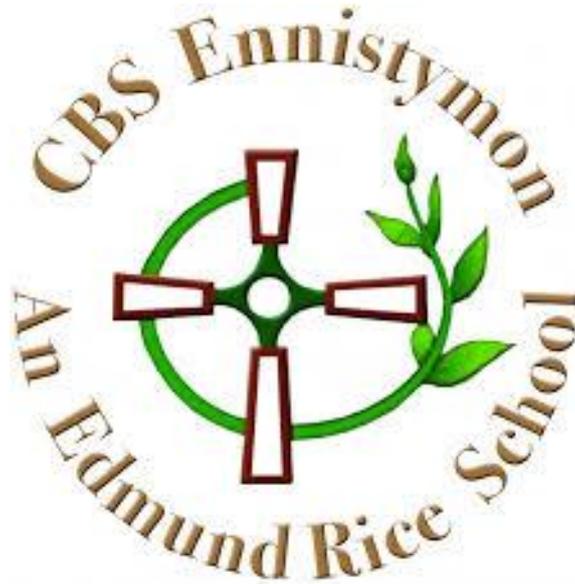


# CBS Ennistymon Anti Bullying Policy



Reviewed	Ratified by the Board of Management	Review Date
Sep-Nov 2021	22-11-2021	November 2022

## **Meánscoil na mBráithre**

### **Christian Brothers School, Ennistymon**

**School Name :** Christian Brothers Secondary School Ennistymon

**School Address:** Monastery Lane , Ennistymon , Co Clare.

**School Management:** The Board of Management of Meánscoil na mBráithre is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

#### **Mission Statement**

We are a voluntary Catholic Secondary School for boys under the trusteeship of the Edmund Rice Schools Trust (ERST), focusing on the importance of a value-based Christian education in the Catholic tradition.

We endeavour to educate our students so that as emerging adults they will have the confidence and skills necessary to participate fully

- In community life
- In family life
- In their work life
- In leisure

#### **Ethos**

The characteristic spirit of our school is based on the vision and values of the Edmund Rice Schools Trust Charter. The five characteristics of an Edmund Rice school underpin the operation of Edmund Rice Secondary School, namely:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership
- Excellence in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

## **Policy on Anti-Bullying**

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 Meánscoil na mBráithre, Ennistymon School has adopted the following Anti-Bullying Policy within the framework of the school's overall Code of Positive 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 students 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 students 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 students
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of students
  - Supports for staff
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies such as Restorative Practice)
  - On-going evaluation of the effectiveness of the Anti-Bullying Policy.

### **3. Definition of Bullying**

**3.1** 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 Positive 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 Positive 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* which can be accessed through the following link

<https://www.gov.ie/en/publication/cb6966-anti-bullying-procedures-for-primary-and-postprimary-schools/>.

### **3.2 Cyber Bullying**

Social media technologies are defined as information and communication technologies (ICT) such as the internet, digital media, mobile phone and any other online technologies etc.

Cyber bullying means any use of social media technologies (e.g. text messages, group messaging services, instant messaging, personal websites, online personal polling

websites, social media networks etc.) that seeks to undermine or humiliate a member/members of CBS Ennistymon. This includes circulating or publishing through ICT, material recorded without consent for the purpose of undermining/damaging the professional/personal reputation of another person.

This policy also applies when a student engages in inappropriate use of social media, when not under the direct supervision of the school, where there is a clear connection to CBS Ennistymon and/or a demonstrable impact on its aims, work, reputation and/or personnel.

