



# **ANTI-BULLYING POLICY COLÁISTE CLAVIN, LONGWOOD, CO. MEATH**

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## **1. Introduction**

Coláiste Clavin is a multi-denominational and co-educational post-primary school under the patronage of Louth and Meath Education and Training Board. As such, it operates within the regulations laid down by the Department of Education and Skills and follows the curricular programmes prescribed. Coláiste Clavin is a supportive and inclusive community with a professional and committed staff providing our students with a holistic education to enable each individual achieve full potential.

This Anti-Bullying Policy was developed in accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB/TUSLA. 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 Clavin, Post Primary, Longwood, Co. Meath** 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 PostPrimary Schools* which were published in September 2013. This policy has also been informed by the Health Service Executive guide to *Investigating and Resolving Bullying in School*.

## **2. Vision**

Our school is child centered, a supportive learning environment where every student is encouraged and facilitated in realising their full potential in a positive climate, which is caring, respectful, fair and inclusive. The school community of Coláiste Clavin is a partnership of students, staff, parents and other agencies within the community.

Our school believes that all members of our community are entitled to attend a school, which is free from bullying and the fear of bullying. All members of the school community will be encouraged to support such an environment and will be made aware of their rights and responsibilities in relation to bullying.

## **3. Aims**

The primary aim of the policy is to resolve any issues and restore relationships as far as is practicable. See Appendix 1 for information on building a positive school culture.

In addition, the main aims of the policy are:

- i. To create a positive school culture and climate that is inclusive and welcoming of difference;
- ii. To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour;
- iii. To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour;
- iv. To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;
- v. To provide procedures for investigating and dealing with bullying behaviour;
- vi. To provide procedures for noting and reporting bullying behaviour;
- vii. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
- viii. To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour; and
- ix. To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy.

#### **4. Key Principles**

The Board of Management of Coláiste Clavin 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 –
  - a. is welcoming of difference and diversity and is based on inclusivity;
  - b. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
  - c. 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-
  - a. build empathy, respect and resilience in pupils; and
  - b. 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);
- On-going evaluation of the effectiveness of the anti-bullying policy.

## 5. Definitions

**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.

Examples may include, but are not limited to:

**Verbal** bullying such as name-calling, jeering, teasing, taunting, slagging, threatening.

**Physical** bullying such as hitting, spitting, kicking, pushing, tripping, stealing, vandalising, damaging property, intimidating.

**Psychological** bullying such as excluding, isolating, ridiculing, malicious gossip, spreading rumours, passing notes, using peer pressure to intimidate, threatening gestures or looks.

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

**Sexual** bullying such as unwelcome sexual comments touching body parts, spreading rumours about a person's sexual orientation, taunting a person of different sexual orientation.

**Racist** bullying such as discrimination, prejudice, comments or insults about colour, nationality, or cultural ethnicity.

**Relational** victimisation, manipulating relationships e.g. ignoring or excluding from the group, ostracism, breaking confidence, spreading rumours, huddling together as a way of excluding others, talking loudly so that the excluded person can hear, looking "daggers", abusive letters, drawings, texts, e-mail, social media messages, phone calls.

**Extortion** to extort items such as money and other property or to force students to carry out actions against their will.

**Identity-based** bullying such homophobic, transphobic or transgender; or bullying of those with disabilities or special educational needs. It also includes bullying based on a person's membership of the Traveller community.

**Cyber** bullying is a form of social bullying that uses technological communications to humiliate, harass, embarrass tease, intimidate, threaten or slander an individual or group of people. Cyber bullies use instant messages, texts, e-mails, chat rooms, mobile phones, social networking or blogs and interactive games. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a mobile phone.

## 6. Clarification of exclusions

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*.

## 7. Reporting a Bullying Incident

It is important if students are being bullied or know someone being bullied it is reported to a member of staff and investigations are carried out by:

**The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) See Appendix 7 for Colaiste Clavin Bullying ladder of referral:**

1. Person to whom a concern/complaint/observation is first made.
2. Class Tutors/ Class Teacher.
3. Year Head
4. Anti-bullying co-ordinator.
5. Home School Liaison Person
6. Guidance Counsellor.
7. Deputy Principal/ Principal.

### **Reports of bullying incidents can be made to:**

ANY teacher  
Class Tutor

Year head  
Anti-Bullying Coordinator  
Principal  
Deputy Principal  
Guidance Counsellor  
Special Needs Assistant (SNA)  
Auxiliary Staff  
Student friend/mentor  
Parent/Guardian

**Reports of bullying can be made via:**

Verbal report

Sociogram completed using Microsoft Forms.

