



Coláiste na hInse **Anti-Bullying Policy**

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 hInse* 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.

School

Colaiste na hInse is a co-educational, multi denominational school in Louth Meath Education Training Board (LMETB).

Our School Philosophy

'Coláiste na hInse is a school of Excellence where students are happy and secure in a learning atmosphere characterised by Dearfachas (positivity) and belonging. We focus on the whole young person and aspire to develop them as intellectual, emotional and spiritual individuals. We encourage the highest standards in ár daltaí (our students) ensuring that they reach their full potential through strong relationships and positive reinforcement'. (Mission Statement)

1. Introductory Statement

This anti-bullying policy sets out, in writing, the framework within which the whole school community of *Coláiste na hInse* manages issues relating to bullying and the school's strategy to prevent bullying behaviour. Our school anti-bullying policy is reviewed annually.

2. Scope

2.1. *To what will the policy apply?*

The policy addresses bullying behaviour, harassment and sexual harassment.

2.2. To whom will the policy apply?

This policy applies to all members of the school community in accordance with the Employment Equality Acts 1998 and 2004.

2.3. When will the policy apply?

The policy applies to activities and events that take place:

- During school time (including break times)
- On school tours/trips
- During extra-curricular activities
- The School/College reserves the right to investigate allegations of bullying (and to take disciplinary 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 school/college.
- The School/College reserves the right, in accordance with Section 6.3.5 of the DES Procedures to seek the assistance of agencies such as NEPS, Tusla, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the School/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 Tusla to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to Tusla or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary Schools.
- Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

3. Rationale

This anti-bullying policy has been drawn up to increase the awareness of bullying behaviour in the school community. We in *Coláiste na hInse* believe that all within the school community have a responsibility to care for each other and provide a supportive and safe environment, free from the fear or reality of being bullied.

It is a priority issue identified by the staff, students and parents. This policy is based on the Legal and Regulatory Context on the document "*Anti-Bullying Procedures for Primary and Post-Primary Schools* which was publishing in September 2013.

4. Relationship to characteristic spirit of the school

We want *Coláiste na hInse* to be a safe and happy environment for all, where people are kind and respect each other. This will help us in achieving the aims of our mission statement and ensuring that our students are happy and secure.

5. Goals/Objectives

Coláiste na hInse 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.

6. Definition of Bullying and Types of Behaviour Involved

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.

Bullying is typically a repeated action by an individual or a group against others. Such actions may be verbal, psychological, physical or electronic. It generally fits the HARD criteria in that it is **Hurtful, Aggressive, Repeated** and **Deliberate**.

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.

For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, defined as follows:

Harassment: any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim

Sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

Bullying: While most bullying is typically repeated, a once off incident may be regarded as bullying if it has a serious effect on the victim. The nine grounds as outlined under legislation are gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller Community.

All members of the school community are subject to this code, particularly the following relationships:

- Student to Student,
- Student to any Staff member,
- Staff member to Student,
- Parent to Staff member,
- Staff member to Parent,
- Staff member to Staff member

7. Types of bullying:

The following are some examples of unacceptable behaviour. This list is not an exhaustive list. Similar unacceptable behaviours maybe considered as bullying.

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

- **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.
- **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.
- **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".

- **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.
- **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.
- **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.
- **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.
- **Homophobic:** Name calling e.g. Gay, queer, lesbian, etc. Spreading rumours about a person's sexual orientation. Taunting a person of a different sexual orientation.
- **Racial:** Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.

- **Sexual:** Unwelcome sexual comments or touching, harassment, unwelcome sexual texts or emails.

8. Signs and Indicators of Bullying

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

8.1. Indicators of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;
- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;

- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling him/her.

