Coláiste Pobail Acla

Anti-Bullying Policy

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Introduction

The mission of Coláiste Pobail Acla is to provide an appropriate education for all its students in a stable, secure learning environment. Bullying behaviour undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests.

School-based bullying can be positively and firmly addressed through a range of school-based measures and strategies through which all members of the school community are enabled to act effectively in dealing with this behaviour. While it is recognised that home and societal factors play a substantial role both in the cause and in the prevention of bullying, the role of the school in preventative work is also crucial and should not be underestimated. School-based initiatives can either reinforce positive efforts or help counteract unsuccessful attempts of Parents/Guardians to change unacceptable behaviour. Parents/Guardians and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

In this document, any reference to Parent(s) can be taken to refer also to Guardian(s) where applicable.

Rationale

1. Under the Education (Welfare) Act, 2000 all schools are required to have in place a Code of Behaviour. The Act requires that this code must be prepared in accordance with guidelines issued by the National Educational Welfare Board (NEWB). The NEWB's publication, Developing a Code of Behaviour: Guidelines for Schools was issued to schools in 2008.

2. In accordance with the Education (Welfare) Act, 2000 and the guidelines issued by the NEWB, all schools are required to have an Anti-Bullying Policy within the framework of their overall Code of Behaviour.

3. The DES issued Anti-Bullying Procedures for Primary and Post-Primary Schools 2013 to give direction and guidance to school authorities and school personnel in preventing and tackling school-based bullying behaviour amongst its pupils and in dealing with any negative impact within school of bullying behaviour that occurs elsewhere

4. DES Circular 45/2013 required schools to have anti-bullying procedures in place by the end of the second term of the 2013/2014 school year that are fully compliant with the requirements of the procedures named in No. 3 above.

5. The following also place requirements on schools in relation to bullying:

   - Education Act 1998
   - Safety, Health, Welfare at Work Act 2005
   - Children First: National Guidance for the Protection and Welfare of Children 2011
   - Equality Status Acts
   - Employment Equality Acts 1998 - 2008

Policy Aims

1. To create a positive school culture and climate that is inclusive and welcoming of difference.
2. To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour.
3. To raise awareness amongst the entire school community (including school management, teachers, pupils, Parents/Guardians, volunteers, etc.) that bullying is unacceptable behaviour.
4. To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation.
5. To provide procedures for investigating and dealing with bullying behaviour.
6. To provide procedures for noting and reporting bullying behaviour.
7. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
8. To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour.
9. To facilitate ongoing evaluation of the effectiveness of the school's Anti-Bullying Policy.
10. To make Students, staff and Parents/Guardians aware of cyberbullying and its effects.
11. To enable members of the school community to deal with cyberbullying in school or within the school community.
12. To create a school ethos which encourages students to disclose and discuss incidents of cyberbullying behaviour.
13. To raise awareness of cyberbullying as an unacceptable form of behaviour.
14. To develop procedures for reporting and recording incidents of cyberbullying behaviour.
15. To develop procedures for investigating and dealing with incidents of cyberbullying behaviour.

Scope of the Policy

1. This policy applies, where relevant, to the following members of the school community:

   - Students
   - All school staff
   - Parents/Guardians
   - Board of Management members

2. The measures apply to all aspects of school life including in school, in the grounds of the school, activities away from the school, and on the journey to and from school.

3. The policy embraces, as appropriate, those members of the wider community who come directly in daily contact with school pupils e.g. school bus drivers, local shopkeepers, etc. could be encouraged to play a positive role in assisting the school to counter bullying behaviour by reporting such behaviour to Parents/Guardians and/or to the school as appropriate.

4. In certain cases, it may be necessary for the school to seek the assistance of other local persons and formal agencies such as NEPS, HSE social workers, community workers, Gardaí, etc.

5. While schools will not permit students to harass other students, this prohibition also applies to staff or anyone who visits the school including Parents/Guardians, visiting sports teams, etc.

Section 1 - Background

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 Pobail Acla 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.

Section 2 – General Principles

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

- A positive school culture and climate which:
    - o is welcoming of difference and diversity and is based on inclusivity.
    - o encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
    - o 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:
    - o build empathy, respect and resilience in pupils.
    - o explicitly address the issues of cyber-bullying and identity-based bullying including, 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).

- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

Section 3 – Definition of Bullying

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

- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

Appendix 1 gives additional information on several types of bullying.

Appendix 2 outlines the impact and indicators of bullying behaviour.

Appendix 3 details characteristics associated with bullying.

Section 4 – Reporting / Investigating Bullying

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

- A pupil or Parent/Guardian may bring a bullying concern to any teacher in the school.

- Individual teachers receiving concerns must report them to the Principal or Deputy Principal.

- Once the concern is reported to the Principal or Deputy Principal, a relevant teacher will be assigned, in consultation with the Principal, to investigate the situation.

A relevant teacher may be:

- Class Teacher

- Class Tutor

- Any member of the staff with whom the student feels comfortable

- The Chaplain

- The Guidance Counsellor

- Any member of the Pastoral Care Team

- The Principal or Deputy Principal

The assigned relevant teacher will liaise with the Principal or Deputy Principal in investigating and dealing with the situation.

