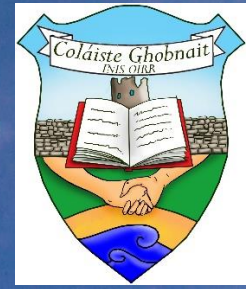


# Coláiste Ghobnait

## Inis Oírr



## Anti-Bullying Policy

### 2023/2024

Adopted by the Board of Management on ??/??/20??

Approved by Galway and Roscommon Education and Training Board (GRETB) on  
??/??/20??

This policy has been prepared in consultation with Parents, Students, Staff, The Board of  
Management and GRETB

## THIS POLICY APPLIES TO:

Pupils, School Staff, Parents/Guardians, the school's Board of Management as well as Galway and Roscommon Education and Training Board.

## MISSION STATEMENT

Our mission at Coláiste Ghobnait is to encourage the educational, intellectual, physical and cultural development of the school's students in a pleasant and healthy environment that prioritises the self-esteem, independence and development of all members of the school community.

## SCHOOL VISION

"Growing and learning together diligently through the medium of Irish, in which balance, respect for well-being and integrity are given priority, with the spirit of co-operation among the whole school community."

## ETHOS



## Section 1

In accordance with the requirements of the Education (Welfare) Act 2000, the Code of Behaviour Guidelines issued by the NEWB and Circular 45/2013, the Board of Management of Coláiste Ghobnait, has adopted the following antibullying policy within the framework of the school's overall Code of Positive 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 is informed by and complies with the Children First Act (2015) and the Child Protection Procedures for Primary and Post Primary Schools 2017. It was also compiled with input from students, parents and staff of Coláiste Ghobnait. The policy is also cognisant of other school policies such as ICT-Acceptable Use, Health and Safety, SPHE, RSE and other policies as appropriate.

The Anti-Bullying Policy of Coláiste Ghobnait incorporates the values and aspirations of our school ethos and all of the guidelines in our Code of Positive Behaviour.

Our policy also states that any form of harassment is totally unacceptable at any time within the school environment. Under recent equality legislation, nine grounds are used. These include gender, civil status, family status, sexual orientation, religions, age diversity, race, membership of the traveller community (Equality Act 2010).

This policy comprehends bullying that is either perpetrated by students or experienced by students in the School. The matter of intra-staff bullying is addressed in the following ETB policies.

-Bullying Prevention Policy – Complaint Procedure for ETB Staff.

-Harassment/Sexual Harassment prevention policy – complaint procedure for ETB staff

<https://www.etbi.ie/organisation-support-development/hr-ir/policies-and-procedures/>

## Section 2

Link with mission statement and with main principles of best practice

The Board of Management of Coláiste Ghobnait recognizes the seriousness of bullying behaviour and how it can negatively affect children and therefore the school promises to comply with the following main principles of best practice in preventing and combating bullying behaviour.

- (a) To have a positive school culture:
  - where difference and diversity is willingly accepted and inclusiveness respected
  - where students are encouraged to disclose and discuss bullying behaviour in a nonthreatening environment, and
  - where relationships based on respect are promoted across the whole school community
- (b) Effective leadership
- (c) A whole school approach
- (d) A shared understanding of what bullying is and its possible impact
- (e) Implementation of educational and preventative strategies (including measures to raise awareness)
  - which promote empathy, respect and resilience in students, and
  - which deal explicitly with cyber-bullying and identity based bullying, including homophobic, transphobic bullying and Biphobic.
- (f) Effective supervision and monitoring of students
- (g) Supports for staff
- (h) Consistent recording, investigation and follow up of bullying incidents (including use of identified intervention strategies), and
- (i) Ongoing evaluation of the effectiveness of the anti-bullying policy.

## Section 3

### Definition

Below is the definition of bullying, according to the *Anti-Bullying Procedures for Primary and Post-Primary Schools*:

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 and over again.

