

**ANTI-BULLYING POLICY  
COLAISTE CLAVIN,  
LONGWOOD, CO. MEATH.**

## TABLE OF CONTENTS

1. Introduction
2. Vision
3. Aims
4. Key Principles
5. Definitions
6. Clarifications of exclusions
7. Reporting a Bullying Incident
8. Procedures for Investigating, Recording and follow up of Bullying Behaviour
9. Education and Prevention Strategies
10. Supervision and Monitoring of Pupils
11. Prevention of Harassment
12. Monitoring the Implementation of the Policy
13. Review of Policy
14. Appendices

## 1. Introduction

Colaiste 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. Colaiste Clavin is a supportive and inclusive community with a professional and committed staff providing our students with a holistic education to enable each individual to achieve full potential.

This Anti-Bullying Policy was developed in accordance with the requirements of the Education (Welfare) Act 2000 and The Cineáltas Action Plan (2022) In accordance with the requirements of the Education (Welfare) Act 2000 and the *code of behaviour guidelines*, the Board of Management of **Colaiste 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 *Cinéaltas Action Plan On Bullying Implementation Plan (2023-2027)*. 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 Colaiste 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.
- ix. To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy.

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

The Board of Management of Colaiste 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.
  - 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 victimization** and 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 )**. 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, non aggressive 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. Restorative Practice will be utilised.
- In cases where it has been determined that bullying behaviour has occurred the parents of all parties involved will be contacted.
- Any bullying report must be checked in through the QR system.
- Records of the meeting, details of the incident/incidents that occurred, actions taken will be returned to the Anti Bullying co-ordinator who will staple them to the cover sheet of that case. (See Appendix). A pink copy of each file will be added to the students main file in reception.

#### Stage 1:

- The teacher or staff member to whom the issue was reported with originally, must file the report via the Bullying QR code.
- The Antibullying co-ordinator will then inform the tutor of both the victim and the perpetrator who will do initial interviews. If bystanders or witnesses accounts are needed, other tutors will be informed.
- The tutors will carry out an action such as a promise declaration by the perpetrator, a phone call home, inform class teachers, detention or other action as per code of behaviour. Alternatively, if needs be, the must refer it back to the Antibullying co-ordinator for a stage 2, if year head involvement is needed.
- The Anti Bullying co-ordinator will then follow up after stage 1 and ensure the action by the tutor has been successful and the victim and/or parents are happy that the bullying has ceased.

- If the tutor and/or student feel this bullying is ongoing – It will be raised to a stage 2.

#### Stage 2:

- A case is moved to stage two if more serious breaches of code of behaviour have occurred or repeated offenses.
- The tutor or the anti-bullying coordinator meets with Year Head to discuss the ongoing or more serious bullying events.
- Students are interviewed further, and an action is taken as per Code of Behaviour.
- Referrals can be made to Guidance Department made for restorative circle approach in some cases.
- Antibullying coordinator follows up on the outcome with the victim in a closing interview.
- Counselling will be offered if this is deemed necessary.

#### Stage 3:

- A case is moved onto stage 3 if the bullying behaviour has not ceased after the above actions.
- Management is informed and case is passed on.
- Principal and Deputy Principal take action based on Code of Behaviour.
- 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 Gardai 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 Anti Bullying 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. The wellbeing – coordinator and antibullying coordinator include topical subjects on the weekly wellbeing plan based on current issues ongoing such as respectful language, correct use of group chats, when and as the need arises.
10. A Bullying Sociogram will be undertaken using 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 throughout the year. (Sample form at appendix 6).
11. 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.
12. All students will be required to sign an Anti-Bullying Contract (See Appendix 5)
13. Guest speakers for parents, students and staff CPD. Bullying awareness seminars will be organised for parents from time to time.
14. 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.
15. All members of the school community are regularly briefed on the procedures for reporting suspected incidents of bullying.
16. If there is a suspected bullying incident it will be dealt with swiftly and the situation will be carefully monitored afterwards.
17. 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.
18. 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 – **Weekly wellbeing plan**
- 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)
  
- QR code on back of toilet doors and in  
common areas.
  