A parent/guardian or student can reporting a bullying incident by using one, or any, of the following approaches:

- Directly approaching a teacher, immediately or at an appropriate time. E.g. after class, break/lunch time.

- Handing up a note with homework or at any appropriate time.

- Speaking with a member of the Pastoral Care Team.

- Getting a Parent/Guardian to contact the school by ringing/emailing the Class Tutor/Care Team member.

- Reporting concerns in the short bullying questionnaire administered to all students.

- Emailing the dedicated email address for reporting bullying: reportbullying@cpacla.ie A link to this email address will be available on the homepage of our school website from September 2021 and will also be distributed to parents/guardians in documentation annually.

The role and responsibilities of the relevant teacher are detailed in Section 6.

All reports of bullying behaviour **must** be brought to the attention of the Principal/Deputy Principal.

Section 5 – Anti-Bullying Culture

5.1. Strategies

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

Classroom Teachers: The school acknowledges the consistent findings of national and international research that classroom teachers are the best placed professionals to work sensitively and consistently with students and that they have a powerful impact on influencing students' attitudes, values, and behaviour. All teachers have a role to play in the promotion of a positive self-concept in students.

Teaching Methodologies: where appropriate, teachers use seating plans and teaching methodologies that can help to increase levels of acceptance and respect for others (eg. Cooperative learning, group work, peer teaching, team teaching).

Subject Areas: 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. See Appendix 4 for ways in which the curriculum content in Coláiste Pobail Acla promotes a positive culture in this regard.

External Resources: the school uses a variety of external resources, both as one-off visits, and as part of extended activities/programmes. DES Circular23/2010 sets out guidance for the use of external resources in the context of the SPHE and RSE programmes. (See Appendix 5)

Co-curricular and Extra-Curricular Activities: co-operation and group enterprise can be promoted through team sports, school clubs and societies and the wide range of co – curricular and extra-curricular activities students have an opportunity to engage in. Such activities also assist in building confidence and in respecting the variety of different talents and skills students bring to an activity. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

Definition of Bullying: The Policy definition of Bullying is included in the Student Journal, and Parents/Guardians are also made aware of it through communications from the School.

Teaching Policy: The Anti-Bullying Policy is referenced when teaching about Bullying. This is an opportunity for educating students on the school's Anti-Bullying Procedures, and for facilitating input from students where appropriate.

Student Assembly: These can be used as an opportunity for students to be addressed on the topic of Bullying.

The School Library: Coláiste Pobail Acla is a reading school with a strong reading culture. The School Library has a wide range of both fiction and non-fiction materials on the topics of bullying and related issues and provides and promotes the reading of such materials throughout the school year. As reading assists in developing empathy, and prompts reflection on themes in reading materials, the Library plays a role in education here.

Staff Meetings: used as an opportunity for staff to be updated on the topic, and reminded of concerns and issues, etc.

Bullying Awareness Week: annual event on the school's calendar, held first term. Week's programme includes tutor group focus on bullying, subject class activities (in particular in SPHE) related to the theme, and a detailed whole-school Bullying Survey undertaken during the week with all tutor groups given timetabled time to discuss and give feedback on the survey findings. Activities to highlight all types of Bullying, including cyberbullying and identity-based bullying.

CPD for Staff

- Staff are released from timetabled duties when and where possible to attend CPD during the school day away from the school.

- Staff are encouraged to attend related CPD in out of school time.

Anti-Bullying Websites: antibullyingcentre.ie and www.tacklebullying.ie. These websites will be used by the school as an ongoing education resource.

Partnership with Parents/Guardians: the school recognizes the role of Parents/Guardians in equipping their children with a range of life skills including those specifically relevant in relation to bullying. The school also consults with Parents/Guardians on the development of related policy. The role of Parents/Guardians in all aspects of this matter is detailed in this Policy, and the requirements on Parents/Guardians at different stages of the procedure detailed herein are made known to Parents/Guardians by making the Policy available to Parents/Guardians to view on request and also a copy is forwarded to the Parents Council.

Open Night/Enrolment for Incoming First Years: the topic is included in the Principal's address to Parents/Guardians of incoming 1st years.

School Awards Programme: recognizes exemplary behaviour, individual skills and talents, and responsible behaviour.

Information Evenings for Parents/Guardians: events are organised by the HSCL Coordinator/ School Support Staff to inform Parents/Guardians of the issues involved.

Cyberbullying & Identity-Based Bullying: education strategies for these are integrated into all of the above. In addition, LGBT posters/stickers are displayed, and guest speakers on these types of bullying visit different class groups.

5.2. Education Strategies in the ASC Unit

In implementing the strategies detailed above, the following is taken into consideration:

- Students attending the ASC Unit may be particularly vulnerable.

- Acceptance of diversity and respect for diversity are embedded in the ethos of the ASC Unit.

- The Life Skills modules delivered in the ASC Unit include education about bullying and related issues.

- Students attending the ASC Unit participate in the school activities detailed above.

- The individual students and their special learning needs are considered when developing and implementing appropriate education strategies.

- All Modules and school activities delivered in the ASC Unit are done according to the students' level of ability and comprehension.

