

Introduction

This policy has been devised in accordance with *Anti-Bullying Procedures for Primary and Post-Primary Schools* (DES September 2013). The policy follows the format as outlined in the *Anti-Bullying Procedures for Primary and Post-Primary Schools* (DES September 2013) template.

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 Collinstown Park Community College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which:
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that:
 - build empathy, respect and resilience in students; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools 2013* bullying is defined as:

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 will 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 Appendix 1 of this policy.

4. The relevant teacher for investigating and dealing with bullying is the Year Head for each year group.

5. Education and prevention strategies

A member of the Guidance and Counselling department has been appointed as Anti-Bullying Co-ordinator. The co-ordinator's role is to oversee the school's anti bullying strategy throughout the year.

A number of education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) are currently in place in the school which try to raise awareness of bullying and prevent bullying behaviour.

The Anti-Bullying Charter (Appendix 2) is displayed prominently in the school and sends a clear message about the promotion of rights, responsibilities and a safe, caring environment. All students are made aware of the Anti-Bullying Charter and the Anti-Bullying policy each year.

Advice is published in the students' journal on what to do if feeling bullied. This is reinforced pastorally in our Tutor system.

The prevention of bullying requires the co-operation of students, staff, parents and all in the school community.

School management, Student Care and full staff meetings take place where the topic of bullying is discussed, if required.

Teachers maintain high standards in terms of positive classroom management in the provision of the curriculum and managing student behaviour.

Teachers are encouraged to be vigilant in areas of the school where bullying may occur such as locker areas, circulation areas, corridors etc.

Through our ongoing curricular and extra-curricular programmes and particularly through our positive behaviour and awards programme, students are provided with opportunities to develop a positive sense of self-worth.

Initiatives and programmes focused on developing students' awareness and understanding of bullying, including its causes and effects, 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, discussions with students and parents, specific statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource 'Growing Up LGBT' and participating in LGBT awareness events are just some of the ways in which the school addresses homophobic and transphobic bullying.

Senior students continue to assist incoming First year students through the “Gluais Mentoring” programme, thus helping new students to settle in. Throughout the year the student council also play a role in raising awareness of bullying issues and assisting in the prevention of bullying.

Through the Guidance and Counselling Service, the Home School Community Liaison (HSCL) service and the Chaplaincy service, interviews are held with First Year students each year to assess how they are settling into the school.

In accordance with the NEWB guidelines, the school’s Anti-Bullying policy operates within the overall framework of the Code of Behaviour. Other policies which are linked to the Anti-Bullying policy include the Acceptable Use Policy (AUP), Mobile Phone policy, Health and Safety policy, Critical Incident policy, Child Protection policy and the Enrolment and Admissions Policy.

Teachers influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.

The SPHE syllabus makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The “Cool School” Anti-Bullying lesson plans and/or similar plans are implemented.

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.

There is space within the teaching of all subjects 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:

For example:

In English, there is a wide range of literature available which can be used to stimulate discussion.

In Civil, Social and Political Education (CSPE), the interdependence of people in communities at local, national and international levels is emphasised.

In Geography and History references to colonisation, exploitation and dictatorships can be used to illustrate the negative aspect of power.

In PE sporting activities can provide excellent opportunities for channeling and learning how to control aggression.

Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects.

Various theme weeks are held throughout the year when awareness of bullying is specifically raised and anti-bullying is promoted at a whole-school level. These weeks include: Mental Health Awareness week, Random Act of Kindness week and Friendship week.

Themed National awareness days which relate to bullying issues are marked in the school e.g. Internet Safety Day, Human Rights day, International Day against Homophobia and Transphobia etc.

The Anti-Bullying Policy is promoted at various occasions e.g. parents' nights, first year enrolment and open evenings.

The Parents' Association were consulted and assisted in writing this policy and all parents and guardians are welcome to comment on the policy at any time.

Parents are encouraged to become familiar with the guidelines from the Office for Internet Safety and the ICIA's (Irish Cellular Industry Association) "Parent's guide to mobile phones". These guides give advice to parents on safety tips that encourage responsible and secure use of the internet and mobile phones by their children.

Links have been established with local schools, the local Youth Service and An Garda Síochána.

The Anti-Bullying Policy operates in conjunction with the school's Acceptable Use Policy. The Acceptable Use Policy is explained and responsible use of the internet in school and at home is promoted.

Cyber-bullying

While we must provide the highest protection possible for students using new technologies, parents and families must also foster a balance between protecting children and teaching them to be aware of potential dangers and assessing threats for themselves.

Cyber-bullying involves using the Internet or mobile phones to send hurtful messages or posting information to damage people's reputation and friendships. Cyber bullying is similar to other types of bullying, except that it takes place online and through text messages sent to mobile phones.

