

COMERAGH COLLEGE ANTI-BULLYING POLICY

*Semper ad meliora
Always moving towards better things*

MISSION STATEMENT

At Comeragh College we aim to provide a quality education for life in an innovative responsive and caring learning environment.

In our school, students can attain the highest standards of excellence, academically and in all other aspects of their school activities.

VISION OF THE SCHOOL

Comeragh College is a college of the Tipperary ETB. The school is a non-denominational school.

- We have the highest ambitions and expectations in all aspects of school life and strive to nurture these qualities in every student.
- Our young people are treated as individuals and we are strongly committed to equality of opportunity.
- We want all students to fulfil their potential both academically and socially so that they leave here with the widest range of choices open to them in a changing society

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 Comeragh College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools, which were published in September 2013.

This policy comprehends bullying that is either perpetrated by students or experienced by students in the School/College. The matter of intra-staff bullying is addressed in the following ETB policies. (See Appendix 1 and 2)

- **Bullying Prevention Policy – Compliant Procedure for ETB Staff.**
- **Harassment/Sexual Harassment prevention policy – complaint procedure for ETB staff.**

The Board of Management of Comeragh College adopts the Anti-Bullying Procedures for Primary and Post-Primary Schools (See Appendix 3) issued by the Department of Education and Skills (September 2013) as the basis for the way in which the Comeragh College community addresses the issue of bullying.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students or staff 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 students and staff 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 students;
 - Explicitly address the issues of cyber-bullying and identity-based bullying; Including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students.
- 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.

DEFINITIONS OF BULLYING BEHAVIOUR

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.
- Unwanted negative behavior

[NOTE: ANY CASE OF PHYSICAL BULLYING COMES UNDER THE HEADING OF ASSAULT AND IS COVERED IN THE CODE OF BEHAVIOUR]

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.

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

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

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

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

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

1. he or she, by his or her acts intentionally or recklessly, seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other, and
- (b) his or her acts are such that a reasonable person would realise that the acts would seriously interfere with the other's peace and privacy or cause alarm, distress or harm to the other'.

Section 10 harassment is an arrestable offence and, if convicted on indictment, carries a jail term not exceeding 7 years. On conviction also, a court may make an order that the guilty party may not, for a specified period, communicate by any means, or come within a specified distance of a person's home or workplace.

Section 2 of the Prohibition of Incitement to Hatred Act (1989) makes it a criminal offence for a person to publish or distribute written material, to use words, behave or display written material ... or to distribute, show or play a recording of visual images or sounds, if the written material, words, behaviour, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred.

Those convicted on indictment under this provision may be sentenced to a maximum of two years imprisonment and/or a fine of up to £10,000.00.

Even where bullying does not amount to a criminal offence, the perpetrator may be held liable for damages in civil court proceedings. For example, **statements made on social media sites are covered by the provisions of the Defamation Act 2009**, which at Section 2 defines a defamatory statement as 'one which tends to injure a person's reputation in the eyes of reasonable members of society'.

Many, young and not so young, seem to feel that by posting anonymously on social networking sites, they can guarantee that their identity is protected. This, however, is not the case. Indeed, in many cases the content of messages makes it easy to identify the perpetrator. In any case, where the Gardaí have grounds for believing that criminal activity may be occurring, applications can be made to the courts requiring the internet service provider or others in possession of relevant information to divulge a perpetrator's identity.

Where it is felt that bullying may amount to a criminal act, the School/College will seek legal advice and the matter will be reported to the Gardaí.

PROCEDURE TO BE FOLLOWED IN INCIDENTS OF BULLYING

To whom should concerns about a student being bullied be reported?

- Students, parents, non-teaching staff or members of the wider community should feel welcome to report their concerns the Principal, the Deputy Principal.
- The school's Care Team will be responsible for investigation of any alleged bullying issues.

