

Cross and Passion College  
Kilcullen  
Anti-Bullying Policy



December 2021

# Mission Statement

We, the community of Cross and Passion, acknowledge the central importance of caring relationships with each other, in the creation of a safe learning environment where all are encouraged to grow, with dignity, to their full potential. The energy and spirit of our school community are reflected in our values.

## Introduction

Our Primary aim is to educate our students holistically in the Catholic and Le Chéile tradition. We wish to prepare them for a life of service in a spirit of care, love, truth, respect, justice and forgiveness. No form of bullying or intimidation fits in with this vision.

## Rationale and Scope of the Policy

The policy addresses bullying behaviour, harassment of any kind, including sexual harassment.

It primarily addresses issues related to the bullying of students.

The policy applies to school based bullying behaviour amongst its pupils and in dealing with any negative impact within school of bullying behavior that happens elsewhere.

Our anti-bullying policy is an integral part of our Code of Behaviour which emphasises respect and responsibility.

**1.** In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB (now Tusla), the Board of Management of Cross and Passion College 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 all members of the school community. The Board is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

**(a) 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;

**(b) Effective leadership**

**(c) A school-wide approach**

**(d) A shared understanding of what bullying is and its impact**

**(e) 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;

**(f) Effective supervision and monitoring of pupils**

**(g) Supports for staff**

**(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

**3. Definition of bullying**

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of an ethnic background, religious minority or 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*.

**Examples of bullying behaviours (this is non exhaustive).**

<p><b>General behaviours which apply to all</b></p>	<ul style="list-style-type: none"><li>● Harassment based on any of the nine grounds in the equality legislation: <b>gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.</b></li><li>● Physical aggression</li><li>● Damage to property</li><li>● Name calling</li><li>● Slagging</li><li>● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li><li>● Offensive graffiti</li><li>● Extortion</li><li>● Intimidation</li><li>● Insulting or offensive gestures</li><li>● Invasion of personal space</li><li>● A combination of any of the types listed.</li></ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"><li>● <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person's reputation</li><li>● <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li></ul>

- **Impersonation:** Posting offensive or aggressive messages under another person's name
- **Flaming:** Using inflammatory or vulgar words to provoke an online fight
- **Trickery:** Fooling someone into sharing personal information which you then post online
- **Outing:** Posting or sharing confidential or compromising information or images
- **Exclusion:** Purposefully excluding someone from an online group
- **Cyber stalking:** Ongoing harassment and denigration that causes a person considerable fear for his/her safety
- Silent telephone/mobile phone call
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology

### **Identity Based Behaviours**

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual

orientation, religion, age, disability, race and membership of the Traveller community).

**Homophobic and Transgender**

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Name calling e.g. Gay, queer, lesbian...used in a derogatory manner
- Physical intimidation or attacks
- Threats

**Race, nationality, ethnic background and membership of the Traveller community**

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
- Exclusion on the basis of any of the above

**Relational**

This involves manipulating relationships as a means of bullying. Behaviours include:

- Malicious gossip
- Isolation & exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- Spitefully critical comments
- Spreading rumours
- Breaking confidence

	<ul style="list-style-type: none"> <li>● Talking loud enough so that the victim can hear</li> <li>● Intentionally invading another person's personal space</li> <li>● Intentionally damaging another person's property</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>● Unwelcome or inappropriate sexual comments or touching</li> <li>● Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Taunting others because of their disability or learning needs</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>● Mimicking a person's disability</li> <li>● Setting others up for ridicule</li> <li>● Excluding and refusal to engage with others because of their disability or special educational need.</li> </ul>



#### **4. Relevant teachers for investigating and dealing with bullying**

The relevant teachers for investigating and dealing with bullying are the following:

- Subject Teachers
- Class Teacher
- Student Pastoral Care Coordinator
- Year Head
- Guidance Counsellor
- Student Support Team composed of Principal, Deputy Principals, SEN Co-ordinators and Guidance Counsellors with the relevant attendance of Year Heads.
- Deputy Principals
- Principal

#### **5. Education and prevention strategies**

CPC takes a school-wide approach to the fostering of respect for all members of the school community with the aims of

- The promotion of the value of diversity and to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

The following strategies will be used in Cross and Passion College:

- (i) SPHE: There are specific lessons for first to third years dealing with relationships and bullying.
- (ii) At Senior Level, 4th Years engage in Inclusion studies including Peer workshops with 1st Years.

(iii) Fifth and Sixth Year's RSE address relational issues including Consent and recognising red flags in all interpersonal relationships e.g. Friendships, Romantic relationships, Child-Parent and Teacher- Student relationships.

(iv) Fifth year prefect system in place to guide and work with first year students. They interact with the first year students through various activities and provide opportunities for mentorship.

(v) Class Meetings: Currently bi-weekly, these establish a point of contact for students with their Class Teacher and provide an opportunity for the Teacher to observe and monitor relationships within the class.

