

Tyndall College Anti-Bullying Policy 2022-2023

Principal

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Education and Training Board

Charity No. CHY20923



Abbreviations

BFL	Behaviour For Learning
CRYS	Carlow Regional Youth Services
DES	Department of Education
ETB	Education and Training Bord
FM	Facilities Management
HSCL	Home School Community Liaison
HSE	Health Service Executive
LGBTQ+	Lesbian Gay BI Trans Queer +
NEPS	National Educational Psychology Service
RSE	Relationship and Sexuality Education
SCP	School Completion Programme
SENCO	Special Educational Needs Coordinator
SNA	Special Needs Assistant
SPHE	Social Personal Health Education

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Tyndall College Mission Statement

“Tyndall College provides excellent second level education in a student-centered, co-educational environment. It is our intention to lead students on their journey to reach their individual potential and to encourage them to make a positive contribution to society.”

Scope

This policy applies to the entire school community – students, parents and staff.

Rationale

Tyndall College aims to protect the wellbeing of its students and staff by providing a safe and nurturing environment at all times. Through its Mission Statement promoting a secure and caring community the Board of Management, through Mr. McGill, has drawn up the Anti Bully Policy as one of the school’s policies and plans.

The Anti- Bully Policy takes cognisance of and operates in conjunction with other Tyndall College Policies and programmes including –

1. Code of Behaviour
2. Child Protection
3. The Guidance Plan
4. Wellbeing Programme
5. RSE Policy
6. SPHE
7. Admissions Policy
8. Pastoral Care Policy
9. Internet Acceptable Usage Policy
10. Substance Misuse Policy

The Anti Bully Policy has been developed in line with best practice, with guidance from Department of Education and Skills (DES) and the National Educational Psychological Service (NEPS) documents underpinned by relevant legislation and documents including;

- Education Act 1998
- Suicide Prevention in Schools: Best Practice Guidelines (IAS, National Suicide Review Group (2002)
- Suicide Prevention in the Community - A Practical Guide (HSE 2011)

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- Anti-bullying Procedures 2013 for Primary and Post Primary Schools
- Wellbeing in Post-Primary Schools 2013
- Wellbeing in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention 2013
- Student Support Teams in Post-Primary Schools 2014
- Framework for Junior Cycle 2015
- Children First National Guidance for the Protection and Welfare of Children 2017
- Child Protection Procedures for Primary and Post-Primary Schools 2017
- Guidelines for Well-Being in Junior Cycle 2017
- Responding to Critical Incidents. NEPS Guidelines and Resource Materials for Schools 2017
- Circular M11/03 timetabling of SPHE
- Circular 22/2010: Best Practice Guidelines for SPHE in Post Primary School
- Circular 0037/2010 Implementation of Relationship and Sexuality Education
- Circular 0015/2017 Introduction of the new area of learning entitled Wellbeing SPHE a key element of this
- Circular 0043/2018: Best practice guidance for post primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for Practice
- Circular 55/2019: Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2019/20
- Circular 0076/2020 From September 2021 onwards, the use of the Junior Certificate syllabuses for SPHE and CSPE should be discontinued.

Academic Year 2022 2023

Tyndall College applied for and has been accepted onto the FUSE Programme from DCU. FUSE is the first research-based Anti-Bullying and Online Safety Programme designed to comply with UNESCO's Whole Education Approach to tackle bullying and online safety in schools.

It is based on 25 years of research on bullying prevention and intervention and is designed to support the wider SPHE/RSE/Wellbeing curricula in schools. FUSE consists of a suite of workshops and resources which FUSE teachers can deliver in the classroom.

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TYNDALL COLLEGE CARLOW

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 Tyndall 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.

This policy comprehends bullying that is either perpetrated by students or experienced by students in the School/College. The matter of intra-staff bullying is addressed in the following ETB policies.

- **Bullying Prevention Policy – Compliant Procedure for ETB Staff.**
- **Harassment/Sexual Harassment prevention policy – complaint procedure for ETB staff.**

2. The Board of Management of Tyndall College adopts the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) issued by the Department of Education and Skills (September 2013) as the basis for the way in which the Tyndall College community addresses the issue of bullying.

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

I. A positive school culture and climate which:

- ✓ is welcoming of difference and diversity and is based on inclusivity;
- ✓ encourages students and staff to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- ✓ promotes respectful relationships across the school community.

