

COLÁISTE COIS SIÚIRE



ANTI-BULLYING POLICY

Policy Review History

| Date | Comment |
|----------------|---------------------------|
| November 2016 | Published |
| September 2019 | Reviewed |
| September 2019 | Reviewed |
| August 2020 | Reviewed |
| October 2021 | Reviewed |
| November 2021 | Reviewed following DES II |

- 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 Coláiste Cois Siúire 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 students 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 students 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 students; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students;
- 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 are set out below.

Bullying of Students with Special Education Needs

Coláiste Cois Siúire is an inclusive school and has students who have learning disabilities and/or communication difficulties. Everybody in the school is very aware that these students can be especially vulnerable to bullying. It is important therefore to be particularly vigilant at all times.

High academic achievers, gifted or talented students can also be affected by bullying. Staff must treat this type of bullying seriously in the same way as other types of behaviour.

4. The relevant teachers for investigating and dealing with bullying are as follows:

- All staff members are responsible for reporting incidents of bullying observed and recording bullying complaints
- Principal, Deputy Principal and Year Heads will investigate incidents of bullying reported to them.
- The Guidance Counsellor will be involved/informed in certain cases that require specialised supportive intervention.

5. In line with Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools, 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:

- A school-wide approach to the fostering of respect for all members of the school community.
- The fostering and enhancing of the self-esteem of all our students through both curricular and extra-curricular activities.
- Supervision and monitoring of classrooms, corridors, yard, tours and extra-curricular activities.
- Student support activities that help to support students and encourage a culture of peer-respect and support – e.g. Student Council
- The school encourages a culture of telling, with particular emphasis on the importance of bystanders.

- An Acceptable Internet Use Policy in the school ensures that access to technology within the school is strictly monitored.
- The full implementation of the SPHE and CSPE curricula.
- School policies relevant to bullying – Code of Behaviour, Child Protection Policy, Internet Acceptable Use Policy

6. In line with Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools, 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):

Procedures for Investigating and Dealing with Bullying:

All reports of bullying to be recorded in writing, investigated as per the School Code of Behaviour. The following information should be recorded

- Name/s of those involved,
- Nature of incident, time, and place and the names of witnesses / bystanders.
- Any relevant previous history.
- Action taken.
- Follow up action required.

Serious cases of bullying behaviour should be referred immediately to the Principal/Deputy Principal. On receipt of a report, the victim and bully are to be interviewed separately by member(s) of staff. A written account of the interview to be kept.

Parents or guardians of victims and bullies to be informed by the Principal or Deputy-Principal sooner rather than later so they are given the opportunity to discuss the matter. It will be made clear to students that such behaviour is not acceptable, and is in breach of the Code of Behaviour of the school. Incidents of bullying will be investigated as discreetly as possible outside of the classroom situation.

Resolving a Complaint:

If the school concludes that a student has engaged in bullying behaviour it will be made clear to them that they are in breach of the school's Code of Behaviour. The school will seek to get them to see the situation from the point of view of the student who is being bullied.

Appropriate sanctions will be implemented in accordance with the school's Code of Behaviour and may include suspension or expulsion. Where the school is satisfied that any student has persisted in engaging in bullying behaviour, serious disciplinary sanctions will be considered.

Communication will be maintained with parents and guardians at all stages in the process.

The school's programme of support for working with students affected by bullying is as follows

- All incidents are recorded
- Evidence based interventions strategies may include
 - (i) Restorative practice
 - (ii) Home school Liaison coordinator will meet with parties concerned
 - (iii) Guidance Counsellor
 - (iv) SPHE Programme
 - (v) School Completion Coordinator
 - (vi) Anti-Bullying programme: working with parent(s)/guardian(s) to support school-based interventions

Students who are bullied or who are involved in bullying behaviour may need assistance on an ongoing basis. The teaching staff and the Student Support Team may be able to offer some assistance but it may be necessary in some cases for parents to seek outside help. If the problem persists, the perpetrator may be required to seek professional help. The school will offer to assist in this regard and provide links to relevant agencies and/or health care professionals.

Follow Up and Recording:

In determining whether a bullying case has been adequately and appropriately addressed the school will take the following factors into account:

- Whether the bullying behaviour has ceased.
- Whether any issues between the parties has been restored as far as practicable.
- Follow up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.

8. In accordance with see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools, the school's programme of support for working with students affected by bullying is as follows:

- Tutor System
- Year Head System
- Student Support System
- If students require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the student affected by the bullying or involved in the bullying behaviour.
- Students should understand that all incidents of bullying behaviour must be reported to a teacher.

9. Supervision and Monitoring of Students

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.

10. 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 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. This policy was adopted by the Board of Management on 7th October 2021.

- 12. This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department and the patron if requested.

- 13. 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 and published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: 
(Chairperson of Board of Management)

Signed: 
(Principal)

Date: 7th October 2021

Date: 7th October 2021

Date of next review: September 2022

Coláiste Cois Siúire: 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.

| | |
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| 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> ? | Y |
| Has the Board published the policy on the school website and provided a copy to the parents' association? | Y |
| Has the Board ensured that the policy has been made available to school staff (including new staff)? | Y |
| 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? | Y |
| Has the Board ensured that the policy has been adequately communicated to all students? | Y via School Journal |
| Has the policy documented the prevention and education strategies that the school applies? | Y |
| Have all of the prevention and education strategies been implemented? | Y |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined? | Y |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy? | Y |
| Has the Board received and minuted the periodic summary reports of the Principal? | Y |
| 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? | Y |
| Has the Board received any complaints from parents regarding the school's handling of bullying incidents? | N |
| Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation? | N |
| Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed? | N |
| 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? | Y |
| Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement? | Y |
| Has the Board put in place an action plan to address any areas for improvement? | Y |

Signed 
Chairperson, Board of Management

Date 7th October 2021

Signed 
Principal

Date 7th October 2021

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

To whom is concerned:

The Board of Management of Coláiste Cois Siúire 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 Board meeting of 07/10/2021
- 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 
Chairperson, Board of Management

Date 07/10/2021

Signed 
Principal

Date 07/10/2021

Appendix 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

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| |
| |

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

| | |
|-------------------|--------------------------|
| Student concerned | <input type="checkbox"/> |
| Other Student | <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

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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"/> |

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

| | | | | |
|--------------------------|--------------------------|--------------------------|-----------------------------------|--------------------------|
| Homophobic | Disability/SEN related | Racist | Membership of Traveller community | Other (specify) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____