



# Coláiste Iósaef Community College

Roll No. 76070A

## Anti – Bullying Policy

## SECTION 1

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the school Code of Behaviour guidelines issued by the NEWB, the Board of Management of Coláiste Iósaef Community College has **adopted the following anti-bullying policy** within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools, which were published in September 2013.
2. The School reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or programme that is not school related if in the opinion of the principal and/or Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim of the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.
3. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
  - (a) **A positive school culture and climate which**
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - promotes respectful relationships across the school community;
  - (b) **Effective leadership**
  - (c) **A school-wide approach to bullying issues**
  - (d) **A shared understanding of what bullying is and its impact**
  - (e) **Implementation of education and prevention strategies (including awareness raising measures) that include-**
    - building empathy, respect and resilience in students; and
    - explicitly addressing the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
    - effective supervision and monitoring of students;
  - (f) **Effective supervision and monitoring of students**
  - (g) **Supports for staff**

**(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

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.***

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*.

## SECTION 2

The list of examples below is non exhaustive, and schools may wish to add behaviours which reflect their own circumstances.

### Examples of bullying behaviours

<p><b>General behaviours which apply to all</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent or anonymous telephone/mobile phone calls</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive emails</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>

<b>Identity Based Behaviours</b>	<b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person’s sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<ul style="list-style-type: none"> <li>• This involves manipulating relationships as a means of bullying. Behaviours include: <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone’s friends away</li> <li>• “Bitching”</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The “look”</li> </ul> </li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some students’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some students’ vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>• Mimicking a person’s disability</li> <li>• Setting others up for ridicule</li> </ul>

### SECTION 3

The relevant teachers for investigating and dealing with bullying are as follows: (in line with Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

The Relevant Teachers in Coláiste Iósaef are in order:

Year Heads: **Mr Clarke, Ms Barry, Mr Hogan, Ms. Daly Mr Finn and Mrs Roche**

Deputy Principal: **Ms Herbert**

Principal: **Mr. Kelly**

Others as identified by school management as having an involvement in investigation and support procedures include all members of the **Student Support Team (SST)**: Guidance, Chaplain, HSLO: SCP: and any other SST members

**Any teacher may act as a relevant teacher if circumstances warrant it.**

### SECTION 4

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that may be used by Coláiste Iósaef follow Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*:

**Education and prevention strategies include the following:**

#### **School-wide approach**

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our students through both curricular and extracurricular activities. The provision for students of opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it-prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report

issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support students and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with students and a copy of anti-bullying procedures and the Code of Behaviour are made available on the school website for all parents to view.
- The implementation of regular (e.g. per year/per term/per month) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; term or yearly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encouraging a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that students know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school.
  - Student Support Team?
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all students.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identifying clear protocols for our parent(s)/guardian(s) to encourage them to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The provision of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the students' use of mobile phones.
- The listing of supports and the identification of other supports available to the student and school on the school website.g. GLEN [www.glen.ie](http://www.glen.ie), BeLonGTo [www.belongto.org](http://www.belongto.org)

### Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes which could include, e.g. Cool School Lessons, #UP2US, The Walk Tall Programme, On My Own Two Feet.
- Delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack )**Diversity and Interculturalism.**

- The aim of the delivery of the Garda SPHE Programmes at post- primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.

#### **Links to other policies**

- Other policies which are relevant in Coláiste Iósaef include; Code of Behaviour, Child Protection, Acceptable Use Policy, Attendance Policy, Admissions Policy, Pastoral Care Policy.

## **SECTION 5**

The Coláiste Iósaef procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used for dealing with cases of bullying behaviour are as follows (These comply with Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

### **PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING IN COLÁISTE IÓSAEF**

**The primary aim 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);**

**Coláiste Iósaef's procedures are consistent with the following approach.**

*Every effort will be made to ensure that all involved (including students, parent(s)/guardian(s)) understand this approach from the outset.*

#### **REPORTING BULLYING BEHAVIOUR**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

#### **INVESTIGATING AND DEALING WITH INCIDENTS: *Style of approach***

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;



- All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined that bullying behaviour has occurred, the parent(s)/guardian(s) 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 parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the students;
- Where the relevant teacher has determined that a pupil 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 pupil being bullied;
- It must also be made clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

### **FOLLOWING UP AND RECORDING**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has stopped;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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 pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures, which includes an appeal to the Principal.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Board of Management of Coláiste Iósaef, then to Limerick and Clare Education and Training Board and subsequently to the Ombudsman for Children.