Note or email to staff member

E-mail: [colaisteclavin@lmetb.ie](mailto:colaisteclavin@lmetb.ie)

**8. Procedures for Investigation, Recording and Follow up of bullying behavior**

**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 outlined in detail in 1 (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):**

All interventions will be noted by the relevant teacher on the **bullying report form (see Appendix 2)**. The relevant teacher(s) for investigating and/or dealing with bullying can be a:

- Teacher
  - Tutor/ Year Head
  - Anti-Bullying Coordinator
  - Principal/Deputy Principal
- The incident will be investigated by the relevant teacher in a calm, nonaggressive manner.



- The students involved will be consulted individually, and the teacher will seek answers to what, where, how, who and why an incident, or incidents have taken place.
- The two students or the group of students 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 knows about each other's statement and that the situation can be resolved to everybody's satisfaction. More than one teacher would be present at this meeting.
- In cases where it has been determined that bullying behaviour has occurred the parents of all parties involved will be contacted.
- Records of the meeting, details of the incident/incidents that occurred, actions taken will be completed and filed in the office.
- A plan of action will be agreed with the parties involved.
- Counselling will be offered if this is deemed necessary.
- Class tutor will be informed and Year Head.
- The teacher to whom the issue was reported originally must be satisfied that the bullying behaviour has ceased. If this individual feels that it has not been adequately and appropriately dealt with he/she must complete the template at Appendix 2. He/she must retain a copy and provide a copy to the Principal, Deputy Principal or Anti-Bullying Co-ordinator.
- Subsequent infringements will result in parents being brought into the school for further consultation.
- Where a parent is not satisfied that the school has dealt with a bullying case in line with the procedures then s/he has recourse to the school's complaints system. If the parent is still not satisfied, subsequent to having exhausted the school's complaint mechanism, then the matter may be referred to the Ombudsman for Children.
- A student/students involved in ongoing incidents of bullying and where specific evidence is available sanctions will follow in line with the school's code of behaviour.
- Serious instances of bullying behaviour will, in accordance with the Children First and "The Child Protection Procedures for Primary and Post-Primary Schools", will be referred to TUSLA the Children and Family Services and/or Gardaí as appropriate.

## **9. Education and Prevention Strategies**

**The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows** (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

1. The school has a peer mentoring programme whereby all new students are linked with a trained senior students who help with their induction into the school.
2. First year induction programme includes a brief talk on our AntiBullying Policy with the aim to encourage students to come forward and discuss issues causing concern. Cyber bullying, homophobic bullying and transphobic bullying will be addressed in this induction week. Advice on appropriate online behaviour will also be given.
3. SPHE programme (includes material on cyber bullying, homophobic and transphobic bullying).
4. RSE programme (includes material on tolerance, understanding and identity).  
CSPE programme ( includes material and rights and responsibilities, law and human dignity)
5. Subject department exploration of issues such as inclusion, diversity and interdependence, where appropriate in subject areas.
6. A constant reminder of respect for others at all times, not to exclude others and reminders of appropriate online behaviour to be incorporated in Tutor time on a very regular basis especially in junior classes. Students need constant reminding of positive behaviour.
7. Pupils' self-esteem, empathy and resilience to be enhanced through curricular and extracurricular programs. Staying Safe Online and Friends For Life programs are run concurrently for all first year students. The programs aim to aid students in gaining the necessary skills to cope in on online world and how to cope with day to day struggles. Pupils awareness and understanding of bullying including its causes and effects and in particular homophobic and transphobic bullying to be developed through speakers, workshops, noticeboard and posters throughout school environment.