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

- Deliberate exclusion of a person, malicious gossiping and other types of relational bullying between people
- cyberbullying, and
- identity-based bullying, such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller Community and bullying of a person with disabilities or special educational needs.
- Isolated or a once-off incident of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messages, do not fall within this 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 hurtful once off text message, image or public statement on a public website or any other public forum on which the text message, image or statement can be viewed/or repeated by other people is regarded as bullying behaviour.**
- Negative behaviour, not included in this definition of bullying, will be dealt with according to the school's code of behaviour.

Additional information on the various types of bullying can be found in the *Anti-Bullying Procedures for Primary and Post-Primary Schools - September 2013*.

<https://assets.gov.ie/24429/3b6f3db2de154ebaa1f69a0856c97c8e.pdf>

## TYPES OF BULLYING AND EXAMPLES OF BULLYING BEHAVIOUR

(Note: This is not an exhaustive list).

<p><b>GENERAL BEHAVIOUR WHICH IS FOUND IN ALL TYPES OF BULLYING</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds mentioned in the equality legislation for example, sexual harassment, homophobic bullying, religion based bullying etc.</li> <li>• Physical threat</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• Creating, displaying or circulating written material, images or other materials to frighten another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• Making faces or rude gestures</li> <li>• Invasion of personal space</li> <li>• A combination of any of those listed.</li> </ul>
<p><b>CYBERBULLYING</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip so as to damage a person's reputation</li> <li>• <b>Harassment:</b> Continuously sending malicious, hurtful or disturbing messages to a person</li> <li>• <b>Impersonation:</b> Using another person's name to post offensive or threatening texts.</li> <li>• <b>Flaming:</b> Using fiery or rude words to start an online fight</li> <li>• <b>Trickery:</b> Persuading a person to share personal information and then posting it online</li> <li>• <b>Divuligation:</b> Posting or sharing confidential or harmful information or images online</li> <li>• <b>Exclusion:</b> Deliberately excluding somebody from an online group</li> <li>• <b>Cyber-Stalking:</b> Continuous harassment and denigration which causes a person to be considerably fearful for their safety</li> <li>• Silent phone/mobile phone call</li> <li>• Abusive phone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive e-mails</li> <li>• Abusive communication on social networks for example Facebook/Ask.fm/Twitter/You Tube or games console</li> <li>• Insulting Website comments/Blogs/Images</li> <li>• Posting insulting material on any technological communication system</li> </ul>
<p><b>IDENTITY BASED BEHAVIOUR</b>  <b>Including any of the nine discriminatory grounds mentioned in the Equality Legislation</b>          (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of Traveler Community)</p>	
<p><b>HOMOPHOBIC AND TRANSGENDER</b></p>	<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 for example Sissy, lesbian used in a disrespectful manner</li> <li>• Physical intimidation or attacks</li> </ul>

	<ul style="list-style-type: none"> <li>• Threats</li> </ul>
<b>RACE, NATIONALITY, ETHNIC BACKGROUND AND MEMBER OF TRAVELLER COMMUNITY</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religion, or ethnic or traveller community background</li> <li>• Exclusion based on any of the above</li> </ul>
<b>RELATIONAL</b>	<p>This involves using relationships as a means of bullying. This behaviour includes:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Exclusion from group</li> <li>• Taking a person's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Destroying self-confidence</li> <li>• Talking loudly to ensure the person being bullied can hear</li> <li>• Making faces or rude gestures</li> <li>• Using words such as 'nerd' in a disrespectful manner</li> </ul>
<b>SEXUAL</b>	<ul style="list-style-type: none"> <li>• Inappropriate or unwelcome sexual touching or comments</li> <li>• Harassment</li> </ul>
<b>SPECIAL EDUCATIONAL NEEDS DISABILITY</b>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting people because of their disability or learning needs</li> <li>• Taking advantage of some students' vulnerabilities and limited capacity to recognize bullying and defend themselves against it</li> <li>• Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social clues</li> <li>• Mimicking a person's disability</li> <li>• Setting people up for mocking.</li> </ul>

## Legal Issues in Relation to Bullying

Those who bully others in a non-physical way often do not realise that their actions may have serious legal consequences for them. **The reality, however, is that bullying may constitute a criminal offence.**

- For example, bullying may constitute a criminal offence under **Section 10 of the Non-Fatal Offences against the Person Act 1997.**

