Rosemont School Anti-Bullying Policy

Reviewed: 2023

Due for review: 2024

Our Ethos and mission statement:

Our Catholic ethos values each person as a child of God and encourages our parents, staff, and students to live their faith in everyday life. The parents who founded Rosemont built this ethos from the message of St. Josemaria, founder of Opus Dei. www.opusdei.ie

Ethos in Rosemont means:
- Personal excellence and virtue are goals worth striving for.
- Academic achievement enables our students to serve society.
- An atmosphere of trust and freedom empowers learning.

Parents, as the primary educators of their children, work with the school to foster our ethos. Rosemont is open to students from all beliefs and backgrounds.

Introduction

Inspired by our mission statement and in accordance with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools 2023*, Rosemont's Child Safeguarding Statement, Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Rosemont 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* 2013 and the *Child Protection Procedures for Primary and Post-Primary Schools 2023.*

Vision

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 fully committed to create a school environment which encourages the development of our talents in service of family, friends, school, and the wider community. Therefore, it enforces a zero-tolerance policy on all types of bullying. Rosemont is welcoming of differences and diversity and strongly encourages inclusivity. The school building is designed to facilitate communication between parents, staff, and students. Rosemont is 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 prevention strategies).
- Ongoing evaluation of the effectiveness of the Anti-bullying Policy.

Aims

Rosemont acknowledges the right of each member of the school community to enjoy school in a secure environment and acknowledges the uniqueness of each individual and their worth as a human being.

The school promotes positive habits among all its members and endeavours to foster a school-wide approach to encourage students in the following principles:

- Empathy, respect, and resilience.
- Responsibility for their conduct and values.
- Courtesy and respect to staff and students.
- Honesty in their communications.
- Awareness, acceptance, and respect for differences.
- Genuine concern for their fellow students.
- Sensitivity to the needs of others.
- Approach any teacher to inform about an incident that constitutes bullying behaviour.

Objectives of the Anti-Bullying Policy

- To raise awareness of bullying as an unacceptable form of behaviour with school management, staff, students, parents/guardians, and the wider school community. Effectively, this is the adoption of a zero-tolerance attitude to bullying behaviour.
- To foster a school ethos which encourages students to disclose and discuss incidents of bullying behaviour.
- To foster and maintain a school ethos that acknowledges, accommodates, and respects a diversity of students across the nine grounds of discrimination covered by the equality legislation.
- To ensure that the school's Social, Personal and Health Education (SPHE) programme and curriculum raises awareness of the factors and consequences associated with bullying behaviour and accordingly develops appropriate knowledge, skills, and behaviours to enable students to respond.

Rosemont Anti-bullying Policy

- To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision through which all areas of school activity are kept under observation.
- To clearly describe the procedures for reporting and recording incidents of bullying behaviour.
- To clearly describe the procedures for investigating and dealing with incidents of bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour.

Nature of bullying
In accordance with the Anti-Bullying Procedures for Post-Primary Schools, bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which may or may not be 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 including inappropriate use of social media and mobile phones including Apps.
- 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*.

See Appendix 1 for further types of bullying behaviour.

Relevant Teachers
The Year Head is the Relevant Teacher for the investigation of and dealing with bullying.
Any member of staff who is informed of a suspected incident of bullying is responsible for reporting it to the relevant Year Head who will then follow the school procedures.

See Appendix 6: *Indicators of Bullying* & Appendix 7: *Characteristics of Bullying Behaviour*

Strategies – Prevention, education, awareness raising:
Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage students in addressing problems when they arise. Such strategies need to build empathy, respect, and resilience in students.

As self-esteem is a major factor in determining behaviour, through both our curricular and extra-curricular programmes, Rosemont provides students with opportunities to develop a positive sense of self-worth.

Initiatives and programmes focused on developing students' awareness and understanding of bullying, including its causes and effects, deal explicitly with the issue of identity-based bullying and in particular, homophobic, and transphobic bullying through the SPHE programme.

Rosemont School's *Strategies for Awareness Raising & Prevention of Bullying* are outlined in Appendix 4.

Procedures for Investigation and dealing with bullying
An adult or student can approach any teacher/staff member to inform about an incident that constitutes bullying behaviour. Non-teaching staff such as administration staff, special needs assistants, the bus drivers and the cleaning team should report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant Year Head(s).