8. Anti Bullying and Wellbeing events take place throughout the school year. Anti-Bullying Curriculum will be taught to students throughout the school year to all students as it is felt that bullying is not something that happens at a particular time and so as a school we feel it is important that the key messages of the anti-bullying curriculum should be repeated regularly as a constant reminder for students.
9. A Bullying Sociogram will be undertaken using Microsoft Forms at intervals throughout the year so as to get a better understanding of relationships in classes. Each individual is asked a series of questions designed to uncover the social dynamic in a class, thus identifying positive and negative influences in a group. The sociogram will be administered by the Anti-Bullying Committee at the beginning of the school year and again at different intervals through the year. (Sample form at appendix 6).
10. A class observation will be used when warranted. This can be useful in monitoring situations following the use of a bullying sociogram. It may also be used to identify the source of bullying behaviour.
11. All students will be required to sign an Anti-Bullying Contract ( See Appendix 5)
12. Guest speakers for parents, students and staff CPD. Bullying awareness seminars will be organised for parents from time to time.
13. Students are carefully supervised during recreational periods and prior to school commencing each morning. At all times students are excluded from loitering in concealed areas of the school campus.
14. All members of the school community are regularly briefed on the procedures for reporting suspected incidents of bullying.
15. If there is a suspected bullying incident it will be dealt with swiftly and the situation will be carefully monitored afterwards.
16. The school curriculum will be used, where possible, to enlighten students about bullying and its effects. The SPHE Programme has a key role in this regard. This is also supported by CSPE programme.
17. All internet usage is carefully supervised by a teacher. Acceptable use of the Internet policy.

**9.1 The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):**

## **9.2 Prevention Strategies**

It is important that the anti-bullying message is kept to the forefront of everyone's mind. Therefore the following prevention strategies are in place

### **9.2.1 Students**

The following measures are undertaken to raise awareness of the need for a positive school climate and positive relationships among the student body in Colaiste Clavin.

- SPHE programme.
- Class Tutor
- Reinforcing positive student efforts.
- Building student self-confidence.
- Liaising with primary schools.
- Student induction programme for 1st years.

Wellbeing week and Anti-Bullying events

- Visible teacher presence.
- Support programmes (e.g.: Wellbeing/SEN/RSE)
- Clear instructions re: "who to tell" & "how to tell" & "what to expect"
  - Further Information for parents and students on Bullying, types of bullying and what to do can be found in Appendix 8.

### **9.2.2 Staff**

The process of raising awareness among all staff members in the school community in Colaiste Clavin is achieved in the following ways:

- Staff meetings
- Promote teacher attendance at anti-bullying training and C.P.D.
- A copy of the policy and procedures is made available to all staff.
- Whole staff participation in awareness raising events e.g. Wellbeing week etc.

### **9.2.3 Curriculum**

The curriculum actively supports the creation of a positive school culture with a focus on preventing and minimising the impact of bullying on students.

- An anti-bullying programme is integrated within our school curriculum. It is taught to all incoming 1st classes through Stay Saving Online, Friends for Life, CSPE SPHE and RSE.
  - Dealing with cyber-bullying in ICT classes. The 1st year induction programme includes an anti-bullying section.

#### **9.2.4 Initiatives**

Other examples of school initiatives that support the creation of a positive environment and the anti-bullying ethos include:

- Display anti-bullying and welcoming diversity posters.
- 1st year induction days.
- Supervision provided before school, during morning and lunch breaks and after school.
- Group activities e.g.: school trips, extra-curricular clubs and societies, team sports.
- Student council to raise concerns.
- Student surveys.
- Promote attendance at parent courses/information evenings e.g. iPad use in school and potential issues of concern.
- Cyber bullying lesson plans available for any staff members e.g. Safer Internet Day.
- A programme of support for pupils who have been bullied is in place. Such pupils are offered counselling and /or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.
- School Completion provides the “Friends for life Programme” and Warrior Programme. The “Friends for life” and “Warrior” Programme are centred on practices to bring stillness to young people. These are resilience building programmes that work with and improve the emotional wellbeing and educational outcomes of young people.
- Anti bullying coordinator will meet with the victim and the bully and where possible work on restorative practices with the pupils involved. Anti-bullying co-ordinator will also work with students affected by bullying and help pupils to build resilience.

### **10. 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.

### **11. 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

## **12. Monitoring the implementation of the Policy**

The implementation of the policy shall be monitored by the Principal and the Board of Management.

An annual report should be issued to the Board of Management to confirm that the actions/measures set down under the policy are being implemented. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

## **13. Review of policy:**

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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department. See Appendix 3 and 4 for more information.

This policy was drafted by the Anti-Bully team in 2019-2020

Staff consulted:

Students consulted:

Parents consulted:

Board of Management consulted:

This policy was adopted by the Board of Management on

Signed: \_\_\_\_\_

Chairperson

Signed: \_\_\_\_\_

Principal

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Policy ratified by LMETB \_\_\_\_\_

Became official policy on \_\_\_\_\_

## **Appendix 1:**

### **Practical tips for building a positive school culture and climate**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour

- Model respectful behaviour to all members of the school community at all times.
  - Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
  - Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
  - Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
  - Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
  - Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
  - Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
  - Explicitly teach pupils about the appropriate use of social media.
  - Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
  - Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
  - Actively promote the right of every member of the school community to be safe and secure in school.
  - Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
  - All staff can actively watch out for signs of bullying behaviour.
  - Ensure there is adequate playground/school yard/outdoor supervision.
  - School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
    - a. Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
    - b. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.