5.3. Prevention Strategies

School Ethos in Action: it is part of the school ethos and the spirit of the school that all students are encouraged to look out for one another.

Staff Awareness, Duty of Care, & Code of Professionalism: both as caring, responsible adults, and as professionals, the school staff is very aware of the issues and concerns around bullying, and engage, both formally and informally, in identifying students who may be particularly vulnerable and in raising staff awareness of these. The Code of Professional Conduct for Teachers   published by the Teaching Council (www.teachingcouncil.ie)   makes explicit the values and standards expected of teachers in their daily work with students.

Code of Behaviour: the school's Code of Behaviour is central to the development of a positive school culture and climate, in particular in the way it:

- Acknowledges the right of each member of the school community to enjoy school in a secure environment.

- Promotes habits of self – respect, self – discipline, and responsibility among all its members.

- Prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.

- Promotes habits of mutual respect and courtesy.

Effective classroom discipline: this is an essential component to a whole school approach to bullying prevention.

Supervision and Substitution: the school's S&S scheme is a major prevention strategy in that it aims to provide, in so far as is possible, the supervision necessary to prevent opportunities for bullying

Pastoral Care Team: the school's Pastoral Care Team meets weekly during the school year and is active in addressing bullying concerns in the school and in engaging in a variety of actions to prevent bullying.

HSCL Coordinator: The promotion of relevant home/school/community links is important regarding countering bullying behaviour and the work of the HSCL is a normal part of the school's effective operation.

School Support Services: a range of school support services are in place (Chaplain, Career Guidance Counsellor, external counsellor, school completion officer) part of whose role is to engage with concerns and issues around bullying.

Big Brother, Big Sister: a peer support Programme involving 1st years. and TYs.

Brief Bullying Questionnaire: undertaken 3 – 4 times a year, distributed to all students. Main aim, to provide students with an opportunity to report personal experience of bullying or concerns about bullying; aim also to send a clear message to students and the school community that the matter of Bullying is taken very seriously by the school.

AUP: strategies for the prevention of cyberbullying are detailed in the school's Internet Acceptable Use Policy.

Transition Programme – One Book, One Read: this transition programme is a shared reading programme, coordinated and facilitated by the Literacy Team working with our feeder schools, that

provides links and experiences for 6th class primary school students enrolling in Coláiste Pobail Acla.

Coláiste Pobail Acla aims to develop a positive school culture. See Appendix 6: Key Elements of a Positive School Culture and Climate.

Section 6 - Procedures

6.1. Procedures for Investigating & Dealing with Bullying Behaviour

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

1. The primary aim for the relevant teacher 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).

2. 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.

3. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

4. Non-teaching staff such as secretaries, special needs assistants, bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

5. Parents/Guardians and pupils 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.

6. It is very important that all involved (including each set of pupils and Parents/Guardians) understand the above approach from the outset.

7. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or Parents/Guardians.

8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.

9. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

10. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. See Appendix 7 for the Template used by the

School for recording information gathered in this manner. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

11. If a group is involved, each member should be interviewed individually. If deemed necessary or appropriate by the relevant teacher all those involved may be met as a group.

12. In the case of (11) above, each member of a group should be supported through the possible pressures that may face them from other members of the group after interview by the teacher.

13. Those involved may be asked to write down their account of the incident(s).

14. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the Parents/Guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give Parents/Guardians an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their students.

15. Where the relevant teacher has determined that a student has been engaged 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 to get him/her to see the situation from the perspective of the individual being bullied.

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

17. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a restorative effect.

18. 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 must be recorded by the relevant teacher in the recording template at Appendix 8.

19. 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:

    o Whether the bullying behaviour has ceased.

    o Whether any issues between the parties have been resolved as far as is practicable.

    o Whether the relationships between the parties have been restored as far as is practicable.

    o Any feedback received from the parties involved, their Parents/Guardians or the school Principal or Deputy Principal.

20. Complaints Procedures:

a) Where a Parent/Guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the Parents/Guardians must be referred, as appropriate, to the school's formal complaints procedures.

Contact: MAYO, SLIGO AND LEITRIM ETB, Administrative Offices, Newtown, Castlebar, Co. Mayo. Tel: 094 9024188
E-mail: infomayo@msletb.ie

b) In the event that a Parent/Guardian has exhausted the school's complaints procedures and is still not satisfied, the school must advise the Parent/Guardian of their right to make a complaint to the Ombudsman for Children.

Contact: Ombudsman for Children's Office, Millennium House, 52-56

Great Strand Street, Dublin 1 Ireland. Phone: 01 865 6800.

Email: oco@oco.ie

c) The Equality Tribunal may also investigate complaints under one of the nine grounds covered by the Equal Status Act (www.equalitytribunal.ie).

6.2. Procedures for Recording Bullying Behaviour

The school's procedures for the formal noting and reporting of bullying behaviour are documented below:
   (i) All records must be maintained in accordance with relevant data protection legislation.
   (ii) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
   (iii) If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records (See Appendix 7) which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

   (iv) The relevant teacher must use the recording template at Appendix 8 to record the bullying behaviour in the following circumstance:
      o 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.
   (v) In the circumstances at (iv), the recording template at Appendix 8 must be completed in full and placed by the teacher in question in a designated cabinet and a copy provided to the Principal or Deputy Principal as applicable.