All reports, including anonymous reports of bullying, must be investigated, and dealt with by the Relevant Teacher. In this way, students will gain confidence in 'speaking up'. This confidence factor is of vital importance so that students know they are not telling tales when they report bullying behaviour – they are acting responsibly.

If, in the Relevant Teacher's professional judgement, they see there is a clear risk of potential serious harm, they will inform the Principal/Deputy Principal and agree whether **Appendix 3** should be completed immediately. From there, the Principal/Deputy Principal will work actively with the Relevant Teacher to seek to resolve the situation.

The primary aim for the Relevant Teacher in investigating and dealing with bullying is to resolve any issues and to <u>restore, as far as is practicable, the relationships of the parties involved</u>, rather than to apportion blame.

In investigating and dealing with bullying, the Relevant Teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

The Relevant Teacher will keep appropriate written records which will assist their efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.
The recording template (**Recording Report** see Appendix 2 and **Bullying Incident Report** see Appendix 3) will be completed in full as required and retained by the Relevant Teacher and, where necessary, by the management team.

The school will retain these documents for 12-18 months to allow the school to form part of the annual review, as sometimes there can be learning from the records. After this point, the documents will be shredded.

If a student or parent alleges that a teacher is bullying a student, the **Complaints Procedure** is to be followed (see School Policies on the school website).

Guidelines for Relevant Teachers, Staff members, Parents & Students regarding the procedures for investigation, follow-up and recording of bullying behaviour – See Appendix 5

- The relevant person for investigating and dealing with bullying is the Relevant Teacher.
- The Relevant Teacher involved in investigating will work closely with the other staff members, including, coaches, subject teachers, parents, and the student council where relevant.
- **Parents 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.**
- All involved (including each set of students and parents) will be informed of the above approach from the outset. (See Appendix 5)

Programme of support for working with students affected by bullying

- Managing bullying behaviour will be approached with a view to resolving any issues and **to restore, as far as is practical, the relationships of the parties involved**, rather than to apportion blame.
- The school will work closely with parents to ensure that any student affected by bullying behaviour has the necessary supports and give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
- Relevant supports should also be provided for those who have engaged in bullying behaviour.
- Remind students that the school's **Guidance Counsellor** is an important source of support available to them.
- Teachers will seek to ensure that students do not have negative experiences because they reported bullying.
- Class tutors will organise activities to help the student grow in confidence and self-esteem.
- Coaches will work to support students affected by bullying, giving more personalised and individual input.
- When a particular teacher is aware of a bullying situation, Group work in their class will be managed and monitored so that it is also an opportunity for growth in self-esteem.
- The Year Head will communicate with the Deputy Principal/Principal and, where necessary, seek additional support or guidance.
- The school will invite suitable guest speakers to talk to students, further raising awareness of the forms and impacts of bullying behaviours.

- Counselling may be recommended to parents where relevant for students needing this help because of a bullying incident. This may be through the school's Guidance Counsellor, and/or an external counsellor.

Effective Supervision and Monitoring of Students

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place in Rosemont School to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

Effective supervision and monitoring systems are in place in the school. A rota system ensures that adequate adult supervision occurs at break time and lunch time. Combined with supervision immediately before and after school, this assists in detecting and reducing inappropriate behaviour.

Personnel involved in supervision will:

- Patrol areas which are not directly observable and those which are highly populated.
- Note any behaviour of concern, bringing incidents or occurrences to the relevant Year Head.
- The presence of CCTV acts as a deterrent.
- No student is permitted to leave the school campus during break time.
- Junior and TY students are not permitted to leave the school at lunchtime.
- 5th and 6th years with written permission from parents may leave the school grounds at lunch time, provided they return punctually for their afternoon classes.
- All students, especially the Student Council and Prefects, and all staff - including non-teaching staff – contribute to and are part of the process of countering bullying in Rosemont.
- We recognize the importance of our many clubs and societies in this regard also.

The degree of care and supervision which we exercise in Rosemont emanates firstly from our duty to care for our students. The care is akin to that which a careful parent would exercise for the protection of their own children in the circumstances in which the teachers find themselves (*in loco parentis* rule). This duty of care subsists while the students are in the care of the school or are involved in school-related activities on the school premises or elsewhere.