## Appendix 2: Coláiste Clavin Form 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	<input type="checkbox"/>	Teacher	<input type="checkbox"/>
Another Pupil	<input type="checkbox"/>	Other	<input type="checkbox"/>
Parent	<input type="checkbox"/>		<input type="checkbox"/>

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

	<input type="checkbox"/>	Please give further details/notes
Outdoor area	<input type="checkbox"/>	
Classroom	<input type="checkbox"/>	
Corridor/Common area	<input type="checkbox"/>	
Toilets	<input type="checkbox"/>	
School Bus	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

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

\_\_\_\_\_

6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression	<input type="checkbox"/>	Isolation/Exclusion	<input type="checkbox"/>	Damage Property	<input type="checkbox"/>	to	Name Calling	<input type="checkbox"/>
Cyber-bullying	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>		Other (specify)	<input type="checkbox"/>

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

Homophobic	<input type="checkbox"/>	Membership of Traveller community	<input type="checkbox"/>
Disability/SEN related	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>
Racist	<input type="checkbox"/>		



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

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**9. Detailed description of actions taken to date**

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**10. Actions taken by class teacher in response to bullying behaviour (Please tick relevant box(es))**

Spoke with student after class		Note in Journal	
Report on Eportal		Relocated student within room	
Informed Class tutor		Other:	
Phone Call home			

**11. Further action taken by Class Tutor/ Year Head (Please tick relevant box(es))**

Phone call home		Referral to Guidance Counsellor	
Referral to Year Head		Sanction	
Referral to Principal/ Deputy Principal		Refer to Anti-Bullying Coordinator	
Other			

Signed \_\_\_\_\_ (Relevant Teacher)      Date \_\_\_\_\_

\_\_\_\_\_  
Date submitted to Tutor/ Year Head

\_\_\_\_\_  
Date submitted to Deputy Principal/ Principal

### Appendix 3

#### Annual review of the anti-bullying policy

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. . This checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

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> ?		
Has the Board published the policy on the school website and provided a copy to the parents' association?		
Has the Board ensured that the policy has been made available to school staff (including new staff)?		
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?		
Has the Board ensured that the policy has been adequately communicated to all pupils?		
Has the policy documented the prevention and education strategies that the school applies?		
Have all of the prevention and education strategies been implemented?		
Has the effectiveness of the prevention and education strategies that have been implemented been examined?		
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?		
Has the Board received and minuted the periodic summary reports of the Principal?		
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?		
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?		
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?		
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?		

Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?		
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?		
Has the Board put in place an action plan to address any areas for improvement?		

Signed \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
 Principal

**Appendix 4**

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

To: \_\_\_\_\_

The Board of Management of \_\_\_\_\_ 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 \_\_\_\_\_ [date].

This review was conducted in accordance with the checklist set out in **Appendix 5** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal

## **Appendix 5:**

### **Colaiste Clavin Anti-Bullying Statement**

Colaiste Clavin School Community wants to ensure that everyone has the opportunity to work learn and play in a safe, bully free environment.

We would like Colaiste Clavin to be a place where:

1. Everyone treats each other fairly and with respect.
2. Bullying of any kind is not tolerated.
3. Bullying behaviour can be reported without fear of retaliation.
4. People support each other.
5. Bullying incidents are dealt with fairly and effectively.

### **Coláiste Clavin Longwood, Co. Meath Anti Bullying Contract**

Dear Student,

The schools definition of bullying is:

#### **Definition of Bullying:**

*Any deliberate and continuous unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. This definition includes cyber-bullying, relational bullying and identity-based bullying*

#### **Our school rules state that:**

“Students should at all times be respectful and courteous towards staff and fellow students. Bullying is considered a serious offense.”

#### **You are breaking this rule if you:**

- Hit, kick or push somebody.
- Slag, heckle or jeer.
- Isolate, undermine or spread rumours about a student or his/her family.
- Use a mobile device and the Internet to post an image or comment about a fellow student or staff member. This includes agreeing in any way with an image or comment posted.
- Comment in any way on a person’s sexual orientation, ethnic background or social class.
- Interfere with a student’s property

This applies inside and outside of the classroom as well as on school trips and on your journey to and from school.

