



Coláiste Cois Life

Gleann an Ghrífin, Leamhcán

Anti-Bullying Policy

<p>Ainm na Scoile: Coláiste Cois Life</p> <p>SEOLADH NA SCOILE 1 :Gleann an Ghrífin</p> <p>SEOLADH NA SCOILE 2: Leamhcán</p> <p>SEOLADH NA SCOILE 3: Co.Bhaile Átha Cliath</p> <p>ÉIRCHÓID: KY78 Y330</p>	<p>Uimhir Rolla: 76065H</p> <p>Uimhir Ghutháin: 01-6211825</p> <p>Ríomhphost: eolas@colaistecoislife.ie</p> <p>Suíomh gréasáin : colaistecoislife.ie</p>
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1. The Policy

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of conduct guidelines issued by the National Education Welfare Board, the Board of Management of Coláiste Cois Life has adopted the following anti-bullying policy as part of the school's overall code of conduct. This policy fully complies with the requirements set out in the *Anti-Bullying Procedures for Primary and Post-Primary Schools published in September 2013*.

2. Best Practice

The Board of Management acknowledges the seriousness of bullying behaviour and its negative impact on students, and the school is therefore committed to adhering to the following key principles of good practice in preventing and tackling bullying behaviour.

- A positive school culture:
 - embracing difference and diversity and respecting all;
 - encouraging students to disclose and discuss bullying behaviour in a non-threatening environment; and
 - promoting respectful relationships throughout the school community;
- Effective leadership
- A whole school approach
- Everyone understanding what bullying is and the consequences it can have
- Implementation of education and bullying prevention strategies that
 - fosters mutual compassion and understanding, respect and resilience in students;
 - Explicitly addresses cyberbullying and identity-based bullying, including homophobic and transphobic bullying.
- Effective supervision and monitoring of students
- Supports for staff
- Consistent recording of investigations and follow up of cases of bullying
- On-going yearly evaluation of the effectiveness of the anti-bullying policy.

3. Definition of Bullying in accordance with the Anti-Bullying Procedures for Primary and Post- Primary Schools

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 this non-exhaustive definition:

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of The Travelling 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.

The list of examples below is not exhaustive, and Coláiste Cois Life may add behaviours to the list as necessary.

Examples of bullying behaviour

Behaviours associated with all forms of bullying	<p>Harassment based on any of the nine grounds in equality legislation e.g. sexual harassment, homophobic bullying, racist bullying, etc.</p> <ul style="list-style-type: none">• Physical aggression• Damage to property• Name calling• Mockery• Produce, display or disseminate pictures, written words, or other material aimed at intimidating another person• Offensive graffiti• Invasion of personal space• A combination of those mentioned.
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Cyber Bullying	<p>Bullying: Spreading rumors or lies to harm your reputation</p> <ul style="list-style-type: none"> • Harassment: continuously sending abusive, mean or obscene messages to a person • Impersonation: Posting abusive or offensive messages in the name of another • Incitement: Using obscene or provocative words to encourage online fighting • Deception: Deceiving someone to share personal information and subsequent use of that information online • Outing: Posting or sharing confidential information or images • Cyber stalking: Persistent harassment and bullying that leads a person to fear for their life / safety • Abusive text message • Abusive email message • Abusive communication on social networks • Offensive Internet Comments / Blogs / Pictures • Abusive posts on any type of communication technology
Identity Based Behaviours Includes any of the nine grounds of discrimination mentioned in the Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of The Travelling Community).	
Homophobic and Transgender	<p>Spreading rumors about a person's sexual orientation</p> <ul style="list-style-type: none"> • Teasing a person of a different sexual orientation • Calling nicknames, e.g. gay, queer, used in a derogatory manner • Physical intimidation or assault • Threats
Race, nationality, ethnic background or membership of The Traveller Community	<p>Racial discrimination, prejudice, remarks or insults regarding nationality, culture, social class, religion, ethnicity or Travelling background.</p>
Relational	<p>This involves manipulating relationships as a way of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Discrimination and isolation • Ignoring • Group discrimination • Breaking of friendships • Spreading rumors • Breaking of secrets
Sexual	<p>Inappropriate or unexpected sexual statements, touches or harassment.</p>

Special Educational Needs, Disability	<ul style="list-style-type: none"> • Calling nicknames • Taunting others because of their disability or learning needs • Exploit the vulnerabilities of other students and their limited ability to recognize bullying and protect themselves • Exploit the vulnerabilities of other students and their limited ability to recognize social circumstances and social cues and protect themselves. • Imitate another person's disability • Make fun of others
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4. The following are the relevant teacher(s) who will investigate and a deal with an incident of bullying

The relevant Teachers in this school are:

Principal
Deputy Principal
Class Teacher
Subject teachers

Any teacher may act as a relevant teacher if required.