(vi) It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 8 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

6.3. Interventions

Given the complexity of bullying behaviour it is generally acknowledged that no one intervention works in all situations. Depending on individual cases of bullying, the school may use any one or a combination of the following approaches and intervention strategies:

- Traditional disciplinary approach.
- Strengthening the student being bullied: a member of staff or the School Support Services (e.g. tutor, chaplain, Guidance Counsellor, external Support Services, etc.) works with the student to develop and strengthen verbal skills that will help him/her stand up to the bully.
- Mediation: when both parties involved agree to come together to resolve the matter, a teacher or professionally trained internal or external mediator works with the parties involved to mediate the process.
- Restorative practices: require that the wrongdoer acknowledges the harm he/she has caused, and then acts restoratively.
- Individual programmes of counselling (provided by either internal or external services).
- Targeted intervention behaviour support.
- Referral to external support services (e.g. Mental Health Agencies, Suicide Prevention Services, Rape Crisis Services, HSE Support Services etc.) See Appendix 9.

Programmes of intervention developed for individual students may be with Parental/Guardian involvement.

6.4. Bullying as Part of a Continuum of Behaviour
Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases, behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately:

- This policy links with the school's overall Code of Behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate.

- In cases where the school has serious concerns in relation to managing the behaviour of a student, the advice of the National Education Psychological Service will be sought.

6.5. Referral of Serious Cases

(i) Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where 'the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan'.

(ii) Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

(iii) The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services.

Section 7 – Support Structures

7.1. Supports for Students Affected by Bullying

The school's programme of support for students who have been bullied includes, but is not limited to the following:

- Counselling.

- Opportunities to participate in activities designed to raise their self-esteem.

- Opportunities to develop their friendship and social skills (thereby building resilience).

- Tutor support.

- Peer support is encouraged.

7.2. Supports for Students Involved in Bullying Behaviour

The school's programme of support for students who have been involved in bullying behaviour includes but is not limited to the following:

- Assistance on an ongoing basis.

- Opportunities to increase feelings of self-worth, including teaching methodologies that assist this.

- Counselling to help learn other ways of meeting the needs of the student without violating the rights of others.

- Behavioural management strategies.

7.3. Supports for Students that Observe Bullying Behaviour

- Encouragement and support to discuss this with teachers e.g. tutor, chaplain, or any member of staff they feel comfortable talking with about these issues.

- Encouragement to discuss this with their Parents/Guardians.

7.4. Supports for Staff

Opportunities (part of which is the consultation phase of the development of the policy) for staff members to familiarise themselves with the school's Anti-Bullying Policy to enable them to effectively and consistently apply it. These opportunities could include the following:

- Bullying procedures are discussed as part of some staff meeting agendas.

- In-school CPD/information sessions on policy content.

- Clarity about roles for staff members who have specific duties in relation to this policy.

- Access to and information on the school's Anti-Bullying Policy, Code of Behaviour, and other relevant policies for temporary and substitute staff.

- Clarity for all staff as to how policy content and other related documents can be accessed.

- Information made available to staff on supports for schools in their efforts to prevent and manage bullying - See Appendix 9.

- The Employee Assistance Service provides counselling services free of charge to teachers on work related issues.

Section 8 – Preventative Measures

8.1. Supervision and Monitoring of Pupils

The Board of Management confirms that the following 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:

- Supervision and Monitoring measures are in place through the school's Supervision and Substitution Scheme.

- Staff and students have been involved in identifying 'hot spots' and 'hot times', and staff are made aware of these and kept up to date on any changes to these.

- All students are seen as a resource to assist in countering bullying.

- The Student Council has a role to play in this regard.

- Non-teaching staff contribute to and are part of the process.

- Strategies and measures are in place to involve all Parents/Guardians.

8.2. Ongoing Evaluation of the Effectiveness of the Anti-Bullying Policy

(i) The Policy will be formally reviewed every three years.

(ii) Examination, as issues arise, of the prevention and intervention strategies in place will be undertaken by the following:

- o   The Pastoral Care Team

- o   The Class Tutors

- o   A Discipline Committee

- o   School Support Services

- o   As part of staff meeting agendas.

- o   According as new/updated Guidelines/Circulars are issues by the DES/ Authorities.

(iii)   The regular student Questionnaire in place can, if properly conducted, provide important information about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.

(iv)   It is recommended that the implementation and effectiveness of the anti-bullying policy be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

8.3. 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 harassment of students 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.

Section 9 – Anti-Cyber Bullying

9.1. Overview

Cyberbullying can be very damaging to individuals, and disruptive to school life. Though modern technology brings incredible opportunities for educators as well as young people, it is crucial that everyone knows how to use this technology responsibly and that policies are in place to support and encourage responsible use.
This section is aimed at combating cyberbullying.

While this section addresses issues related to the cyberbullying of students (i.e. situations in which one or more students are the victim(s) of bullying), it also applies to teachers and other school staff, Parents/Guardians, and others insofar as measures under the policy relate to them.