II. Effective leadership.

III. A school-wide approach.

IV. A shared understanding of what bullying is and its impact.

V. Implementation of education and prevention strategies (including awareness raising measures) that:

- ✓ build empathy, respect and resilience in students;
- ✓ Explicitly address the issues of cyber-bullying and identity-based bullying;
- ✓ including in particular, homophobic and transphobic bullying.

VI. Effective supervision and monitoring of students.

VII. Supports for staff.

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- VIII. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- IX. On-going evaluation of the effectiveness of the anti-bullying policy.

4. 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.
- ✓ 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](#).

Those who bully others in a non-physical way often do not realise that their actions may have serious legal consequences for them. **The reality, however, is that bullying may constitute a criminal offence.**

For example, bullying may constitute a criminal offence under **Section 10 of the Non-Fatal Offences against the Person Act 1997.**

Section 10 of this act deals with harassment and provides that a person may be guilty of this crime if s/he:

'... without lawful authority or reasonable excuse, by any means including by use of the telephone, harasses another by persistently following, watching, pestering, besetting or communicating with him or

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her.

'For the purpose of this section, a person harasses another where-

- (a) *he or she, by his or her acts intentionally or recklessly, seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other, and*
- (b) *his or her acts are such that a reasonable person would realise that the acts would seriously interfere with the other's peace and privacy or cause alarm, distress or harm to the other'.*

Section 10 harassment is an arrestable offence and, if convicted on indictment, carries a **jail** term not exceeding 7 years. On conviction also, a court may make an order that the guilty party may not, for a specified period, communicate by any means, or come within a specified distance of a person's home or workplace.

Section 2 of the Prohibition of Incitement to Hatred Act (1989) makes it a criminal offence for a person *to publish or distribute written material, to use words, behave or display written material ... or to distribute, show or play a recording of visual images or sounds, if the written material, words, behaviour, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred.*

Those convicted on indictment under this provision may be sentenced to a maximum of two years imprisonment and/or a fine of up to €10,000.00.

Even where bullying does not amount to a criminal offence, the perpetrator may be held liable for damages in civil court proceedings. For example, **statements made on social media sites are covered by the provisions of the Defamation Act 2009**, which at Section 2 defines a defamatory statement as 'one which tends to injure a person's reputation in the eyes of reasonable members of society'.

Many, young and not so young, seem to feel that by posting anonymously on social networking sites, they can guarantee that their identity is protected. This, however, is not the case. Indeed, in many cases the content of messages makes it easy to identify the perpetrator. In any case, where the Gardaí have grounds for believing that criminal activity may be occurring, applications can be made to the courts requiring the internet service provider or others in possession of relevant information to divulge a perpetrator's identity.

Where it is felt that bullying may amount to a criminal act, the Tyndall College will seek legal advice and the matter will be reported to the Gardaí.

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5. To whom should concerns about a student being bullied be reported – relevant teachers for investigating and dealing with bullying?

Students, parents, non-teaching staff or members of the wider community should feel welcome to report their concerns to any member of the teaching staff – including the Principal, the Deputy Principals. In this regard, any member of the teaching staff is deemed to be a relevant teacher in the context of Section 6.8.3 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools.gov.ie](http://www.gov.ie) - [Anti-Bullying Procedures for Primary and Post-primary Schools \(www.gov.ie\)](http://www.gov.ie) In Tyndall College the following may be deemed the relevant teacher, Subject Teacher, Class Tutor, Guidance Counsellor, SENCO, HSCL, BFL Coordinator, School Completion, Year Head, Deputy Principals, Principal and outside agencies.

6. Education and prevention strategies to combat bullying – Section 6.5 of [DES Procedures](#)

- 6.1 The Tyndall College makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student a staff member or any other person that is the subject of such behaviour. In this context, all members of the School community have a duty to bring to the attention of the Principal or Deputy Principals any incident of cyberbullying or harassment that they know about or suspect.
- 6.2 While, when investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), Tyndall College nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the Tyndall Colleges Code of Positive Behaviour, against those who bully others.
- 6.3 The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth.
- 6.4 The focus of the Tyndall College's prevention strategy will be to build empathy, respect and resilience in students.
- 6.5 Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying. This will include the display of LGBTQ+ posters (as appropriate) and discussions with parents about statements of welcome and respect for LGBTQ+ members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBTQ+ and (as appropriate)

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participating in LGBTQ+ awareness events. As Part of our Theme of the Week Programme Tyndall College celebrates Stand Up Week with events and guest speakers.