5. The following are the education and prevention strategies (including strategies specifically targeted at cyber-bullying and identity-based bullying, particularly homophobic and transphobic bullying) that will be used in the school

Whole-school approach

- A whole-school approach to fostering respect for all members of the school community.
- Promote the value of diversity to address biased attitudes and highlight the unacceptability of bullying behaviour.
- Foster and enhance self-esteem among all students through both curricular and extra-curricular activities. Students will be given opportunities to develop positive self-esteem through formal and informal interactions.
- Career development for all staff in relation to bullying to ensure that all staff have an understanding of what bullying is, how it affects students' lives and the need to respond to and prevent bullying.
- Supervision and monitoring of classrooms, corridors, school grounds, school trips and extra-curricular activities. Non-teaching staff and other members will be instructed to be alert and to report incidents to the relevant teachers. It will involve supervision of students' use of communication technology in school.
- Student Council involvement in creating a safe school environment e.g. A system of participation, mentoring and other support activities that can support students and encourage a culture of mutual respect and support.
- Development and promotion of an Anti-Bullying Policy for the school to be displayed in classrooms and public places in the school.

- The school's anti-bullying policy is discussed with students and a copy is given to all parents / guardians as part of the School's Code of Behaviour (every year).
- Annual Friendship Campaign and meeting with 1st Year parents / guardians; annual surveys; regular school or year group assemblies led by the principal, deputy principal, year heads, etc.
- Encourage a culture of disclosure, with particular emphasis on the importance of witnesses. That way students will have confidence in telling. This aspect of trust is crucial. All students should be clearly informed when reporting incidents of bullying that they are not telling or reporting but acting responsibly.
- Ensure that students know who to report to and how to do it, e.g.
 - Go straight to a teacher at an appropriate time, for example after class.
 - Write a note in homework.
 - Make a phone call to the school or a trusted teacher in the school.
 - Anti-Bullying Box
- Make sure witnesses understand the importance of telling what they see or know about the bullying.
- Establish clear protocols for encouraging parent(s)/guardian(s) to notify the school if they feel their child is being bullied.
- Implement an iPad Acceptable Use Policy in the school including the appropriate steps to ensure that the use of technology in the school is closely monitored.

Curriculum implementation

- Full implementation of SPHE and CSPE curricula and RSE programs.
- Wellbeing Programme
- Continuing Professional Development for staff in the delivery of these programmes.
- The school will, in particular, address the additional needs of SEN pupils in implementing programmes and developing skills and strategies that will enable all pupils to respond appropriately.

Links to other policies

- School policies, practices and activities related to bullying are,. Code of Behaviour, Child Protection Policy, iPad Acceptable Use Policy, Attendance and Out of School Activities.

6. The following are the school 's strategies for investigating bullying behaviour, for follow - up work, to record bullying behaviour and the established intervention strategies that the school will use to deal with instances of bullying behaviour

Procedures for Investigating and Handling Bullying

The main aim of investigating and dealing with bullying is to resolve issues and secure the relationship between the parties, as far as possible (without laying the blame on someone);

School procedures must adhere to the following approach.

Every effort will be made to ensure that everyone involved (including students,parents/guardians) understand this approach from the outset.

Reporting Bullying Behavior

- Any student or parent(s)/guardian(s) may report incidents of bullying to any teacher in the school. Parent(s)/guardian(s) are asked to report an incident of bullying to the school as soon as they become aware of it so that the school can fully investigate the incident.
- All reports will be investigated and handled by the relevant teacher.
- Teaching and non-teaching staff, for example secretaries, special needs assistants (SNAs), cleaners, must report any incidents of bullying behaviour they witness to the relevant teacher.

