



Coláiste Muire

ANTI-BULLYING POLICY

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1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of **Colaiste Muire** school 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. This policy should be read in conjunction with Cyber Bullying Policy (see appendix).
 2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - * A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
 - * Effective leadership;
 - * A school-wide approach;
 - * A shared understanding of what bullying is and its impact;
 - * Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
 - * Effective supervision and monitoring of pupils
 - * Supports for staff

- * Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - * On-going evaluation of the effectiveness of the anti-bullying policy.
3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

Repetition is not only linked to the number of times that incidents of bullying and cyberbullying occur, but it also relates to the effect on the target who may fear that a once-off event might be repeated or reshared online.

Not all perpetrators of bullying act intentionally. Students involved in bullying may do it as a result of group dynamics rather than because they want to harm the student who is targeted.

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

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:
- any student or parent may bring a concern in relation to bullying to the attention of the school authorities. This can be done by completing a Bullying Report Form (attached) prior to meeting with the school authorities or by completing it with the help of the school authorities.
 - Every teacher and member of staff in the Colaiste Muire has a responsibility to intervene in any untoward behaviour between students.
 - Every teacher and member of staff in Colaiste Muire has a responsibility to report incidents of bullying witnessed by them on the relevant form to the Class Director/Year Head/Deputy Principal.
 - Class Directors should gather the Report Forms and collate the information revealed to them.
 - The Class Director and the Year Head will discuss the details of the reported Bullying incidents and decide on strategies to intervene and allay difficulties.
 - The Year Head will report on a regular basis the reported incidents of Bullying to the Year Heads Meeting.
5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:
- Students are encouraged to develop a positive sense of self-worth and self-esteem during their time in Colaiste Muire, through curricular and extra-curricular programmes and activities, Drama/Art, Annual Musical and Sports
 - Anti-bullying Programmes and Initiatives strive to raise awareness of difficulties that can occur when there is bullying behavior, at present participation in D.C.U.s Pilot FUSE Programme (see appendix).

- The school will create an atmosphere of respect and welcome.
 - Procedures will be implemented to ensure that all students understand how to raise issues of inappropriate behaviour towards them or witnessed by them towards other students in the school.
 - Procedures will be implemented to ensure that all staff members will understand their responsibilities in relation to bullying behaviour and how to deal with same.
 - The atmosphere of the school should strive to foster an attitude of respect for all, to promote diversity, to address issues of prejudice and stereotyping and to highlight the unacceptable nature of bullying behaviour.
 - Areas of the curriculum that provide opportunities to deal on a formal basis with the area of bullying include SPHE, CSPE, R.E., Wellbeing, Friends for Life Programme and Learning to Learn Programme.
 - All programmes will take into account the needs of the SEN students.
 - An Anti-Bullying Awareness event will be organized annually among the full student body including Cyber Bullying, Stand Up Awareness Week, Stamp Out Bullying, Social Empathy Programme and others.
 - Appropriate in-service will be arranged for staff on the area of bullying and its effects and the practical implementation on the school policy.
6. 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 (see

Section 6.8 of the *Anti-Bullying Procedures for Primary and Post- Primary Schools*)

- The primary aim in investigating and dealing with Bullying is to resolve any issues and restore as far as practicable relationships of parties
- If an incident of bullying is reported to any staff member or if any staff member observes an incident of bullying them must fill out the 'Bullying Record Form'.
- The teacher passes this report onto the relevant Class Director.
- The primary aim of the Class Director 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).
- The students will fill in a 'Student Statement Form'. The Class Director will record statements from all parties. In investigation and dealing with bullying, the Class Director will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. The tutor should seek questions of what, when, who, why, where and how?
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for her account of what happened to ensure that everyone in the group is clear about each other's statements.
- The Class Director must also inform the Class Directors/Year Heads of the parties involved. It is essential that this is done confidentially.
- Where it has been determined that bullying has not occurred the Year Head will keep files on record. The Class Director will also review the situation.
- If it has been determined that bullying has occurred the Class Director informs the Year Head. All files are passed on to the Year Head. The Year Head will contact the parents of the parties involved to inform them on the matter and explain the actions being taken. If the parents

request to come in the Year Head will meet them. The Class Director will attend the meeting.

- The Class Director refers the case to the Counsellor/Pastoral Care Team for support for all the parties involved.
- The Class Director reviews the situation. If he/she determines that the bullying behavior has not been adequately addressed within 20 school days after he/she determined that bullying behavior has occurred, it must be recorded by the Class Director on the 'Bullying Review Form' as directed by the Department of Education.
- The Class Director passes this 'Bullying Review Form' onto the Deputy Principal. Sanctions are imposed as in accordance with the school's Code of Behaviour.
- In very serious cases of bullying or at the Class Director's discretion the incident will be referred directly to the Year Head/Deputy Principal.

