Coláiste Éanna

An Edmund Rice School

Anti-Bullying Policy

School Name: Coláiste Éanna

Address: Hillside Park, Ballyroan Road, Rathfarnham, Dublin 16. D16 E248

School Details: Coláiste Éanna is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust (ERST). The School is grant aided by the Department of Education and is a single sex (boys) school.

School Management: The Board of Management of Coláiste Éanna is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement:

Coláiste Éanna is a Catholic School, for boys, in the tradition of Blessed Edmund Rice.
As a community, we aim to nurture mutual respect among all members in a safe environment.
The personal, social, spiritual and academic development of all is promoted.
The school is committed to providing an ordered learning environment, which encourages the school community to realise its full potential.

Ethos:

Coláiste Éanna is established under the ethos of the Edmund Rice Schools Trust. Inspired by the five key elements of the Edmund Rice Charter (below), our school provides high standards of excellence in teaching and learning while upholding a strong cultural and sporting tradition.
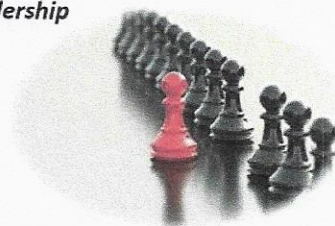
> **The five key elements of the Edmund Rice Schools Trust Charter are:**
> - Nurturing faith, Christian spirituality and Gospel-based values
> - Promoting partnership
> - Excelling in teaching and learning
> - Creating a caring school community
> - Inspiring transformational leadership.
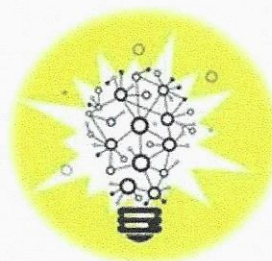
Caring School
Community

Transformational
Leadership

Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust

Nurturing Faith

Excelling in
Teaching &
Learning

Promoting
Partnerships

Coláiste Éanna
An Edmund Rice School

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 Coláiste Éanna, *An Edmund Rice School*, Hillside Park, Ballyroan Road, Dublin 16, has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

   - A positive school culture and climate which-
     - is welcoming of difference and diversity and is based on inclusivity;
     - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; 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.

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

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

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4. The relevant teachers for investigating and dealing with bullying are as follows:
(see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

1. The Principal
2. Deputy Principal
3. Year-Heads
4. Anti-Bullying Coordinator
5. Anti-Bullying team

5. 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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The anti-bullying programme in Coláiste Éanna consists of a two strand approach.

Strand One: Prevention

Strand One focuses at prevention through awareness raising.

Our team of volunteer teachers, along with the Anti-Bullying Coordinator work with students to encourage them to be pro-social in their thinking and acting, to be aware of others, accepting difference and acknowledging their own differences and their right to be so.

We begin our work during students' first week in first year. During this first week of entering school we survey them to get to know them and to enquire if they or others in their primary school class had experienced bullying. We seek their support in identifying students we should particulary watch out for and inform them of the school's stance on interpersonal behaviour and our emphasis on respect for self and others. We aim to highlight bullying as anti-social behaviour which has a damaging effect on all, the person who is targeted, the person who is bullying and the one who is looking on. The individual's power in making choices regarding this behaviour is emphasised.

Students who are entering second year are also surveyed within the first weeks of their return to school. This survey seeks their view or experience of the school's anti-bullying programme during their first year.

During the course of the school year we survey all classes at least once a half term to inform ourselves on relations in the various class groups.

All classes are visited by members of the anti-bullying team at least once per half term with awareness raising lessons. These lessons are age appropriate and include discussions on cyber-bullying, homophobic bullying and transphobic bullying. Using discussions, videos and group work students are encouraged to identify "bullying" as a behaviour, to consider the effects of this behaviour, to consider too their own views of such behaviour. why people behave like this towards others and what they can do if they find themselves either the target or a bystander in a bullying situation.

Senior students also participate in lessons and again the damaging effects of bullying are highlighted and discussed. Discussions with seniors, regarding bullying in the workplace and society, aim to reinforce the message of respect. During the last few years we have accumulated a significant number of audio and video materials with which to begin discussions. English teachers also highlight the issue in transition year in the course of their media studies module.

6. Strand Two: Intervention.

Strand Two focuses at Intervention procedures.

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*):

As well as the regular surveys conducted among students we also "keep our ear to the ground" by checking with teachers, students and ancillary staff. All staff are familiar with our system that if any of them have any suspicion of bullying they will come to members of the team and inform them. Students too are made aware that they can tell "any" member of staff who will pass on the information in confidence. Our emphasis is on changing and stopping this behaviour. Our message to students is that should they become concerned that one of their peers or one of their friends is bullying someone, then they should inform the anti-bullying team, who, in turn, can help this student change their behaviour. Our approach is the "No Blame Approach" of George Robinson and Barbara Maine which carries with it consequences but initially not sanctions. We also are guided by the "Shared Concern" philosophy of Pika, where all are encouraged to participate in the resolution of the problem.

Information will lead to an investigation and an intervention with a survey of the class or classes where the situation is thought to be occuring. Once information has been received, the student(s) who is (are) alleged to be bullying is (are) interviewed. The interview is very structured involving the use of documentation. While working through these forms students are made aware of the procedure being used to investigate and of the fact that should they themselves ever find themselves on the receiving end of negative behaviour from others they too will be supported.

In the event that bullying has occurred, a student may be aware of his behaviour, and working through this procedure should come to recognise the effects on others. On other occasions the student may only come to that recognition following interview. On these occasions the student undertakes to treat the other student(s) with respect, giving a verbal promise which is noted by the anti-bullying team member or signing a promise to that effect, which is also signed by by the anti-bullying team member. Reviewing our annual figures we have found that the number of re-offenders is small.

In the event of a particulary grave incident of bullying behaviour an Anti-bullying Discipline Committee comprising of the Principal, the Anti-bullying Co-ordinator and the Year Head will convene to advise on the imposition of a significant sanction. The Anti-bullying Discipline Committee may also be convened in the case of a serious cyber bullying incident.

We regard re-offending as a choice. Students who re-offend go through the same procedure of investigation and interview. Once we are clear that bullying has occurred the student is offered an opportunity to again commit to the programme, signing a promise to treat the student(s), targeted by his bullying, in a respectful manner going forward. On this second occasion the student's parent(s)/guardian(s) are also asked to sign and witness this promise note. We suggest to students that their repeat bullying behaviour indicates that they need support from home to change their behaviour. Unless the student has informed his parent(s)/guardian(s) of the previous situation, this will be the first time they may become aware of this behaviour. Should subsequent bullying behaviour occur, it will be brought to the attention of the Principal and will be dealt with through normal discipline procedures.

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

A programme has been set up for those students who have been targeted by bullying and for those students who have been involved in bullying.

Students who have been bullied have follow up meetings discreetly with the Anti-bullying Co-ordinator. Some students may need counselling. Students are encouraged to develop friendship and social skills. Students can take part in resilience training groups designed to enhance their self-esteem and coping skills.

Students involved in bullying behaviour are monitored and supported as part of the school's intervention process. Students are advised on ways of making friends and enhancing their self worth without hurting others.

8. **Supervision and Monitoring of Pupils**

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

9. **Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on 31 January 2023.

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ Signed: _____
        (Chairperson of Board of Management)   (Principal)

Date: 13/05/2024   Date: 13/05/2024

Date of next review: May 2025.