The outcomes of bullying and harassment on the victim often manifest in the following ways:

<p><u><i>Psychological</i></u></p> <ul style="list-style-type: none"> • anger • anxiety • distress • frustration • depression • panic • indifference • fear • attempted suicide • shame and feelings of worthlessness • loss of trust in friends and their inability to support and protect 	<p><u><i>Behavioural</i></u></p> <ul style="list-style-type: none"> • increased irritability and nervousness • unexplained changes in mood • increased aggressiveness • may believe that they deserve to be bullied • becoming withdrawn • excessive tearfulness or sensitivity to criticism • substance abuse • becoming obsessive • nightmares
<p><u><i>Physical Manifestations</i></u></p> <ul style="list-style-type: none"> • chest pains • pattern of minor illness • insomnia • stomach problems • eating problems • fatigue and lethargy • headaches • sweats • inconsistent explanations for cuts and bruises 	<p><u><i>Social, Interpersonal and School Related</i></u></p> <ul style="list-style-type: none"> • anxiety about travelling to and from school • mitching • late home from school without any plausible explanation • fear of using school toilet during breaks • fear of being out of sight of adults • becoming isolated in class • becoming withdrawn • reluctance to discuss the problem • unwilling to go to school • lack of creativity and initiative • beginning to bully small/younger students • possessions missing or damaged • increased and excessive requests for money • deterioration in school performance and motivation • loss of interest or concentration in school

	<ul style="list-style-type: none"> • unusual concerns about physical appearance, attributes, mannerisms etc
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There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

9. Parental Support

What should a parent do if they know that their son/daughter is being bullied?

- Assure them that it is not their fault and that you will help them sort it out
- Contact the school – arrange an appointment with the relevant Caomhnóir / Réaltóir
- Prepare for that meeting – read the anti-bullying policy, bring notes and details of the events from your child’s point of view
- Ask that the incident be investigated and what supports the school can offer your child
- Work with the school to develop a strategy to deal with the problem

10. Identify actions to prevent bullying behaviour (Education and prevention strategies)

The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity based bullying including particular, homophobic and transphobic bullying) in place in Coláiste na hInse include:

- ***Publishing and Publicising an Anti-Bullying Policy***
 - It will be published on the school website.
 - A shortened ‘student friendly’ version will be published in the students’ journal.
 - The Anti-Bullying Policy will be promoted at various occasions e.g. parents’ nights, first year enrolment and open nights.
 - A shortened ‘student-friendly’ version is displayed throughout the school.
- ***Supervision and Monitoring***
 - Adequate supervision of all social areas before and after school and during break times.
 - Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.

- The school is committed to surveying the students regularly to identify bullying and the students affected by it. A questionnaire will be given to students every term. This will give students an opportunity to voice concerns.
- Social networking sites will continue to be blocked. The Anti-Bullying Policy operates in conjunction with the school's Acceptable Use Policy.
- The School/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. New staff must also be made familiar with the policy during their induction

▪ **Student Involvement**

- Senior students (Cinnirí) will continue to assist newcomers to the school through the *mentoring* programme, thus helping the new student to “settle in”.
- Student council will be involved in the development and implementation of this policy.
- In combating bullying, the school 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.

▪ **Inclusion in the Curriculum**

- Coláiste na hInse 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. Students will be provided with opportunities within these programmes to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying.
- ICT: Cyberbullying will be discussed and addressed in ICT classes. Prevention and awareness raising measures will 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.

- CSPE: Linkages can be made within the “Human Dignity” and “Rights and Responsibilities” section of the curriculum that will encourage positive behaviour between students
- 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. Issues relevant to bullying may also be addressed in other curriculum areas such as Art, English, History, Geography, Music and Religion.

- ***Involving Parents/Guardians and the Wider Community***

- Coláiste na hInse will, in all its communications with students and their parents, commencing with the induction of the student into the school, 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.
- Coláiste na hInse will adopt a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the school) to prevent and combat bullying. In this context, the school is committed to engaging with parents. Coláiste na hInse will involve them in the development of policies and practices to combat bullying. The school will also raise awareness of the Anti-Bullying Policy on parent’s evenings.
- Where necessary the school will seek the assistance of and work with NEPS, Tulsa and the Gardaí, as appropriate, to combat bullying.