#### **If you are involved in a bullying incident:**

1. A bullying report will be filled out and you will be warned to stop the behaviour.
2. If you do not stop the behaviour you will be given a sanction in line with the schools code of behaviour and your parents will be contacted.

3. If the bullying continues or you are involved in a serious incident you will receive a sanction in line with the schools code of behaviour this may include a suspension for your behaviour.

If you are being bullied or you witness somebody else being bullied you **must** tell someone, a teacher or your parents and/or guardian so that the matter can be investigated

\_\_\_\_\_  
Margaret Deegan  
Principal

\_\_\_\_\_  
Orla McBride  
Deputy Principal

I have read and understand the above contract

Signed: \_\_\_\_\_  
Student

Signed: \_\_\_\_\_  
Parent/Guardian

Date: \_\_\_\_\_

## Appendix 6

### Sociogram Bullying Report Form 3rd Year 2019/2020

1. What is bullying?

2. Are you being bullied?

Yes

No

3. If you answered "yes" to the above question give details of what has happened, when it happened and who was involved.

4. Do you know anyone being bullied?

Yes

No

5. If you answered 'yes' to Question 4 can you name the person in the box below.

6. Do you know what type of bullying is being experienced?

Cyber

Physical

Verbal

Social (Leaving someone out)

7. Where is the bullying taking place?

8. Can you name the person/s who are involved in the bullying incidents you have mentioned above?

9. Where does bullying take place in the school?

- Classrooms
- Corridors
- School Bus
- Lockers
- Toilets

10. Who would you speak to if you were worried about bullying issues in the school?

- Parent/Guardian
- Principal
- Vice Principal
- Year Head
- Tutor
- Class Teacher



## **Appendix 7**

### **RESOURCE FOR TEACHERS TO DEAL WITH BULLYING BEHAVIOUR**

Strategies for Curtailing Bullying Behaviour:

- Teachers need to be punctual for class to prevent bullying behaviour from developing.
- We need to be alert in class to potential bullying behaviour and record it in the class observation sheets.
- The curriculum is used where possible to enlighten students about bullying and its effects.
- Teachers should have a simple agreement with their classes that bullying will not be tolerated in the classroom. This should be done in conjunction with Classroom Contracts. Positive example to be set.
- Be generous with praise for positive behaviour and consistent with sanctions for negative behaviour.
- Involving students in group work tends to make them more accepting of one another.
- Be vigilant at all times to spot potential bullying behaviour.

