



Anti-Bullying Policy

Coláiste De Lacy

Version_9 (2023)



Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Coláiste De Lacy 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.

Policy Context and Rationale

Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests. School based bullying can be positively and firmly addressed through a range of school-based measures and strategies through which **all members of the school community** are enabled to act effectively in dealing with this behaviour. School based initiatives, included in this policy, can either reinforce positive efforts or help counteract unsuccessful attempts of parents to change unacceptable behaviour.

This Anti-Bullying Policy has been drawn up in consultation with all the school partners, including the Board of Management, school staff, students and parents/guardians¹. It takes cognisance of the responsibility of the school to ensure that all of its students are educated in a happy, safe, respectful and optimal learning environment. This policy is founded on the following documents:

- *Education Welfare Act (2000)*
- *Equal Status Acts (2000-2004)*
- *Developing a Code of Behaviour: Guidelines for Schools* as published by the National Educational Welfare Board (hereafter referred to as the NEWB) (2008)
- *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)* as published by the Department of Education and Skills
- *DES² Circular Letter 0045/2013*

This Anti-Bullying Policy complies with the provisions of all relevant legislation and with the *Anti-Bullying Guidelines for Primary and Post-Primary Schools* (DES, 2013), hereafter referred to as the DES procedures.

¹ The term 'Parents' is used throughout the remainder of this document to mean both Parents and Guardians

² DES = Department of Education and Skills



Commitment to Key Principles of Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students/staff and learning. The Board of Management of Coláiste De Lacy is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

1. 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; and
 - c. Promotes respectful relationships across the school community
2. Effective leadership
3. A school-wide approach
4. A shared understanding of what bullying is and its impact
5. Implementation of education and prevention strategies (including awareness raising measures) that:
 - a. Build empathy, respect and resilience in pupils; and
 - b. Explicitly address the issues of cyber-bullying and identity-based bullying in particular, homophobic and transphobic bullying.
6. Effective supervision and monitoring of pupils
7. Supports for staff
8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and
9. On-going evaluation of the effectiveness of the Anti-Bullying Policy.

School Ethos

Coláiste De Lacy is a school of academic excellence and as such, it implements a modern and innovative approach to teaching and learning. It aims to provide the best educational experience and developmental opportunities for its students. There is an incessant focus on teaching and learning within the school for everyone (*Ag foghlaim le chéile*). Students are encouraged to strive for individual excellence in a happy, supportive, positive, caring and challenging environment. The Coláiste De Lacy values include: effort, hard work, respect, positivity, personal responsibility, integrity and kindness. Coláiste De Lacy aims to foster these values and promote a growth mind-set³ in students. The school also aims to nurture a sense of belonging for students.

³ The development of a Growth Mind Set is the psychological tenet of BLP. It is based on the work of Carol Dweck, Guy Claxton and Graham Powell.



Coláiste De Lacy Mission Statement

Coláiste De Lacy is a community of learners and leaders working together in a safe and inclusive learning environment that fosters positive relationships, good learning habits, growth mind-set, respect, and personal growth for all.

Through the combined efforts of our whole school community, we aim to nurture curious minds, caring hearts and responsible citizens.

Suaitheantas Choláiste De Lacy (The Coláiste De Lacy Crest)



Although Coláiste De Lacy is a new school, its philosophical foundations are strong. The philosophical principles of the school are as follows:

- *Fás* (growth as individuals and as a learning community)
- *Ag foghlaim le chéile* (a continual focus on learning for all)
- *Caidrimh dhearfacha* (positive relationships between all members of the school community will nurture its growth and ensure that it is a happy, safe and well-ordered place of optimal learning)
- *Solais agus Soirbheachas* (an emphasis on the positives and joy in life and learning).

Scope

“It is important to recognise that any pupil can be bullied or can engage in bullying behaviour” (DES, 2013).

This policy applies to all students, parents and staff of Coláiste De Lacy. The care and wellbeing of students is the responsibility of all members of the school community. All members of the school community have an important role and responsibility in helping the school to prevent and address **school-based** bullying behaviour and to deal with any negative impact **within school** of bullying behaviour that occurs elsewhere. Bullying



behaviour which occurs outside of the school and does not have an impact in school is outside the scope of this policy e.g. in neighbourhoods, sports clubs, within families...etc.

Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying that occurs elsewhere.

The matter of intra-staff bullying is addressed in the following ETB policies:

- *Bullying Prevention Policy – Compliant Procedure for ETB Staff*
- *Harassment/Sexual Harassment Prevention Policy – Complaint Procedure for ETB Staff*

Policy Aims

“An Anti-Bullying Policy, when developed and implemented across the school community can be the cornerstone in countering bullying behaviour in schools” (DES, 2013). The main aims of this Anti-Bullying Policy are as follows:

1. To create a positive school culture and climate that is inclusive and welcoming of difference
2. To create a school climate that is open, supportive and encourages pupils to disclose and discuss bullying behaviour
3. To raise awareness amongst the entire school community that bullying is unacceptable behaviour
4. To provide procedures for investigating and dealing with bullying behaviour
5. To provide procedures for noting and reporting bullying behaviour
6. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour (considering the new school context)
7. To work with and through external agencies in countering all forms of bullying and anti-social behaviour; and
8. To facilitate ongoing reflection and evaluation of the effectiveness of the school’s Anti-Bullying Policy.

Policy Content

Definition of Bullying

It is common in the course of normal interaction for pupils to tease and taunt each other. Teenagers struggle to find their place in their world and sometimes to achieve dominance. Quite often, they say hurtful things and behave in hurtful ways. Other times they are insensitive to the feelings of others. They also can behave very



differently in groups than they do as individuals, especially if they have an appreciative audience (Rigby⁴, 2012). Teenagers are as fallible and imperfect as the rest of the human population. In most interactions, there is a balance of power between parties and therefore no culpability. However, at a certain point, usually when there is an imbalance of power between parties, teasing and taunting may become forms of bullying behaviour.

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* (2013), bullying is defined as follows:

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time. (DES, 2013)

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* (DES, 2013).

⁴ Rigby, Ken (2012), *Bullying Interventions in Schools – Six Basic Approaches*, Wiley-Blackwell Publications



Types of Bullying

The following are some of the types of bullying that can occur amongst pupils:

<i>Type</i>	<i>Explanation & Specific Examples of Behaviour (non-exhaustive)</i>
Physical Aggression	Pushing, shoving, punching, kicking, poking, tripping people, inflicting pain...etc. Severe Physical Assault
Intimidation	Very aggressive body language with the voice being used as a weapon Facial expression which conveys aggression and/or dislike
Isolation/exclusion	This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of a group. ⁵ Other accompanying behaviours include; writing insulting remarks about a student in public places, passing around notes about or drawings of the student, whispering insults about them loud enough to be heard...etc.
Relational Bullying	This occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. This can happen by the student(s) engaged in the bullying behaviour controlling friendships, non-verbal gesturing, malicious gossip, spreading rumours about a person, giving a person the 'silent-treatment',....etc.
Cyber-bullying	This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies.
Name calling	Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates e.g. with reference to physical appearance, accent, distinctive characteristics...etc.
Damage to property	Damage to clothing, mobile phone or other devices, school books, learning materials, pupils locker, bicycle...etc.
Extortion	Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.
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

⁵ This practice is usually initiated by the person engaged in bullying behaviour and can be very difficult to detect.



Impacts of Bullying Behaviour

<u>Pupil</u>	<u>Possible Impacts may include:</u>
Pupils who are being bullied	<ul style="list-style-type: none"> ➤ May develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable ➤ Lowering of self-esteem ➤ Changes in mood and behaviour ➤ Extreme cases may result in self-harm
Pupils who witness bullying	<p>Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves.</p> <p>Pupils may also feel guilt or distress at not being able to help the person being bullied.</p>
Pupils who engage in bullying behaviour	<ul style="list-style-type: none"> ➤ Can be at higher risk of depression ➤ Increased risk of developing an anti-social personality ➤ Anxiety disorders ➤ Likelihood of substance abuse, law-breaking behaviour in adulthood, decreased educational attainment, decreased occupational attainment...etc.

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*** (see Appendix A for further information). Where it is believed that bullying may amount to a criminal act, the school will seek legal advice and the matter may be reported to the Gardaí.