- **Initiatives and Programmes to develop students Awareness**

- 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.
- The focus of the schools prevention strategy will be to build empathy, respect, kindness and resilience in students.
- Several programmes and initiatives will be run annually to help develop student awareness e.g. Stand-up Week and SPHE and RSE programmes.

- Other examples of school initiatives which support the creation of a positive environment and the anti-bullying ethos include:
 - Anti-bullying posters
 - 1st Year Induction
 - Bonding trips and activities
 - Dearfacht system including Lá Dearfacht
 - Realtá na Míosa
 - Cinnirí programme
 - Tionóil programme

11. Dealing with Bullying Incidents

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

- Any staff member
- Caomhnóir
- Réaltóir
- Deputy Principal
- Principal
- Guidance Counsellor

11.1. The Steps to be taken in Dealing with Bullying Incidents:

11.1.1. Reporting procedures for Students:

Who to tell?

- Caomhnóir
- Réaltóir
- Principal
- Deputy Principal
- Guidance Counsellor
- Any staff member with whom the student feels comfortable
- Parents
- Friends who will speak on your behalf

How to tell?

- Direct approach to teacher at an appropriate time, e.g. after class, hand note up with homework
- Make a phone call to the school or to a trusted teacher in the school
- Get a parent or friend to tell on your behalf
- Parents can inform the school
- Bystanders can inform appropriate person
- Answer the confidential questionnaire given once a term to all students

It is important to note that records of all incidents of bullying and action taken to resolve them will be kept.

Where a member of 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 should report it to the relevant reáltóir.

11.1.2. Noting and Recording

- All staff have access to anti-bullying resources online (Staff SharePoint)
- Any incidents of bullying will be recorded and given to the relevant Reáltóir and these records stored safely.
- The Principal and Deputy Principal are responsible for maintaining files in their offices for security and confidentiality for at least seven years.
- These files may be accessed by students/parents in the future.
- Comments made should be factual, non-judgmental and objective.
- These files are kept separate from the students' main school file with access only by the Principal and Deputy Principal.

11.2. Procedures for Investigating and Dealing with Reported Bullying Incidents:

11.2.1. Procedures for when bullying is reported

If a student informs you of an incidence of bullying affecting either themselves or a friend, follow these steps:

How to deal with a student who has reported bullying:

- Listen; encourage the student to tell their story as this is a very important first step
- Ask the student to complete the 'Bullying Record Form (1)' (Appendix 1)
- Reassure and tell the student help is available

- Satisfy yourself that no student is in immediate danger
- Confidentiality is respected and the student's privacy is protected, but a teacher must not give guarantees not to tell anyone
- Be sure that the student is not in immediate danger – if you think they are report it to the DLP or DDLP immediately
- Inform the relevant Caomhnóir and give them the completed Bullying Record Form (1)
- Caomhnóir reads the form so they are aware of the situation and can support the student
- Caomhnóir informs the Réaltóir and gives them with completed Bullying Report Form (1)
- All serious incidents of bullying (e.g. an assault or long-term exclusion) should be reported to the Réaltóir straight away
- Once the issue has been resolved the relevant teacher should check in with the student to ensure that the bullying is no longer occurring. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher (Bullying Form (3) – Appendix 3) and given to the Principal / Deputy Principal.
- 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, Caomhnóir, Réaltóir or the school Principal or Deputy Principal;

11.2.2. Procedures for Caomhnóir / Réaltóir Investigating the Reported Incident

How to investigate the alleged bully:

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 appointing blame. 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. Incidents of bullying will be investigated in a calm, unemotional problem-solving manner. Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved. 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.

