



DIGNITY IN THE WORKPLACE

We in St. Francis College, Rochestown, commit ourselves to working together to maintain a work place environment that encourages and supports the right to dignity at work as outlined in our Mission Statement and to carry out the work of the college that is, 'the education of the whole person'. We wish to promote an environment which enhances the self-esteem and personal wellbeing of all members of the College community. Any abusive behaviour which is persistent and pervasive is unacceptable and repugnant to the ethos of the College. All who work here are expected to respect the right of each individual to dignity in their working life. All will be treated equally and respected for their individuality and diversity. Bullying in any form is not accepted by us and will not be tolerated.

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 St Francis 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 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.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- The Class Teacher
- The Year Head
- The Deputy Principal
- The Principal

This list is not hierarchical and a combination of the above may be necessary as circumstances demand.

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:

- Our Mission Statement and Living our Mission Statement



- The Code of Behaviour
- SPHE Classes
- RSE Classes
- CSPE Classes
- RE Classes
- English Classes
- Visiting speakers

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:

(i) The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

(ii) In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best situation might be resolved,

(iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher.

(iv) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

(v) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.

(vi) If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

(vii) In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties 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). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

(viii) Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.

(ix) It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.



(x) 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 pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.

(xi) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template.

(xii) In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- ✓ Whether the bullying behaviour has ceased.
- ✓ Whether any issues between the parties have been resolved as far as is practicable.
- ✓ Whether the relationships between the parties have been restored as far as is practicable.