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.

This policy was reviewed and updated in December 2023 and adopted by the Board of Management on 5th December 2023

This policy has been made available to school personnel, students, parents (via the school app), 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.

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

Signed: _Helen Hughes_

Chairperson of Board of Management
Date: 5th December 2023
Date of next review: November 2024

Signed: _____

Principal
Date: 5th December 2023

Rosemont Anti-bullying Policy

Appendix 1: (as per Section 2.2 of the procedures)

The following are some of the types of bullying behaviour that can occur amongst students:

- **Physical aggression**: This behaviour includes pushing, shoving, punching, kicking, poking, and tripping people. It may also take the form of severe physical assault. While students often engage in 'mess fights,' they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying**: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the student in public places, by passing around notes about or drawings of the student or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment."
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chatrooms, and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.
- **Name calling**: Persistent name-calling directed at the same individual(s) which hurts, insults, or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.
- **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen, or hidden.
- **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted student not delivering on said demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2

Recording Report

Year Head _____

Teacher (Relevant when referred to Year Head by another teacher) _____

When was incident observed:

Class/location: _____

Date _____   Time _____

Name of Students:

_____
_____
_____
_____

Details of incident observed by/reported to staff member:

_____
_____
_____
_____

Action Taken:

_____
_____
_____
_____

Suggestions for follow up:

_____
_____
_____
_____
_____
_____

Signed: _____ (Teacher – where relevant) Date:

Signed: _____ (Year Head) Date:

Bullying Incident Report

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	
Other Pupil	
Parent/Guardian	
Teacher	
Other	

4. Location of incidents. (tick relevant box(es))*	
School Grounds	
Classroom	
Corridor	
Toilets	
Locker Area	
Other	

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal/Guidance Counsellor _____

Appendix 4:

Rosemont's *Strategies for Awareness Raising & Prevention of Bullying*: **Building a Positive School Culture**

<u>**Rosemont students are encouraged:**</u>
- To contribute to their class and the school
- To take ownership of their actions and their words
- To be respectful of others while in class, in the school grounds, at extra-curricular activities, on the bus and with the general public, especially when in uniform

This is promoted through school wide culture via:
- School assemblies
- All subjects on the curriculum
- Wellbeing classes
- SPHE/RSE and RE
- Coaching
- The School Guidance Counsellor
- Student Council
- Social work in the community
- Courses for parents

Specific activities that foster these qualities:
- Organisation of whole school activities e.g. school 5 k run; coffee mornings; healthy breakfast.
- Activities organised by one class for other classes, e.g. subject-based quizzes.
- Lunchtime and after school activities: basketball; hockey; drama; choir
- Students working on Sample Afternoons for incoming students.
- Whole school Building Leadership Programme.
- Poster competitions and displays of posters.
- Serving the local community: working in the local community centre; helping local charities; teaching in the local primary schools; attending centres for people in need.
- Parenting courses.
- IT (Information Technology) Acceptable Use Policy.
- Filtering of internet by DES.

<u>**Curriculum:**</u>
Teachers influence attitudes to bullying behaviour through a range of curricular initiatives. There are several curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety, and relationships. The Relationship and Sexuality Education (RSE) programme at post-primary level provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.
There is space within the teaching of all subjects to foster an attitude of respect for all; to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, there is a wide range of literature available which is used to stimulate discussion. In Civil, Social

and Political Education (CSPE), the interdependence of people in communities at local, national, and international levels is stressed. In Geography and History references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise is promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channeling and learning how to control aggression.

Communication:
Staff and Senior students endeavour to model respectful behaviour, language & communication to all members of the school community. Key messages of respect are displayed in classrooms, in assembly areas and around the school. Students are involved in the development of these messages. Staff acknowledge desired respectful behaviour by providing positive attention. Staff consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN. Constructive feedback is given to students when respectful behaviour and respectful language are absent.