Indicators of Bullying Behaviour

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

1. Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school
2. Unwillingness to go to school, refusal to attend, truancy
3. Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school
4. Pattern of physical illnesses e.g. headaches, stomach aches



5. Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays
6. Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting
7. Spontaneous out-of-character comments about either pupils or teachers
8. Possessions missing or damaged
9. Increased requests for money or stealing money
10. Unexplained bruising or cuts or damaged clothing; and
11. Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do NOT necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Common Characteristics Associated with Bullying

<i>The pupil who engages in bullying behaviour:</i>	<i>The pupil being bullied:</i>
<ul style="list-style-type: none"> ✓ Often has a lack of respect for diversity and social inequalities ✓ Often suffers from a lack of confidence ✓ Tend to display aggressive attitudes combined with a low level of self-discipline ✓ May lack any sense of remorse, convincing themselves that the other person deserves the treatment they are receiving ✓ Can be attention seeking; setting out to impress bystanders and responding to the reaction their behaviour provokes ✓ Can lack the ability to empathise ✓ Can appear to be unaware or indifferent to the other person's feelings ✓ Do not always intend to bully or may not recognise the potential negative impact of their words and actions on others 	<ul style="list-style-type: none"> ✓ <u>Any pupil through no fault of their own may be the target of bullying</u> ✓ Pupils who are perceived as different in some way can be more prone to encounter bullying behaviour ✓ Most at risk are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil's continuing response to the verbal, physical or psychological aggression ✓ Other vulnerable students include pupils with disabilities, SEN's, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBTQ+) pupils, those perceived to be LGBTQ+ and pupils of minority religious faiths



<p>✓ It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves at some stage</p>	<p>✓ In a small number of cases, some pupils actually provoke the bullying behaviour by behaving in ways that antagonize others (Rigby, 2012)</p>
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As stated earlier, the psychology of teenagers means that they sometimes behave differently in a group than they do as individuals. “Quite often, bullying behaviour can be attributed less to the character of a particular individual than to the malign influence of the group to which the individual belongs” (Rigby, 2012).

Where does bullying happen?

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying. Students will generally not overtly bully in the presence of a teacher. However, sometimes the behaviour can be insidious and subtle. The teacher may be unaware that it is even taking place in the classroom or in their presence on supervision. It may occur through subtle glances, looks, sniggers...etc. In order to minimise its occurrence, teachers must ensure that an atmosphere prevails where students are never allowed to make derogatory remarks about another students or staff member. Teachers should also teach students how to respectfully disagree and listen to another conflicting opinion on matters.

Some hot spots for bullying in the school include; the basketball courts, the halla, toilets, corridors...etc. The behaviour of students in these areas needs careful management/monitoring. Bullying can also take place on the way to and from school. It is outside the remit of the school to supervise transport to and from school. Bus Éireann also has a responsibility and a duty of care to students who travel to school on their buses. Further information can be accessed from Bus Éireann at www.buseireann.ie/schooltransport.

As the students in Coláiste De Lacy have iPads as learning devices, it is imperative that parents and students are fully compliant with the *Twilight Agreement* of the school’s Acceptable Usage Policy. As part of this agreement, students must give their school iPads to their parents at night time. Bedrooms should be screen free zones. Parents should carefully monitor their son/daughters use of technology at home.

Policy Implementation

This policy addresses the responsibilities of Coláiste De Lacy in the following areas:

1. Specific Roles and Responsibilities
2. Education and prevention strategies (whole school approach)
3. Procedures for reporting bullying behaviour
4. Procedures for investigating allegations of bullying behaviour
5. Procedures and strategies for dealing with bullying behaviour:
 - a. Procedure for dealing with bullying behaviour
 - b. Evidence based intervention strategies
 - c. Referral of serious cases to the HSE
 - d. Programme of supports for students

Specific Roles and Responsibilities

It must be stated explicitly that the role of parents and students in the implementation of the Anti-Bullying Policy is of paramount importance. The Anti-Bullying Policy, operating within the overall framework of the Code of Conduct, can either reinforce positive efforts or help counteract unsuccessful attempts *of parents* to change unacceptable behaviour (DES, 2013). **Parents and students have a particularly important role and responsibility** in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying that occurs elsewhere.