This policy applies to activities and events that take place:
- During school time (including break times)

- Going to and from school
- On school tours/trips
- During extra-curricular activities

Coláiste Pobail Acla reserves the right to take action against bullying perpetrated outside the school which spills over into the school. Coláiste Pobail Acla is committed, to the extent permissible by available resources, to helping members of the school community to enhance their learning experiences through the use of modern technology. The school acknowledges that Information and Communication Technologies can play an important role in supporting learning, but also that they can be misused and can present risks.

The School aims to equip members of the school community with the skills and knowledge needed to use these technologies in a safe and responsible manner and to assisting those that encounter difficulties.

Coláiste Pobail Acla aims to create a caring environment where those in the school community can work and learn without fear of being bullied. Coláiste Pobail Acla aims to educate and inform its students as to how to use ICT responsibly and about the serious consequences of cyberbullying and will continue to inform and educate its students in these fast-changing areas.

9.2. Definition of Cyber-Bullying

Cyberbullying is aggression conducted by an individual or a group against others - such aggressive behaviour being committed via electronic means or via exclusion from electronic communities or interactions.

Cyberbullying includes (but is not limited to) the communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. Cyberbullying includes the use of mobile phones and the internet with the objective of upsetting someone. It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

9.3. Types of Behaviour Involved

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber-bullying. The means of cyber-bullying are constantly changing and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

Hate sites
• Building websites that are dedicated to making fun out of someone.
• Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.

Abusive messages
• Transmitting abusive and/or threatening messages.

Chat rooms and discussion forums
• Posting cruel and/or or abusive comments about someone.

Mobile phone
• Sending humiliating and abusive video, photographic or text images/messages.
• Making silent or abusive phone calls.
• Sending abusive text messages.

Interactive gaming
• Locking victims out of games.
• Spreading false rumours about someone.
• Hacking into someone's account.

Sending viruses
• Sending hacking programs to another person.
• Unauthorised interference with a computer device.

Abusing personal information
• Transmitting personal photos, videos or emails.

Blogs
• Posting blogs where others could see them without the owner of the blog's permission.

9.4. Prevention and Response
The school informs students about cyberbullying and also takes available steps to counter and respond to it.
The following measures represent the core of the School's anti cyber-bullying activities:
• A positive school culture and climate
• School-wide approach
• Effective leadership
• A shared understanding of what bullying is and its impact
• Anti-bullying policies
• Consistent recording of reported bullying behaviour
• Education and training
• Prevention strategies including awareness raising
• Intervention strategies

Section 10 – Sanctions

Where possible, restorative justice is used when dealing with an incident of bullying. If necessary, sanctions for bullying behaviour may be applied in accordance with Section 7 and Section 8 of Coláiste Pobail Acla's Code of Behaviour.

Links with other School Policies

• Code of Behaviour

• School Procedures for Children First (Child Protection Procedures)

• Pastoral Care Policy

• Guidance Policy

• SPHE/RSE Policy

- ICT Acceptable Use Policy

- Awards Programme

- Professional Code of Conduct for Teachers

- Mobile Phone Policy

Declaration

This Coláiste Pobail Acla Policy was formed following consultation with all staff, members of the Board of Management, Parents/Guardians and the Student Council. It is recommended that this policy be reviewed every three years or whenever it is deemed necessary by School Management. It was adopted by the Board of Management of Coláiste Pobail Acla on:

Signed: _____   Date:_____

     Mr. Pat Kilbane

     Chairperson of the Board of Management

Signed: _____   Date:_____

     Mr. Paul Fahy

     Board Secretary & School Principal (Acting)

Appendices

Appendix 1: Definition and Types of Bullying

Definition of Bullying

In the context of these procedures, 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 this non-exhaustive definition:

1. deliberate exclusion, malicious gossip and other forms of relational bullying

2. cyber-bullying

3. 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.

In addition, in the context of these procedures 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.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation.

Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Types of 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, 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.

Note: This list is not exhaustive.

Appendix 2: Impact and Indicators of Bullying Behaviour

Impacts of Bullying Behaviour

1. 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.

2. 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.

3. 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.

Indicators of Bullying Behaviour

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

1. Anxiety about travelling to and from school e.g. requesting Parents/Guardians to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school.

2. Unwillingness to go to school, refusal to attend, truancy, etc.

3. Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.

4. Pattern of physical illnesses e.g. headaches, stomach aches.

5. 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.

6. Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.

7. Spontaneous out-of-character comments about either pupils or teachers.

8. Possessions missing or damaged.

9. Increased requests for money or stealing money

10. Unexplained bruising or cuts or damaged clothing

11. Reluctance and/or refusal to say what is troubling him/her.

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.

Appendix 3: Characteristics Associated with Bullying

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

The Student who Engages in Bullying Behaviour

1. A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. "Prejudice-based" or "identity- based" bullying can be a significant factor in bullying behaviour.

2. Students who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.

3. Students who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person's feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.

