

COLÁISTE BHAILE CHLÁIR

ANTI BULLYING POLICY

**ADOPTED BY THE BOARD OF MANAGEMENT
25/11/2013**

**APPROVED BY GALWAY & ROSCOMMON EDUCATION AND
TRAINING BOARD**

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 Bhaile Chláir has adopted the following anti-bullying policy within the framework of the schools 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

ANTI-BULLYING POLICY

LINK TO MISSION STATEMENT & KEY PRINCIPLES OF BEST PRACTICE

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.

DEFINITION

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.

TYPES OF BEHAVIOUR DEEMED TO BE INAPPROPRIATE

- Humiliation
- Intimidation; including aggressive use of body language.
- Verbal abuse, anonymous or otherwise.
- Physical abuse or threatened abuse.
- Aggressive or obscene language.
- Offensive joke; whether spoken or by email, text messaging etc.
- Victimisation; including very personal remarks.
- Exclusion and isolation.
- Intrusion through interfering with personal possessions or locker.
- Threats, including demands for money.
- An attack by rumour, gossip, innuendo or ridicule on any individual's reputation either verbally or through electronic media
- Posting insults about a person on a website or sending upsetting text messages on a mobile. Putting up pictures on a message board, pretending to be someone else in a chat room or on a web page.

TYPES OF BULLYING

Physical bullying includes any physical contact that would hurt or injure a person like hitting, kicking, punching, etc. Taking something that belongs to someone else and destroying it would also be considered a type of physical bullying.

Verbal bullying is name-calling, making offensive remarks, or joking about a person's religion, gender, ethnicity, sexuality, socioeconomic status, or the way they look. It can also include a bully making verbal threats of violence or aggression against someone's personal property.

Indirect bullying includes spreading rumours or stories about someone, telling others about something that was told to you in private, and excluding others from groups.

Social alienation is when a bully excludes someone from a group on purpose. It also includes a bully spreading rumours, and also making fun of someone by pointing out their differences.

Intimidation is when a bully threatens someone else and frightens that person enough to make him or her do what the bully wants.

THIS POLICY APPLIES

- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school based activity, school tours etc.
- To anything done in the school name
- To any behaviour that adversely affects the school reputation or **the education of any student in the school**

RIGHTS AND RESPONSIBILITIES OF EACH MEMBER OF THE SCHOOL COMMUNITY

Right	Responsibility
<ul style="list-style-type: none"> • I have the right to be safe in school 	<ul style="list-style-type: none"> • I have a responsibility to make our school a safe and secure place for others

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND STAFF

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Treated with respect • Physically safe and to expect my property to be safe at school • Free from all forms of verbal bullying • Free from intimidation • Free from unwelcome sexual comments or touching • Free from any hurtful remarks or gestures regarding person, ethnicity, religion and culture • Able to learn & teach without disruption 	<ul style="list-style-type: none"> • Others are treated with respect • Others are physically safe and the property of others is safe • Others are free from verbal bullying • Others are free from intimidation • Others are free from unwelcome sexual comments or touching • Others are free from any hurtful remarks or gestures regarding person, ethnicity, religion and culture • Others/students are able to learn without disruption • Bullying behaviour is acted upon as appropriate

RIGHTS AND RESPONSIBILITIES OF PARENTS

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> • Expect that my child is safe in school and that she can learn without disruption 	<ul style="list-style-type: none"> • Report bullying behaviour to the school • Co-operate fully with the implementation of school policy

RESPONSIBILITIES OF BYSTANDERS/WITNESSES

Do	Don't
<ul style="list-style-type: none"> • Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive • Seek help immediately from an adult, if the situation is dangerous. • Tell when you know a student is being bullied. (This is not 'ratting'. It is telling to be safe.) 	<ul style="list-style-type: none"> • Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc. • Cheer on somebody who is bullying. • Stay in a dangerous situation, e.g. a fight. • Bully the 'bully'.

PREVENTATIVE STRATEGIES

- It is School policy to provide **education on bullying** in the following manner:
 - All year groups are facilitated through the S.P.H.E. (Social, Personal and Health Education) programme which incorporates bullying information and learning.
 - Everyone participates in Friendship/Anti-bullying Week, which takes place on an annual basis and covers many topics throughout the week and leading up to and proceeding it
 - Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, will deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying. For example, the inclusion of LGBT posters on notice boards, inviting speakers in to discuss the topics at class level, whole school assemblies on anti-bullying topics
 - Students are surveyed at least once a year on bullying in the school
 - New students, who join the School other than in first year are allocated a buddy – ideally, this is another student from within the same year group
 - Positive reinforcement of behaviour for the better good of the community is encouraged through the Code of Behaviour and at school assemblies
- The school has an excellent pastoral care system in place, and reports of all incidents (wherever they may have been reported) will be filtered through the Class Ceannaire, who is the primary person for pastoral care of the student in her/his form class.
 - **Pastoral Care Structure:**
 - The pastoral care team comprises the Guidance Counsellors / Home School Liaison / Head of SPHE / Principal and SEN co-ordinator
- Staff will be watchful and observe relationships between students in class, note absence patterns and let it be known that high standards of behaviour are expected at all times