Section 10 of this act deals with harassment and provides that a person may be guilty of this crime if s/he:

*'... without lawful authority or reasonable excuse, by any means including by use of the telephone, harasses another by persistently following, watching, pestering, besetting or communicating with him or her.*

*'For the purpose of this section, a person harasses another where-*

- he or she, by his or her acts intentionally or recklessly, seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other, and*
- his or her acts are such that a reasonable person would realise that the acts would seriously interfere with the other's peace and privacy or cause alarm, distress or harm to the other'.* **Section 10 harassment** is an arrestable offence and, if convicted on indictment, carries a jail term not exceeding 7 years. On conviction also, a court may make an order that the guilty party may not, for a specified period, communicate by any means, or come within a specified distance of a person's home or workplace.

**Section 2 of the Prohibition of Incitement to Hatred Act (1989)** makes it a criminal offence for a person to *publish or distribute written material, to use words, behave or display written material or to distribute, show or play a recording of visual images or sounds, if the written material, words, behaviour, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred.* Those convicted on indictment under this provision may be sentenced to a maximum of two year's imprisonment and/or a fine of up to £10,000.00.

- Even where bullying does not amount to a criminal offence, the perpetrator may be held liable for damages in civil court proceedings. For example, **statements made on social media sites are covered by the provisions of the Defamation Act 2009**, which at Section 2 defines a defamatory statement as 'one which tends to injure a person's reputation in the eyes of reasonable members of society'
- Many, young and not so young, seem to feel that by posting anonymously on social networking sites, they can guarantee that their identity is protected. This, however, is not the case. Indeed, in many cases the content of messages makes it easy to identify the perpetrator. In any case, where the Gardaí have grounds for believing that criminal activity may be occurring, applications can be made to the courts requiring the internet service provider or others in possession of relevant information to divulge a perpetrator's identity.
- Where it is felt that bullying may amount to a criminal act, the School/College will seek legal advice and the matter will be reported to the Gardaí.

## Section 4

**The relevant teachers in Coláiste Ghobnait who will investigate and deal with bullying are:**

Year Head

Deputy Principal

Principal

Note: All teachers in Coláiste Ghobnait can act as a relevant teacher if necessary.

## Section 5

### **Education and prevention strategies**

#### **Whole school approach**

- A whole school approach so as to promote respect for all members of the school community. Implementing our school ethos and core values and incorporating them into all aspects of school life. Excellence, Duty, Equality, Community, Respect, Determination, Friendship, Equality, Courage.
- Student participation in organising a Friendship day, Mental Health day and a Wellbeing day during the first term of the school year through the SPHE, CSPE Programmes and by creating class games within the safe environment of the school and other support activities which could be of support to students and foster a culture of mutual respect and support.
- The Principal, Deputy Principal speak to students regularly at assembly reminding the students of the importance of friendships and positive relationships within the school community.
- Anti bullying procedures are displayed in each classroom.
- The School makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student a staff member or any other person that is the subject of such behaviour. In this context, all members of the School community have a duty to bring to the attention of the relevant teachers any incident of bullying, cyber bullying or harassment that they know about or suspect.
- First Years design an anti-bullying poster in the SPHE class – all students have a copy in their diaries and it's also on display in all classrooms.
- The SPHE and CSPE teacher will organise an Anti-bullying awareness week to highlight the whole issue bullying and staying safe using modern technology.
- The school is committed to surveying the students regularly (at least once every school year) to identify the extent of bullying and, in so far as is possible, the students that are affected by it. See questionnaire in Appendix 1.
- We are a partner school with the National Anti-Bullying Centre DCU and we implement the FUSE programme.
- The School will devote a staff development session on Anti-Bullying each school year towards: raising the awareness of bullying among staff, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. This session will also provide opportunities for exploring the potential that exists within the teaching of all subjects and within extracurricular activities 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.

A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools consistently and effectively

The anti-bullying policy and procedures are explained to all new teachers during their induction.