The term *relevant teacher* is used by the DES to describe the person(s) specifically responsible for investigating and dealing with allegations of bullying behaviour. Consequently, a relevant teacher will investigate an allegation, decide whether the behaviour is bullying in nature, and deal with bullying behaviour. They will also support the students and parents to the best of their ability. The *“primary aim of the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)”* (DES, 2013). In Coláiste De Lacy, the relevant teachers make up the Anti-Bullying Team.

The relevant teachers for investigating and dealing with bullying are as follows (in order in photo):

- Máistir Maguire
- Iníon Regan
- Iníon Daly





Some of the other specific roles and responsibilities regarding the implementation of the Anti-Bullying Policy are listed below. This list is non-exhaustive and should not be read in isolation from the rest of the policy or the *Anti-Bullying Procedures for Primary and Post-Primary Schools* (DES, 2013).

<u>Member of School</u> <u>Community</u>	<u>Specific Roles & Responsibilities</u>
All members of the school community	<ul style="list-style-type: none"> ➤ Helping the school to prevent and address school based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere ➤ Demonstrate the school values and the principles of the crest, especially positive relationships (<i>Caidrimh dhearfacha</i>)
Parents	<ul style="list-style-type: none"> ➤ Since their example is a powerful source of learning for pupils, parents are expected to model the standards that students are asked to respect ➤ Equip the student with a range of life skills ➤ 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 ➤ Comply with <i>Twilight Agreement</i> and continuous monitoring of the students use of technology at home ➤ Model the school standards of behaviour and demonstrate the school values ➤ Recognise the potential of all students to behave in bullying ways
Students	<ul style="list-style-type: none"> ➤ Have a responsibility for the safety and welfare of fellow students and school staff ➤ Be an <i>Up-stander</i> rather than a <i>By-stander</i> ➤ Report any concerns regarding bullying to any member of staff ➤ Look after and out for each other, especially within Clanns ➤ Have a responsibility not to engage in any bullying behaviour ➤ Demonstrate the principles of the school crest at all times
Board of Management	<ul style="list-style-type: none"> ➤ Formally adopt and implement an Anti-Bullying Policy that fully complies with the DES procedures (2013) ➤ Ensure that the policy is regularly highlighted and promoted on a school-wide basis within the school, with particular attention being given to incoming pupils and their parents ➤ Ensure that all members of school staff have sufficient familiarity with the school's Anti-Bullying Policy to enable them to effectively and consistently apply the policy (under the direction of the Principal)



	<ul style="list-style-type: none"> ➤ Make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the Code of Conduct and the Anti-Bullying Policy (under the direction of the Principal)
<p>School Leadership</p>	<ul style="list-style-type: none"> ➤ Development of Anti-Bullying Policy ➤ Implementation of policy ➤ Monitoring & review of policy ➤ Apply Code of Conduct when necessary ➤ Report to Board of Management regarding Anti-Bullying (termly and annually) ➤ Raise awareness ➤ Capitalise on opportunities provided by the school curriculum to raise awareness, foster an attitude of respect for all and influence attitudes to bullying behaviour in a positive manner, e.g. choice of text for English, SPHE, CSPE, RSE, Physical Education...etc. ➤ Support and lead initiatives with Anti-Bullying Team⁶ ➤ Consult with and seek assistance from external agencies (NEPS, HSE, social workers, community workers, bus drivers, Gardaí...etc.) where necessary ➤ Make referrals to Túsla (as Designated Liaison Person for Child Protection) in cases of severe bullying
<p>All School staff</p>	<ul style="list-style-type: none"> ➤ Share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by a member of the school community ➤ Model the school standards of behaviour and demonstrate the school values ➤ Strive to engender an ethos under which bullying is unacceptable ➤ Be fair, firm, consistent and clear in disciplinary measures ➤ Recognise bullying behaviour, respond appropriately to negative behaviours in class and report <div data-bbox="587 1541 1216 1955" style="text-align: center;"> <p>Bullying Behaviour in the Classroom</p> <p><u>The 3 Rs</u></p> <ul style="list-style-type: none"> ✓ Recognise ✓ Respond ✓ Report </div>

⁶ The Anti-Bullying team is comprised of the Principal, the Deputy Principals and the relevant teachers.