Tyndall College recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The Tyndall College will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.

The Tyndall College is committed to exploring the potential of the [Schools for Health in Ireland Framework](#) to assist it in ensuring that the school is inclusive, welcoming of diversity and addresses these issues effectively in the interests of all members of the school community.

Furthermore, it is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

- 6.6 Prevention and awareness raising measures will also deal explicitly with cyber- bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.
- 6.7 Tyndall College will, in all its communications with students and their parents, commencing with the induction of the student into the Tyndall College, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. This means that a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged in any way that might result in those against whom allegations are being made identifying the source of the report.

More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis.

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- 6.8 Tyndall College adopts a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the Tyndall College) to prevent and combat bullying. In this context, the Tyndall College is committed to engaging with parents. Firstly, the Tyndall College will involve them in the development of policies and practices to combat bullying through the Parents Association. Secondly the Tyndall College will hold **annual information evenings for parents** to ensure that they understand the way the Tyndall College deals with bullying, and to provide them with reliable information on how they may contribute towards combating bullying. In this regard, it is important that parents realise that **anyone can be a bully and anyone can be a target of bullying**. It is not just other people's sons and daughters that can bully. Here, also, it is important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and that **every youthful disagreement should not be treated as a full-blown bullying episode**.
- 6.9 In accordance with 6.8.9 of the [DES Procedures](#) 'parents and students are expected to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible'.
- 6.10 Tyndall College has established links with school bus drivers and others who come in daily contact with its students in order to enlist them in countering bullying behaviour by reporting it to parents and/or the Tyndall College.
- 6.11 Where necessary the Tyndall College seeks the assistance of and work with NEPS, CRYS the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support the victims.
- 6.12 In combating bullying, the Tyndall College will take particular account of the needs of pupils with disabilities or with SEN. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.
- 6.13 Tyndall College will devote a staff development session (for teaching and non-teaching staff – as appropriate) each school year towards: raising the awareness of bullying among staff, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. This session will also provide opportunities for exploring the potential that exists within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.

A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#)

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consistently and effectively.

- 6.14 Tyndall College is committed to devoting a continuous professional development session each year to building the capacity of the Tyndall College to combat bullying.
- 6.15 Tyndall College is committed to surveying the student body regularly (at least once every school year) to identify the extent of bullying and, in so far as is possible, the students that are affected by it.
- 6.16 Tyndall College's RSE and SPHE programme specifically addresses the issue of bullying with each year group, each school year.
- 6.17 Tyndall College will, each year, hold a Safe Internet Awareness day and an Anti-bullying awareness week to highlight the whole issue of bullying and staying safe using modern technology.
- 6.18 Tyndall College's senior students will have a specific responsibility for recognising bullying behaviour, for bringing concerns about bullying behaviour to the attention of a teacher and for supporting vulnerable students in relation to bullying. The senior students will be provided with training to assist them in this regard.

7.0 Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by the Tyndall College for dealing with cases of bullying behaviour - see Section 6.8 of [DES Procedures](#)

- 7.1 Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, s/he may investigate and deal with the matter in accordance with the procedures set out in Section 6.8 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#). Alternatively, the teacher may refer the matter to the Principal or Deputy Principal.
- 7.2 In investigating bullying behaviour or addressing bullying behaviour in any way, teachers are welcome to seek the assistance and support of the principal, the deputy principals or the Student Support Team at any time. Indeed, given the extent to which the principal and deputy principals are privy to all kinds of personal information about students, it would be prudent for teachers to check in with either of them before taking any action in relation to bullying behaviour.
- 7.3 Where a teacher is concerned that a particular bullying episode is **causing serious upset to a student**, staff member or other person, s/he should bring it to the attention of either the Principal or Deputy Principals at the earliest possible opportunity.
- 7.4 Tyndall College reserves the right to investigate allegations of bullying (and to take disciplinary

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action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the Tyndall College.