- Encourage a culture of telling with particular emphasis on the importance of witnesses. In this way students will be confident about telling. This aspect of confidence is very important. It should be made clear to all students when reporting bullying incidents, they are not considered to be telling or informing but acting responsibly. This is also reaffirmed during SPHE, RSE and CSPE classes
- There is a Notice Board dedicated in the school corridor for the Student's Health and Welfare to inform them of School Activities, organisations and activities that provide support. This is updated as needed. There is a list of helplines in all student diaries.
- During Student induction at the start of the year the year head goes through the Anti bullying policy with the students.
- Promote the value of diversity to address prejudicial attitudes and raise awareness of the unacceptability of bullying behaviour.
- Promote and increase self-respect amongst all students through curriculum and extracurricular activities. Pupils will be given opportunities to develop positive self-respect through formal and informal interactions.
- Bullying will be covered in the SPHE short course programme in the first two weeks of the school year and periodically after that. CSPE short course programme covers wider community bullying issues eg Racism.
- Supervision and monitoring of classrooms, corridors, school grounds, school trips and extracurricular activities.
- Email to raise reporting bullying in wider school community – email address [frithbhulaiochtCG@gretb.ie](mailto:frithbhulaiochtCG@gretb.ie) All year heads, Deputy Principal & Principal will have access to this email address.

### Curriculum Implementation

- Full implementation of the SPHE and CSPE (short course) curriculum and the RSE (senior cycle only) programmes.
- The school recognises that the SPHE curriculum has a special focus on finding out about bullying and its associated areas, such as participation and integration, communication, conflict, friendship, personal safety and relationships. Opportunism is also available in Relationships and Sexuality Education (RSE) for discussing and examining areas such as a person's sexuality and relationships, which features strongly in identity based bullying. The School will make every reasonable effort to ensure that the full potential of these programmes is explored to combat bullying.
- Continuous Professional Development for staff while these programmes are being delivered.
- Under the CSPE programme the local Garda is invited to visit Coláiste Ghobnait to speak to the students about aspects relating to law, personal safety and cyber bullying.
- In consultation with parents the school will respond in particular to any additional needs of students, and will implement programmes and develop skills and strategies, to enable all students to respond appropriately.
- The school uses PDST support and materials to support LGBT+ community and their inclusivity.

### Links with other policies

School policies relating to bullying:

- Code of Behaviour
- Child Protection Policy
- Acceptable Use Policy
- RSE Policy
- SPHE Policy
- Attendance Policy

## RIGHTS AND RESPONSIBILITIES OF EACH MEMBER OF THE SCHOOL COMMUNITY

Right	Responsibility
<ul style="list-style-type: none"> <li>I have the right to be safe in school</li> </ul>	<ul style="list-style-type: none"> <li>I have the responsibility to make our school safe and secure place for others</li> </ul>

## RIGHTS AND RESPONSIBILITIES OF STUDENT AND STAFF

I have a right to be:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> <li>Treated with respect</li> <li>Physically safe and to expect my property to be safe at school</li> <li>Free from all forms of verbal bullying</li> <li>Free from intimidation</li> <li>Free from unwelcome sexual comments or touching</li> <li>Free from any hurtful remarks or gestures regarding person, ethnicity, religion and culture</li> <li>Able to learn &amp; teach without disruption</li> </ul>	<ul style="list-style-type: none"> <li>Others are treated with respect</li> <li>Other are physically safe and the property of others is safe</li> <li>Others are free from verbal bullying</li> <li>Others are free from intimidation</li> <li>Others are free from unwelcome sexual comments or touching</li> <li>Others are free from any hurtful remarks or gestures regarding person, ethnicity, religion and culture</li> <li>Others/students are able to learn without disruption</li> <li>Bullying behaviour is acted upon as appropriate</li> </ul>

## RIGHTS AND RESPONSIBILITIES OF PARENTS

I have a right to:	I have the responsibility to ensure that:
<ul style="list-style-type: none"> <li>Expect that my child is safe in school and that he/she can learn without disruption.</li> </ul>	<ul style="list-style-type: none"> <li>Report bullying behaviour to the school</li> <li>Co-operate fully with the implementation of the school policy</li> </ul>