- Talk with alleged offender about their behaviour and their experiences of incidents mentioned. The guidelines for interviewing a student accused of bullying are kept on SharePoint.
- Have the alleged offender complete the Bullying Report Form (1) (Appendix 1) of their behaviours and their effects as early as possible.
- If a group is involved, each member should be interviewed individually at first and each student should complete the Bullying Report Form. Thereafter, all those involved can be met as a group.
- Determine if bullying behaviour has occurred.
- In cases where it has been determined by the relevant Caomhnóir / Reáltóir that bullying behaviour has occurred, the parents of the parties involved should be contacted to inform them of the matter and explain the actions being taken. Parents should be given the opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their students.
- Where it has been determined that a student has been engaging in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try and get him/her to see the situation from the perspective of the student being bullying. Ask student to complete Bullying Reflection Form (2) (Appendix 2).
- Discuss possible solutions with both parties separately/together if appropriate.
- The evidence will be evaluated, and fair appropriate action will be taken in accordance with the code of behaviour.
- All parties will be referred to the guidance councillor where deemed necessary.

- It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents and the school.
- If deemed necessary restorative meetings with the relevant parties involved should be arranged separately with a view of possibly bringing them together at a later date if the pupil who had been bullied is ready and agreeable.
- Once the issue has been resolved the relevant teacher should check in with the student to ensure that the bullying is no longer occurring. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher (Bullying Form 3 – Appendix 3) and given to the Principal / Deputy Principal.
- Where a parent/guardian or a student who is more than 18 years old is not satisfied that the school 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.
- 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.

11.2.3. Follow-up steps to be taken

Follow-up:

- Counselling will be offered to all concerned where deemed necessary.
- The incident will be monitored on a regular basis by informal discussions and class surveys where possible.
- If necessary, the parents will be invited to a meeting with management.
- If bullying persists the Principal, Deputy Principal and/or Board of Management will be informed.

11.3. Procedures for Student to Staff Bullying

- Teachers to speak to students involved
- Explain unacceptable behaviour as in policy

- Explore a working solution
- Refer to Deputy Principal
- Refer to Principal
- Request meeting with parents

11.4. Procedures for Staff to Student Bullying

- We recommend that students talk to staff member on his or her concerns
- We recommend that students talk to staff member with parent present informally
- Refer to Deputy Principal
- Refer to Principal

11.5. Procedures for Staff to Staff Bullying

- We recommend that staff member engage with other staff member on his or her concerns
- If unresolved contact Deputy Principal to facilitate
- If still unresolved contact principal to facilitate process
- If still unresolved the procedures followed here may be under the Dignity at Work Act.

Teacher Support Service
www.eas@vhics.ie
Phone 1800411057
6 Sessions offered free.

12. Intervention Strategies used for dealing with cases of bullying

Where necessary, sanctions may be imposed on the student(s) who were engaged in bullying behaviour. Sanctions may include verbal reprimands, meetings with parents, temporary removal from class, withdrawal of privileges, school community service (obair pobail), rang feabhais, internal suspension, external suspension, and permanent exclusion from school.

Restorative Practice will also be implemented. This places relationships at the core of all problem solving. Bullying is viewed as a violation of people, property, and relationships. The practice involves getting the pupil who engages in the bullying behaviour to reflect upon his/her unacceptable behaviour, experience a sense of remorse, and act to restore a damaged relationship with both the student who is bullied and/or the class and school community.

The essence of Restorative Practice is to bring about good or tolerable relationships when things have gone wrong. It seeks to heal the hurt that has occurred; to put it behind both the student who is bullied and the student who engaged in bullying behaviour. It puts repairing harm done to relationships over and above the need to assign blame and dispense sanctions.

13. Supports for students affected by bullying

The school will put in place a programme of support for student who have been bullied. The programme where appropriate will involve the following elements:

- Students who have been bullied may 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 may 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.

14. Supervision and Monitoring of Anti-Bullying in School

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.

