

Coláiste de hÍde



Meas - Bród - Comhar

Bóthar Chaisleán Thigh Motháin, Tamhlacht, Baile Átha Cliath 24.

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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 Coláiste de hÍde has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - Effective leadership;
 - A school-wide approach;
 - A shared understanding of what bullying is and its impact;
 - Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - Effective supervision and monitoring of pupils;
 - Supports for staff;
 - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - On-going evaluation of the effectiveness of the anti-bullying policy.

3. **In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:**

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour. Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Scope

This policy refers to the rights to freedom and safety for all. This policy covers all staff members, students and parents when they are in contact with the school. It is the responsibility of everyone who is in contact with the school to show respect for the rights of others. The Care Team of the school acknowledges that the main aim of the school in the context of this policy is to provide education to students in an environment that is safe, free and comfortable. The school has legislative responsibilities regarding employees and there is an Officer that deals with harassment / sexual harassment and bullying involving staff members.

This policy comes into effect any time a student is on the school campus or under the supervision of the school. Also covered by this policy are school trips and extra-curricular activities outside the school that are under the supervision of a member of staff. The school has a duty of care in respect of students and employees and inappropriate digital behaviour such as cyberbullying that impacts the comfort and safety of a staff member will not be tolerated.

Relationship with the School Mission Statement

In Coláiste de hÍde we aim to instil our school values of Respect, Pride and Teamwork in all of our students. We believe that the advancement of the school and the academic progress of our students depends on this respect above all else. This respect forms the foundation of the relationship between students, staff, parents and school management. Bullying damages these relationships. Therefore, the school is committed to create a safe environment where bullying is not accepted or permitted.

- This policy adds to the school's mission and vision. It gives structure and details to the staff to handle this issue whenever it occurs. This anti-bullying policy will build on the ethos that exists in the school to solve any bullying issues that arise.
- In practical terms, this policy will ensure a learning environment that is safe and secure. It imbues respect for values, beliefs, traditions, and the different ways of life in society as a whole.
- It encourages the practices of respect, courtesy, and pulls from the interdependence of people in groups, communities or at school.
- This policy looks to give particular care to students at risk so that they can be monitored and early interventions can be made if needed, as well as sensitively handling the needs, anxieties and worries.

4. Teachers who will investigate and deal with bullying as it arises:

Assistant Principals

Deputy Principal

Principal

Class Tutors

Guidance Counselor

Home School Liaison Officer

SEN Co-ordinator

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- Coláiste de hÍde is a relatively small school community where both the educational and pastoral development of the pupil is more easily identifiable.
- The school prioritises pastoral care with every class having a specific pastoral tutor assigned to them.
- Each class group has one Social Personal and Health Education and Wellbeing period per week. Senior students also have one period of Guidance per week. This provides a forum to discuss issues related to self-esteem and bullying. There is a focus on personal development in these courses which include modules on assertive communication and mutual respect.
- The theme of bullying is also addressed in the Religion and CSPE syllabi.
- The school also runs a 'Friendship Week' early each year to raise awareness of interpersonal relationships and of getting on well together within the school community.
- A 'Córas Cairdis' (Buddy System) is facilitated each year, as fifth year prefects (Cinnirí BL.5) assist new students with their transition to secondary school.
- Coláiste de hÍde runs a very successful 'Stand Up Week'. This week celebrates the identities of our LGBTQ+ community and raises awareness amongst our students.
- An anti-cyberbullying campaign where information is shared with students supported with talks from the Community Garda.
- That there is a clear procedure to report incidents of bullying.

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:

It is the aim of the anti-bullying policy to reduce incidences of bullying by sharing information regarding the nature and effects of bullying.

All members of the school community are requested to report incidents that may be regarded as inappropriate behaviour; particularly in the case where an act has caused distress to another individual or group. When allegations of bullying are made, the school conducts a thorough yet open-minded investigation, and seeks to inform all parties involved of the negative effects of such behaviour. The overall approach is resolution focused rather than one that insists on appropriating blame. Parents are involved if the problem persists and the discipline procedure comes into play. The school is supported by our internal guidance and counselling service in dealing with cases of bullying and also has access to external support agencies such as the Psychological Support Service of DDLETB.

The relevant teacher must use the recording template at Appendix 1 to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 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. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 1 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

What Students Can Do:

Bullying can often be subtle and difficult for teachers to notice. As a result of this we encourage students to take responsibility by implementing the following suggestions.

- To inform themselves knowledgeable regarding the schools policies and procedures regarding bullying .

- To report any incidence of bullying that they see even if it doesn't concern them directly by:
 - (i) Sending an email to a member of staff
 - (ii) telling a teacher
 - (iii) telling a senior student
 - (iv) telling a parent / guardian
- Avoiding revenge
- Avoid getting involved in a group that is involved in bullying behaviour.
- Promote respect and understanding of all students.
- Utilise the Students Council to promote the issue.

Parents / Guardians:

- To inform themselves knowledgeable regarding the schools policies and procedures regarding bullying
- To emphasise the inappropriateness of bullying at home.
- To support the school's anti-bullying policy
- To cultivate effective communication between the parents/guardians and the school, ie. parent-teacher meeting, information evenings, Parent's Council, returning of school forms, checking of school diary and app

** It is important that the student understands that the investigation of an allegation is not the same as an accusation against them and that the whole story will be listened to before action is taken.*

7. The school's programme of support for working with pupils affected by bullying is as follows:

Our pastoral care programme provides support for pupils who have been bullied is in place. Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. We adopt a method of shared concern. We may use restorative practice, mediation or reconciliation where appropriate. We maintain open communications between school, parents and outside agencies. We work together to resolve the situation and protect the victim.

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 _____ .

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association.

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.

Sínithe: _____
Cathaoirleach an Bhoird Bhainistíochta

Dáta: _____

Sínithe: _____
Príomhoide na Scoile

Dáta: _____

Date of next review:

September 2022

Appendix

Appendix 1: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____

Class _____

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

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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))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. 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

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9. Details of actions taken

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Signed _____ (Relevant Teacher)

Date _____

Appendix 2: Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

o Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

o 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.

o 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. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

o Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying 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. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

o Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

o Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

o Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.