- 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:

- 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.
- Staff updates on reporting at staff meetings and via email.

### **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.
- Fuse workshops are completed in 2<sup>nd</sup> year in Religious Education classes.
- The whole school well-being weekly update includes topical bullying issues.

### **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.
- Termly Campaigns eg Its Not Banter campaign.
- 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.
    - Fuse Workshops in a shared folder on SharePoint for all staff access.
- 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 centered 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.



## **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.
  - c. Support the establishment and work of student councils.

**Appendix 2: Colaiste Clavin Form for Recording Bullying Behaviour (Now Digital – Used by Students & Staff and Monitored by the Anti-Bullying Coordinator)**

## Report of Bullying Form

1. Name of Student being bullied

Enter your answer

2. Class group of student being bullied:

Enter your answer

3. Names of student/s engaged in bullying behaviour:

Enter your answer

4. Are you:

- Parent of student being bullied
- The student being bullied
- Witness of the bullying behaviour
- Teacher who witnessed behaviour
- Other staff member who witnessed behaviour
- Tutor of the student being bullied
- Year Head
- Principal

5. Locations at which the bullying is taking place:

- During class
- During breaks in school
- School Bus
- Outside of school
- Toilets
- During breaks outdoors
- Other

6. Types of bullying behaviour being carried out:

- Physical Aggression
- Isolation/ Exclusion
- Damage to Property
- Name Calling
- Intimidation
- Malicious Gossip
- Online / Cyber
- Other

7. Where the bullying is considered "Identity Based" bullying, please indicate the relevant category.

- Homophobic
- AEN or Disability related
- Racist
- Sexiest
- Not Applicable
- Other

8. Give a brief outline of the bullying incidents to date:

Enter your answer

9. Have you reported this Bullying previously? If so, to whom?

Enter your answer

10. Are there any other people who have witnessed this bullying behaviour?

Enter your answer

[https://forms.office.com/Pages/ResponsePage.aspx?id=poOQkdzckUO2gg05kLCInLpWVf\\_e701Nj4OrxTCkhN9UN0RKQVpORERZVIVSRFNyOzdVTTMyU0tSTC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=poOQkdzckUO2gg05kLCInLpWVf_e701Nj4OrxTCkhN9UN0RKQVpORERZVIVSRFNyOzdVTTMyU0tSTC4u)



## 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
<ul style="list-style-type: none"> <li>· 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>?</li> <li>· Has the Board published the policy on the school website and provided a copy to the parents' association?</li> <li>· Has the Board ensured that the policy has been made available to school staff (including new staff)?</li> <li>· Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to apply the policy and procedures effectively and consistently in their day-to-day work?</li> <li>· Has the Board ensured that the policy has been adequately communicated to all pupils?</li> <li>· Has the policy documented the prevention and education strategies that the school applies?</li> <li>· Have all of the prevention and education strategies been implemented?</li> <li>· Has the effectiveness of the prevention and education strategies that have been implemented been examined?</li> <li>· Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?</li> <li>· Has the Board received and minuted the periodic summary reports of the Principal?</li> <li>· 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?</li> <li>· Has the Board received any complaints from parents regarding the school's handling of bullying incidents?</li> <li>· Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?</li> <li>· Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?</li> </ul>		

<ul style="list-style-type: none"> <li>· 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?</li> <li>· Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?</li> <li>· Has the Board put in place an action plan to address any areas for improvement?</li> </ul>		
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Signed \_\_\_\_\_ Date \_\_\_\_\_  
 Chairperson, Board of-Management

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

**Appendix4**

**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.

### **Colaiste 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.

\_\_\_\_\_  
Eimear Flanagan Principal

Date\_\_\_\_\_

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

Date\_\_\_\_\_

I have read and understand the above contract.

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

Date\_\_\_\_\_

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

Date\_\_\_\_\_

# Coláiste Clavin

## Anti-Bullying Campaign



Please read all the points below to the students before their first survey about bullying in first year and read the bold text (at least) before all other surveys.