## SECTION 6

Coláiste Iósaef's programme of support for working with students affected by bullying is as follows (this complies with Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

In-school supports and opportunities will be provided for the students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Pastoral care system
  - Buddy / Peer mentoring system
  - Tutor/Year head system
  - House System
  - Student Support Team
  - Group work such as circle time
  - Restorative Practice
- If students require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

### **Established intervention strategies may include;**

- Teacher interviews with all students
- Negotiating agreements between students and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative Practice
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

## **Supervision and Monitoring of Students**

The Board of Management will take such steps that are reasonably practicable to prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## **Prevention of Harassment**



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

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and students 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.

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 students 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.



## Appendix

**The following Prompt Questions are considered at the opening staff meeting each year to identify for teaching staff aspects of the policy:**

- Agreed appropriate monitoring and supervision practices within Coláiste Iósaef.
- What bullying danger spots can we identify?
- What bullying danger spots can students and parents identify?
- Agreed procedures for investigation, support, counteraction and discipline procedures regarding bullying. (Including year heads, class tutors, SPHE, Guidance, RE, CSPE, HSCL, Learning Support teachers)
- How can students, in particular senior students, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How should the student council and school clubs be involved?
- How do we monitor students' Internet usage?
- Ensure students been instructed to use only approved class accounts for email purposes and to use these responsibly?
- Agreed dates to address all students/ year groups on internet safety and access of chat rooms, discussion forums and messaging or other electronic communication fora especially those that have been approved by the school?

## Sample investigation, intervention and follow-up strategies

### Initial report/disclosure of bullying behaviour

Any member of staff may witness bullying or be made aware of it by students, parents or others. Teachers may make an immediate intervention if it is warranted. The incident should be reported to the relevant teacher.

Non teaching staff must report to the relevant teacher.

Action taken by relevant teacher	Support and/or sanction may include
<p>Investigate incident-speak with students separately and try to resolve the issue using an established intervention technique e.g. Restorative Approach.</p> <p>Challenge the behaviour as being unacceptable.</p> <p>Always consult with appropriate colleagues or management</p> <p>Inform parents t an early stage</p> <p>Keep a record (informal)</p> <p>Teacher will follow up progress with: victim and bully, bystanders or others involved.</p> <p><b>N.B. If the incident has not been resolved within 20 days the relevant teacher must record the behaviour on the incident template below</b></p>	<p>Serious talk with student(s) re effects of their behaviour.</p> <p>Verbal warning. Student/s involved warned to stop.</p> <p>Seek verbal agreement re future behaviour.</p> <p>Outline a fair outcome <i>if appropriate</i>:            e.g. an apology, return of property etc.</p>

**Subsequent report /disclosure e.g. second incident by the same student**

<b>Action taken by</b>	<b>Procedure</b>	<b>Support and/or sanction may include:</b>
<p>Relevant teacher</p> <p>Tutor, Year Head, principal may be involved</p> <p>Member of the Care Committee may be involved.</p>	<p>Incident investigated by the relevant teacher</p> <p>Principal/ Deputy principal informed.</p> <p>Both sets of parents informed by the relevant teacher/principal</p> <p>Keep a record informal/formal?</p> <p>Follow up progress with victim and bully, bystanders or others involved.</p>	<p>Serious talk with the student re: behaviour and future behaviour.</p> <p>Sign written agreement re future behaviour.</p> <p>Parents/Guardians sign written agreement re future behaviour.</p> <p>Speak with school counsellor.</p> <p>Detention /other agreed sanction from school's Code of Behaviour</p> <p>Monitor future behaviour.</p>