Education and prevention strategies to combat bullying – Section 6.5 of DES

Procedures

1. Comeragh College makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student a staff member or any other person that is the subject of such behaviour. In this context, all members of the School community have a duty to bring to the attention of the Principal or Deputy Principal any incident of cyberbullying or harassment that they know about or suspect.
2. While, when investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), the Comeragh College nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the Comeragh College Student Code of Behaviour, against those who bully others.
3. The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth.
4. The focus of the Comeragh College prevention strategy will be to build empathy, respect and resilience in students.
5. Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying. This will include the display of LGBT posters (as appropriate) and discussions with parents about statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT and (as appropriate) participating in LGBT awareness events.

Comeragh College recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Comeragh College will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.

Comeragh College is committed to exploring the potential of the Schools for Health in Ireland Framework to assist it in ensuring that the school is inclusive, welcoming of diversity and addresses these issues effectively in the interests of all members of the school community.

Furthermore, 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.

6. 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.

7. Comeragh College will, in all its communications with students and their parents, commencing with the induction of the student into Comeragh College make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. This means that a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged in any way that might result in those against whom allegations are being made identifying the source of the report.

More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis.

8. Comeragh College will adopt a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to Comeragh College) to prevent and combat bullying. In this context, Comeragh College is committed to engaging with parents and encourages their involvement in the development of policies and practices to combat bullying. Awareness of Anti-Bullying procedures will be raised on parents night at 1st Year Induction in May of each year. This Induction evening will coincide with the schools annual information evening for all parents to ensure that they understand the way Comeragh College deals with bullying, and to provide them with reliable information on how they may contribute towards combating bullying. In this regard, it is important that parents realise that **anyone can be a bully and anyone can be a target of bullying**. It is not just other people's sons and daughters that can bully. Here, also, it is important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and that **every youthful disagreement should not be treated as a full-blown bullying episode**.

9. In accordance with 6.8.9 of the DES Procedures 'parents and students are expected to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible'.

10. Comeragh College will establish links with school bus drivers and others who come in daily contact with its students in order to enlist them in countering bullying behaviour by reporting it to parents and/or Comeragh College.

11. Where necessary Comeragh College will seek the assistance of and work with NEPS, the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support the victims.

12. In combating bullying, Comeragh College will take particular account of the needs of pupils with disabilities or with SEN. This will involve improving inclusion, focusing on

developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.

13. Comeragh College will devote a staff development session (for teaching and non-teaching staff – as appropriate) each school year towards: raising the awareness of bullying among staff, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. This session will also provide opportunities for exploring the potential that exists within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.

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

14. Comeragh College is committed to devoting a continuous professional development session each year to building the capacity of Comeragh College to combat bullying.

15. Comeragh College is committed to surveying the student body regularly (at least once every school year) to identify the extent of bullying and, in so far as is possible, the students that are affected by it.

16. Comeragh College RSE and SPHE programme will specifically address the issue of bullying with each year group, each school year.

17. Comeragh College will, each year, hold a Safe Internet Awareness day and an Anti bullying awareness week to highlight the whole issue of bullying and staying safe using modern technology. Students will participate in programs such as “Friends for Life”, “Check and Connect”, and “Alert” which will provide support and enhance students awareness of appropriate behaviours. The senior students will be provided with training to facilitate peer mentoring in the school. Mentors will assist in the monitoring of students and report unacceptable behaviour to the appropriate authorities.

18. Comeragh College senior students will have a specific responsibility for recognising bullying behaviour, for bringing concerns about bullying behaviour to the attention of a teacher and for supporting vulnerable students in relation to bullying

19. Anti-Bullying surveys will be conducted by class tutors or designated teacher at 4 stages during the academic year. A text will be sent to Parent/Guardians when the surveys are being conducted. This will give them an opportunity to discuss their son/daughters responses with them.

Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by Comeragh College for dealing with cases of bullying behaviour - see Section 6.8 of DES Procedures

1. Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party. The teacher will refer the matter to the Principal or Deputy Principal. The school’s Care Team will be responsible for investigation of bullying issues that have been disclosed by any member of the school community and are the referral point for any member of the whole school community.

2. Comeragh College reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of Comeragh College

3. Comeragh College reserves the right, in accordance with Section 6.3.5 of the DES Procedures to seek the assistance of agencies such as NEPS, the HSE, and the Gardaí, where

it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where Comeragh College deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the DES Procedures) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES Child Protection Procedures for Primary and Post Primary Schools.

4. Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6.8.9 of the Anti-Bullying Procedures for Primary and Post-Primary Schools. These are summarised as follows:

1. In investigating and dealing with bullying the focus will be on resolving the interpersonal issues and restoring, as far as is practicable, the relationships of the parties involved - rather than apportioning blame.
2. The school's Care Team will be responsible for investigation of bullying issues that have been disclosed by any member of the school community and are the referral point for any member of the whole school community.
3. In investigating and dealing with bullying, the team will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
4. All reports, including anonymous reports of bullying are investigated and dealt with by the Care Team. All non-teaching staff such as clerical and administrative, study supervisors, special needs assistants (SNAs), caretakers, cleaners, sports' coaches, those taking extracurricular activities and those driving school buses will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to either a teacher or the principal or deputy principal.
5. It will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour to a teacher.
6. Incidents of bullying will be investigated in a calm, unemotional problem-solving manner.
7. Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved.
8. All interviews will be conducted with sensitivity and with due regard for the rights of students, irrespective of whether they are allegedly involved in bullying behaviour or in a position to provide information about the behaviour being investigated.
9. Those investigating bullying behaviour will calmly seek answers to questions of what, where, when, who and why.
10. Where a group is allegedly involved in bullying behaviour, each student will be interviewed individually in the first instance. Thereafter, where appropriate, all involved will be met as a group and, at this meeting, each member will be asked for his/her account to ensure that all are clear about what each individual is saying.
11. Each member of a group will be supported through the possible pressures that s/he may face from the other members of the group after being interviewed.
12. Where deemed appropriate, those being interviewed may be asked to write down their account of what happened.
13. Where the teacher investigating a bullying issue determines that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the school policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
14. Where the relevant teacher determines that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's/college's anti-bullying policy and **every reasonable effort** will be made to try to get him/her to see the situation from the perspective of the student/s being bullied.

15. Where Comeragh College deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying) and their parents) that this is a private matter between the student being disciplined, his/her parents and Comeragh College
16. As a follow up to a bullying issue being resolved, the relevant team should meet separately with the relevant parties to review progress. Subsequently, but only if the student who has been bullied is ready and agreeable, consideration should be given to meeting with both parties simultaneously as this can have a therapeutic effect.
17. Where the relevant team considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, the bullying incident must be recorded by the relevant team in the recording template at appendix 9.
18. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account.
 1. Whether the bullying behaviour has ceased.
 1. Whether any issues between the parties have been resolved as far as is practicable.
 1. Whether the relationships between the parties have been restored as far as is practicable; and
 1. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
19. Where a parent/guardian or a student who is more than 18 years old is not satisfied that Comeragh College has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, s/he will be **referred to the school's complaints procedures** – see **Section 6.8.9 (XX) of Anti-Bullying Procedures for Primary and Post-Primary Schools**.

Where a parent/guardian or a student who is more than 18 years, having exhausted the school's complaints procedures, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children - **see Section 6.8.9 (XXi) of Anti-Bullying Procedures for Primary and Post-Primary Schools**.

Programme of support for working with students affected by bullying - see Sections 6.8 15, 6.8.16 and 6.8.17 of DES Procedures

Comeragh College will put in place a programme of supports for students who have been bullied. This programme will involve the following elements.

- Students who have been bullied will be:
 1. offered appropriate counselling; and
 1. provided with opportunities to participate in activities designed to raise their self-esteem, to develop their social skills and to build their resilience.
- Students who have been involved in bullying behaviour will be:
 1. provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others; and
 1. provided with appropriate opportunities to build their self-esteem and feelings of self-worth.
- Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.
- There is a formal Student Care' referral system in place in the school comprising of a Form Tutor for each junior class group, a Co-Ordinator for senior students and the Deputy Principal and Principal as part of the Senior Management structure in the school.
- There are additional support personnel in the school, namely, the Guidance Counsellor and the Home School Liaison Officer, School Completion Officer, Junior Certificate Schools Coordinator, Special Needs Coordinator who can provide further support, advice and guidance to any student experiencing troubling or difficult times.

Comeragh College – Anti-Bullying Policy

- Concerns about the welfare of students may arise at any time and in the course of the teaching of any subject but issues generally regarded as being sensitive for students are specifically addressed at the weekly meeting of the 'Student Care Team'. This comprises the Principal/ Deputy Principal, Guidance Counsellor, Attendance Officer and Co-Ordinator School Completion Programme (SCP), Special Needs Coordinator, Counsellor, S.P.H.E Coordinator and Pastoral Care Coordinator.
- The school also operates a mentoring system through the 'Senior Leaders' group in the school – this group is selected from transition year students in the school and they attend a leadership training course in the school. This group of students also attend on the day when the incoming 1st year students are in the school for the first day in August and they provide ongoing support and advice so as to assist the incoming 1st year students make the transition from primary to post-primary school throughout their 1st year.
- The school also has a 'Student Council' comprising students, elected by their peers, from each of the year groups and this body meets on a regular basis to discuss issues of particular relevance to the lives of students in the school. Student Council will be responsible for developing an Anti-Bullying Charter which will be displayed in prominent areas in the school and in each classroom to heighten awareness about bullying and to encourage students to report any bullying they may experience or observe.
- The school also avails of the services of external agencies such as CAMHS, the HSE, NCSE, NBSS, NEPS and An Garda Síochána in order to provide additional support services for students involved in bullying

Supervision and Monitoring of Anti-Bullying in School/College

- 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.
- The implementation and effectiveness of Comeragh College anti-bullying policy will be an agenda item for all staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.
- Data gathered through the reporting templates will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys – see Section 6.15.
- At least once in every school term, The Principal will provide a report to the Board of Management setting out the following.
 1. The overall number of bullying cases reported since the previous report to the Board.
 1. Confirmation that all cases referred have been or are being, dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools. The minutes of Board of Management' meetings will record the Principal's report but in doing so will not include any identifying details of the students involved.

Prevention of Harassment

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

Policy Adoption and Review

This policy was adopted by the Board of Management on [date].

Policy Dissemination and Publication

This policy will be made available to school personnel, published on the school website and provided to the Parent School Association.

Policy Review

- The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation in accordance with the procedures set out in Section 7.2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools using the checklist (Appendix 4)
- The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.
- Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent School Association.
- Details of the review will be recorded in the minutes of the Board of Management's meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patron and the DES. In the case of the DES, it is appreciated that the Inspectorate will place a strong focus on the actions the School/College takes to create a positive school culture and to prevent and tackle bullying.

Signed: _____
(Chairperson of Board of Management)

Date: _____ **Date of next review:** _____

Signed: _____
(Principal)

Date: _____

Appendix

1. Bullying Prevention Policy – Compliant Procedure for ETB Staff.

<http://www.etbi.ie/wp-content/uploads/2013/09/etbbullyingpreventionpolicyforissuefinal1sept2013.pdf>

2. Harassment/Sexual Harassment prevention policy – complaint procedure for ETB staff.

<http://www.etbi.ie/wp-content/uploads/2015/03/HarrSHPrevPolicyFinal1March2015ClearCopy.pdf>

3. Anti-Bullying Procedures for Primary and Post-Primary Schools

<https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

4. Check list
5. School Materials (Comeragh College Care Plan Pg.23&24)
6. Reference: types of bullying and examples of bullying behavior
7. Victims signs and symptoms of being bullied/preventive measures
8. Questionnaire for Sociogram
9. Template for recording bullying behaviour
10. Restorative Dialogue: Using the Restorative Questions

Appendix 4 - Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management must undertake an annual review of the school's anti-bullying policy and 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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	
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?	

Bullying Behaviours Definition

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows: Bullying is repeated 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.
- Humiliation; including name calling, reference to academic ability etc.
- Intimidation; including aggressive use of body language.
- Verbal abuse, anonymous or otherwise,
- Physical abuse or threatened abuse.
- Aggressive or obscene language.
- Offensive joke: whether spoken or by email, text messaging etc.
- Victimisation: including personal remarks.
- Exclusion and isolation
- Intrusion through interfering with personal possessions or locker.
- Threats, including demands for money.
- Homophobia
- Cyber-bullying – Text/Facebook/Snapchat/Instagram/Twitter etc.
- An attack by rumour, gossip, innuendo or ridicule any individual's reputation

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.

APPENDIX 5: Bullying Reported: Group Survey

You have been informed at the beginning of this school year in what Bullying Behaviour is and how we deal with it in Comeragh College. It's possible that someone is being bullied. If you have seen any bullying behaviour towards someone in class or year group or school recently can you please write them down. As a reminder of what we recognise as bullying behaviour please refer to the Definition of Bullying sheet.

Name of Person:
Name (s) of people who used bullying behaviours :
When have you seen the bullying behaviour:
Where have you seen the bullying behaviour:
Others who were there:
Anyone who joined in:
What happened:
Why you think it happened:

Signed:

Date:

APPENDIX 6:

This following table illustrates some specific examples of each type of bullying. This list is not exhaustive.

TYPE OF BULLYING	EXAMPLE OF BEHAVIOUR (MAY BE PHYSICAL, VERBAL OR PSYCHOLOGICAL IN NATURE)
Physical Aggression	<ul style="list-style-type: none"> • Pushing/shoving/tripping/poking and tripping people up. • Severe physical assault • Sometimes “messaging” fights can be a disguise for physical harassment or inflicting pain
Intimidation	<ul style="list-style-type: none"> • Using very aggressive body language • Voice being used as a weapon • Facial expression which conveys aggression and/or dislike
Identity based	<ul style="list-style-type: none"> • Homophobic or racist comments or behavior • Bullying those with special needs or a disability • Bullying based on a person’s membership of the travelling community
Relational Bullying Isolation/Exclusion	<ul style="list-style-type: none"> • Deliberately isolating/excluding or ignoring a person by some or the entire class group • May be accompanied by the writing of insulting remarks about the person in public places/passing around notes or drawings of the person/whispering insults about the person loud enough to be heard. • When a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. • Control “do this or I won’t be your friend anymore”- implied or stated • A group ganging up against one person • Non-verbal gesturing/giving them the ‘silent treatment’ • Malicious gossip or spreading rumours about a person.
Cyber	<ul style="list-style-type: none"> • Text/social network sites/email, instant messaging apps/gaming sites/chat rooms/other online technologies • Being the target of inappropriate or hurtful messages. • Can occur at any time- day or night • Many forms of bullying can be facilitated through cyber bullying • Silent phone calls • Abusive, harassing or threatening text messages, phone calls, emails, social network comments. • Recording or circulating incidents, for example a fight and then posting it online • The taking and publishing of any unauthorised video footage of any member of the school community • Bullying using Facebook, Snapchat, Instagram, Twitter, Youtube or other social network sites, iPhone/Smartphones

Comeragh College – Anti-Bullying Policy

	<ul style="list-style-type: none"> • Flaming (To engage in an <u>online</u> argument usually involving unfounded personal attacks by one or more <u>parties</u>) • Happy slapping (The practice of slapping or punching somebody unsuspectedly and recording it with a camera phone). Eg. filming a fight and posting it online
Name Calling	<ul style="list-style-type: none"> • Persistent name calling directed at the same person which hurts/insults/humiliates usually <ul style="list-style-type: none"> - physical appearance - Accent or distinctive voice characteristics - Academic ability- weak achievers or high achievers
Damage to property	<ul style="list-style-type: none"> • Personal property-clothing/phones/other devices • School books/other learning materials/lockers • Bicycles • Contents of school bags/pencil cases scattered on floor • Items of personal property may be defaced/broken/stolen/hidden
Extortion	<ul style="list-style-type: none"> • Demands for money- often accompanied by threats or actual damage in case of non-delivery • Student might be forced into uncharacteristic behaviour to comply with demands of those engaging in bullying behaviour

APPENDIX 7: VICTIM'S SIGNS AND SYMPTOMS OF BEING BULLIED.

The following signs and symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school.
- Unwillingness to go to school. Mithing.
- Deterioration in school performance.
- Loss of interest and concentration in school.
- Becoming isolated in the class.
- Pattern of minor physical illnesses.
- Unexplained changes either in mood or behaviour.
- Visible signs of anxiety or distress i.e. sleep or eating problems.
- Reluctance or refusal to discuss the problem.
- Possessions missing or damaged.
- Increased requests for money.
- Unexplained cuts or bruising or damaged clothing.
- Beginning to bully other smaller children.
- These signs do not necessarily mean a pupil is being bullied.
- However, if there is a repetition, or if they occur in combination, they should be investigated and reported to the relevant authority.

Preventive Measures

- 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 absent.
- 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.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- 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 8: QUESTIONNAIRE FOR SOCIOGRAM

Name: _____

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you feeling under pressure in any way?
- Is there anyone being left out, or ignored?
- Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about themselves?
- Is anyone being unfair to others?
- Is there a group of pupils making life difficult for others?
- Are pupils in this class giving anyone in this class a hard time? Can you give examples?
- Who do you think is causing the problem?
- What can you do to help pupils having a hard time?
- Have you been contributing to anything that would isolate anyone or make them uncomfortable?

APPENDIX 9: Anti-Bullying Policy

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	
Other pupil	
Parent	
Teacher	
Other	

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

Outdoors	
Classroom	
Corridor	
Toilets	
School Bus	
Canteen	
Lockers	
Other	

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

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

Physical		Cyber-Bullying	
Verbal		Relational or Silent Bullying	
Psychological		Homophobic	
Racial		Other	
Sexual			

7. Brief description of bullying behaviour and its impact.

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8. Details of actions taken

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Signed _____ (Teacher) Date _____

Was it resolved within 20 days? YES _____ NO _____ Signed _____

Appendix 10 - Restorative Dialogue: Using the Restorative Questions

The basic questions for responding to challenging behavior are:

1. *What happened, and what were you thinking at the time of the incident?*
2. *What have you thought about since?*
3. *Who has been affected by what happened and how?*
4. *What about this has been the hardest for you?*
5. *What do you think needs to be done to make things as right as possible?*

These questions lay the foundation for and act as the building blocks for all forms of restorative processes that seek to discover the root cause/s of challenging behavior, determine impact, repair harm, and ultimately restore damaged relationships.

Restorative questions:

- are non-blaming and open ended
- allow for storytelling and attentive listening
- separate people's behavior from their intrinsic worth as a person
- allow for all people involved to identify their thoughts and feelings associated with particular actions
- provide a forum for meaningful expression of emotions (affective statements)
- focus on impact and how others (people and community) were affected by the action/s
- are an inclusive and collaborative approach to problem solving, emphasising finding solutions rather than assigning blame
- holds people accountable
- requires people to take responsibility for their actions
- attends to the needs of those harmed
- resolves underlying issues that act as the root cause of challenging behavior.

Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative practices views conflict as an opportunity to foster meaningful learning experiences and strengthen relationships.

Proficiency Criteria for Restorative Questions

1. When using the restorative questions you:

- a) Ask the wrongdoer to identify who has been harmed.
- b) Ask the wrongdoer to describe what harm was done.
- c) Ask the wrongdoer to describe what needs to be done to make things right.
- d) Require a verbal or written response from the wrongdoer.
- e) Ask the person harmed to express their feelings by using Affective Statements to describe the harm done and to identify what needs to be done to make things right.

2. You strategically use Restorative Questions:

- a) in a non-judgmental way that communicates a genuine desire for understanding.
- b) in an appropriate public or private setting.