### **Where This School Stands on Bullying - Seeking Reform, not Blame**

- When students are repeatedly hassled or disrespectfully treated over a period of time by others this is what we call BULLYING. This could involve pushing or hitting them, interfering with their property or excluding them but it could also involve name-calling, making nasty remarks about them, or making fun of them - either in person, by phone or text or by Internet social media.
- Students who regularly get hassled or disrespectfully treated by others feel upset, embarrassed and isolated - they feel so badly that they do not want to tell adults. This is a great pity. If they reported it adults could deal with it and bring it to an end.
- If six students "pick on" someone just once a day the targeted student is "picked on" and upset 30 times in that week and so is having a miserable week. That is bullying and it is very unfair.
- Our school policy on bullying says the following: *(Read from policy printed in students' school journals. Emphasise the fact that "respect" is fundamental to the whole policy).*
- **Students have a right to be respected and not to be bullied because of being different, e.g. being brown skinned or white, tall or small, heavy or skinny, red haired or fair, loud or quiet, gay or straight, rough or gentle, good at mathematics or bad at Irish etc.** Everyone is different in various ways but everyone is "equal in worth" and so deserves equal respect.
- **You do not have to like everyone in your class group, but you must still respect them.** If you dislike some of them you can simply keep away from them but you must not bully them.
- **Often students who bully others do not realise the serious harm they are doing.** People have committed suicide as adults because of psychological damage done by bullying when they were younger that was not stopped. **Bullying can be very deeply damaging but it can be stopped.**
- **Students who see or hear about bullying and do not report it to adults are helping the bullying to continue.** If they report the bullying it can be brought to an end, and everyone can "live happily ever after" including even the bullying student(s).
- This school has an anti-bullying team of teachers to try to bring bullying to an end without having to go to Year-Heads, Parents, the Principal, the Board of Management or the Gardaí.
- **We are not interested in punishing anyone - we simply want bullying to stop – NOW!** If a student is identified as bullying others, we will quietly meet that student and explain how serious and unfair it is and how bad it feels for anyone on the receiving end. We will then ask for a promise that the bullying will stop and if we get that promise and the bullying does stop then that will be the end of the matter. But any bullying must stop! This is our "Reform, not Blame" approach.
- **We will now do a survey. It is not anonymous. You will be signing it. In it you must tell the truth. If your answers disagree with the answers of other students it will look like you are not telling the truth - like you are trying to help those who bully others by concealing information.** This is not acceptable, even to other students. And some day you may be the one bullied . . .

In this survey you will be asked if you have hassled any students yourself and also to name anyone in the class group or school who has done so. You must be honest here. You will not be "ratting" on anyone. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to.

Thank you!

## Coláiste Clavin Anti-Bullying Campaign

### **Regular Class Survey**

I know that it is unfair, wrong, and very serious, either as an individual or as part of a group, to bully another student. I also realise that if I know of someone behaving like this, I should report it, and I would not be “ratting” since anyone identified, who then signs a promise to stop bullying and keeps that promise, will not be punished.

Your Name (Block Letters): \_\_\_\_\_ Class/Year: \_\_\_\_\_

Name any student(s) in your class that you know get more slugging, teasing, hassle or disrespectful treatment than most others:

\_\_\_\_\_  
\_\_\_\_\_

Does this involve someone doing any of the following . . .

