(crest: Obair le Chéile / MCS / Flourish as Individuals)	**Monaghan Collegiate School** **Anti-Bullying Policy**

Monaghan Collegiate School's anti-bullying policy has been developed in consultation with; The Students Council, The Parents Association, Staff, Board of Management and Board of Governors. The school policy is based on the *Anti-Bullying Procedures for Post-Primary Schools* issued by The Department of Education and Skills in September 2013, and should be taken in conjunction with the DES procedures.

ANTI BULLYING STATEMENT:

Definition:

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.   This definition includes cyber-bullying and identity-based bullying.

In addition, in the context of these procedures 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.

A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

Rationale:

Based on the Protestant ethos of Monaghan Collegiate School and the school's commitment to dealing with everyone in a spirit of Christian compassion in keeping with our mission statement of "working together so that we may flourish as individuals" each student is entitled to a stable and secure learning environment and has the right to an education that is free from fear, annoyance and intimidation. Bullying behaviour undermines this right and is not tolerated.

Our goal is to raise awareness of bullying as an unacceptable form of behaviour and to establish a high degree of collective vigilance. It also important that there is an atmosphere of openness, so as to encourage those bullied or witnesses of bullying behaviour to disclose.

Aims of the Policy

The policy is primarily a preventative one with specific measures in place to deal with bullying behaviour when it arises. This policy relates to all students. Our aims are to create an ethos which raises awareness of bullying as unacceptable behaviour among all students encourages students to disclose confidentially incidents of bullying behaviour encourages all members of the school community to look out for and after one another.

dispels a culture of secrecy in which a student might feel a sense of hopelessness and futility against the power being exercised by those involved in bullying behaviour.

School Position on Bullying:

Monaghan Collegiate School takes a most serious view of bullying behaviour or intimidation of any kind. Physical aggression, damage to another's property, threats, name calling, abusive language, encouraging any form of taunting or any other form of behaviour, be it physical or psychological, which is intended to harm anyone or undermine their confidence in any way is treated in a very serious manner.

The school regards bullying as a serious infringement of any individual's rights and a serious threat to self-esteem of the subject of the bullying behaviour.
Any report of bullying will be treated seriously with due regard for the well being of the subject(s) and the perpetrator(s).
School authorities will take corrective action on becoming aware of bullying. The immediate priority will be the protection of the subject(s) and ensuring a complete cessation of the bullying behaviour.
Students are expected to help to provide a safe environment for all members of the school community and with regard to this they should make a responsible adult aware of all instances of bullying. It is too serious not to report.
Students' participation in school life is encouraged through existing school structures. Awareness of bullying and a willingness to take action to stop it is part of this participation.

The school is committed to creating a school environment free from bullying. There is an obligation on each student to report bullying so that school management can take appropriate and effective action to bring same to an end

Types of bullying:

The following are some of the types of bullying behaviour that can occur amongst pupils:
Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people.
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 or non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".
Cyber-bullying: This type of bullying is carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies.
Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates.
Damage to property: Personal property including clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker.
Extortion: Demands for money may be made, often accompanied by threats

Impacts of bullying behaviour

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression, increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Indicators of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:
- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;
- 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;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling him/her.

Appendix 1: Template 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 **Monaghan Collegiate 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* 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. A positive school culture and climate which-
        i.   is welcoming of difference and diversity and is based on inclusivity;
        ii. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
        iii. 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-
        i.   build empathy, respect and resilience in pupils; and
        ii. explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
   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.   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:

   a. deliberate exclusion, malicious gossip and other forms of relational bullying,
   b. cyber-bullying and
   c. identity-based bullying

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:
   a. Head of Year
   b. Head of pastoral care
   c. Head of Discipline
   d. Deputy Principal
   e. Principal

5. The education and prevention strategies that will be used by the school are as follows:
   a. Weekly assembly meetings with the Head of Year
   b. CSPE classes
   c. SPHE classes
   d. RE classes
   e. Personal Development classes in senior school
   f. Study skills classes in Junior school
   g. Open door access to the Head of Pastoral Care
   h. Open door access to the Deputy Principal
   i. Open door policy to the Principal

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:
   a. Take all complaints seriously
   b. Listen carefully to the complainant, their parent or other reporting student
   c. Record in detail all information at every stage and by each investigator.
   d. Corroborate the evidence where possible, eg through CCTV, evidence from other students or staff.
   e. Speak separately to the alleged bully or bullies in a non-threatening manner, (presuming innocence until otherwise proven) and record their response.
   f. Evaluate the evidence with other members of the team and decide on possible actions:
      i. No case to answer
      ii. Mild annoyance being caused, in which case bring both parties together to seek a resolution.
      iii. Repeated offence or intimidation taking place, meriting a sanction eg.
         1. Up to 3 Lunch time detentions
         2. Evening detention- parents informed.
         3. Evening detention with parents and the student required to attend a meeting with the Principal
         4. In serious cases the student may be suspended for up to three days and the HSE informed.

  g. The student being bullied will be offered assistance and help by
    i. Their Head of Year
    ii. The Pastoral Care teacher
    iii. The Principal (as a trained counsellor)
    iv. External counselling through The School Liaison services.
    v. Referral to GP and professional services.
  h. Review the situation within 3 weeks of the event to ensure that the problem has been stopped or resolved.
    i. Check the progress of the student that was bullied
    ii. If no further offence has occurred ensure that the bully understands that the case is closed and new bridges can be built.

7. The school's programme of support for working with pupils affected by bullying is as follows:
  a. The student being bullied will be offered assistance and help by
    i. Their Head of Year
    ii. The Pastoral Care teacher
    iii. The Principal (as a trained counsellor)
    iv. External counselling arranged by the School Liaison services
    v. Referral to GP and professional services

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 25th November 2013

11. This policy has been made available to school personnel, 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.

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 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.

Appendix 2 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.

- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent. Have a system of encouragement and rewards to promote desired behaviour and compliance with
  the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around
  social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in
  common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 3 Template for recording bullying behaviour

	Monaghan Collegiate School
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	Appendix 3: Template for recording bullying behaviour

1	Name of student being bullied			
	Name		Class	

2	Name of students engaged in bullying behaviour.			
	Name		Class	
	Name		Class	
	Name		Class	
	Name		Class	

3	Source of bullying report (Please Tick)		4	Name of person Reporting	
	Pupil concerned				
	Other pupil				
	Parent				
	Teacher				
	Other				

5	Location of incident		6	Type of bullying			
	Playground			Aggression		Gossip	
	Classroom			Property		Other (state)	
	Corridor			Exclusion			
	Toilets			Name calling			
	School Bus			Cyber			

	Other		Intimidation				
7	In the case of identity bullying, please state the type of identity bullying involved.						
8	Give a description of the bullying.						
9	Give description of action taken						
10	Signed			Teacher	Date	
11	Teacher submitted to				Date	
12	Date received by Principal/Deputy Principal					
13	Signature of Principal/Deputy Principal					

Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	Yes
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	Yes
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	Yes
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Yes
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed _____   Date _____
Chairperson, Board of Management

Signed _____
Principal   Date _____

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

To: _____

The Board of Management of **Monaghan Collegiate School** wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the November meeting of the Board of Management .

- 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 _____
        Chairperson, Board of Management

Signed _____ Date _____
           Principal