Preventing Cyber-bullying in the School

The school's Acceptable Use Policy (AUP) ensures the following:

- Students' internet usage can be monitored by checking user files, temporary files and history files.
- Firewalls and filters have been installed in all computers and these are regularly updated.
- In school, students are not allowed access to MSN or social networking sites such as Facebook and Twitter and these sites are blocked.

Collinstown Park Community College teaches students that all types of bullying including cyber-bullying are hurtful and wrong. Students are encouraged to treat other students on and offline with respect. The whole school community is informed and educated with regard to the school's Acceptable Use Policy. All members of the school community are fully aware of the sanctions that will be imposed for the misuse of school computers to cause hurt and distress to other members. Students are made aware of their rights and responsibilities online and offline as part of the implementation of the school's AUP. Students are taught that the Internet is not a private place and they should guard their private information online. The school encourages a 'telling' atmosphere, including the reporting of cyber-bullying.

Cyber-bullying on students' own phones and technologies

All incidents of cyber-bullying that are reported and have their origins in school will be fully investigated, recorded and dealt with under the procedures laid down in the Code of Behaviour, the Anti-Bullying Policy and Acceptable Use Policy.

However, Parents and indeed the student must take full responsibility for the student's inappropriate use of the Internet or mobile phones in their own possession. The school cannot and does not take responsibility for bullying behaviour by a student of another student while using their own personal mobile phone or computer.

Students and parents are further reminded that any student phone that is seen, heard or in use by a student in school will be confiscated in accordance with the school's mobile phone policy.

Reported incidents of cyber bullying that take place outside school hours and affect a student in school will be brought to the attention of parents/guardians.

6. 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

Reporting

The school regards bullying as a serious infringement of any student's rights and any report of bullying will be treated seriously. Corrective action will be taken on becoming aware of bullying with due regard for the wellbeing of the student(s) being bullied and the student(s) engaged in the bullying behaviour.

It is made clear to all students that when they report incidents of bullying that they are behaving responsibly and they will be assured that the report will be treated seriously.

If a student is being bullied or is witness to bullying they are positively encouraged to tell their tutor, year head, a school counsellor or any member of staff or a Student Mentor, or by getting a parent or friend to tell on their behalf. The report will then be passed on to the relevant Year Head.

Student Mentors and members of the Student Council are encouraged to report to the relevant Year Head any incident of bullying which comes to their attention.

Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant Year Head.

Parents are encouraged to contact the Year Head immediately if they suspect or know that a child is being bullied.

A false claim of bullying against a member of the school community will be treated as a serious breach of the school's code of behaviour.

Investigation

Incident Report Forms (Appendix 3) are available to all members of staff. After an initial report/disclosure of bullying behaviour the staff member fills out the Incident Report Form and passes it on to the Year Head. The Year Head investigates the matter, in accordance with school procedures and files the Incident Report Form in the students' files.

Where a report is made by a non-staff member, the relevant Year Head will also investigate the matter.

When a report of bullying has been made, the Year Head will speak to the bullied student and also to the student(s) engaged in the bullying behaviour.

Persons involved in or witnessing alleged incidents of bullying may be asked to write an account of the incident. This does not necessarily imply that these persons have engaged in bullying behaviour.

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

Investigation of incidents of alleged bullying will be sensitive to the needs of those involved and will be conducted in a manner that affords full rights to those concerned in accordance with natural justice. While every case will be dealt with sensitively no absolute guarantee of confidentiality can be given to a person making a complaint.

Incidents will be investigated outside the classroom situation to ensure the privacy of all involved.

Retaliation against students or others, following or during an investigation will be regarded as a serious breach of the school's code of behaviour and will merit appropriate sanction.

Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

7. Programme of support for working with students affected by bullying

In cases where it has been determined by the Year Head that bullying behaviour has occurred, the Year Head will consult with the School's Anti Bullying Co-ordinator or another member of the Guidance and Counselling department. Depending on the severity of the case, the Principal or Deputy Principal may also be informed by the Year Head and will advise on procedure.

Those who have been subjected to bullying will be supported through the Pastoral Care structures in the school.

For the purpose of a rapid early intervention both parties i.e. the student who engaged in bullying behaviour and the bullied student will have a meeting with their year head during the investigation followed by a meeting with a member of the guidance and counselling department.

In the initial meeting with the member of the guidance and counselling department:

- The student is listened to and allowed to tell their story
- Their feelings are acknowledged
- They are affirmed and reassured
- The possible school supports are suggested and outlined
- The student is encouraged to engage with further counselling if required.

Those who have been found to have engaged in bullying will also meet with a member of the guidance and counseling department. In their meeting they will be encouraged to recognise the inappropriateness of their behaviour and the seriousness of its effects on others. Further counselling sessions may be offered, as required.