- |                                 |                                  |                            |
|---------------------------------|----------------------------------|----------------------------|
| Name-calling                    | Jeering                          | Interfering with property. |
| Exclusion                       | Pushing                          | Striking with hand/foot.   |
| Sending nasty messages by phone | Saying/doing nasty things online |                            |

Explain: \_\_\_\_\_

Other: \_\_\_\_\_

Name any other students who know about this even though they may not be involved:

\_\_\_\_\_

Have you ever treated them this way?	Often
	Sometimes
	Never

Name any student(s) in your class that you know regularly treat(s) them this way:

\_\_\_\_\_  
\_\_\_\_\_

Do you think you suffer more slugging, teasing or hassle than most others in your class?	Yes	No
--	-----	----

Name others who know about this: \_\_\_\_\_

The information I have given above is true.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_/\_\_\_/\_\_\_

## **Appendix 8**

### **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.

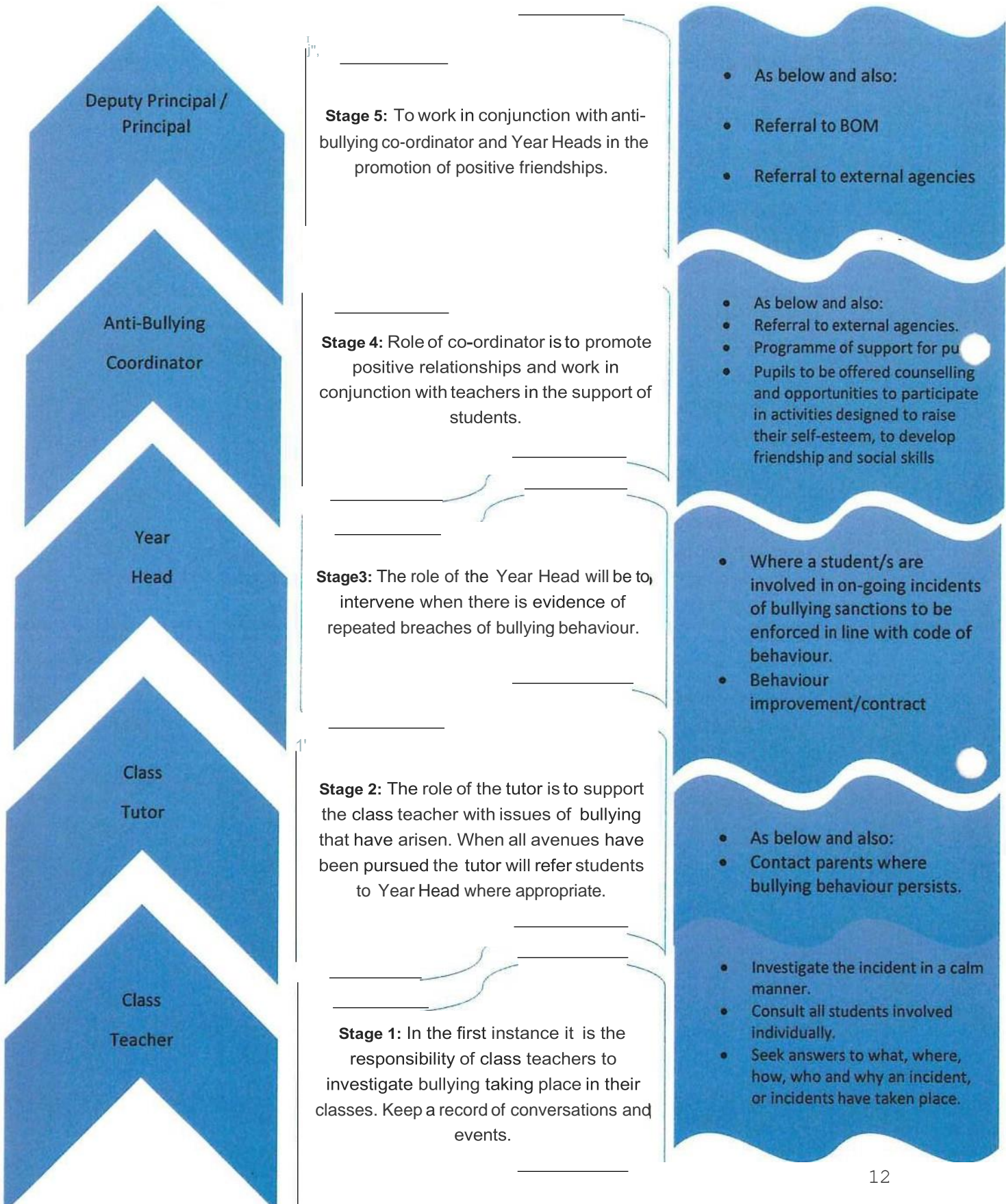
#### **Investigating and Dealing with Bullying Behaviour**

- 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 Liaise 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 counsellor to resolve the bullying issue.