Relevant teachers
(Anti-Bullying Team)

- Listen to any concerns
- Investigate allegations of bullying
- Consult with any staff member or other persons during the course of their investigation in order to seek guidance or further relevant information
- Exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- Resolve any issues and restore, as far as is practicable, the relationships of the parties involved **(rather than to apportion blame)**
- Complete relevant forms and keep records
- Liaise with Principal and Anti-Bullying team
- Liaise with students and parents
- Attend weekly Anti-Bullying team meetings
- Seek data on the effectiveness of the policy and its implementation (under the direction of the Principal)
- Decide post-investigation, whether allegations of negative behaviour fall under the definition of bullying
- Take whatever follow up actions are necessary in order to intervene in cases of bullying
- Report any concerns where a particular bullying episode is causing serious upset to a student, staff member or other person, to the Principal or Deputy Principal at the earliest possible opportunity
- Organise events, themed weeks, performances, speakers, projects, displays and lessons to highlight the Anti-Bullying Policy and procedures to the whole school e.g. Friendship Week

Role of the Anti-Bullying Team

*Investigate
Consult
Determine
Monitor
(ICDM)*





Implementation of Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- The school makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of that behaviour. In this context, all members of the school community have a duty to model appropriate behaviour and to bring to the attention of the relevant teacher, Deputy Principal(s), or Principal any incident of cyber-bullying or harassment that they know about or suspect.
- While, the primary focus of investigating and dealing with bullying is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), the school nevertheless reserves the right to take disciplinary action (up to and including suspension and exclusion), where such action is warranted, in accordance with the Code of Conduct, against those who bully others.
- 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.
- The focus of the school's prevention strategy will be to build empathy, respect and resilience in students. These habits are also explicitly nurtured through Building Learning Power and permeate the culture and ethos of the school. The staff of the school will continually commentate on and model the principles of the school crest for students. The school will reward the demonstration of these principles in action, e.g. recognition for effort, hard work, helping others...etc. at awards ceremonies.
- Students will be provided with opportunities to understand the causes and effects of bullying, the issues of identity-based bullying and in particular homophobic and trans-phobic bullying. This will include statements of welcome and respect for all, teaching the Social, Personal, Health Education resource, *Growing up LGBTQ+* (as appropriate) and participating in LGBTQ+ events (as appropriate).
- The school 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. The school will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.
- Furthermore, it is recognised that there is potential within the teaching of all subjects and within extra-curricular 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 measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while online and also through developing a culture of reporting any concerns about or incidents of bullying to a member of staff.
- 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 upon the vigilance of their fellow students and their preparedness to report concerns about bullying to a member of staff and/or school leadership.
- The school will adopt a school-wide approach to prevent and combat bullying. In this context, the school is committed to engaging with parents. For example:
 1. The school will involve parents in the development of policies and practices to combat bullying
 2. The school will hold an information meeting for parents of incoming first years to support parents and students in the transition from primary to post-primary. Parents will be provided with an overview of the Anti-Bullying Policy and practices at this meeting to ensure that they understand the way that the school deals with bullying, and to provide them with reliable information on how they can 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.
- In accordance with Section 6.8.9 of the DES procedures 'parents and students are expected to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible'.
- Where necessary, the school will seek the assistance of and work with the National Educational Psychological Service (NEPS), the Health Service Executive (HSE) and the Gardaí, as appropriate, to combat bullying, identify the perpetrators and supporting victims.
- In combating bullying, the school will take particular account of the needs of pupils with disabilities or with Special Educational Needs (SENs). This involves fostering 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.
- The school will provide opportunities for professional dialogue and development for staff regarding bullying. The school provides each staff member with access to the staff MS Team at the start of each academic year that contains the most up-to-date Anti-Bullying Policy, the DES procedures and other policies. The Anti-Bullying Policy and the effectiveness of its implementation is included as a regular item on each staff meeting agenda. This provides an opportunity for professional dialogue about the effectiveness of the policy and assists in the oversight and monitoring of the policy. Such dialogue also provides opportunities for exploring the potential that exists within the teaching of all subjects and



within the extra-curricular 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.