Disciplinary sanctions, in accordance with the school's code of behaviour may also apply (Appendix 4). If, as a result of the investigation, a serious sanction is applied in accordance with the school's Code of Behaviour the sanction and a record of the bullying incident will be recorded on the student's file.

The parents of the students involved in bullying will be contacted at an early stage to inform them of the matter and explain the actions being taken. Parents will be given an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.

It will also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, that it is a private matter between the student being disciplined, his or her parents and the school.

Follow-up meetings will be arranged between the student who engaged in bullying behaviour, the bullied student and the counsellor to resolve any issues and restore as far as is practicable the relationships of the parties involved. An anti-bullying contract may also be signed. Other school supports such as 'Friends for Life', 'Circle Time', and 'Anger Management' may be suggested and implemented.

Further intervention may be deemed appropriate when instances of bullying occur. This may involve counselling by outside professionals. The objective of such intervention will be the restoration of confidence and self-esteem in both parties.

In cases where the relevant teacher 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 Year Head on the 'Template for Recording Bullying Behaviour' (Appendix 5)

In determining whether a bullying case has been adequately and appropriately addressed the Year Head will, 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, the school counselor or the school Principal or Deputy Principal;

The Year Head will use the 'Template for Recording Bullying Behaviour' 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 student who has engaged in bullying behavior has previously been involved in bullying a student.

In each of the circumstances at (a) and (b) above, the 'Template for Recording Bullying Behaviour' will be completed in full and retained by the Year Head and a copy provided to the Principal or Deputy Principal as applicable.

The timeline for recording bullying behaviour on the 'Template for Recording Bullying Behaviour' does not in any way preclude the Year Head from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's complaints procedures;

In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

8. Supervision and Monitoring of Students

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

The procedures include arrangements which require that, at least once in every school term, the Principal will provide a report to the Board of Management setting out:

- the overall number of bullying cases reported to the Principal or Deputy Principal since the previous report to the Board and
- confirmation that all of these cases have been, or are being, dealt with in accordance with the school's anti-bullying policy and these procedures.

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 students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

This policy was reviewed by the Board of Management on _____ [date].

This policy has been made available to school personnel, published on the school website and is readily accessible to parents and students on request and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills 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 and is readily accessible to parents and students on request and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills if requested.

Signed: _____

Signed: _____

(Chairperson of Board of Management)

(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1

Types of bullying

The following are some of the types of bullying behaviour that can occur amongst students. The means of bullying are constantly changing and the following list is not an exhaustive list. Similar unacceptable behaviours may be considered as bullying.

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While students 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 student in public places, by passing around notes about or drawings of the student 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 student'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 student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2

Anti-Bullying Charter

Every student has the right to enjoy their learning free from bullying in the school and in school-related activities. Any student who engages in bullying behaviour will be dealt with in accordance with the school's Anti-Bullying policy and Code of Behaviour. Students who have been bullied will be offered help, advice and support. All students have the right not to be bullied and a responsibility to help prevent bullying in the school.

I have a right to:	I have a responsibility to ensure that:
Be physically safe	Others are physically safe
Expect my property to be safe	The property of others is safe
Be free from all forms of verbal bullying	Others are free from all forms of verbal bullying
Be free from extortion	Others are free from extortion
Be free from emotional bullying	Others are free from emotional bullying
Be free from any hurtful remarks	Others are free from any hurtful remarks

Appendix 4

Disciplinary Procedures

In accordance with the school's Code of Behaviour, sanctions and disciplinary procedures imposed in instances of bullying behaviour will have as their priority:

- The health and safety and welfare of the student who has been bullied
- The interests of the general student body
- Reconciliation between the parties to the bullying incident
- The effect on the student who engaged in bullying behaviour
- Prevention of further occurrences
- Preservation of the anti-bullying ethos of the school

Sanctions

The following are some of the sanctions that may be applied to students who breach the school's code of behaviour:

- Detention
- In House Detention
- Withdrawal of privileges
- Report Sheet
- Fines can be applied in the case of damage to school property etc.
- Other arrangements could be put in place in particular circumstances like a weekly meeting with the parents to monitor behaviour etc.
- Behavioural Contract
- Contact by phone with parent/guardian and collection of student if necessary
- Suspension
- Referral to the Board of Management
- Expulsion

Appendix 5

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

- Pupil concerned
- Other Pupil
- Parent
- Teacher
- Other
- Other

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

- Playground
- Classroom
- Corridor
- Toilets
- School Bus

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

- Physical Aggression
- Damage to Property
- Isolation/Exclusion
- Name Calling

- Cyber-bullying
- Intimidation
- Malicious Gossip
- 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 _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit