



## **Carrigaline Community School Anti-Bullying Policy**

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB, the Board of Management of CARRIGALINE COMMUNITY SCHOOL has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
  - A positive school culture and climate which
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - promotes respectful relationships across the school community;
  - Effective leadership;
  - A school-wide approach;
  - A shared understanding of what bullying is and its impact; implementation of education and prevention strategies (including awareness raising measures) that
    - build empathy, respect and resilience in pupils; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy
3. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

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

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

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

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

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

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour. Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- Principal
- Deputy Principals
- Year Heads
- Assistant Year Heads
- Class Teachers
- Subject Teachers
- Guidance Counsellors
- Chaplain

Carrigaline Community School deems that all staff (both teaching and non-teaching) are responsible for reporting any incident of bullying or unwanted negative behaviour.

5. The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity-based bullying including in particular, 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):

- The CCS Code of Behaviour supports the entire school community in creating an inclusive climate which encourages and reinforces good behaviour. RESPECT is the main principle underlying the Code and positive relationships of mutual respect and mutual support among the school community are expected.

- The school's anti-bullying policy and procedures are made available to all parent(s)/guardian(s) through the school website.
- Teaching and non-teaching staff are expected to familiarise themselves with the school's anti-bullying policy and procedures and are expected to follow those procedures appropriately.
- At the start of each academic year each class has a discussion around the school's anti-bullying policy with their class-teachers. The student guide on bullying in their journal (see appendix 5) should be used. A culture of telling is encouraged, with particular emphasis on the importance of bystanders.
- It is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
- Prevention and awareness-raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff. This is supplemented each year by outside experts who hold workshops with our junior students around the area of cyber-safety, including cyber-bullying.
- Specific lessons on bullying and associated relational issues are delivered through our SPHE, RSE and Wellbeing programmes.
- Our anti-bullying message is reinforced annually through our Health & Wellbeing week activities.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post Primary Schools) :

#### **Procedures for investigation, follow-up and recording of bullying behaviour**

An instance of bullying should be reported to any staff member by the person being bullied, or a parent or a pupil or a teacher. The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved. Carrigaline Community School relies on the support of pupils and parents to ensure that a positive culture exists within the school community where bullying behaviour is not tolerated.

The school reserves its right to carry out its own investigations independent of any outside intervention. Parents/Guardians and students are required to co-operate with

any investigation and assist the school in resolving and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible. In instances where bullying occurs the cooperation of all parties involved is imperative to the successful resolution of any bullying investigation. All involved (including students, parent(s)/guardian(s)) should understand this approach from the outset. An instance of bullying should be reported to any staff member either by the person being bullied, a parent, pupil or teacher.

- All members of staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant Year Head. Teachers are required to complete form AB2 (see appendix 2).
- All reports of bullying, including anonymous reports, will be investigated by the relevant Year Head team and/or Deputy Principal with the aid of form AB1 (see appendix 1). The relevant Year Head/Deputy Principal will use his/her professional judgement to determine whether bullying has occurred and how best to resolve the situation. Collaboration between Year Heads and Deputy Principals will occur when making a determination about the nature of the incident. All reasonable attempts will be made to ensure consistency in the application of the policy and procedures.
- Serious individual or repeated instances will be referred to the relevant Deputy Principal and Principal.

#### **Established intervention strategies**

- Members of the Student Support Team/Pastoral Care Team will be consulted and involved as required. The student referral form will be used to provide background information (please see appendix 3).
- Sanctions in accordance with the school Code of Behaviour will be employed. Sanctions can include when judged appropriate:
  - Verbal Reprimand
  - Informal/ formal detention(s)
  - Issue a break-time monitoring card, to ensure a student remains in their designated area during lunchtimes if required
  - Issue a monitoring card as deemed appropriate
  - Withdrawal of privileges
  - Suspension
  - Other sanctions stipulated in the Code of Behaviour
  - Expulsion

The school offers a programme of support for those who have been bullied and those involved in bullying behaviour (please see section 7 below). The interventions and strategies adopted will depend on the specific nature of the bullying incident and will be a private matter between the pupil being disciplined, his or her parents/guardians and the school.

The following may be deemed appropriate:

- Offenders and victims of bullying may be referred to the Guidance Counsellor or to the Chaplain
- Reconciliation may be facilitated, through the process of mediation
- Restorative Practice may be encouraged i.e. try to get those involved to see

- the situation from the victim's point of view
- Students will be encouraged to adopt a positive attitude regarding their future behaviour
- A contract of good behaviour may be drawn up
- Adjustment of the class-seating plan
- Change of base class
- The involvement of external agencies may be deemed necessary
- Encouraging resilience
- Maintaining contact with teachers involved, year head, parents etc.

School management will ensure that sufficient supervision is given at break times in order to reduce the risk of a bullying incident occurring.