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

- The Guidance Team/Counsellor – Class Director will refer the case to the guidance team for support of the parties involved.
- Pastoral Care Team – will also be informed for extra support.
- The Class Directors and Year Heads will provide support for all parties.
- Those who have been found to have engaged in bullying will be encouraged to recognize the inappropriateness of such behaviour and the seriousness of its effects on others.
- Further intervention may be deemed appropriate when instances of bullying occur. This may involve counselling by outside professionals (e.g. NEPS; CALMS; NEWB) The objective of such intervention will be the restoration of confidence and self-esteem in both perpetrator and victim.

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

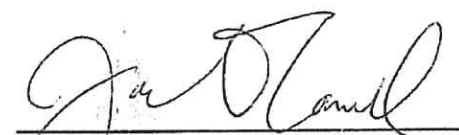
The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

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

11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was ratified by the Board of Management on Feb 2021

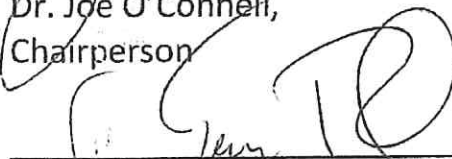
Signed:



Dr. Joe O'Connell,
Chairperson

Date:

Feb 2021



Ms. Jean Pound,
Secretary

Date:

Feb 2021

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern**6. Type of Bullying Behaviour** (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact**9. Details of actions taken**

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix - Anti-Bullying Policy

Proactive programmes offered within the school community

Friends for Life	FRIENDS for Life empowers participants to cope with the emotions of themselves and others by engaging with positive thoughts, emotions, and self-regulation strategies. The program also teaches creative alternatives to solving problems they would have previously shied away from, fostering the development of confidence and self-esteem.
Working Things Out Positive Mental Health Workshop.	<p>As part of its work with the Elevate Foundation, Clarecare has been delivering the 'Working Things Out' positive mental health workshop to young people in secondary schools, primary schools and youth reach centres across Co. Clare since 2018.</p> <p>Developed in Ireland by the Parents Plus organisation, www.parentplus.ie 'Working Things Out' is an evidence based programme for adolescents aged 11-16 years of age to promote positive mental health and teach coping strategies to overcome specific problems.</p>
Fuse	FUSE is the first research-based Anti-Bullying and Online Safety Programme designed to comply with UNESCO's Whole Education Approach to tackle bullying and online safety in schools. Coláiste Muire is piloting this programme with our 2 nd year cohort.
Career Guidance Modules	<ul style="list-style-type: none">• 3 Bullying Modules• Resilience• Bystanders• Online Safety
Peer Helpers	For many years Coláiste Muire has run a Peer Mentoring scheme. Leaving Cert students who have volunteered to participate in the programme meet with first year students on their first day in secondary school, Induction Day. They also meet with first years in small groups every second week during the first term. These Senior students and provide positive role models for first year students. They are available throughout the year to support, listen and direct for appropriate help if required.
Social Empathy Programme	<p>Activating Social Empathy supports the aims of the Guidelines for Wellbeing in Junior Cycle to 'include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students' and help students to build skills that will enable them</p> <p>The potential benefits of empathy education in schools include: • More positive classroom climate & relationships • Fewer disciplinary issues • Reduced levels of bullying • A more positive school culture • Improved academic performance</p>
Headstrong programme Transition Year	<p>HEADSTRONG, a mental health and wellbeing programme designed by Cycle Against Suicide for secondary schools, aims to:</p> <p>Stamp out stigma Promote resilience Encourage inclusivity Enhance wellbeing Empower student voice</p>

Life skills for School – Aware Toni Knowles	This TY programme is very effective in helping students to learn new ways of dealing with life and its challenges.
Stand up Awareness Week	A committee of students & teachers organise a number of events during the week to support the Wellbeing, inclusivity of our LGBTI+ community. This week empowers students to celebrate themselves & others and to stand up against any form of bullying.
Internet Safety Day	<p>Safer Internet Day (SID) is an EU wide initiative to promote a safer internet for all users, especially young people. It is promoted in Ireland by the PDST Technology in Education and Webwise. Presentations include</p> <ul style="list-style-type: none"> • News, Information and the Problems of False Information. • Managing Your Online Wellbeing • Respectful communication online • Self-esteem online - The Full Picture
Webwise – Connect Lockers Be in Ctrl	<p>Junior cycle Digital Media Literacy. A 6-week module enabling students to become digitally literate allowing them to be safer online.</p> <p>Lockers is an information and education resource, it assists schools in coping with and preventing the sharing of explicit self-generated images of minors. Intended for use with Junior Cycle SPHE classes.</p> <p>Be in Ctrl created in partnership with An Garda Síochána seeks to inform school leaders and teachers about the online sexual coercion and extortion of children and how a school can address this issue, in collaboration with students' parents. The resource contains three lessons to support schools as they address the issue in the context of the Social, Personal and Health Education (SPHE) programme.</p>
Learning to Learn	Resilience module
Visiting Speakers	Garda Niamh O'Malley Dr Maureen Griffin Clare Haven

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

To: Paul's Association

The Board of Management of Clonsilla Músc wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 21 Feb [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed [Signature]
Chairperson, Board of Management

Date 21/2/2022

Signed [Signature]
Principal

Date 21/2/2022