Application of Restorative Questions:

With slight modification, the restorative questions can be used in a wide variety of situations and settings, ranging from brief impromptu hallway interventions to classroom management strategies to formal conferences.

Number of Participants: As little as two or as many as an entire class is able to participate in restorative interventions.

Using the restorative questions can be an effective approach to resolving conflict/problem behavior in the following example situations.

Inside the classroom		Outside the classroom	
Patterns of disruptive student behaviour	Lateness/chronic absenteeism	Hallway behaviours	School yard fight
Bullying	Interpersonal conflict	Bullying	Student conflict
Student-teacher conflict	Student defiance	Substance use	Staff conflict

Facilitating Restorative Dialogue

The following steps provide the format for a restorative dialogue to be used in a variety of different situations.)

Engagement

- *We need to talk about what just happened?*
- *Can you tell me what happened?*

Reflection

- *What were you thinking about at the time?*
- *What were you hoping would happen?*
- *What made you decide to do that?*
- *What have you thought about since?*
- *Who has been affected by what happened?*
- *How do you think they have been affected?*

Understanding the harm/impact

1. *What did you think when that happened?*
2. *What was that like for you?*
3. *What was the worst bit?*

Acknowledgement

- *What do you think now about what you did? Was it helpful?*
- *What could you say right now to help fix things?*

Agreement

1. *What would you like to happen as a result of our chat?*
2. *Is that fair/ Could you do that?*
3. *What else needs to happen to fix this?*

Arranging Follow-Up

- *Let's make a note of our agreement and I will catch up with you tomorrow to see how the agreement is going.*

Format for Restorative dialogue: to be used when there is a clear distinction between the person harmed and the person who harmed

Note: The questions with a * are critical questions to ask.

1. To the person who has done the harm:

- *What happened?
Who else was there/around when it happened?
- *What were you thinking at the time?
- *Who has been affected/upset/harmed by your actions?
How do you think they have been affected?

2. To the person who has been affected:

- What was your reaction at the time of the incident?
- *How do you feel about what happened?
- *What did you think at the time of the incident?
- *What have you thought about since?
- *How has it upset/hurt/harmed you?
- *What has been the worst or hardest thing for you?
- *What is needed to make it right/to make you feel better?

3. To the person who has done the harm:

Is there anything else you want to say?

4. To all people starting with the person harmed, including any observers:

- *What would you like to see happen to repair the harm?
- *Is that okay? / Do you agree? Is that fair?
Is this realistic and achievable?
- *How can we make sure this doesn't happen again?
Is there anything I can do to help?
Is there anything else you would like to say?

5. Conclusion:

Formally record the agreement.
Congratulate the students for working it out.
Arrange time to follow-up / meet again to see how things are going.

6. To each person

Is there anything else you would like to say?

Comeragh College Anti-Bullying Programme

Comeragh College Anti-Bullying team coordinate the Anti-Bullying Awareness and Prevention Programme at the college. This education Programme will be supported by and delivered by class tutors through SPHE.

Bullying issues that have been disclosed by students to any member of the school community will be referred for intervention & investigation to the Anti-Bullying Team.

At the beginning of each academic year students will be engaged in a Anti-Bullying Awareness Module delivered by the SPHE the class tutor. This module will be delivered to the Whole Student Community (content may vary due to age appropriateness). This module will include education specifically aimed at:

- What bullying behaviour is
- The by-standing phenomenon
- How bullying behaviour affects Mental Health
- Cyber- bullying and identity-based bullying
- Homophobic and Transphobic bullying.
- How to empower yourself against bullying behaviour

The Anti-Bullying Team will engage students in an Anti-Bullying survey at four different times of the academic year to ascertain and assess levels of the behaviour within the school and thus design education modules around specific types of bullying behaviour amongst the student community that may reveal themselves in the data from these surveys.

Signatures:

Signed: Wesley Bunker

(Chairperson of Board of Management)

Signed: Ka Rn

(Principal)

Date: 23 / 5 / 18

Date of next review: _____