7. 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):

Carrigaline Community School will put in place a programme of supports for students who have been bullied:

- Students will be offered the opportunity to attend counselling with a member of the Pastoral Care team (Guidance Counsellors, Chaplain) as appropriate. (please see Appendix 3). They will be treated with the utmost privacy and confidentiality in all investigations and follow-up.
- Students will be provided with opportunities to participate in co-curricular activities and extra-curricular programmes that support their self-esteem and develop their social skills, for example TY Mentoring and the Meitheal programme.

Students who have been involved in bullying behaviour will be:

- Offered the opportunity to attend counselling with a member of the Pastoral Care team (Guidance Counsellors, Chaplain) as appropriate to help them to understand their behaviour (please see Appendix 3).
- Encouraged to become involved in co-curricular and extra-curricular activities that will help to develop their social skills and self-esteem.

Students who witnessed bullying are encouraged to discuss it with the Guidance Counsellors / Chaplain.

Attitudes towards bullying within the school community will be addressed through the school curriculum, extra-curricular activities and Health Promotion Week.

The Year Head and Class Teacher will monitor the behaviour of the students involved as appropriate.

#### 8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

10. This policy was adopted by the Board of Management on \_\_\_\_\_

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

12. This policy and its implementation will be reviewed by the Board of Management once in every school year (see appendix 4). Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Principal)

Date of next review: \_\_\_\_\_



# Appendix 1



## Carrigaline Community School

### Form AB1: Student report of Incident

Name: \_\_\_\_\_ Class: \_\_\_\_\_

When did it happen? (Date(s) and Time(s) if known)

---

---

---

Where did it happen?

---

---

---

Did anybody else witness this incident? (please list their names and classes if you can)

---

---

---

Have you told your parents/guardians about this incident? (please tick)

Yes	No	If Yes, When?
-----	----	---------------

What happened? (Please explain with detailed facts of the incident)

---

---

---

---

---

---

---

---

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


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

**Form AB2:** Staff recording and reporting an incident of alleged bullying behaviour

1. Name and class group of student reportedly being bullied being:

Name:	Class:
-------	--------

<u>Name(s)</u>	<u>Class(es)</u>

<b>Physical Aggression</b>	<b>Cyber-bullying</b>	<b>Date of Incident:</b>
<b>Damage to property</b>	<b>Intimidation</b>	<b>Time of Incident:</b>
<b>Isolation/Exclusion</b>	<b>Malicious Gossip</b>	<b>Location of Incident:</b>
<b>Name Calling</b>	<b>Other (please specify):</b> 	

[illegible]



4. Where behaviour is regarded as identity-based bullying, tick the relevant category:

<i>Homophobic</i>	<i>Disability/SEN</i>	<i>Racist</i>	<i>Membership of Traveller Community</i>	<i>Other (specify)</i>

5. Your opinion of the impact this incident has had on the student.

---

---

---

6. Name(s) and class(es) of student(s) who may have witnessed reported behaviour:

<i>Name(s)</i>	<i>Class(es)</i>

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

<b>Student Concerned</b>	<b>Parent/Guardian</b>	<b>Staff Member</b>	
<b>Another Student</b>	<b>Teacher</b>	<b>Other (specify)</b>	

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

9. Are the parents/guardians of the student reportedly being bullied aware of this incident?

<b>Yes</b>		<b>No</b>		<b>Don't Know</b>	
------------	--	-----------	--	-------------------	--

Name of Staff member who has completed this form: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_ Date sent to Year Head: \_\_\_\_\_

**To be completed by Year Head/Assistant Year Head**

10. Details of actions taken

---

---

---

---

---

---

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

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

A copy of this form was submitted to The Care Team on \_\_\_\_\_ (Date)

## Appendix 3



### STUDENT REFERRAL FORM

#### Private and Confidential

Name of Student: \_\_\_\_\_

Year: \_\_\_\_\_

Class: \_\_\_\_\_

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

Year Head: \_\_\_\_\_

State how you know the student: \_\_\_\_\_

Is it a pastoral care / learning / behaviour concern (please tick one)?

Pastoral care ...

Learning ...

Behaviour ...

Bullying ...

Is the student happy to meet with a guidance counsellor or the chaplain? Yes ... No ...

Reason for concern: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

## Appendix 4

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

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The 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

## 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 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_

Date \_\_\_\_\_

Principal

## Appendix 5

### GUIDELINES ON WHAT TO DO IN A SITUATION OF BULLYING

**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.**

- If you feel you are being bullied pass on that information to your parents, class-teacher, year head or any member of the school staff.
- Don't be afraid to come forward, don't be ashamed of being afraid: Bullying can be very frightening and upsetting.
  - The staff of CCS have a lot of experience and will always investigate incidents very carefully. We will keep you informed as to how we are going to deal with the situation.
- Sometimes students that are being bullied may be afraid to come forward. The onus is on all of us to report bullying if we are aware of somebody else being bullied. Don't just stand by and watch, report it so that we can help.
  - All incidents reported to the school will be investigated.