



# ***Coláiste na Carraige***

## **Doiciméad Polasaí**

Ainm an Polasaí <b>Polasaí Frithbhulaíochta</b>	<i>Policy Name</i> <b><i>Anti-Bullying Policy</i></b>
Dáta Daingnithe <b>5ú lá de Meán Fómhair 2023</b>	<i>Date Ratified</i> <b><i>5th September 2023</i></b>
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## Introduction

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 **Coláiste na Carraige** school has adopted the following anti-bullying policy within the framework 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.

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 differences and is based on inclusivity
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
  - promotes respectful relationships across the 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:
  - Builds empathy, respect and resilience in pupils, and
  - Explicitly addresses the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils
  - Staff support
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
  - On-going evaluation of the effectiveness of the anti-bullying policy.

## 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 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 the 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*.

## Responsibilities

The relevant teacher(s) for investigating and dealing with bullying is(are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

**The Principal, Deputy Principal, Year Head, Class Tutor, Class Teacher, Guidance Counselor, Care Team and other staff members.**

## Education and Prevention Strategies

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*):

- The dissemination of the school's 'Anti-bullying policy' to the students, staff, parents and Board of Management. The policy is available on the Student Council website.
- Delivery of the SPHE and CSPE curricula which include anti-bullying modules and the facilitation of training for staff in the delivery of these programmes.
- All I.C.T. courses incorporate a module on social media, cyber bullying and internet safety.



- All staff are actively involved in supervising classrooms, corridors, school grounds, extra-curricular activities and use of ICT technology to deter bullying.
- An “Anti-bullying week” and “Stand-up week” are held annually, to raise awareness of homophobic and other types of bullying. The care team and the student council will collaborate in organising the activities for the week.
- There is a high visibility poster campaign within school common areas and classrooms reinforcing the school stance on bullying.
- All tutor classes facilitate opportunities for students to ‘Drop a Note’. School assemblies reinforce the school stance on bullying.
- First year induction days for incoming students and their parents includes information on the schools anti-bullying strategies. The Student Support co-ordinator visits each of the four primary schools when the incoming first years are in 6<sup>th</sup> class. A buddy/mentor system is set up between senior students and incoming 1<sup>st</sup> years by the student support co-ordinator.
- Staff are encouraged to use Restorative Practices when dealing with bullying incidents. Training for staff in Restorative Practices is facilitated by the school.
- All 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students remain on school grounds at lunchtime.

## Investigation of Bullying

The school’s procedures for investigating, follow-up and recording of bullying behaviour and the establishment 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*):

- i. When an incident is reported to or noticed by a staff member they assess the situation. If they think they can resolve the situation, they will deal with it accordingly. The staff member records the incident using the ‘Template for Recording Alleged Bullying Behaviour’ (see appendix I) and subsequently record any further actions they take regarding the incident and attach this information to the form. These records are given to the Deputy Principal. If the incident is such that the staff member thinks it should be dealt with by the Year Head, then they record the incident and report it to the relevant Year Head.
- ii. If the incident is sufficiently serious that the staff member thinks it should be referred to the Principal or Deputy Principal, then they record the incident and report it to the Principal/Deputy Principal.
- iii. When investigating any incident, the relevant person
  - Takes a calm, unemotional problem-solving approach.
  - Interviews those involved separately initially.



- Conducts interviews with sensitivity.
- Does not guarantee confidentiality in case it is necessary to report the incident to someone else.
- Seeks answers to the questions: what, where, when, who and why.
- Keeps a record of interviews and attaches them to the initial report form.

iv. After investigations are completed by the Year Head, Principal and/or Deputy Principal. They will consult with the senior management team and decide on the culpability/involvement of all those investigated.

v. Where it is determined by the management team that bullying behaviour did occur, the parents of the parties involved will be contacted by phone and in writing/via email.

vi. It will be made clear to all involved that in any situation where disciplinary sanctions are required that this is a private matter between the student, their parents/guardians and the school. In the case of suspension there will be a right of appeal.

vii. It is made clear to the pupil who has engaged in bullying behaviour that they are in breach of the school's anti-bullying policy and efforts are made get them to see the situation from the perspective of the pupil being bullied.

viii. Follow-up meetings with the relevant parties may be arranged with a view to facilitating a restorative conference at a later date with the agreement of all parties.

ix. The student's Class teachers, Tutor, Year Head, Guidance Counsellor and the Student Support co-ordinator are informed of the bullying incident so that support is provided for the relevant students, should it be considered necessary.

x. In cases where the relevant staff member considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying behaviour has occurred, it is recorded by the relevant staff member using the 'Template for Recording Alleged Bullying Behaviour' (see appendix I). A report is made to the Board of Management.

xi. Serious instances of bullying behaviour are referred to the HSE Children and Family Services and/or the Gardaí as appropriate.

## School Support

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*):

An assessment of each case is made as to what supports are required for pupils affected by bullying. The support given will vary from incident to incident and it will be assessed on a case by case basis.



The school supports pupils in a variety of ways. Some or all of the following play a role in this support; The Principal, Deputy Principal, Guidance Counsellor, Year Head, Class Tutor, senior management, the Student Support Team, Buddies and parents.

The relevant person(s) link with the student(s) affected as necessary, to offer advice, support and counselling.

If it is deemed that the school does not have the resources or the skills to do this work, then support from outside agencies is sought.

## 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.

## 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.

## Publication

This policy is available to school personnel, published on the school Student Council website, is readily available to parents and pupils on request, and is available to the Parent's Association. A copy of this policy will be made available to the Department and the patron if requested.

## Implementation

This policy and its implementation is reviewed by the Board of Management once in every school year. The Staff, Parents Association and the Student Council look at the policy before the review takes place and may suggest amendments. Notification that the review has taken place is published in the agreed report from the Board of Management Meeting. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was adopted by the Board of Management on,

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_  
*Chairperson* *Principal*

Date: \_\_\_\_\_ Date: \_\_\_\_\_



## Bullying Behaviour Record

### 1. Name of pupil being bullied and class group

Name	Class

### 2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

Name	Class

### 3. Source of bullying concern/report (tick relevant box(es))\*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

### 4. Location of incidents (tick relevant box(es))\*

School Yard	
Classroom	
Corridor	
Toilets	
School Bus	
Other	Outside

### 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		Cyber-bullying	
Damage to Property		Intimidation	





Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership 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 \_\_\_\_\_