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**Appendix 9 Colaiste Clavin Bullying Referral System**

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



## Appendix 10      **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/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 11**

### 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 the feeling was 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.

Appendix 12 Case Cover Sheet

**Coláiste Clavin  
Anti-Bullying Campaign**



Name of Teacher or Anti-Bullying Coordinator: \_\_\_\_\_

**Action Taken in Response to Incident Report**

*(Please record any survey, interview, promise, phone-call, consultation with parents, teacher, Principal etc. etc. as relevant).*

Step on Anti-Bullying Ladder	Initial & Date
<b>Phase 1</b>	
Event Witnessed/ Reported via QR Code	
Initial Interviews by Tutor	
Action Taken:	
Outcome Achieved:	
<b>Phase 2:</b>	
<i>If desired outcome NOT achieved, please give details of the following:</i>	
Secondary interviews with Year Head:	
Action Taken:	
Outcome Achieved:	
<b>Phase 3:</b>	
<i>If desired outcome NOT achieved, please give further follow up details:</i>	
Referred back to Anti Bullying Co-Ordinator:	
Referral made to management:	
Consecutive interviews:	
Follow up outside intervention and/or counselling:	
Final Outcome:	
<b>Signed:</b>	<b>Date:</b>

Incident Report Form/ Initial Interview Form - For use of Class Teacher/ Tutor/ Year head to gain more information after

Appendix 12 QR code report.

**Coláiste Clavin**  
**Anti-Bullying Campaign**  
*Please return to the Anti-Bullying Coordinator*



**INCIDENT REPORT FORM – This form is used by tutors after notification of QR Report**

Source of Report:  Tick ✓ as appropriate Parent  Pupil  Staff-Member  QRCode  Other

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

Name of Reporting Person (if applicable): \_\_\_\_\_

If Staff Member: \_\_\_\_\_

If Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

**If someone other than a Staff Member or Pupil:**

Name of Reporting Person: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

**Details of Alleged Incident:**

Location of incident: \_\_\_\_\_

Time: \_\_\_\_\_ Day: \_\_\_\_\_ Date: \_\_\_\_\_

Possible Targeted Pupil(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

Possible Perpetrator(s): \_\_\_\_\_ Class/Group: \_\_\_\_\_

\_\_\_\_\_ Class/Group: \_\_\_\_\_

Others who were there: \_\_\_\_\_

Initial Details of Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Report taken by: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

Action taken will be outlined on reverse

**Appendix 13** Optional Interview Aids for Tutors/ Year Heads when interviewing potential perpetrators:

Includes Promise Declaration & Restorative Practice Based Questions.

**Coláiste Clavin**  
**Anti-Bullying Campaign**

*This sheet is an optional aid for tutors or year heads – a written report of interview may suffice. Please staple to initial report sheet post interview.*



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**Alleged Bullying Interview Sheet**

Team Member(s): \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Interview with: \_\_\_\_\_ Class: \_\_\_\_\_ Due to Report/Survey (R/S): \_\_\_\_\_

1. Following a recent survey we are concerned about a student in your class. Does this surprise you? (Y/N) \_\_\_\_\_ Explain: \_\_\_\_\_
2. As you know, students' safety and happiness are priorities in this school. If we were concerned that you were being treated unfairly we would now be trying to discover from others what was being done to you. We would then be interviewing the person treating you in that way. Do you understand this? \_\_\_\_\_
3. Who do you think we are concerned about in your class? \_\_\_\_\_ (Probe)
4. The student is: \_\_\_\_\_
5. Are you surprised that you have been observed by others to be behaving in a disrespectful manner towards this student? (Y/N) \_\_\_\_\_
6. In what way have you been behaving towards \_\_\_\_\_ that has led others to be concerned? \_\_\_\_\_ (Probe)