Data gathered through the reporting templates (Appendix 1, 2 and 3) 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.

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 since the previous report to the Board.
- ✓ confirmation that all cases referred 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' meetings will record the Principal's report but in doing so will not include any identifying details of the students involved.

15. Links to other Policies

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place, being developed or reviewed should be examined by reference to the Anti-Bullying Policy and any implications which it has for them should be addressed.

The following policies may be among those considered:

- Code of Behaviour
- Child Protection
- Equality and Diversity Policy Statement
- Health and Safety
- Critical Incident Policy
- SPHE/RSE Policy
- Guidance and Counselling Programme
- Attendance Policy
- Admissions Policy
- Acceptable Use Policy
- Pastoral Care Policy
- CCTV Policy
- Suspension and Expulsion Policy
- Intimate Care Policy

16. 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.

17. Policy Adoption and Review

This policy was adopted by the Board of Management on

18. Policy Dissemination and Publication

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

19. Policy Review

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. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Sharon Tolan
(Chairperson to the Board)
Date: 26/10/2023

Signed: Sarah Ross
(Principal)
Date: 26/10/2023

Date of Next review: _____

Appendix 1

Bullying Record Form (1)

Your Name:	
Rang group:	
Date:	

Please answer the following questions in **as much detail as possible**:

What happened?

Where did it happen?

When did it happen?

Who was involved?

Why do you think this happened?

Signed: _____ Date: _____ Time: _____

TO BE COMPLETED BY CAOMHNÓIR / REALTÓIR ONLY:

Relevant people notified:

If applicable:	<input checked="" type="checkbox"/>	Name	Date
Caomhnóir	<input type="checkbox"/>		
Realtóir	<input type="checkbox"/>		
Other Realtóir (if alleged bully is in a different year group)	<input type="checkbox"/>		
Guidance Counsellor	<input type="checkbox"/>		
Parent	<input type="checkbox"/>		
Teacher	<input type="checkbox"/>		

Relevant people notified if required:

	<input checked="" type="checkbox"/>
Príomhoide	<input type="checkbox"/>
Leas Príomhoide	<input type="checkbox"/>

Circle closed:

Signed: _____

Date: _____

Appendix 2

Bullying Reflection Form (2)

Your Name:	
Rang group:	
Date:	

Please answer the following questions in **as much detail as possible**:

What were you thinking at the time?

Who has been affected by what has happened?

How do you think they felt at the time?

What do you think needs to happen next?

Signed: _____ Date: _____ Time: _____

TO BE COMPLETE BY CAOMHNÓIR / REALTÓIR ONLY:

Restorative Meeting

People in attendance:

What was discussed?

What was agreed?

What action was taken? (Warning, Sanctions, Referral, Agreement, Mediation, Other)

Suggestions for Follow Up:

Relevant people notified:

	<input checked="" type="checkbox"/>	Name	Date / Time
Parent	<input type="checkbox"/>		
Realtóir	<input type="checkbox"/>		
Caomhnóir	<input type="checkbox"/>		
Guidance Counsellor	<input type="checkbox"/>		

Relevant people notified if required:

	<input checked="" type="checkbox"/>
Príomhoide	<input type="checkbox"/>
Leas Príomhoide	<input type="checkbox"/>
Teacher	<input type="checkbox"/>

Circle closed:

Signed: _____

Date: _____

Appendix 3

Bullying Form (3)

1. Name of pupil being bullied and rang group

Name _____

Rang: _____

2. Name(s) and ranganna 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. Name of person(s) who reported the bullying concern

--

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 _____

Appendix 4

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> ?	
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 analysed 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: _____ (Principal)

Date: _____

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

To: _____

The Board of Management of Coláiste na hInse 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 _____26/09/2023_____ .

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: *Sharon Tolan* (Chairperson Board of Management)
Date: 26/09/2023

Signed: *Sarah Ross* (Principal)
Date: 26/09/2023