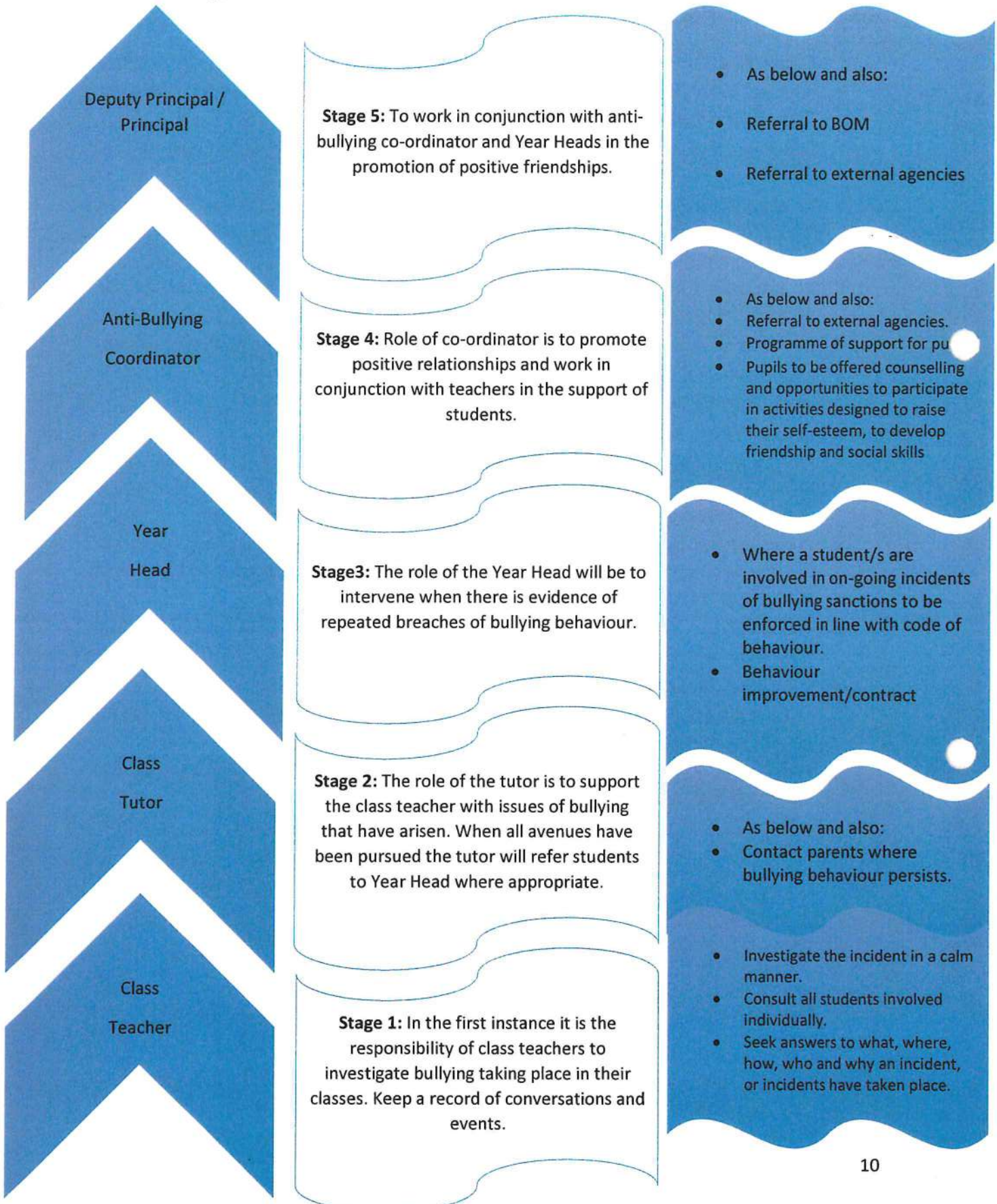
#### **Investigating and Dealing With Bullying Behaviour**

##### General Procedures

1. It is important that the incident is dealt with in the first instance by the member of staff who was approached or who seen the bullying take place be it in class, on the corridor or school trips as this person perceived to be as someone that would help.
2. Every incident should be reported no matter how trivial it may seem. This sends out the message that the incident is being treated seriously. Reporting should be done in accordance with the ladder of referral. See Appendix 2
3. Take a calm, unemotional problem solving approach listening to both sides of the story and not jumping to conclusions.
4. Take brief notes and if possible have a colleague within sight.
5. Consult and Liase with Anti Bullying co-ordinator, tutor and Year Head to see if there have been any previous incidents of bullying.
6. Liaise with Deputy Principal/Principal, class tutor, year head, anti-bullying co-ordinator and guidance councillor to resolve the bullying issue.

**Coláiste Clavin Bullying Referral System 2019-2020**

***At all stages confidential records should be maintained by the person intervening in the situation.***



## **Interviewing an Alleged Bully**

- Students who feel concerned may decide never to admit wrongdoing. It is therefore important not to make accusations.
- Sometimes, in an attempt to save face, students may deny being involved.
- Occasionally bullies may have no feelings of shame or guilt and expecting them to be remorseful might not be productive.
- Students may be unaware that their behaviour is wrong. It will have to be clearly explained that their behaviour is unacceptable.
- In a case where group bullying is suspected teachers should enlist the help of a colleague to interview some of the group.

## **Technique**

1. Put the student at ease and state clearly why s/he is being interviewed.
2. Take a non- confrontational approach and use I statements. "There seems to be some difficulty between yourself and ..... I asked you here to try and resolve the situation".
3. Be calm and constructive and adopt a problem solving approach.
4. Inform them that you are taking notes and give them time to think over what they have said.
5. Ask for a written account of the incident in the Incident Report form. Read the account back and give him/her time to think about what has been written.
6. Examine the account and explain that you need to understand the person's involvement.

This is what I need to be clear about:

- What happened?
  - When and where did it take place?
  - Who is involved?
  - What part did you play?
  - Was there more than one person involved on either side?
  - Were there any witnesses?
  - Have you been involved in anything like this before?
7. Encourage the young person to take responsibility for his/her actions. Get the student to understand what was wrong about the action and to see the situation from the victim's point of view.
  8. A co-operative attitude should be praised and taken into account.
  9. If the student continues to deny involvement in the incident
    - Inform the student that you have already acquired a significant body of evidence from other sources.
    - Repeat the main points "This is the situation as I see it....."      "I don't accept that I am hearing the full story....."