### **3.3 Responsibilities of Users of IT Devices (Phones, Computers, Laptops, Cameras, etc.)**

- a. Keep password secret and protect account access.
- b. Do not post sensitive information publicly.
- c. Do not retaliate to any incident. Seek support and advice rather than engaging with the perpetrator.
- d. Report any incident to the school authorities in a timely manner.
- e. Retain any evidence of an incident – including text, communication via educational platform e.g. Teams, emails, voice mail, website or instant message. Do not delete texts or emails. Screenshots should be taken of messages or webpages and care should be taken to record the time, date and address of the site.
- f. The Teaching Council's Code of Professional Conduct for Teachers (2nd Edition 2016) states that "Staff should ensure that any communication with students, colleagues, parents, school management and other is appropriate, including communication via electronic media, such as e-mail, texting and social networking. CBS Ennistymon acknowledges that the elimination of bullying demands a whole-school approach and we endeavour to increase awareness among the whole school including students, staff, parents and the Board of Management.

#### **4.The relevant teachers for investigation and dealing with bullying are as follows:**

In accordance with section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools, the relevant teacher(s) for investigating and dealing with bullying are as follows:

- Year Head
- Deputy Principal
- Principal

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

#### **5.1 School-wide approach**

- A school-wide approach to the fostering of respect for all members of the school community.
- 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 students through both curricular and extracurricular activities. Students will be 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 develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it- prevention and intervention.
- School wide awareness raising and training on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Development and promotion of an Anti-Bullying code for the school- to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's Anti-Bullying Policy is discussed with students and all parent(s)/guardian(s) of incoming students are given a copy as part of the Code of Positive Behaviour.
- The school's Anti-Bullying Policy will also be available to view on school website, student council notice board and on Sharepoint.
- The implementation of regular whole school awareness measures may include:
  - Questionnaires/surveys in senior classes
  - Agreed whole school time-tabling of lessons on anti-bullying
  - Assemblies
  - NEPS programmes e.g. Friends For Life, Get Up Stand Up
  - Narrative 4

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in ‘telling’. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that students know who to tell and how to tell, e.g.:
- Direct approach to teacher at an appropriate time, for example after class.
- Hand note up with homework.
- Make a phone call to the school or to a trusted teacher in the school.
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire to students in senior classes.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

## **5.2 Implementation of curricula**

- The full implementation of the SPHE, RSE
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence-based programmes, e.g. Web Wise, Friends For Life etc.
- Delivery of the Garda SPHE Programmes. These lessons delivered by the Community Guard, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.

## **5.3 Links to other policies**

- Code of Positive Behaviour
- Child Safeguarding Statement
- Special Educational Needs Policy
- ICT and Acceptable Use Policy
- Health and Safety Policy

## **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 primary aim in investigating 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)

## 6.1 Reporting bullying behaviour

- Any students or parent(s)/guardian(s) may bring a bullying incident to the relevant teacher in the school.
- A suspicion of bullying should be raised with the relevant teacher first and then if necessary, with the Principal.
- Parents are encouraged to contact a member of staff if they suspect that their child is being bullied.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

## 6.2 Investigating and dealing with incidents:

- In investigating and dealing with bullying, the relevant teacher will exercise his/her **professional judgement** to determine whether bullying has occurred and how best the situation might be resolved
- Parent(s)/guardian(s) and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible
- Teachers should take a calm, unemotional problem-solving approach
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved
- All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner
- The following restorative questions can be used when responding to challenging behaviour:
  - What happened?

- What were you thinking at the time?
  - What have your thoughts been since?
  - Who has been affected by what you did?
  - In what way have they been affected?
  - What do you think needs to happen next?
- Questions to be asked when responding to those harmed include:
    - What happened?
    - What were you thinking at the time?
    - What have your thoughts been since?
    - How has this affected you / others?
    - What has been the hardest thing for you?
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved may be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will afford parent(s)/guardian(s) the opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the students
- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts should be made to try to get him to see the situation from the perspective of the students being bullied
- It must also be made clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the students being disciplined, his parent(s)/guardian(s) and the school.

### 6.3 Follow up and recording

- 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
  - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the students who has been bullied is ready and agreeable
  - Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
  - In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

#### **6.4 Recording of bullying behaviour**

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

#### **6.5 Informal- pre-determination that bullying has occurred**

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the Principal of all incidents being investigated.