WHO TO TALK TO

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- **1st Year Ceannaire**

Students and or/parents should report bullying behaviour to their Class Caomhnóir or any member of staff with whom they feel comfortable in the first instance by:

- A direct approach at an appropriate time
- Handing up a signed note e.g. with homework
- Making a phone call to the school
- Asking a parent/guardian or friend to tell on your behalf
- Reporting in a confidential questionnaire when given in school

PROCEDURES FOR DEALING WITH BULLYING BEHAVIOUR

Our primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than to apportion blame). 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

- Students should discuss any incident of bullying with a teacher or another trusted adult within the school system; this is responsible behaviour rather than “telling tales”.
- Parents/guardians should contact the Class Caomhnóir or any other member of staff with whom they are comfortable with regarding incidents of bullying behaviour which they might suspect or that have come to their attention through their children or other parents.

Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a teacher, will be dealt with in the following manner:

The teacher will

1. Listen, take notes, reassure the student, ensure the students safety as far as possible, negotiate confidentiality
2. All reported instances will be passed on to the 1st Year Ceannaire for investigation

We work to ensure that the person being bullied feels safe and secure at all times. Therefore the person being bullied will be consulted in conjunction with their parents about the matter and how the school is to proceed in the first instance.

3. The 1st Year Ceannaire will

1. in analysing incidents of bullying seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner.
 - The alleged victim and alleged perpetrators of the incident will be spoken to
 - The alleged victim and perpetrators will be invited to write down any relevant details and an “Initial Bullying Report Form” will be completed. Written statements from all involved in the incident will be attached to the Report Form. **Appendix A**
 - All interviews will be conducted with sensitivity and with due regard to the rights of all pupils involved.
 - Records will be kept of all incidents and of the procedures that were followed.
 - The Deputy principal and Principal will be kept informed of all incidents and have access to relevant written records.
2. In cases where it has been determined by the **1st Year Ceannaire** 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 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 and the supports for their pupils;
3. Where the **1st Year Ceannaire** has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school’s anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

4. It will also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
5. 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 pupil who has been bullied is ready and agreeable. This can have a therapeutic effect; students involved will follow the Meas programme as developed by the school.
6. In cases where the **1st Year Ceannaire** 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, it will be recorded by the **1st Year Ceannaire** in the recording template in **Appendix B and passed on to the principal with appendix A**
7. In determining whether a bullying case has been adequately and appropriately addressed the **1st Year Ceannaire** 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 Principal;
 - Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
8. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Where the bullying behaviour is severe and the incident is deemed to be more serious (e.g. gross misbehaviour or physical assault), the Principal will be informed immediately.

In the case of a complaint regarding a staff member, this should be referred immediately to the Principal.

In accordance with *Children First and the Child Protection Procedures for Primary and Post-Primary Schools* serious instances of bullying behaviour will be referred to the HSE Children and Family Services and/or Gardaí as appropriate and as set out in the *Anti-Bullying Procedures for Primary and Post-Primary Schools*

PERIODIC SUMMARY REPORTS TO THE BOARD OF MANAGEMENT

At each Board of Management meeting the school Principal will inform the Board of any bullying cases referred to the HSE. The principal will also provide a report

- Setting out the number of cases referred to him by the teacher in charge of investigating bullying incidents using reports submitted under Appendix B

- The principal will also confirm that all such incidents are being dealt with or have been dealt with as per the schools Anti-Bullying Policy and the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

SUPPORT FOR PUPILS AFFECTED BY BULLYING

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

A programme of support for pupils who have been bullied has been be 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.

- In this regard the Class Caomhnóir will work closely with the student to ensure they are actively supported in the school and to engage in school based activities they enjoy.
- The schools guidance department will also put in place a program of support in conjunction with the **Year Ceannaire** and Class Caomhnóir. All students who have been involved in bullying must undertake the **Meas Our safe school a place of respect programme with the Year Ceannaire**. See Appendix D
- The learning strategies applied within the school will also allow for the enhancement of the pupil's self-worth

Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others. The 1st Year Ceannaire in conjunction with the Class Caomhnóir will work closely with the student in this regard.

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers who will support them in their classes.

Outside agency support

The school in certain circumstances may also seek the support and advice of NEPS, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying.

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

REVIEW AND EVALUATION OF THIS POLICY

This policy was **adopted by the Board of Management** on _____.