4. However, it must also be recognised that students who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.

5. It is not uncommon to find that students who engage in bullying behaviour may also have been bullied themselves.

 The Student who is Bullied

1. Any student through no fault of their own may be a target of bullying. It is common in the course of normal interaction for students to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As students can be particularly quick to notice differences in others, students who are perceived as different in some way can be more prone to encounter such behaviour. However, the students who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the student's continuing response to the verbal, physical or psychological aggression.

2. Students who are bullied often experience difficulties in speaking up about bullying. The difficulties include:

(i) Fear of reprisals

(ii) Concerns about being perceived as a "tell-tale'' for reporting bullying

(iii) Concerns about "getting into trouble" with the principal or teacher for reporting   bullying

(iv) Not having evidence to back up a bullying allegation

(v) Not knowing how the matter will be dealt with by the school

(vi) Not feeling fully confident of being believed

More Vulnerable Students

1. While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender pupils and those perceived to be LGBT and pupils of minority religious faiths.

2. There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability.

3. Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour.

Where Does Bullying Happen?

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying.

1. Cyber-bullying: Access to technology means that cyber-bullying can happen around the clock and the pupil's home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.

2. Areas of unstructured activity: Bullying in schools frequently takes place in the playground/schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground/schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. The playground/schoolyard provides the opportunity for older students to pick on younger students. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he/she finally gives vent to his/her frustration.

Toilets, corridors, cloakrooms, locker areas, changing rooms, showers, the gym and assembly hall may be the scene of verbal, psychological and physical bullying. The behaviour of pupils in those areas needs careful monitoring.

3. Bullying in the classroom: Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby students are allowed to make derogatory comments about their classmates or other teachers. However, teachers need to be alert to the underlying reasons for such comments in case students are trying to disclose something which is disturbing them and thus needs further investigation. Bullying may also occur between class periods irrespective of whether the class or the teacher moves.

4. Coming to and from school: The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying. Bullying can also take place at the bus-stop or on the journey to and from school whether the individuals are walking, cycling or on school buses.

Appendix 4: Opportunities for Education in the Curriculum Content of the School

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.

SPHE: timetabled for all classes, at all levels - the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship and personal.

RSE: 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.

English and Irish: there is a wide range of literature available which could be used to stimulate discussion.

CSPE: stresses the interdependence of people in communities at local, national and international levels.

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

Wellbeing Programme: *(part of new Junior Cycle)*: this will complement the Pastoral Care supports already in the school.

The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education.

Appendix 5: DES Circular 23/2010

To Chairpersons of Boards of Management and Principals of all Post-Primary Schools

Social, Personal and Health Education (SPHE) & Relationships and Sexuality Education (RSE)
Best Practice Guidelines for Post-Primary Schools

INTRODUCTION

The Department of Education and Science wishes to advise management authorities of the necessity to adhere to best practice guidelines in the mandatory implementation of SPHE/RSE in the junior cycle and RSE in the senior cycle.

National and international research has consistently shown that the qualified classroom teacher is the best placed professional to work sensitively and consistently with students and that s/he can have a powerful impact on influencing students' attitudes, values and behaviour in all aspects of health education.

The SPHE/RSE programme should have a substantial skills development element and should not merely be information based. Such skills are developed over time and founded on an ongoing relationship based on trust, understanding and mutual respect.

Young people flourish in an environment where there is a whole-school approach to the holistic growth of students and where there is a shared belief in their potential for development, learning and wellbeing.

RESPONSIBILITY OF SCHOOLS

The Education Act (1998) states that:

 A recognised school shall promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their Parents/Guardians, having regard to the characteristic spirit of the school.

School management, principals and teachers have a duty to provide the best quality and most appropriate social, personal and health education for their students. They also have a duty to protect students in their care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes.

VISITORS TO POST-PRIMARY SCHOOLS: GUIDELINES

If schools wish to enhance or supplement SPHE/RSE by inviting visitors to the classroom precise criteria must apply. Outside facilitators who contribute to the SPHE/RSE programme can play a valuable role in supplementing, complementing and supporting a planned, comprehensive and established SPHE/RSE programme. Any such visitor or visiting group should adhere to the guidelines of good practice as set out in the SPHE Handbook Section 7 and which are condensed herewith:

• Visitors to the classroom or school, particularly those engaging directly with students, should be aware of relevant school policies including the school's child protection policy, RSE policy and substance misuse policy. Any such visit must be carefully planned in advance in line with the relevant whole-school SPHE/RSE programme(s) and policies.

• Talks/programmes delivered by outside agencies or speakers must be consistent with and complementary to the school's ethos and SPHE/RSE programme. Visits should be planned, researched and implemented in partnership with school personnel.

• Relevant teachers need to liaise with and be involved with all visitors and external agencies working with the school and the whole staff needs to be made aware of same.

• It is strongly recommended that Parents/Guardians should be consulted and made aware of any such visiting people or agencies to classrooms / schools.

• The school's SPHE/RSE coordinator may also help in the process of whole-school planning and coordination to support the effective implementation of SPHE/RSE.

• It is of the utmost importance that classroom teachers remain in the classroom with the students and retain a central role in delivery of the core subject matter of the SPHE/RSE programme. The presence of the classroom teacher should ensure that the school follows appropriate procedures for dealing with any issue(s) that may arise as a result of the external input(s).