*It might be useful now to go through a checklist (attached) to help you identify what you may have been doing in relation to this student. You must be honest here. Other students/teachers have already indicated some things you have done. It is important that you are completely honest in this interview so we can then feel at the end that we can trust any promise you might make about your future behaviour. (Use the checklist overleaf, then return to complete below). P.T.O. →*

7. Why have you been treating her/him this way? \_\_\_\_\_ (Probe)
8. Have you ever been bullied? (Y/N) \_\_\_\_\_ if 'Yes,' how did it feel? \_\_\_\_\_ (Probe)
9. Imagine a family member being treated this way at work by their colleagues! How would they feel? \_\_\_\_\_ (Probe)
- How would you feel? \_\_\_\_\_ (Probe)
10. Now, can you understand how unfair it is to treat someone like this? \_\_\_\_\_
11. Did you know that bullying is a serious breach of our school rules? \_\_\_\_\_
12. We have now discussed your behaviour in relation to \_\_\_\_\_ and how it might feel to be the target of this kind of behaviour. We do not want to tell your Year-Head or the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí"). In order to be satisfied that there is no need to discuss your behaviour towards \_\_\_\_\_ with anyone outside this room we need to know that you have understood how seriously we regard this type of behaviour. We need to know for sure that it will not happen again. Can you promise this? \_\_\_\_\_

**We will now ask you to sign a written promise** (Decide which version?)

.....

*To be completed by team member later.*

Parent signature required? (Y/N) \_\_\_\_\_ Promise signed? (Y/N) \_\_\_\_\_

Returned with parent signature? (Y/N) \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_



## Coláiste Clavin Anti-Bullying Campaign



### Bullying Behaviour Checklist

**Please use the letter "Y" for "yes," for "sometimes" or even for "once."**

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

In your dealings with (N): \_\_\_\_\_ have you ever ...

<p><b>Verbal:</b> Called (N) names? _____ <i>(Refer to Survey).</i></p> <p>Said things to (N) to make (N) feel bad? _____</p> <p>Slagged (N) hurtfully? _____</p> <p>Made offensive remarks (N) heard? _____</p> <p>Teased (N) hurtfully? _____</p> <p>Insulted (N)? _____</p> <p>Made nasty remarks about (N)'s parent (e.g. mother) or family? _____</p> <p>Said negative things to (N) or made fun of (N) because of:</p> <p style="padding-left: 20px;">Colour? _____</p> <p style="padding-left: 20px;">Religion? _____</p> <p style="padding-left: 20px;">Nationality? _____</p> <p style="padding-left: 20px;">Home Background? _____</p> <p style="padding-left: 20px;">Gender Issues (e.g. Gay)? _____</p> <p><b>Written:</b> Written nasty notes about (N)? _____</p> <p>Written graffiti about (N)? _____</p> <p>Sent text messages about (N)? _____</p> <p>Treated (N) unfairly on computer in writing or with pictures? _____</p> <p>Sent an embarrassing phone message about (N)? _____</p> <p><b>Property:</b> "Borrowed" (N)'s property without permission? _____</p> <p>Hid (N)'s property? _____</p> <p>Stole (N)'s property? _____</p> <p>Damaged (N)'s property? _____</p> <p>Interfered with (N)'s property? _____</p> <p>Demanded money from (N)? _____</p> <p><b>Discrimination:</b> Treated (N) less well because (N) seems "different"? _____</p> <p>Acted in a racist manner towards (N)? _____</p>	<p><b>Social:</b> Laughed at (N), with others, knowing that (N) could hear you? _____</p> <p>Deliberately ignored (N)? _____</p> <p>Given (N) a "dirty" or dismissive look? _____</p> <p>Excluded or isolated (N)? _____</p> <p>Stopped people being friends with (N)? _____</p> <p>Tried to cause trouble between (N) and (N)'s friends? _____</p> <p>Made fun of (N) in front of others? _____</p> <p>Stared at (N) as a group? _____</p> <p>"Set (N) up" in front of others? _____</p> <p>Spread rumours about (N)? _____</p> <p><b>Intimidation:</b> Given (N) a hostile stare? _____</p> <p>Given (N) a disgusted look? _____</p> <p>Taunted (N)? _____</p> <p>Threatened (N)? _____</p> <p>Ganged up on (N)? _____</p> <p>Stalked (followed) (N)? _____</p> <p>Sent (N) a threatening text? _____</p> <p>Forced (N) to do something (N) did not want to do? _____</p> <p><b>Physical:</b> Thrown objects at (N)? _____</p> <p>Fired paper with elastic? _____</p> <p>Blocked (N)'s path? _____</p> <p>Pushed (N)? _____</p> <p>Punched (N)? _____</p> <p>Kicked (N)? _____</p> <p>Hit (N)? _____</p> <p>Pinched (N)? _____</p> <p>Scratched (N)? _____</p> <p>Tripped (N)? _____</p> <p>Spat at (N)? _____</p> <p>"Head-locked" (N)? _____</p> <p>Grabbed at (N)'s private parts? _____</p>
<p>Any other details or comments: _____</p>	
<p style="color: red;">Return to main interview sheet overleaf and complete it now! P.T.O. ➔</p>	