## RESPONSIBILITIES OF BYSTANDERS/ WITNESSES

Do:	Don't:
<ul style="list-style-type: none"> <li>Say 'no' or 'stop' when you see or hear someone behaving unfairly – be assertive but not aggressive</li> <li>Seek help immediately from an adult, if the situation is dangerous</li> <li>Tell when you know a student is being bullied (This is not 'ratting' It is telling to be safe)</li> </ul>	<ul style="list-style-type: none"> <li>Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc.</li> <li>Cheer on somebody who is bullying</li> <li>Stay in a dangerous situation, e.g. a fight</li> <li>Bully the 'bully'.</li> </ul>

## Section 6

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

### Procedures for Investigating and Dealing with Bullying

When investigating and dealing with bullying the focus is primarily on resolving differences and restoring as far as is practicable, the relationships of the parties involved (as opposed to apportioning blame), the School nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the School's Student Code of Behaviour.

### Reporting Bullying Behaviour

- Any student, Parent(s)/Guardian(s) can report a bullying incident by sending an email to [frithbhulaiochtCG@gretb.ie](mailto:frithbhulaiochtCG@gretb.ie) or if more comfortable speaking to a relevant teacher. Teaching staff and non-teaching staff such as secretaries, special needs assistants, caretakers and cleaners must report all bullying incidents witnessed by them, or mentioned to them, to the relevant teacher. The School establishes links with school support staff, encouraging them to come forward with information that can counteract bullying behaviour.
- In accordance with 6.8.9 of the DES Procedures 'parents and students are expected 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
- Where necessary the School will seek the assistance of and work with NEPS, the HSE and the Gardaí, Anti-bullying Centre in DCU, as appropriate, to combat bullying – identify the perpetrators and support the victims.

### Investigating and Dealing with Incidents

**Dealing with Incidents of Bullying:** If an incident of bullying is reported to any staff member or if any staff member observes an incident of potential bullying they must fill out the '**Potential Bullying Observation Form**' **Appendix 2**

- To increase the detection rate and for ease of reporting of incidents the following methods of data collection will be used.
  - Anti-bullying dedicated email ([frithbhulaiochtCG@gretb.ie](mailto:frithbhulaiochtCG@gretb.ie)) where teachers can report any potential bullying incident using the '**Potential Bullying Observation Form**' (See **Appendix 2**)
  - Anti-bullying dedicated email where students can report any potential bullying behaviour towards them or a classmate.
  - Anonymous – in the postbox located in the school corridor, between the girls and boys bathroom.
  - Year head surveys on bullying within class groups.
  - Direct reporting to a member of staff of the school.
- The reported incidents are initially investigated by the year head/relevant teacher with particular emphasis not to apportion blame until the circumstances of the interactions are fully understood. The student's fill out the '**Incident report/Promise Form**' (See **Appendix 3**) and the definition of bullying is re-affirmed. In the case of an isolated incident the negative behaviour is discussed with the offending pupil/s. It is very important that the behaviour is discussed and that the offending party tries to see the negatives of their behaviour through the eyes of those offended. The promise form is signed by both students and ensures that the negative behaviour and its consequences are fully understood and

that there is an agreement that an occurrence of any other form of negative interaction (with the offended) that fits within the schools definition of bullying will be avoided or else it will be deemed as bullying behaviour.

- These forms are filed and a follow up meeting with all students involved is arranged to assure that the incident was an isolated one.
- If an incident of bullying is reported then the Year Head intervenes. At this juncture the Year Head may choose to consult with the guidance counsellor/relevant teacher and the initial investigation may be conducted in co-operation with the counsellor if the student's needs are best provided for by this approach.
- The primary aim for the Year head/relevant teacher/counsellor 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). Please refer to the '**Cool Schools Programme**' <https://www.hse.ie/eng/services/publications/children/whatparentsneedtoknow.pdf>
- The students will fill in a '**Student statement form**' (See Appendix 3). The year head/relevant teacher will record statements from all parties. In investigating and dealing with bullying, the year head will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. The year head/relevant teacher 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 his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- If it has been determined that bullying has occurred Year Head will phone the parents of the parties involved to inform them of the matter and explain the actions being taken. If the parents request to come in the Year Heads/relevant teacher will meet them.
- The Year Head may refer the case to the Counsellor/other relevant agencies to provide additional support for the parties involved.