• All programmes and events delivered by visitors and external agencies must use appropriate, evidence- based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with the young people for whom the programmes are designed.

• All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.

PLEASE NOTE - Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE. In light of this, schools are advised to avoid the following approaches:

Scare tactics - Information that induces fear, and exaggerates negative consequences, is inappropriate and counterproductive.

Sensationalist interventions - Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk taking.

Testimonials - Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes/heroines of individuals who give testimony.

Information only interventions - Programmes which are based on information alone are very limited in the learning outcomes they can achieve and can in fact be counter-productive in influencing values, attitudes and behaviour.

Information that is not age appropriate - Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes and behaviour.

Once off/short term interventions - Short-term interventions, whether planned or in reaction to a crisis, are ineffective.

Normalising young people's risky behaviour - Giving the impression to young people, directly or indirectly, that all their peers will engage/are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.

Didactic approach - Didactic approaches which are solely directive in nature are ineffective in the successful implementation of   SPHE/RSE.

FURTHER INFORMATION

Information, advice and support is available from the SPHE Support Service which is a partnership between the Department of Education and Science, the Department of Health and Children, and the Health Service Executive, in association with Marino Institute of Education.

SPHE Support Service   Tel: (01) 805-7718 (Post-Primary) Fax: (01) 853-5113 Marino Institute of Education   Email: sphe@mie.ie Griffith Avenue   Website: www.sphe.ie Dublin 9.

Please bring this circular to the attention of teachers and members of the school board of management.   This circular may also be accessed at www.education.ie under Education Personnel/Circulars.

Alan Wall

Principal Officer Teacher Education Section, March 2010

Appendix 6: Key Elements of a Positive School Culture & Climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.

- The school acknowledges the uniqueness of each individual and his/her worth as a human being.

- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.

- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.

- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.

- The school has the capacity to change in response to pupils' needs.

- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.

- The school takes particular care of 'at risk' pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.

- The school recognises the need to work in partnership with and keep Parents/Guardians informed on procedures to improve relationships on a school-wide basis.

- The school recognises the role of Parents/Guardians in equipping the pupil with a range of life- skills.

- The school recognises the role of other community agencies in preventing and dealing with bullying.

- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.

- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.

- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 7: Template used by the Relevant Teacher for Gathering Information on Reported Bullying Behaviour

<u>Bullying/Cyberbullying Form/Checklist</u>

1. Reporting Details

Name of Person reporting the incident	
Name of Staff member recording incident	
Anonymous Report?	
Date of report	

2. Type of Bullying Incident (please tick all that apply; this list is not exhaustive)

Via mobile or hand-held device	Involves Internet
Face to Face	Involves IM
Involves chatrooms	Involves SMS
Messenger	Friendship feud
Ridicule/humiliation	Demanding money/valuables
Persistent teasing/sarcastic remarks	Involves photographs or videos
Name calling	Coercion
Threats	Encouraging others to join in
Spreading rumours	Provocative/sexist taunts
Unpleasant/hurtful email/texts/web posts combined	Linked to bullying in school
Plans to isolate someone	
Other	

Racist*	Cyberbullying
Homophobic	Due to disability
Sexual	

*If racist report to local authority/The Gardaí /BOM or MSLETB – as appropriate

3. Persons Involved in Incident

Name of alleged victim/target	
Class	Year
Age	

Name of alleged Perpetrator (s)	
1.	
2.	
3.	
Class	Year
Age (s)	

4. Incident Details

Date(s) of incident	
Day	
Month	
Year	
Approximate Times	
Before school	
Morning	
Afternoon	
After school	
Weekend	

Is this a one-off incident/event?	
How long has this been going on?	
Has any intervention been tried?	
If Cyberbullying, has this abuse been reported to the service provider or website administrator?	
Is there evidence available e.g. screenshots, printouts?	
Do the Gardaí need to be informed?	
Does a device need to be confiscated or a computer isolated as evidence?	
Does material need to be taken down from social media website?	
Have Parents/Guardians of both students been alerted?	
Who has taken responsibility for the above steps?	

6. Follow Up

Has the bullying stopped?	
Does the target/victim feel safe?	
Is further action required?	
Have those involved changed their behaviours/acknowledged the harm caused?	
Has the case contributed to the learning of the class/year/group in some way?	
Have passwords been changed, privacy settings checked, and friends list cleaned?	

Any further note such as the impact of this incident or recommendations:

Signed: ....

Date: ....

 Position: ....

Appendix 8: Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

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

_____

_____

_____

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

Pupil concerned	
Another Pupil	
Parent/Guardian	
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

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* **Note:** The categories listed in the tables 3, 4 & 6 are suggested, and may be amended if necessary.

Appendix 9: Existing Supports for Schools in their Efforts to Prevent and Manage Bullying (from: Action Plan on Bullying 2013)

A range of services can provide support to schools in their efforts to prevent and manage bullying.

<u>Available Nationally</u>

While access to services may vary from region to region, the services and supports identified are currently available to most schools.