- 7.5 Tyndall College reserves the right, in accordance with Section 6.3.5 of the [DES Procedures](#) to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the Tyndall College deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the [DES Procedures](#)) it will consult with the HSE's Children and Family Services (TUSLA) to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES [Child Protection Procedures for Primary and Post Primary Schools](#).
- 7.6 Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6.8.9 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#). These are summarised as follows.
- a. In investigating and dealing with bullying the focus will be on resolving the interpersonal issues and restoring, as far as is practicable, the relationships of the parties involved - rather than apportioning blame.
 - b. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
 - c. All reports of bullying, including anonymous reports, will be investigated and dealt with either by the teacher who first becomes aware of the allegations/concerns or the Principal and/or Deputy Principals. In this regard, it is incumbent on each teacher who becomes aware of bullying behaviour either to deal with such behaviour themselves or to bring such behaviour to the attention of the Principal or Deputy Principal at the earliest possible opportunity.
 - d. It will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour to a teacher or to a senior student.

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Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation.

- The relevant teacher will use his/her professional judgement regarding the records to be kept of information received, the actions taken and any discussions with those involved with the bullying behaviour.
- Where the relevant teacher establishes that bullying has occurred, s/he must keep appropriate written records to assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher must use the recording template at [Annexure 1](#) to record the bullying behaviour in the following circumstances:
 - a) Where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour occurred; and
 - b) Where it is necessary to report serious bullying behaviour immediately to the Principal or Deputy Principal ([see 7.3](#)) or where a relevant teacher at any time passes on concerns or allegations of bullying to the Principal or Deputy Principals ([see 7.1](#)).

In each of the circumstances at (a) and (b) above, the recording template at [Annexure 1](#) must be completed **in full** and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable.

At any point in either investigating or resolving a bullying matter, the relevant teacher may seek the advice and support of the Principal and/or Deputy Principals while retaining responsibility for dealing with the matter.

Also, at any point in either investigating or resolving a bullying matter, the relevant teacher may hand the matter over to either the Principal or Deputy Principals. In doing so, however, s/he must complete the recording template at [Annexure 1](#), retain a copy of the completed template in his/her files and provide a copy to the Principal or Deputy Principals, as applicable.

- e. All non-teaching staff such as clerical and administrative, study supervisors, special needs assistants (SNAs), FM /caretakers, cleaners, sports' coaches, those taking extracurricular activities and those driving school buses will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to either a teacher or the principal or deputy principal.
- f. Incidents of bullying will be investigated in a calm, unemotional problem-solving manner.
- g. Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved.
- h. All interviews will be conducted with sensitivity and with due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or in a position to provide information about the behaviour being investigated.
- i. Those investigating bullying behaviour will calmly seek answers to questions of what, where, when, who and why.
- j. Where a group is allegedly involved in bullying behaviour, each student will be interviewed individually in the first instance. Thereafter, where appropriate, all involved will be met as a group and, at this meeting, each member will be asked for his/her account to ensure that all are clear about what each individual is saying.
- k. Each member of a group will be supported through the possible pressures that s/he may face from the other members of the group after being interviewed.
- l. Where deemed appropriate, those being interviewed may be asked to write down their account of what happened.
- m. Where the teacher investigating a bullying issue determines that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the school policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
- n. Where the relevant teacher determines that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the Tyndall College's anti-bullying policy and **every reasonable effort** will be made to try to get him/her to see the situation from the perspective of the student/s being bullied.

Principal

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- o. Where Tyndall College deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying) and their parents) that this is a private matter between the student being disciplined, his/her parents and Tyndall College.
- p. As a follow up to a bullying issue being resolved, the relevant teacher should meet separately with the relevant parties to review progress. Subsequently, but only if the student who has been bullied is ready and agreeable, consideration should be given to meeting with both parties simultaneously as this can have a therapeutic effect.
- q. 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, the bullying incident must be recorded by the relevant teacher in the recording template at [Annexure 1](#).
- r. 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; and
 - ⇒ Any feedback received from the parties involved, their parents or the school Principal or Deputy Principals.
- s. Where a parent/guardian or a student who is more than 18 years old is not satisfied that Tyndall College has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, s/he will be **referred to the school's complaints procedures** – see **Section 6.8.9 (XX)** [Anti-Bullying Procedures for Primary and Post-Primary Schools](#).

