Beaufort College

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Beaufort College Anti-Bullying Policy

School Mission Statement

Beaufort College is committed to Quality Education. It seeks to enrich students' lives and empower them for life's challenges. This is done in a caring atmosphere of good order and discipline and in partnership with parents.

Knowledge begins with a Question

Policy Statement

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, Children First Act 2015 including the school Risk Assessment and Child Safeguarding Statement, the Board of Management of Beaufort 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 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-

- o build empathy, respect and resilience in pupils; and
- o 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, transphobic bullying, racist bullying, bullying based on a person's membership of the Traveller / minority community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour 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*.

Bystanders complicit in the act of bullying behaviour will be investigated and sanctioned as set out in this policy.

4. The relevant teacher(s) reporting, supporting and investigating on bullying cases are as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- All Staff (Reporting)
- Anti-Bullying Coordinator (Investigating)
- Assistant Principal 1 Team (Investigating)
- SEN Team and Support Staff (Supporting)
- Guidance Department (Supporting)
- Deputy Principal (Investigating & Supporting)
- Principal (Investigating & Supporting)

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*):

- Cyclone Rep Theatre Company (HSE funded)
- Cyberbullying workshop (School Completion Programme)
- Lockers Programme
- Web-Wise Cyber Bullying Programme
- SPHE Curriculum inclusive of RSE
- PDST In-service
- Whole School Anti-Bullying Week
- Whole School Stand-up Week
- Whole School Wellbeing Week
- HSE Cool Schools Programme & Support

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Recording
- Report recorded on a School Bullying Referral Form (Green)

Investigation
- Investigation leaders are the Anti-Bullying Co Ordinator, AP1 Team, Deputy Principal and Principal

Strategies
- Conflict resolution meeting
- Restorative / Solution focus approaches
- Sanctions as appropriate
- Support plans devised for the bully and the victim

Formal Sanctions
- Verbal Warning
- Written Warning
- Referred to Deputy Principal
- Suspension
- Referred to Principal
- Further suspension and or recommendation for expulsion

Bullying incidents which are deemed of a violent, threatening or sexually abusive behaviour and which compromise the safety of another student either within or outside of school can be reported by the school management team directly to An Garda Síochana for investigation. This behavior includes the sharing of inappropriate images of a minor on social media.

Bullying incidents which are deemed of a violent, threatening or sexually abusive behaviour and which compromise the safety of another student either within or outside of school will be reported by the Designated Liaison Person directly to TUSLA Child and Family Agency/Duty Social Work for investigation under Child Safeguarding Guidelines. This behaviour includes the sharing of inappropriate images of a minor on social media.

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*):

- Guidance Department & Personal Counselling
- Friends for Life Programme
- BFL Skills Room
- Student Care Team
- Year Head & Tutor Pastoral Care Structures
- SPHE Programme
- Whole School Awareness Themed Weeks
- Parent Support Programmes

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 the harassment of pupils 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 has been made available to school personnel, published on the school website and provided to the Parents' Association.

11. This policy and its implementation will be reviewed by the Board of Management once in every school year and recorded in the Board of Management meeting minutes.

Adopted by Beaufort College Board of Management

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