This policy was **approved by Galway & Roscommon Education and Training** board on

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Signed: _____
(CEO of GRETB)

Date: _____

Date of next review: _____

APPENDIX B
RECORD OF PUPIL BEING BULLIED

NAME OF PUPIL BEING BULLIED AND CLASS GROUP

NAME: _____ CLASS: _____

NAME(S) AND CLASS(ES) OF PUPIL(S) ENGAGED IN BULLYING BEHAVIOUR

SOURCE OF BULLYING CONCERN/REPORT
(TICK RELEVANT BOX(ES))

(TICK RELEVANT BOX(ES))	
Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other _____	

LOCATION OF INCIDENTS

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other _____	

NAME OF PERSONS WHO REPORTED THE BULLYING CONCERN

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TYPE OF BULLYING BEHAVIOUR

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name Calling		Other _____	

WHERE BEHAVIOUR IS REGARDED AS IDENTITY-BASED BULLYING, INDICATE THE RELEVANT CATEGORY:

Homophobic	Disability/SEN	Racist	Membership of Travelling Community	Other _____

BRIEF DESCRIPTION OF BULLYING BEHAVIOUR AND ITS IMPACT

DETAILS OF ACTIONS TAKEN

SIGNED _____ 1ST YEAR CEANNAIRE DATE _____

DATE SUBMITTED TO PRINCIPAL/DEPUTY PRINCIPAL _____

APPENDIX C

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 is used for this purpose.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post—Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
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?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
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?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analyzed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed: _____
Chairperson, Board of Management

Date: _____

Signed: _____

Date: _____

Principal

GUIDANCE AND ADVICE

For pupils...

These ideas as to what you can do have been suggested by pupils

If you are being bullied

- tell someone you trust
- remember **you** are not the one with the problem!
- if you can, ignore the bully
- if you can, do not show you are upset
- be assertive, if you can
- walk away quickly and confidently, even if you do not feel that way inside
- your safety is more important than your possessions. If you are in danger, don't hold on to them
- if you are different in some way, be proud of who you are.

Friends

- listen and talk it through
- try to be sensitive
- try not to leave them on their own
- persuade the person being bullied to talk to an adult

Bystanders

- even if you don't take part in bullying but see it and walk away, you are ignoring your responsibilities
- get help
- give sympathy to the person being bullied

WHO TO TALK TO

The relevant teacher(s) for investigating **AND** dealing with bullying is (are) as follows:

- **1st Year Ceannaire**

Students and or/parents should report bullying behaviour to their Class Caomhnóir or any member of staff with whom they feel comfortable in the first instance by:

- A direct approach at an appropriate time
- Handing up a signed note e.g. with homework
- Making a phone call to the school
- Asking a parent/guardian or friend to tell on your behalf
- Reporting in a confidential questionnaire when given in school

For Parents/Guardians and Teachers

Recognising the signs

Someone who is being bullied may

- be frightened of walking to or from school
- insist on being driven to school
- change the route to school
- be unwilling to go to school
- regularly have books or clothes damaged
- have possessions 'go missing'
- continually 'lose' money
- begin doing badly in schoolwork
- have unexplained bruises, scratches, cuts
- ask for money or begin stealing money
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- become distressed
- become bad-tempered
- refuse to say what is wrong
- lose appetite, or start overeating
- cry himself/herself to sleep or have nightmares
- attempt or threaten to harm him/herself

For Parents/Guardians...

Any of the behaviour above may indicate other problems. But, if you become aware of and are concerned by any of this behaviour, and think your child is being bullied

- encourage him/her to talk about the problem
- reassure him/her of your support
- try to listen calmly and not overreact
- Attempt to find out when and where the bullying takes place. Is there a pattern?
- contact the Class Tutor or Year Head to discuss the problem
- work with the school to support your child within or outside school
- if the bullying takes place outside school, report the matter to the police

For Staff...

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by

- talking to the pupil and giving reassurance
- taking action appropriate at the time
- producing a written statement of what has happened and the action taken
- reporting the incident to the Class Caomhnóir or Year Ceannaire

KEY ADVICE TO YOUNG PEOPLE ON CYBER BULLYING

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber bullying and advice on to how to report it when it does happen.

1) Always respect others

Remember that when you send a message to someone you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone. If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully, and even be accused of cyber bullying yourself. You could also be breaking the law.

2) Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

3) Treat your password like your toothbrush

Don't let *anyone* know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

4) Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5) Don't retaliate or reply!

Replying to bullying messages, particularly in anger, is just what the bully wants.

Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobile phone company, or even the police, to investigate the cyber bullying.

7) Make sure you tell

There are people that can help:

- Tell an adult who can help you to report it to the right place, or call a helpline like ChildLine
- Tell the provider of the service you have been bullied on (e.g. your mobile phone operator or social network provider).
- Tell your school. Your teacher or the anti-bullying co-ordinator at your school can support you and can discipline the person bullying you.
-

Finally, don't just stand there – if you see cyber bullying going on, support the victim and report the bullying. How would you feel if no-one stood up for you?