(vi) Student Council – The Student Council will organise one specific event each year to promote awareness normally during anti-bullying week.

(vii) Questionnaires: An anti-bullying questionnaire may be administered as required by class/subject teachers. (See appendix)

(viii) Student Pastoral Care Coordinator

The Pastoral Care Coordinator will:

- ensure that pupils are encouraged to report bullying incidents and know who to tell and how to tell, e.g.:
  - approach a teacher at an appropriate time
  - Hand a note up with homework
  - Make a phone call to the school or to a trusted teacher in the school.
  - Get parents/guardians or a friend to tell on your behalf
  - Ensure that bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Ensure that appropriate signage is in place to raise awareness and show students how to report incidents and to whom.
- Liaise with the year heads about workshops once per year for first and second years.

- Liaise with the Student Council in the running of an annual Friendship Week and the Stand Up Awareness Week.

(ix) Provide Internet Safety Training Workshops to students with an emphasis on cyberbullying.

(x) Set up visits from Community Garda to speak to students

(xi) Training of Safety Internet Day Ambassadors through Webwise to lead a whole school Internet Safety Campaign.

(xii) The first Year induction programme creates awareness of school community ethos and procedures.

(xiii) SEN model of inclusion and mixed ability classes.

(xiv) Whole school curriculum approach throughout the year.

(xv) Staff training in the area of anti-bullying procedures

## **Parents**

- The School, in conjunction with the Parents Association, will organise one initiative each year for parents.

Induction Nights for new students will be used to clearly outline the policy; it will also be referenced at other parents' information evenings.

Parents are expected to report any concerns by contacting any member of staff.

Parents are expected to support the school in implementation of the policy in the following ways:

- To watch out for signs that their child may be bullied
- To notify the Year Head if they think their child is displaying bullying behaviour and to work with the College in addressing this problem. They should not defer letting the school know of any issue in the hope it will go away.
- Never to directly approach another student or parent of a student, at the school, to intervene in behavioural issues.

## **Students**

- Students are expected never to bully others
- To show consideration, respect and support towards others

- To be able to identify bullying behaviour
- To report if they are being bullied or if they see someone else being bullied
- To engage in responsible reporting when witnessing or experiencing bullying behaviour.
- To develop a sense of empathy for targeted members of the school community and, as a result, take safe and sensible action as a by-stander.
- Never to stand by and allow bullying to occur

### **Individual teachers**

- Everyone in the school community has a responsibility to help to build a positive atmosphere and to be on the lookout for instances of bullying.
- Teachers should have read and understood the school's anti-bullying policy.
- Teachers have a responsibility to be vigilant against bullying behaviour inside and outside the classroom
- Teachers are encouraged to use any opportunity that may arise in their teaching that helps to create awareness, to empower students to deal with conflict in constructive ways and to foster good relationships and trust.
- To record all incidents of bullying through a preliminary investigation and report them to the relevant Year Head, as appropriate.
- To document any bullying incidents using the Template for recording bullying behaviour.

### **Other agencies**

The school will liaise with the local Gardaí and Juvenile Liaison Officer who will be invited to address groups from time to time.

### **Supervision**

The supervision and substitution rota will be used to monitor corridors and classrooms before/after School and during break times.

## **Acceptable use policy**

The school will develop an Acceptable Use Policy to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of all technology including mobile phones.

The NCTE Firewall will be used to restrict internet access to appropriate sites only.

## **6. Procedures for investigation, follow up and recording of bullying behaviour and the established intervention strategies used by the school:**

### **6.1 Guidelines for investigating Teacher**

- When a Teacher is investigating a claim of bullying they should take a calm, unemotional problem solving approach, attaching no blame to either party. Answers should be sought to the questions of 'what, where, when, who and why'.
- If possible interviews should be conducted outside the classroom and take place promptly after the incident/bullying has occurred – take care as to how this is arranged – it is not always best practice to call a student out in front of the rest of the class. Likewise it is not good practice to discuss the matter – even in a general way – with the entire class or year group.
- If a group is involved each member of the group should be interviewed separately at first. It may be appropriate thereafter to meet as a group.
- If it is determined that bullying has occurred, the parents/guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken by the school.
- It should be made clear to both students and parents that any disciplinary action that may be taken is a private matter between the pupil being disciplined and his or her parents/guardians and the school.