### Follow Up and recording

- As a follow up to a bullying issue being resolved, the Year Head should meet separately with the relevant parties to review progress. Subsequently, but only if the student who has been bullied is ready and agreeable, consideration should be given to meeting with both parties simultaneously as this can have a therapeutic effect.
- The Year Head reviews the situation. If he/she determines that the bullying behaviour has not been adequately addressed within 20 school days after he/she determined that bullying behaviour has occurred, it must be recorded by the year head on the '**Bullying Review Form**' (See Appendix 4)
- The Year Head passes this 'Bullying Review Form' onto the Deputy Principal/Principal and sanctions are imposed as in accordance to our code of behaviour.
- In very serious cases of bullying or at the year heads discretion the incident will be referred directly to the Deputy Principal/Principal.

- If a parent/guardian has exhausted all of the school's complaint procedures and is still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.

Serious cases of bullying will be referred to the HSE Children and Family Social Services and/or to the Gardaí Síochána as appropriate in accordance with *Children First and the Child Protection Procedures for Primary and Post-Primary Schools* and as outlined in the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

## Section 7

**The following is the school's support programme for students who were bullied:**

- Where appropriate, team building exercises will be done with the group(s) to raise awareness and boost peer relationships.
- The Year Heads and teachers will provide support for all parties.
- All in-school supports and opportunities will be provided for the pupils 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
  - Year head system
  - SPHE
  - Group Work Activities
- If students require counselling or additional supports the school will endeavour to liaise with the appropriate agencies to organise these. This could be for the student who was bullied or for the student involved in the bullying behaviour
- Students should understand that bystanders are not innocent either and that all incidents of bullying behaviour must be reported to a teacher.

## Section 8

### **Supervision and Monitoring of Students**

The Board of Management of Coláiste Ghobnait confirms that appropriate supervision and monitoring policies and practices are in place to put a stop to and to deal with bullying behaviour and to facilitate early intervention where possible.

- 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. All teachers are sent a copy of 'Yard Supervision' and is also available on Sharepoint.
- The implementation and effectiveness of the School's anti-bullying policy will be an agenda item at staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

- Data gathered through the reporting templates will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys.

At least once a term the Principal will provide the Board of Management with a report showing the following:

- Total number of cases of bullying since the last report to the Board – this is an item on the agenda at all Board of Management meetings.
- Confirmation that all cases referred to the relevant teacher either have been, or are being dealt with, in accordance with the school's Anti-Bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools. The Principal's report will be noted in the minutes from Board of Management meetings but will not include any identifying details of the students involved.

## Section 9

### **Prevention of Harassment**

The Board of Management of Coláiste Ghobnait confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the sexual harassment of pupils or staff and also the harassment of pupils or staff on all 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.

1. This policy was adopted by the Board of Management on ..... [date].
2. 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 and will be readily available to parents/guardians on request.
3. A record of the review and its outcome will be made available, if requested, to the patron and Department. The Board of Management will undertake an annual review of the school's anti-bullying policy using the checklist provided-see Appendix 5.
  - The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.

**Appendix 1: Friendship/Antibullying Questionnaire**

Year:	Name:	Date:
<b>Have you experienced any of these during school hours/ school activities? (Circle as appropriate)</b>		
List from Section 3		
<b>Have you witnessed any of these during school hours/ school activities ? (Circle as appropriate)</b>		
List from Section 3		
<b>Would you like to find out anything extra about these types of bullying? If yes, which type/s _____</b>		

## Appendix 2

### Potential Bullying Observation Form

Date: .....

*Details of Observation (e.g. Names, Location, nature of incident)*

.....

.....

.....

.....

Potential Offender: .....

Potential Student Offended: .....

Observer Signature: .....

### Potential Bullying Reporting Form

Date: .....

*Details of Observation (e.g. Names, Location, nature of incident)*

.....

.....

.....

.....

Potential Offender: .....

Potential Student Offended: .....

Observer Signature: .....