- Services under the aegis of the Department of Education and Skills: The Professional Development Service for Teachers - www.pdst.ie The PDST provides continuing professional development for teachers to improve the quality of teaching and learning in schools. Support is provided across a range of areas, both at primary and post-primary levels. Agreed priorities inform annual programmes of work. PDST now incorporates support for the Stay Safe Programme and Webwise – www.webwise.ie.

- The Social, Personal and Health Education Support Service - www.sphe.ie The SPHE Support Service provides support for post-primary schools with all aspects of the implementation of SPHE and RSE in a whole school context. This includes provision for: whole-staff seminars on, for example, bullying prevention and intervention; in-school meetings on, for example policy review and development; school-based anti-bullying support to include, for example, administration of a student survey and provision of a Parent/Guardian Evening. In addition, the SPHE Support Service offers Continuing Professional Development for Teachers of SPHE, on a wide range of topics including, for example: sexual orientation and homophobia; mental health; and strategies for resolving bullying issues.

- National Education Centres – www.ateci.ie Education centres support the in-service needs of local teachers, support locally identified needs and provide a range of activities for the educational community at primary and post-primary level. There are 21 full time and 9-part time centres nationwide, supported principally by the Department of Education and Skills.

- The National Induction Programme for Teachers – www.teacherinduction.ie The NIPT aims to support the induction of newly qualified teachers into the teaching profession in primary and post-primary schools over the course of their first year. Professional development for NQTs is provided in areas such as, for example, Child Protection and Behaviour Management.

- Special Education Support Service - www.sess.ie. SESS coordinates, develops and delivers a flexible range of professional development initiatives for primary and post-primary school personnel working with young people with special educational needs.

- National Educational Psychological Service - www.education.ie. NEPS is identified as a potential support to both primary and post-primary schools in the management of bullying in light of the support that the service can provide in relation to: dealing with social, emotional and learning needs; managing critical incidents; and liaising with social services, CAMHS,

relevant HSE and voluntary services, other professionals, and services and agencies of the Department of Education and Skills.

- The National Centre for Guidance in Education - www.ncge.ie The NCGE plays a key role in supporting, developing and disseminating good practice in guidance for all areas of education at post-primary level. In recent times, for example, the NCGE, in conjunction with the Gay and Lesbian Equality Network, provided schools with a publication entitled "Supporting LGBT Students: The Role of the Guidance Counsellor".

- National Behaviour Support Service - www.nbss.ie The NBSS provides a whole-school consultative service to self-selected post-primary schools. Continuing professional development is provided for staff on: the development of structures; targeted intervention behaviour support; and intensive individualised and/or small group support for students.

- The National Council for Special Education - www.ncse.ie The NCSE has statutory responsibility for the provision of a service to young people with special educational needs through a network of special educational needs organisers. SENOs provide advice and support to primary and post-primary schools.

- Existing guidelines: The DES, often in collaboration with other bodies, provides a range of guidelines to advise and guide schools in relation to countering bullying. This includes, for example: Planning the School Guidance Programme; Guidelines for Second-level Schools on Embedding Equality in School Development Planning; and Schools and the Equal Status Act. These are available to download on the Department's website www.education.ie

Other relevant supports and programmes:

- Child and Family Agency TUSLA www.tusla.ie

- Children's Services' Committees

- Child and Family Support Agency

- Health Promotion Officers

- HSE Resource Officers for Suicide Prevention

- HSE Schools' Liaison Person

- Garda Primary and Post Primary School programmes

Available Locally

- Local GP Services

  Pollagh Surgery - 098 43105

  Achill Sound Surgery - 098 45231

Mulranny Surgery – 098 36134

- Garda Station, Achill Sound – 098 45108

- Family Life Centre, Castlebar – 094 9025900

- Rainbows Programme (Family Life Centre) 01 4734175

- Samaritans, Galway - 091 561222

- Big Brother, Big Sister, Castlebar – 086 3835859

- BodyWhys - 1890 200 444

- Mayo Youth Health Initiative 094 906 7001

- School Completion Services – 087 3286276

- Mayo Women's Support Services, Outreach Service – 094 9025409

- Rape Crisis Centre (24 hr. helpline) – 1 800 778 888

- Aware – 1890 303 302

- Pieta House 093 25586

- Hope Project, Belmullet. 0949025900

Appendix 10 – Abbreviations and Acronyms

Below is a list of abbreviations and acronyms used in this policy.

ASC	Autistic Spectrum Condition
AUP	Acceptable Use Policy
BOM	Board of Management
CAMHS	Child and Adolescent Mental Health Services
CPD	Continuing Professional Development
CSPE	Civic, Social and Political Education
DES	Department of Education and Science
HSE	Health Service Executive
ICT	Information and Communication Technology
LGBT	Lesbian, Gay, Bisexual, Transgender
NBSS	National Behaviour Support Service
NCGE	National Centre for Guidance in Education
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
NEWB	National Education and Welfare Board
NQT	Newly Qualified Teacher
PDST	Professional Development Service for Teachers
RSE	Relationships and Sexuality Education
S&S	Supervision and Substitution
SENO	Special Educational Needs Officer
SESS	Special Education Support Service
SMS	Short Message Service
SNA	Special Needs Assistant
SPHE	Social, Personal and Health Education
TUSLA	Child and Family Agency
TY	Transition Year