Investigating and Handling Reports of Bullying

- In investigating and handling the bullying, the (relevant) teacher will make his/her own judgment as to whether or not bullying has occurred and how best to resolve the situation.
- Parents / guardians and students are required to co-operate with any inquiries made and to assist the school in resolving any issues that may arise and in securing the relationship between the parties, as far as possible, as soon as possible.
- Teachers should take a calm, non-emotional approach to problem solving.
- Incidents should be handled, as far as possible, outside the classroom to ensure the privacy of all participants.
- When analyzing incidents of bullying behaviour, the relevant teacher should try to answer the questions of what, where, who, and why. This should be done in a calm manner, giving an example of how to deal with conflict without resorting to aggression.
- If a group is involved, each should be interviewed individually first. Afterwards, they should meet as a group. At the meeting with the group, each of them should be asked to give his/her own account of what happened in order to ensure that everyone in the group clearly understands the statements of others;
- All members of the group should be supported in dealing with any pressure they may feel from other members of the group following the interview with the teacher. It is also appropriate to ask those involved to write an account of what happened.
- In cases where the relevant teacher determines that bullying behaviour has occurred, the parent (s)/guardian(s) of the parties should be contacted at an early stage to inform them of the incident and to explain the actions taken. This is to be done with reference to school policy. The school should give parents/guardians an opportunity to discuss ways in which they can support the actions the school is taking and the supports being provided for students;
- Where the relevant teacher determines that the student has engaged in bullying behaviour, he/ she should be clearly informed of the breach of the school 's anti - bullying policy and an attempt should be made to ensure the student sees the situation from the perspective of the student who has been bullied.

All participants (students and teachers/guardians) must be clearly informed that in any case where disciplinary sanctions need to be applied, it is a private matter between the student being sanctioned, his/her parent(s)/ guardian(s) and the school.

Follow-up action

- In deciding whether the bullying case has been dealt with appropriately and adequately the relevant teacher, in making a professional judgment, must take into account the following considerations:
 - Has the bullying behaviour stopped
 - Are issues between the parties resolved, as far as possible
 - Is the relationship between the parties improved, as far as possible
 - Any feedback received from the participating parties, their parent(s)/guardian(s) or the school's Principal or Deputy Principal
- Separate follow-up meetings should be arranged with stakeholders to see if they can be brought together at a later stage if the student who has been bullied is ready and willing. Where parent(s)/guardian(s) are not satisfied that the bullying case has been dealt with by the school in accordance with these procedures, the school's grievance procedure(s) must be communicated to the parent(s)/guardian(s), as appropriate.
- Where the parent(s)/guardian(s) have availed of the school's grievance procedures and are still not satisfied, the school must inform them of their right to complain to the ETB.

Recording Bullying Behavior

It is vital that all incidents of bullying are accounted for in an objective and factual manner.

The school's procedures for reporting and reporting bullying behaviour are as follows:

Informal preliminary declaration that bullying has occurred

- All staff must keep a written record of incidents they witness or are notified of. All incidents must be reported to the relevant teacher.
- While all reports, including anonymous reports, of bullying must be investigated and handled by the relevant teacher, the relevant teacher must keep a written record of the reports, actions taken and any discussions that took place with the participants.
- All incidents being investigated must be reported to the Principal by the relevant teacher.

Confirmation that bullying has occurred

- If the relevant teacher confirms that bullying has occurred, the teacher must keep an appropriate written record that will help him/her resolve the issues and secure, as far as possible, the relationships between the stakeholders.
- The school will have a protocol for storing all accounts kept by the relevant teacher.
- Where the school has decided as part of its anti-bullying policy that, in certain circumstances, the bullying behaviour must be accounted for and reported immediately to the Head of Year / Principal or Deputy Principal as appropriate.
The school will have a list in line with the school's code of conduct of the behaviours that must be accounted for and reported immediately to the Year Head/Principal.

- The accounts are kept in a folder in the office of the Year Head/Principal. They will be accessible to the Deputy principal and class teachers and will be retained for five years.

7. The school's support program for students who have been bullied is as follows

Students who experience bullying will be provided with all in-school support and opportunities to participate in activities designed to increase their self-confidence, develop friendships, social skills and strengthen resilience, e.g.

- The school's pastoral care system – Class Teacher, Year Head, Chaplain
- Counselling will be provided if required
- Work in groups, for example circle time and restorative practice

If students require additional counselling or supports, the school will endeavour to consult with the appropriate agencies to arrange this. This may be for the students who are being bullied or engaging in bullying behaviour.

8. Supervision and Monitoring of Students

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

9. Prevention of Harassment

The Board of Management confirms that, in accordance with its obligations under equality legislation, the school will take all practicable steps to protect pupils and staff from sexual harassment and harassment on any of the nine grounds, such as gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race or being a member of The Travelling Community.

10.

This policy is available to school personnel. It has been published on the school website and to the Parents' Committee (Cairde Cois Life). A copy of this policy will be made available to the Department and BOOACDL on request.

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The Board of Management will review the policy and its implementation once in each school year. Written notice of the review of the school's anti - bullying policy will be provided to school personnel, published on the school website and to the Parents' Committee. A record of the review and its outcome will also be made available to BOOACDL and the Department, upon request.