## Appendix 3

**Coláiste Ghobnait**  
**Anti-Bullying Campaign**  
**Student Behaviour Promise**

Student Name: ..... Class: .....

I know that all of my fellow students are different to each other and from me in many ways, (e.g. *hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc.*) I would not like to be treated unfairly and made to feel bad by any of my fellow – students because of any of these differences or just because they did not like me. I know that I am entitled to be fair, equal, respectful treatment in school because of the school’s Code of Behaviour and outside of school too.

I also know that all other students are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow – students fairly, equally and respectfully despite our differences and whether I like them or not. In particular: (Handwrite below ‘I will always treat (N) fairly and respectfully’)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Signed: Student: \_\_\_\_\_ Date: \_\_/\_\_/\_\_\_\_

Teacher: \_\_\_\_\_

## Appendix 4: 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

1.
2.
3.
4.
5.

### 3. The behaviour causing concern/worry (tick relevant box(es))\*

Pupil concerned	
Other pupil	
Parent	
Teacher	

### 4. Location of incident(s) (tick relevant box(es))\*

Yard	
Classroom	
Corridor	
Toilet	
School Bus	
Other	

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

--

### 6. Type of bullying behaviour (tick relevant box(es)) \*

Physical Assault		Cyberbullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Insulting name-calling		Other (Specify)	

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

Homophobic	Disability/related to special education needs	Racist	Member of the Traveller Community	Other (Specify)

**8. Brief description of bullying behaviour and its impact**

**9. Details of Actions taken**

Signed: ..... (Relevant Teacher) Date: .....

## Appendix 5: Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management must undertake an annual review of the school's anti-bullying policy and the manner of its' implementation. The following checklist must be used for this review. The checklist is a tool to be used for the reviewing process but is not an exhaustive list. The following must be undertaken in order to complete the checklist: an examination and review of both quantitative and qualitative analysis of the various elements of the implementation of the school's anti-bullying policy.

	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Is the policy published on the school website and a copy provided to the parents' association?	
Has the policy been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and the procedures to enable them to effectively and consistently apply them in their day to day work?	
Is the Board satisfied that the students are sufficiently familiar with the policy?	
Is the Board satisfied that the policy documented the preventive and educational strategies to be applied in the school?	
Is the Board satisfied that all preventive and educational strategies were implemented?	
Has the effectiveness of the implemented preventive and educational strategies been examined?	
Is the Board satisfied that all the teachers are recording and dealing with bullying incidents in accordance with the policy?	
Is the Board satisfied that they, the Board, received the periodic summary reports from the Principal and that these were minuted?	
Is the Board satisfied that discussion took place on how well the school can handle bullying reports, including bullying incidents addressed at an early stage, and consequently are not included in the Principal's periodic report?	
Is the Board satisfied that no complaints were received from parents regarding the school's handling of bullying incidents?	
Is the Board satisfied that no parent withdrew their child from school stating their dissatisfaction with the school's handling of a bullying incident?	
Is the Board satisfied that the Ombudsman for Children didn't investigate the manner in which the school initiated or completed a bullying incident?	
Is the Board satisfied that details available from cases reported to the Principal (through the bullying recording template) were analysed to identify any issues, trends or patterns of bullying behaviour?	
Is the Board satisfied that no aspects of the school's policy and/or its implementation were identified as requiring further improvement?	
Has the Board put in place an action plan to address any areas requiring improvement?	

Signature: .....  
CHAIRPERSON OF THE BOARD OF MANAGEMENT

Date: .....

Signature: .....  
PRINCIPAL

Date: .....

## NOTIFICATION REGARDING THE BOARD OF MANAGEMENT'S ANNUAL REVIEW OF THE ANTI-BULLYING POLICY

To: .....

- i. The Board of Management of ..... wish to inform you of the following:
- o The Board of Management's review of the school's anti-bullying policy and its implementation was completed at the Board meeting held on ..... [date].
  - o The review was carried out in accordance with the checklist set out in **Appendix 5** of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signature: .....

CHAIRPERSON, BOARD OF MANAGEMENT

Date: .....

Signature: .....

PRINCIPAL

Date: .....