Policy Awareness:
Rosemont works to promote awareness of the school's *Anti-bullying policy* through meetings and discussions with staff members, parents, and students, using the Parents Association and the Student Council as key resources. Rosemont Student Council runs an Anti-bullying Awareness week annually. The school works with the Parents Association to raise parent awareness of the policy. This is an opportunity to send a clear message to the parents of a student who is engaged in bullying behaviour that they have a major responsibility in addressing their child's behaviour.

Bullying Awareness:
Raising awareness on all aspects of bullying, includes students, parents/guardians, and the wider school community. All staff actively watch out for signs of bullying behaviour & promote the right of every member of the school community to be safe and secure in school.
The Student Council is involved in contributing to a safe school environment by helping to support students and encourage a culture of peer respect and support.
Year heads regularly promote the school policy at assemblies. A school-wide approach is taken to the fostering of respect for all members of the school community & delivery of lessons on bullying.

Encouraging a culture of "speaking up":
This has a particular emphasis on the importance of the bystanders. In that way students will gain confidence in "telling". This confidence factor is of vital importance. It is made clear to students that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.
To facilitate a culture of "telling", Rosemont has an **Anonymous Bullying Reporting Form (See appendix 9)** which is available to all students on their Year Group Team Page.
Year Heads periodically remind students that the Anonymous Bullying Reporting Form is available for them to use whenever they have a bullying concern.
When a report is received by a Year Head, the next step *may* be to have the relevant Year group complete the **Sociogram Form (see Appendix 11).** This Form can provide relevant details or factors which contribute to the Year Head's work in investigating the bullying report further.
Students are encouraged that they may also:
- a. Make a direct approach to Year Head/Class tutor/Coach/Subject Teacher.

b. Email any of the above.

c. Get a parent(s)/guardian(s)/friend to tell on their behalf.

The Rosemont community is vigilant in identifying bullying incidents and initiating interventions when necessary.

Cyber-bullying:

Prevention and awareness raising measures focus on educating students on appropriate online behaviour, how to stay safe while on-line and developing a culture of reporting any concerns about cyber-bullying. This is addressed through:

- Rosemont's SPHE/RSE and CSPE programmes
- School assemblies
- Student Council activities
- Wellbeing classes
- **Anonymous Bullying Reporting Form**

Rosemont's school-wide approach includes cyber-safety talks for parents. Further details on Rosemont's school-wide approach and the role of parents are outlined in **Appendix 4.**

Mobile phones & social media:

Students are taught about the appropriate use of social media. They are positively encouraged to comply with the school rules on mobile phone and internet use. Follow up and follow through occurs with students who ignore the rules. Parents and/or the Parents' Association are actively involved in awareness-raising campaigns around social media. The implementation of an IT Acceptable Use Policy in the school which includes the necessary steps to ensure that access to technology within the school is strictly monitored, as is the students' use of mobile phones.

Students with disabilities or with special education needs (SEN):

Approaches for decreasing the likelihood of bullying for students with SEN include:

- Improving inclusion
- Focusing on developing social skills
- Paying attention to key moments such as transitioning from primary to post-primary
- Cultivating a good school culture which promotes respect for all and helping one another.

Supervision:

Of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-academic staff are encouraged to be vigilant and report issues to the relevant Year Head. Supervision also applies to monitoring student use of communication technology within the school.

Coaching Meetings:

Each student has a coach whom they will meet with individually to establish a relationship of trust and who can provide support and guidance. Coaches also meet with their respective students' parents every term.

Parents and Policy Implementation:

Parent(s)/guardian(s) are encouraged to approach the relevant Year Head if they suspect that their child is being bullied. The Anti-bullying policy is reviewed in consultation with parents via the Parents Association.

The Principal and Deputy Principal lead in:

Rosemont Anti-bullying Policy

- Promoting the value of diversity to address issues of prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.
- Fostering and enhancing of the self-esteem of all our students through both curricular and extra-curricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- It is our policy to develop in students a willingness to walk away from confrontation and find non-aggressive ways of dealing with problems. We discourage retaliation as it makes the situation worse rather than better.
- Equally, we encourage our students to standup for themselves and for others, using appropriate language and behaviour. Emphasising a 'Zero-tolerance of bullying' helps our students to understand that they have the right to expect respectful and positive interactions with their peers in school. Not everyone will be close friends, but everyone is expected to treat each other well.
- Students should inform a responsible adult, e.g. Year Head, Class Tutor, Coach, Subject Teacher, Chaplain, peer etc. of any difficulties they are experiencing so that appropriate action can be taken.
- The provision of a report from the Principal to the Board of Management termly of the overall number of bullying cases recorded and the confirmation that all cases have been or are being dealt with in accordance with the school's Anti-Bullying policy and the 2013 D.E.S. procedures.

Implementation of curricula
The Anti-Bullying message is also reinforced in the implementation of the SPHE/RSE and CSPE specifications.

SPHE RESOURCES.
Investigating and Resolving Bullying Issues in Schools – First Steps for Teachers
Responding to Bullying – First Steps for Teachers.
R U B n Bullied – Tips for Teens
B4U Decide
Busy Bodies Booklet
Working Things Out through SPHE
Be SAFE be WEBWISE
SPHE/Curricula Supports
Department Of Education and Skills – www.education.ie
Health Service Executive – www.hse.ie
Leaflets/Resources – www.healthpromotion.ie
Department of Health – www.health.gov.ie
Department of Children and Youth affairs – www.deya.gov.ie
National Council for Curriculum and Assessment – www.ncca.ie
Mental Health Information – https://ie.reachout.com/
Mental Health Promotion Information and Support – www.healthpromotion.ie/health/mental_health
There is continuous professional development for staff in delivering these programmes.
SPHE/RSE classes will convey the anti-bullying message with specific reference to identity-based bullying such as racist, religious, homophobic, or transphobic bullying.

Appendix 5 – Guidelines for Relevant Teachers/Staff Members, Parents & Students regarding the procedures for investigation, follow-up and recording of bullying behaviour

<u>**Relevant Teacher/Staff Member & Year Head Guidelines**</u>
1. Listen carefully to the report being made; record the details as per Appendix 2, in a factual manner without judging the outcome in advance. Where possible, use direct quotes from the person reporting the incident to you.
2. Discuss next steps with relevant Year Head before proceeding in case any additional relevant factors are known already to the Year Head. In many cases, it will be helpful to check in with the relevant coaches of students concerned in case any additional relevant factors are known already to the coaches.
3. Conduct interviews in a sensitive manner with the students involved to hear their point of view. Usually, it is best that these conversations have more than one adult present, or more than one student present, and should always be conducted in an appropriate space, allowing balance between visibility and privacy. Students who are not directly involved can also sometimes provide useful information in this way.
4. 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, thereby setting an example of dealing effectively with conflict in a non-aggressive manner.
5. Keep records using Appendix 2 Recording Report where appropriate.
6. 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 their account of what happened to ensure that everyone in the group is clear about each other's statements.
7. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the Relevant Teacher.
8. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
9. In cases where it has been determined by the Relevant Teacher that bullying behaviour has occurred, the parents of the students involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).
10. Where the Relevant Teacher has determined that a student has been engaging in bullying behaviour, it should be made clear to them how they are in breach of the school's anti-bullying policy and efforts should be made to try to get them to see the situation from the perspective of the student being bullied.
11. It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, their parents and the school.
12. 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 student who has been bullied is ready and agreeable. This can have a therapeutic effect.
13. The Relevant Teacher must use the Appendix 3, in cases where the Relevant Teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying behaviour has occurred.
14. The Relevant Teacher will check-in with the student who was experiencing bullying to monitor whether the situation is appropriately resolved, and how things are going for them now. The timing of this check-in will depend on the circumstances, but usually will be within 2-4 weeks.

15. The Relevant Teacher may also check-in with the student's parents/guardians.
16. The Relevant Teacher may also check-in with any other students involved and/or their respective parent/guardian.
17. In determining whether a bullying case has been adequately and appropriately addressed, the Relevant Teacher 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 school Principal or Deputy Principal.

Student Guidelines

1. To facilitate a culture of "telling", Rosemont has an **Anonymous Bullying Reporting Form (See appendix 10)** which is available to all students on their Year Group Team Page.
2. Year Heads periodically remind students that the Anonymous Bullying Reporting Form is available for them to use whenever they have a bullying concern.
3. When a report is received by a Year Head, the next step *may* be to have the relevant Year group complete the **Sociogram Form (see Appendix 11).** This Form can provide relevant details or factors which contribute to the Year Head's work in investigating the bullying report further.
4. Once a report of bullying behaviour has been made to the Relevant Teacher, they may then discuss the next steps with the relevant coaches before proceeding in case any additional relevant factors are known by either party.
5. Interviews will be conducted with all students involved to hear their point of view. Usually, it is best that these conversations have more than one adult present, or more than one student present, and will be conducted in an appropriate space, allowing balance between visibility and privacy. Students who are not directly involved can also sometimes provide useful information in this way.
6. In cases where it has been determined by the Relevant Teacher that bullying behaviour has occurred, the parents of the students involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (referring them to the school's Anti-bullying Policy policy).
7. **It will be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, their parents and the school.**
8. If a bullying situation is not resolved within the steps outlined in the Anti-bullying Policy, matters *may* move beyond the Anti-bullying policy into the **Code of Behaviour** and/or the **Suspension and Expulsion Policy of the school. Equally, this would be a private matter between the student being disciplined, their parents and the school.**
9. Follow-up meetings with the relevant parties will be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect. **It is important that parents and students understand that the aim is to resolve any issues and restore, as far as is practicable, the relationships of the parties involved as quickly as possible. Mediation can sometimes be the most effective way to achieve this; parent and student openness to the possibility of this step is vital. Consent from all sides is required if this step is to be implemented.**

10. In determining whether a bullying case has been adequately and appropriately addressed the following factors will be taken 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 parents or the school Principal or Deputy Principal.

Parent Guidelines
1. Once a report of bullying behaviour has been made to the Relevant Teacher/staff member, they will then discuss the next steps with the relevant Year Head and coaches before proceeding in case any additional relevant factors are known by either party.
2. Interviews will be conducted in a sensitive manner with the students involved to hear their point of view. Usually, it is best that these conversations have more than one adult present, or more than one student present, and will be conducted in an appropriate space, allowing balance between visibility and privacy. Students who are not directly involved can also sometimes provide useful information in this way.
3. In cases where it has been determined by the Relevant Teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).
4. Parents 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.
5. It will be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, her parents and the school.
6. Follow-up meetings with the relevant parties will be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect. **It is important that parents and students understand that the aim is to resolve any issues and restore, as far as is practicable, the relationships of the parties involved as quickly as possible. Mediation can sometimes be the most effective way to achieve this; parent and student openness to the possibility of this step is vital. Consent from all sides is required if this step is to be implemented.**
7. Counselling may be recommended to parents where relevant for students needing this help because of a bullying incident.
8. In determining whether a bullying case has been adequately and appropriately addressed the following factors will be taken into account:
    o Whether the bullying behaviour has ceased.
    o Whether any issues between the parties have been resolved as far as is practicable.
    o Whether the relationships between the parties have been restored as far as is practicable; and
    o Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
9. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the **school's Complaints Procedures. See school website.**

10. In the event that a parent has exhausted the school's **Complaints Procedures** and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

Children First National Guidance 2017 and the Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to Tusla, the designated liaison person shall seek advice from Tusla in accordance with the procedures set out in chapter 5 of Children First National Guidance 2017.

Appendix 6
- **Indicators of bullying behaviour**

The following signs and symptoms may suggest that a student is being bullied:

(i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect them, changing travel routes, avoiding regular times for travelling to and from school.

(ii) Unwillingness to go to school, refusal to attend, truancy.

(iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.

(iv) Pattern of physical illnesses e.g. headaches, stomach aches.

(v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.

(vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.

(vii) Spontaneous out-of-character comments about either students or teachers.

(viii) Possessions missing or damaged.

(ix) Increased requests for money or stealing money.

(x) Unexplained bruising or cuts or damaged clothing; and

(xi) Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and their circumstances. The above signs do not necessarily mean that a student is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the student.

Appendix 7
- **Characteristics associated with Bullying Behaviour**

It is important to recognise that any student can be bullied or can engage in bullying behaviour. A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. "Prejudice-based" or "identity based" bullying can be a significant factor in bullying behaviour. Students who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline.

They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.

Students who engage in bullying behaviour can be attention seeking, setting out to impress bystanders and responding to the reaction their behaviour provokes.

They can lack the ability to empathise. They can appear unaware or indifferent to the other person's feelings. It is of note that students who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.

However, it must also be recognised that students who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others. It is not uncommon to find that students who engage in bullying behaviour may also have been bullied themselves.

Appendix 8

Further Information

<u>Department of Education and Skills Circulars</u>

'Anti-Bullying Procedures for Primary and Post Primary Schools' 045/2013 http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and- Post-Primary-Schools.pdf

'Guidelines on Countering Bullying Behaviour' M42/93 http://www.education.ie/en/Parents/Information/Complaints-Bullying-Child-Protection-Discrimination/Guidelines-on-countering-bullying-behaviour-in-primary-and-post-primary- schools.pdf

<u>Useful Websites, Publications and Contact Numbers</u>

"GET with IT", A guide to Cyberbullying, Joint initiative between National Centre for Technology and Education, Barnados and O2. http://barnados.ie; ois.ie. See also Barnardo's "Family Guide to the internet."

"Let's Beat Bullying", www.childprotection.ie/learningresources.

D. Quirke, B.A., School Bullying and the Law in the Republic of Ireland, National Anti-Bullying Coalition (NABC), Http://www.nabc.ie

www.makeitsecure.org	www.internetsafety.ie	www.webwise.ie
www.netsecure.ie	www.watchyourspace.ie	www.rollercoaster.ie
www.childline.ie	www.ncte.ie	www.scoil.net
www.hotline.ie	www.barnardos.ie	www.equality.ie

Rosemont Anti-bullying Policy

Appendix 9

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

To: Staff, Parents, Students and Trustees,

The Board of Management of Rosemont School wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meetings of 5ᵗʰ Dec 2023

o 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 _____   Date 5ᵗʰ Dec 2023

Chairperson, Board of Management

Signed _____   Date 5ᵗʰ Dec 2023

Principal

Rosemont Anti-bullying Policy

Appendix 10: Anonymous Bullying Report Form (found on Year Head's Team page for Year Group)

Bullying Incident: This form is anonymous; no personal information, including your email address, is collected unless you explicitly provide it in the form. The purpose of the form is to encourage the reporting of incidents of bullying. The information submitted will be received by the relevant Year Head.

Please remember that support is available to you and all students in Rosemont through your Year Head, Coach, our Guidance Counsellor etc.

1. Name of student being bullied.
2. Year group of the student being bullied

1st Year

2nd Year

3rd Year

Transition Year

5th Year

6th Year

3. Name(s) and class(es) of student(s) engaged in bullying behaviour
4. Location of bullying incident(s)Multiple choice.
Pitches / outside

Classroom

Corridor

Toilets

Bus

Changing Rooms

5. Type of bullying behaviours (s)Multiple choice.
Physical Aggression

Damage to Property

Isolation / Exclusion

Name Calling

Cyber-bullying

Intimidation

Malicious Gossip

6. Brief description of bullying behaviour and its impact. Please be as precise and as factual as possible. If cyber-bullying is being reported please specify the platform(s). Enter your answer.
7. **If you would like to discuss this issue with the relevant Year Head please provide your name.**
IF YOU WISH TO REMAIN ANONYMOUS LEAVE THIS RESPONSE BLANK

Rosemont Anti-bullying Policy

Appendix 11: Sociogram

1. (Q 1 edited based on specific issue/event) E.g.:
As you come to the end of the first half-term in Rosemont Secondary School, can you name 3 things that you are enjoying the most this year:
(i)
(ii)
(iii)

2. What, in your own personal opinion, are the main sources of stress for you lately:
     (i)
     (ii)
     (iii)

3.**With regard to relationships, please give some details if you have observed:**
    i.Any student(s) who might be feeling excluded, unhappy, alone or unfairly targeted by others:

……………………..………………………………………………………………………………………………

……

    ii.Any student(s) who may be giving other students a hard time?

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4.School years are sometimes a period of intense peer pressure to fit in with others. With the safety of all our students in mind, do you have any knowledge or fears for <u>any</u> students in our school who may be involved in any dangerous behaviour towards themselves or others? In answering this question, your assistance could help us to save a life.

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