- Explain that you are trying to resolve the situation here and now without having to involve others.
- Reassert that the behaviour is unacceptable but that it can be sorted out.
- State that the next step will be reporting the matter to the deputy principal/principal. Indicate that parents might have to be called in.

If there is still no progress refer the incident to school management. The relevant class tutors, Year Heads and Anti-Bullying Co-Ordinator should be consulted on completion of Bullying Report Form.

### **Interview with Victim**

- This should be done as soon as possible after you are made aware of the incident.
- Offer the student the choice of writing an account of the incident or of just relating what took place to relevant personnel.
- Read out the account and give the person time to reflect on what has been recorded.
- Reassure the victim
  - It is not his/her fault
  - It could happen to anyone
  - S/he is doing the right thing
- Advise the student that you need the following information:
  - What happened, when and where?
  - Who was involved?
  - Was there provocation on his/her part?
  - How often did it happen?
  - Any witnesses.
- Assure the student that the situation will be investigated and dealt with.
- If the victim doesn't talk refer the matter to the office.



## **Appendix 8**

### INFORMATION FOR STUDENTS AND PARENTS ON BULLYING

Bullying is when you are subjected to physical, verbal or emotional attack on a regular basis, in such a way that you are constantly in fear and unable to defend yourself.

#### **Examples of Bullying**

##### Physical

- Punching
- Kicking
- Pushing
- Tripping
- Interfering with someone's property
- Spitting at someone

##### Verbal

- Name calling
- Jeering
- Taunting
- Teasing
- Threatening
- Ridiculing another individual or a member of his/her family
- Spreading rumors
- Text messages
- Emails
- Graffiti
- Humiliating

### Psychological

- Deliberately excluding someone
- Isolating
- Making unwelcome sexual comments
- Discriminating behaviour on grounds of race, colour, religion, sexual orientation, age, or background

### **Sexual Bullying**

Unfortunately some people can be bullied sexually. Being forced to do something sexual or being put under pressure to participate in sexual activity when you are not ready for it is bullying and you should not put up with it. It is wrong to talk to others or to spread rumours about what a girlfriend or boyfriend did or did not do when you were going out.

### **Some common ways that teenagers are bullied sexually are:**

- Touching that makes you feel uncomfortable.
- Making you do anything sexually against your will.
- Making you watch videos/films that are sexually explicit or making you read or showing you sexually explicit and disturbing books, magazines or other written materials.
- Speaking to you in a sexually offensive way.
- Wedging i.e. lifting a person up by their underwear, thus possibly causing physical damage and pain to the genital area.
- Name calling that refers to a person's sexuality e.g. "gay" "slut" etc. is wrong.
- Sending sexually offensive text messages or emails.

If any of these things are happening, you are being sexually bullied and you must tell someone you trust.

### **Relational Bullying**

Relational bullying is when a person in a friendship group deliberately sets out to exclude another member of the group or to damage that person's feelings of belonging to the group. This may be done by spreading rumours, telling secrets, gossiping or pretending to be friends but subtly organising things so that the victim is excluded and left without any friends.

### **What to do if you are targeted by relational bullying?**

People who bully in this way are often the leaders of the groups. They may be acting out of jealousy or they may be behaving in a way that they have learned from other unhappy people in their lives. It is important to talk to an understanding adult. Keeping your feelings locked up inside can cause you to become more distressed. It is most important to have friends in different areas of your life e.g. in clubs, in your neighbourhood, among relatives etc. When things go wrong in one place you will have friends elsewhere. The quality of the friendship is what counts. If you are a bystander and know that isolating is going on and you do nothing about it then you too are bullying. It takes courage to stand up to a person who is manipulating friends in such a way that another person is being hurt. Choosing to remain friends with the isolated person takes great courage. It should not mean losing your friendship with the rest of the group.

### **How does it feel to be bullied?**

- Lonely
- Stressed
- Freaked out
- Ashamed
- Fragile
- Angry
- Frightened

### **What To Do If Being Bullied By Text Messages?**

- Give your mobile number, email and social media account names only to people you trust.
- Keep the messages as evidence.
- Do not return an abusive text.
- Give your phone to your parents/guardians to monitor.
- Block the person if necessary.
- Report the matter to the Gardai.

**It usually takes an adult to step in to stop bullying. Tell an adult.**

Who should you tell?