- The school is committed to devoting some professional time each year to building the capacity of the school to combat bullying. A clear focus of all staff development around combating bullying will be the enablement of all staff to implement the school's Anti-Bullying Policy and the *Anti-Bullying Procedures for Primary and Post-Primary Schools* (DES, 2013) consistently.
- Members of the Anti-Bullying team participated in specific training in Anti-Bullying provided by the Professional Development Service for Teachers (PDST). Membership of the Anti-Bullying team is open to all staff but does need to limited on an annual basis in order to facilitate meetings.
- The school is committed to surveying the student body *where appropriate and necessary* to identify the extent of bullying and, in so far as is possible, the student that are affected by it.
- The school will hold Friendship/Anti-Bullying events to highlight the whole issue of bullying and to nurture positive relationships.
- The school will hold an annual internet safety talk for students and iPad support and training for parents. These talks and training will inform, educate, reinforce the importance of the Acceptable Use Policy (including the Twilight Agreement) and support students to stay safe using modern technology.

Other examples of education and preventative strategies to combat bullying that are implemented by the school include:

- The Caomhnóir and Clann structure is intended to nurture a sense of belonging for students. It provides opportunities for the older students to demonstrate great leadership and care for the younger students. The Caomhnóir monitors the students in their Clann carefully and is an advocate for their students. Clann time takes place every morning. ~~for 12 minutes at least two mornings per week.~~ Caomhnóirs carry out weekly reviews in consultation with students and set targets for the week ahead. These targets can include the practising of social skills. The student lockers are grouped according to Clanns so that the Caomhnóir has further regular interaction with their students
- Coláiste De Lacy has prioritised the provision of a broad curriculum for students, including a taster programme, Enrichment sessions for first year students and Clann time. The school is already meeting the future requirements of the DE with regards to the provision of 400 hours for *Wellbeing (SPHE, CSPE & Physical Education)* at Junior Cycle. In addition, the students enjoy a variety of extracurricular activities organised at lunchtimes and after school such as, Gaelic football, basketball, table tennis, debating, Performing Arts, Book Club, Art Club, Debating, Club Gaeilge...etc. The provision of a broad curriculum and extracurricular programme provide students with many opportunities to strengthen their self-esteem and to foster an attitude of respect for all



- The organisation of the school day in Coláiste De Lacy is in one hour lessons, with no bell and short breaks. This maximises learning sessions and reduces the amount of informal interaction and movement in an effort to minimise opportunities for bullying
- Coláiste De Lacy provides an extensive transition programme for first year students in order to facilitate the move from primary to post-primary and also to care for the wellbeing of students during the transition period. Some of the elements of the transition programme are listed below but the list is not exhaustive. The programme includes:
 - ✓ The use of the National Council for Curriculum and Assessment (NCCA) *Student Passport* (from primary to post-primary)
 - ✓ An [Clár Fáilte](#) (to nurture a sense of belonging, to alleviate concerns, and to facilitate students in getting to know the school and each other before commencing)
 - ✓ Transition meetings with feeder primary schools to help identify vulnerable students and to optimise their placement of students in class groups to assist their transition into Coláiste De Lacy
 - ✓ Induction days (including guided tours of the school building)
 - ✓ Meetings for parents and students (regarding enrolment, the organisation and structures of Coláiste De Lacy (including friendships and anti-bullying), support meetings after commencement, iPad training for students and parents, Parent-Teacher Meeting...etc.) are held annually. Specific references are made to the school's Anti-Bullying programme, the importance of a working partnership between the school and the parents, the need to equip students with relevant social and life skills, the need to prepare students to the dynamics of teenage relationships, the importance of the school's *Twilight Agreement* (bedrooms as screen free zones at night) with parents...etc. at the information night for parents of incoming first year students (during term 5).
 - ✓ Regular newsletters are published and disseminated to keep all members of the school community informed
 - ✓ Yearlong taster programme (for optional subjects)
 - ✓ Enrichment lessons (to teach students about *Growth Mindset* and *BLP habits such as empathy*)
 - ✓ Weekly reviews of progress with Caomhnóir
- Information regarding Anti-Bullying in the student dialann and displays around the school
- Nurturing of 'empathy' as a learning habit and also as a school value (as identified by staff, students and parents)
- Enrichment sessions for first year students focus on the teaching and cultivation of many different learning habits including empathy, listening, collaboration, noticing, questioning...etc. Whole sessions are devoted to building resilience and nurturing empathy in particular. Enrichment sessions also provide an opportunity to explicitly teach students about learning and social skills, to demonstrate



expectations regarding group work and classroom behaviour, to show students how to respectfully disagree with each other without taking differences of opinion personally, the modelling of growth mindset by teachers...etc.