Where a parent/guardian or a student who is more than 18 years, having exhausted the school's complaints procedures, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children - see **Section 6.8.9 (XXi)** of [Anti-Bullying Procedures for Primary and Post-Primary Schools](#).

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8.0 Programme of support for working with students affected by bullying - see Sections 6.8.15, 6.8.16 and 6.8.17 of [DES Procedures](#)

8.1 Tyndall College will put in place a programme of supports for students who have been bullied. This programme will involve the following elements.

- Students who have been bullied will be:
 - ✓ offered appropriate counselling; and
 - ✓ provided with opportunities to participate in activities designed to raise their self esteem, to develop their social skills and to build their resilience.
- Students who have been involved in bullying behaviour will be:
 - ✓ provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others; and
 - ✓ provided with appropriate opportunities to build their self esteem and feelings of self-worth.
- Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.

9.0 Supervision and Monitoring of Anti-Bullying in Tyndall College

- 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.
- The implementation and effectiveness of the Tyndall College's anti-bullying policy will be an agenda item for all staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.
- Data gathered through the reporting templates ([Annexure 1](#)) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys – see Section [6.15](#).
- At least once in every school term, The Principal will provide a report to the Board of Management setting out the following.
 - ✓ the overall number of bullying cases reported (by means of the bullying recording template (see [Annexure 1](#)) since the previous report to the Board.
 - ✓ confirmation that all cases referred via the recording template ([Annexure 1](#)) have been or are being, dealt with in accordance with the school's anti-bullying policy and the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#). The minutes of Board of Management'

Principal

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meetings will record the Principal's report but in doing so will not include any identifying details of the students involved.

10.0 Prevention of Harassment

The Board of Management confirms that Tyndall College will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students 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.

11.0 Policy Adoption and Review

This policy was adopted by the Board of Management on [date].

12.0 Policy Dissemination and Publication

This policy will be made available to school personnel, published on the school website and provided to the Parent School Association.

13.0 Policy Review

- The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation in accordance with the procedures set out in Section 7.2 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) using the checklist included at **Appendix 4** of those procedures – see [Annexure 2](#).
- The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.
- Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent School Association.
- Details of the review will be recorded in the minutes of the Board of Management' meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patron and the DES. In the case of the DES, it is appreciated that the Inspectorate will place a strong focus on the actions the School/College takes to create a positive school culture and to prevent and tackle bullying.

Principal

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Date of next review: _____

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

Signed: _____ Date: _____
(Principal)

Principal

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Annexure 1 - Template for Recording Bullying Behaviour

1. Name of student being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of student(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))*

Playground	<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

--

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"/>

Principal

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

Homophobic Disability/SEN related

--	--	--	--	--

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____(Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Principal

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ANNEXURE 2 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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	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

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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?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

Principal

Mr. Gerry McGill

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Appendix 3

Principal Anti Bully Oversight Report

Check list for preparing the Principals Anti Bullying Behaviour Over Sight Report to the Board of Management

BOM Date

Principal

Mr. Gerry McGill

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OVERSIGHT

Anti-Bullying Procedures for Primary and Post Primary Schools September 2013

7.1 Periodic summary reports to the Board of Management

7.1.1 At least once in every school term, the Principal must provide a report to the Board of Management setting out:

- (i) the overall number of bullying cases reported (by means of the bullying recording template at Appendix 3) since the previous report to the Board and
- (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the AntiBullying Procedures for Primary and Post-Primary schools

Section 1.4.1 Definition of Bullying

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. These procedures make clear that this definition includes cyber-bullying and identity-based bullying (such as homophobic bullying and racist bullying).

Principal

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Date of Board of Management Meeting _____

Date of Last Board of Management Meeting _____

State the number of anti-bullying records completed since the last BOM	
---	--

Type of Bullying Behaviour (tick relevant box(es))*

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

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

Homophobic	Disability/SEN Related	Racist	Membership of Traveller Community	Other (Specify)

*** Note:** The categories listed in the tables are suggested and schools may add to or amend these to suit their own circumstances.

Signed _____ **Date:** _____
School Principal

Principal

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Tyndall College Record of Bullying Behaviour

1. Name of student being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of student(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))*

Playground	<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

--	--

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"/>



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Homophobic	Disability/SEN Related	Racist	Membrship of Traveller Community	Other (Specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

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