## 6.2 Procedures for the initial investigation of a reported bullying

<b>ACTION TAKEN BY</b>	<b>PROCEDURE</b>	<b>Support and/or sanction <i>may</i> include</b>
<p>A student may bring a bullying concern to <b>ANY</b> teacher in the school.</p>	<p>Establish the facts by interviewing those involved.</p> <p>(It may also be appropriate to include students not directly involved)</p>	<p>Serious talk with student(s) explaining the effects of their behaviour and that it must cease.</p>
<p>The incident should be investigated by the teacher.</p>	<p>If unacceptable behaviour is found, outline clearly how this is unacceptable and the effect it may be having.</p>	<p>Verbal warning.</p> <p>Student/s involved are warned to stop.</p>
<p>Where the teacher feels that they can resolve the situation.</p>	<p>Speak to both students separately and try to resolve the issue using the Restorative Justice Approach. Record incident on Anti-Bullying reporting forms.</p> <p>Supply of Forms to be made available in</p>	<p>Seek verbal agreement re future behaviour.</p> <p>Outline a fair outcome <i>if appropriate</i>: e.g. an apology, return of property etc.</p>

	<p>the online shared folder.</p> <p>Forms to be filled in in the main office and copies left in the individual Students files.</p> <p>Teacher will follow up progress with: victim and bully, bystanders or others involved.</p>	
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***6.3 Subsequent Report – where incident has not been resolved as outlined above.***

<b>ACTION TAKEN BY</b>	<b>PROCEDURE</b>	<b>Support and/or sanction <i>may include</i></b>
<p>Year Head involved</p> <p>Student Support Team may be involved in a holistic, monitoring capacity.</p>	<p>Incident investigated by the Year Head using Restorative Justice Approach.</p> <p>Principal/ Deputy principal informed.</p> <p>Both sets of parents informed by the Year Head</p> <p>Record details of incident and how it was dealt with on the Anti Bullying Reporting Forms (available in the online shared folder). One copy of the form to be submitted to Year Head and one copy to be filed in the</p>	<p>Serious talk with the student re: behaviour and future behaviour.</p> <p>Sign written agreement re future behaviour.</p> <p>Parents/Guardians sign written agreements re future behaviour.</p> <p>Speak with the school counsellor.</p> <p>Detention /other agreed sanction from the School’s code of behaviour.</p>



	<p>main office in the relevant student's file.</p> <p>Year Head follows up progress with victim and bully, bystanders or others involved.</p>	<p>Monitor future behaviour. If the situation is not resolved within 20 days it should be passed on to Principal/Deputy Principals.</p>
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**6.4 Where bullying behaviour persists / or in the case of a serious incident of bullying:**

<b>ACTION TAKEN BY</b>	<b>PROCEDURE</b>	<b>Support and/or sanction <i>may include</i></b>
<p>Principal or Deputy Principals involved</p> <p>The incident may be referred to the Board of Management at the discretion of the Principal.</p>	<p>Parents and students meet with the Principal / Deputy Principal.</p> <p>Use Restorative Justice Approach</p> <p>Feedback to Year Head.</p> <p>Record details of incident and how it was dealt with on the Anti Bullying Reporting Forms (available in online folder shared folder). Forms to be filed in the main office with copies in relevant student file(s).</p>	<p>Depending on the nature of the incident Detention / Suspension / other agreed sanction from Code of Behaviour may be necessary</p> <p>Parents are met and conditions set regarding the student's future behaviour.</p> <p>Counselling offered by school guidance counsellors ; in some instances students may have to be referred for outside counselling</p> <p>Referral to child psychologist/ Garda Juvenile Liaison Officer may be necessary</p>

	<p>Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.</p>	<p>Contact with other support agencies e.g. re anger management</p>
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**7. The school’s programme of support for working with pupils affected by bullying is as follows**

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Class Teacher/Year Head system
  - Student Support Team
- If pupils require counselling or further support, it may be possible to provide this within the school; otherwise the school will endeavour to liaise with the appropriate agencies to organise the same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

## **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.

This policy was adopted by the Board of Management on 8<sup>th</sup> December 2021.

This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department and Le Cheile if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to 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.

*Marie O'Neill Chairperson, Board of Management*

Appendix 1 – Questionnaire for class use

Appendix 2 – Bullying Sociogram

Appendix 3 - Template for recording bullying behaviour form



## Bullying Sociogram

(To be done as a **CONFIDENTIAL** private interview with each individual student in a whole class or year)

Name of Student ..... Class.....

Date .....

1. Are you happy with the atmosphere in your class: Yes  No
2. Who are your friends?
3. Are you being bullied in any way? Yes  No
4. Is there anyone in the class being picked on or having a hard time?
5. Is anyone being left out or ignored?
6. Is there anyone spreading rumours or gossip or using notes, phone calls or text message etc. to make others feel bad about themselves?
7. Is anyone being unfair to others?
8. Is there a group of pupils making life difficult for others?
9. Are pupils from any other class giving anyone in this class a hard time?
10. If yes can you give examples?
11. Who do you think is causing the problem?
12. What can you do to help students who are having a hard time?
13. Have you been bullying anyone?

Name of Bully(s)	Who is the target?	What is the behaviour?

# Appendix 3 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))\*

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

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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## 9. Details of actions taken

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

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