- Tell your parents
- Tell a teacher you trust
- Tell a friend
- Tell Childline

### **How to Tell**

Always keep an account of the bullying, when, who, where, how?

- Approach the person at a quiet time.
- Write a note or email your teacher.
- Get your parents or a friend to tell on your behalf.

It is important to tell even if you are afraid things might get worse.

Bullies thrive on secrecy. The vast majority of bullies back off when they know an adult is on to them. Tell someone you trust who is likely to believe you and who will do something to stop it.

### **Why Do Bullies Bully**

- They feel good by being tough.
- They try to buy popularity.
- They get a buzz out of making people do things against their wishes.
- Bullies are often insecure in themselves and they feel they cannot reveal a soft side.
- Some bully to be part of the crowd but don't really like it.
- Some feel they are just standing up for themselves.
- They think nobody will mess with them if they show a tough side.

### **Managing Anger**

Anger is a normal human emotional response that everyone feels at some time. It only becomes a problem when you act out of anger to hurt yourself or others.



### ***Tips for Controlling Anger***

- 1) Learn what triggers your anger. Think what was the feeling prior to you getting angry.  
Was it frustration because you didn't get your own way?  
Was it wanting to get even with someone?
- 2) Become aware of where in your body you feel those feelings. These will be the warning signs for you to start taking control of your anger. Is it in your head? Is it in your chest? Do you feel your heart heavy?
- 3) Have a plan of action  
Even though you feel you want to hit out, now is the time to tell yourself that it will only make matters worse.
  - I can handle this without getting mad.
  - I am going to count to ten and start counting slowly.
  - Take in several deep breaths and breathe out slowly.
  - Leave the situation and walk away. Thump a cushion or a punch bag.
  - Decide to wait a while until you feel calm enough to deal with the difficulty.
- 4) Reward yourself when you have succeeded. Getting praise for success will feel good.  
Learning to control anger takes time and effort.
- 5) Sorting out the problem that caused the anger in the first place.

When you are mad with another person your first reaction may be to blame the person, using language like, "you always" "you never." This usually makes the other person angry. It is more effective to tell the person how you feel about their behaviour and what you want done about it.

- a) Be specific e.g. "I feel left out when..." "I get angry when I am called names I want you to stop".
- b) State the problem as you see it without blaming.
- c) Say what it is you want to happen "I feel angry when you..."

Bullying is a bad habit that can be changed. Stopping to think about how you would feel, if you were being bullied in this way, might help.

Try to be friendly in particular try to include others who are being left out.

If you surround yourself with people who are calm and in control you will be less likely to find yourself in situations where you feel the need to bully.

### **Bystanders**

1. Are you aware of students being constantly harassed by other students?
2. Do you stay silent when you see another person being bullied, physically, verbally or psychologically?
3. Are you afraid to intervene in case you may be next?
4. Have you ever encouraged a bully by laughing or cheering or bad behaviour?
5. When you see bullying do you like it but turn the other way as if you haven't noticed?
6. Do you watch what happens but do not know how to help?
7. Are you afraid that if you do something it might make matters worse for the victim?

### **Have you used any of the following excuses not to intervene?**

"The bully is my friend". "It's not my problem. This is not my fight". "She is not my friend so why should I". "It's too much trouble".

If you have answered yes to any of the questions then you are part of the supporting cast who aid and abet bullying.

### **There are no innocent bystanders. What can you do to help?**

Ask the bully to stop.

Standing up to a bully and telling them to stop takes moral strength and courage. Failing to do so allows a bully the permission of his peer group to harm another human being without feeling empathy, compassion or shame. If you find it too difficult to say "stop" at least don't join in.

### **Tell an Adult**

This is not telling tales. It is telling to be safe.

Don't join in.

## BOM & LMETB Ratification/Resolution Process for This Policy

### BOM Ratification

Anti Bullying Policy

<b>Date Ratified by the Board of Management:</b>	29/4/2020.
<b>Proposed By:</b>	Ms. Jean Dorrado
<b>Seconded By:</b>	Mr Paul Moore.
<b>Signed:</b>	<i>Seamus Murray</i> (Chairperson, BOM)
<b>Scheduled Date for Review of the Policy:</b>	29/4/2022.

### LMETB Ratification/Resolution of the ETB Board

<b>Date of Resolution of ETB Board</b>	
<b>Signed</b>	(Chairperson)



**lmetb**

Bord Oideachais agus  
Oiliúna Lá agus na Mí  
Louth and Meath Education  
and Training Board