Observer Sheet:

# Coláiste Clavin Bullying Report Form

**Witness or Experience bullying? if in doubt - report!**



Bullying is any deliberate and continuous unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or a group, against another person (or persons), and which is repeated over time. This also includes cyber bullying (bullying via devices)

## Who can report?

Anyone. If in doubt - send in a report. You could save someone and also save yourself from being a bystander. Students, Staff, Parents can all report via the same QR code. The code is available on the school website and on posters throughout the school



## What will happen after I report?

Your report will be shared with your tutor and your year head, and the antibullying co-ordinator. Your report will be taken very seriously, and will be dealt with discreetly. You will be called in for a chat and asked to share details of the events or be given the option to give a written account. This is done in a calm manner and the bully/perpatrators will not be aware of this meeting.

Dont be a **bystander**. You can report bullying to any teacher at any time. If you are aware of a student continuously being harassed by other students then you are a bystander, and may be called into an interview to give your account. Cover yourself, and the victim by giving your account via the code before it escalates to that stage.



## SCAN to REPORT:



Appendix 16: Link to Cinéaltas Implementation Plan 2023-2027

<https://www.gov.ie/pdf/?file=https://assets.gov.ie/252216/541cc24f-567f-4bf6-b19c-808b732d1838.pdf#page=null>



# **lmetb**

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

## **Board of Management Policy Consultation Record**

***Please present this form to your BOM when considering the policy at BOM level for ratification***

<b><i>School:</i></b>	
<b><i>Policy:</i></b>	

### ***Staff Consultation:***

<b><i>Date of Final Consultation:</i></b>	
<b><i>Proposed By:</i></b>	<i>(Staff Member)</i>
<b><i>Seconded By:</i></b>	<i>(Staff Member)</i>

### ***Student Consultation:***

<b><i>Date of Final Consultation:</i></b>	
<b><i>Proposed By:</i></b>	<i>(Student)</i>
<b><i>Seconded By:</i></b>	<i>(Student)</i>

### ***Parents Consultation:***

<b><i>Date of Final Consultation:</i></b>	
<b><i>Proposed By:</i></b>	<i>(Parents Association Member)</i>
<b><i>Seconded By:</i></b>	<i>(Parents Association Member)</i>

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

**BOM Ratification**

<i>Date Ratified by the Board of Management:</i>	
<i>Proposed By:</i>	
<i>Secoded By:</i>	
<i>Signed:</i>	<i>(Chairperson, BOM)</i>
<i>Scheduled Date for Review of the Policy:</i>	

**LMETB Ratification/Resolution of the ETB Board**

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