#### **6.6 Informal-determination that bullying has occurred**

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

## **6.7 Formal-Appendix 2(From DES Procedures)**

The relevant teacher must use a recording template at **Appendix 2** in the following circumstances:

1. In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred and
2. The school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. These behaviours are physical assault, extortion and intimidation.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal in the Principal's office.

## **6.8 Established intervention strategies**

- Teacher interviews with all students
- Negotiating agreements between students and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Peer mediation where suitable training has been given

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

The aim of the anti-bullying procedures is to restore good relations between the parties and not to apportion blame.

- When allegations of bullying have been investigated both parties will have been invited to RP meetings and may then be referred to the school counsellor as deemed appropriate.
- The students who have been bullied may need opportunities to participate in activities designed to raise self-esteem, to develop their friendship and social skills and thus build resilience.
  - The Care Team
  - The Counsellor
  - The Class Tutors will take responsibility for this.

- The students responsible for the bullying will be dealt with by the school's discipline procedure and referred to counselling. Students with low self-esteem may need ongoing counselling and opportunities to develop self-worth. (eg. Life Skills class) The Care Team, Counsellor and Class Tutors will take responsibility for this.
- Parents will be encouraged to keep in contact with the school to ensure that there are no further incidents of bullying behaviour.
- Students who observe incidents of bullying behaviour will be encouraged to discuss them with teachers.
- Expulsion may be considered by the Board of Management in severe cases.

## **8. Supervision and Monitoring of Students**

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 students or staff or the harassment of students 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 **22-11-2021**

**11.** This policy has been made available to school personnel, published on the school website and is otherwise readily accessible to parents and students 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 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.

### **Approval**

This policy has been approved by CBS Ennistymon Board of Management.

Signed: 

(Chairperson of Board of Management)

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

Date of next review: \_\_\_\_\_

## Appendix 1

### CBS Ennistymon Anti-Bullying Charter Rights

#### **RESPONSIBILITIES**

- I am responsible for my own behaviour and so I must work to ensure that all students feel safe and included in this school
- I am responsible for my learning and I am responsible for ensuring that I never prevent other students from learning

#### **RIGHTS**

- I, and all other students, have the right to feel happy, safe, and included in this school.
- I, and all other students have the right to learn and be taught in this school.

## Appendix 2 Template for recording bullying behaviour

### 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))\*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 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

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_



**CBS SAYS NO TO  
BULLYING**

**UNWANTED,  
NEGATIVE  
BEHAVIOUR**

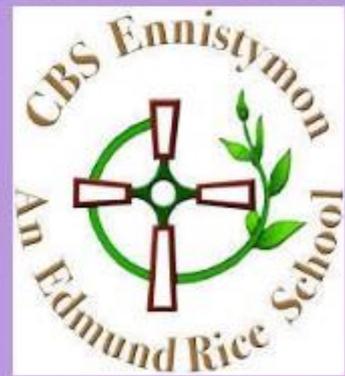
**PHYSICAL,  
VERBAL,  
CYBER OR  
PSYCHO-  
LOGICAL**

**REPEATED  
OVER TIME**

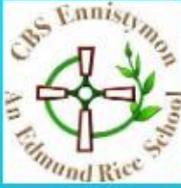
**E.G. EXCLUSION,  
NAME-CALLING,  
THEFT OF  
PROPERTY**

**BE A LEADER!  
TELL AN ADULT  
IF YOU  
WITNESS  
BULLYING**

**TEACHER USES  
RESTORATIVE  
PRACTICE WITH  
EVERYONE  
INVOLVED**



**MAKE CBS A  
BULLYING **FREE** SCHOOL!**



## CBS AGAINST BULLYING

**"It was only a bit  
of banter"**

**Unwanted, negative behaviour?**

**Repeated over time?**

**Physical, verbal, psychological or cyber?**

***THEN IT'S BULLYING.***