## Appendix 6: Guidance and Advice

### For the Students...

If you are being bullied

- Tell someone you trust
- Remember you are not the one with the problem!
- If you can, ignore the bully
- If you can, don't show you are upset
- Be assertive if you can
- Walk on quickly and confidently, even if you do not feel that way inside
- Your safety is more important than your possessions. If you are in danger don't hold on to them
- If you are different in some way, be proud of the way you are.

### Friends

- Listen and speak out about it
- Try to be sensitive
- Try not to leave them on their own
- Persuade the person being bullied to talk to an adult.

### Audience

- Even if you are not taking part in the bullying but you see it and walk away, you are failing in your responsibilities
- Look for help
- Be kind to the person being bullied.

### Parents/Guardians...

Any of the behaviours above may indicate other problems. However, if you become aware of such behaviour and are concerned by it, and believe your child is being bullied

- Encourage them to talk about the problem
- Reassure them of your support
- Try to listen calmly and not overreact
- Try to establish when and where the bullying takes place. Is there a pattern?
- Contact the school to discuss the problem
- Work with the school in supporting your child both inside and outside the school
- If the bullying is taking place outside school report the matter to the Gardaí.

### Staff Members...

All staff members, both teaching and non-teaching, should deal with all incidents of suspected or observed bullying by:

- Talking to the student and reassuring them
- Taking the action appropriate at the time
- Preparing a written statement of the event and the action they themselves took
- Reporting the incident to the relevant teacher.

## Appendix 7: Parents/Guardians and Teachers

### Recognising the Signs

Someone who is being bullied may

- Be afraid walking to or from school
- Want to be driven to school
- Take a different route to school
- Be unwilling to go to school
- Have their books or clothes damaged regularly
- Have possessions 'go missing'
- Continually 'lose' money
- Begin to perform badly in schoolwork
- Have unexplained bruises, scratches and cuts
- Ask for money or begin to steal money
- Become withdrawn or start stammering
- Have noticeable and prolonged changes in mood
- Become distressed
- Become cross
- Refuse to tell what is wrong
- Lose their appetite or start overeating
- Cry themselves to sleep or have nightmares
- Attempt to, or threaten to, harm themselves.

## Appendix 8: Advice for Young people in relation to Cyberbullying

Receiving an abusive or threatening text message, or seeing nasty comments about yourself on a website can be really upsetting. This code provides you with seven tips on protecting yourself and your friends from involvement in cyberbullying and advice on how to report it when it does happen.

### 1) Always respect others

Remember that when you send a message to someone, you cannot see the impact of your words or images on the other person. That is why it's important to be always respectful of others and careful of what you say online and the images you send. What you think of as funny might be hurtful to someone else. Always ask permission before you take a photo of someone. If you receive a rude or nasty message or picture about someone else do not forward it. You could be assisting a bully and even be accused of cyberbullying yourself. You could also be breaking the law.

### 2) Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Don't forget that what you have sent could be public very quickly and could remain online forever. Do you really want your teacher or future employer to see that photo?

3) **Care for your password as you do your toothbrush** Don't let anyone know your password. It's a good idea to change these regularly. Choosing hard-to-guess passwords which also have symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to friends you can trust.

### 4) Block the Bully

On the majority of those websites and services that accept their responsibilities you are allowed to block or report a person who is behaving badly. Make use of these features, they are there for a reason!

### 5) Don't retaliate or reply!

Replying to bullying messages, particularly in anger, is just what the bully wants.

### 6) Save the evidence

Learn how to keep records of unsuitable messages, pictures or online conversations. With these records you can show others what is taking place, and this can be used by your school, internet service provider, mobile phone company, or even the Gardaí, to investigate the cyber bullying.

### 7) Make sure you tell

There are people that can help:

- Call a helpline like ChildLine or tell an adult who can help you to report it to the proper quarters. Tell the service provider you are being bullied (e.g. your mobile phone operator or social network provider)
- Inform the school. Your teacher or the anti-bullying co-ordinator at your school can support you and can discipline the person bullying you.

Finally, don't just stand there – if you see cyber bullying going on, support the victim and report the bullying. How would you feel if no-one stood up for you?