- The school has an established *Positive Behaviour Programme* and has recently set up an *Ubuntu Team (Restorative Practice)* who work with the staff to develop a relational approach to addressing problems/issues and to nurture the philosophies and practices of RP. The school works closely with Michelle Stowe of *ConnectRP* to consistently improve and strengthen restorative practices and culture within the school
- Peer-to-Peer Learning – as part of a TY SPHE Module, Transition Year students co-plan and co-deliver an Anti-Bullying Workshop to all first year students
- The Awards Programme of the school is based around effort, the demonstration of school values/principles, kindness to other students and growth mindset. The Awards Programme communicates a strong sense of value for *good people* as well as for *good learners* in Coláiste De Lacy
- The values and principles of the school crest are continually reinforced at Tionól/Clann Time, especially the importance of *Caidrimh dhearfacha* (positive relationships)
- Various themed weeks/events are held throughout the year including:
 - ✓ *Friendship Day/ Week* (Anti-Bullying *Day/ Week/Event*)
 - ✓ *Stand-Up Awareness events*
 - ✓ Multi-cultural events
 - ✓ *Seachtain Solais agus Soirbheachas* (Mindfulness Week)
- Various talks/workshops are also provided for students throughout the year to raise awareness about and to prevent bullying. These include:
 - ✓ Talks by the local community Garda on Internet Safety, Drugs and Alcohol, Safe use of Social Media...etc.
 - ✓ Cyber-bullying talks (these talks are provided by an external facilitator and focus on educating students about appropriate online behaviour, how to stay safe online and on developing a culture of reporting concerns regarding Cyber-bullying)
 - ✓ *Humourfit Workshops* (focus on Anti-bullying, relational bullying, racism, peer pressure...etc.)
 - ✓ *Relationships and Sexuality Education (RSE) Workshops* (for third year students)
- Coláiste De Lacy staff put a great effort into keeping a bright, pleasant, welcoming and safe physical environment for all members of the school community. For example, lockers are located outside each Caomhnóir's classrooms, large fold-up tables have been acquired for the halla so that students can be seated and easily supervised during break times, the wide corridors reduce opportunities for physical contact between students...etc.
- Resources have been acquired to raise awareness regarding anti-bullying, to support the implementation of this Anti-Bullying Policy, and to provide information in general:



- ✓ Student dialann
- ✓ The managed service on the iPads
- ✓ The choice of text for Junior Cycle English, e.g. *Wonder* by R.J. Palacio
- ✓ The school website and text system for parents
- Supports are provided for staff to enable them to recognise bullying, implement effective strategies for preventing bullying and where appropriate, intervene effectively in bullying cases. For example:
 - ✓ Induction days at the start of each new academic year
 - ✓ At induction, staff are provided with access to the Staff MS Team that contains the most up-to-date versions of all school policies, including the Anti-Bullying Policy, Child Protection Policy and Code of Conduct
 - ✓ All staff have completed the Tusla *Children First: Child Safeguarding training*.
 - ✓ Anti-Bullying is a regular item on staff meeting agendas
 - ✓ The Anti-Bullying team are the greatest source of support and information for staff and make presentations to staff regarding Anti-Bullying
- Although all school policies are related, the Acceptable Usage Policy is particularly relevant to the Anti-Bullying Policy. As part of this policy, the restriction of certain applications and the consistent implementation of the *Twilight Agreement* (bedrooms as screen free zones at night) by parents, helps to protect students from the dangers of inappropriate online behaviour and cyber-bullying. The school supports parents in this endeavour and provides training in the use and monitoring of iPads for parents.

Procedures for Reporting of Bullying Behaviour

Students, parents, non-teaching staff, visitors or members of the wider community should feel welcome to report any concerns regarding bullying behaviour to any member of school staff. The member of staff should inform any member of the Anti-Bullying team at the earliest opportunity. The Anti-Bullying team in Coláiste De Lacy is comprised of the Principal, the Deputy Principal(s) and the *relevant teachers*.

Investigation, Follow-up, Intervention and Recording

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 included in the following sections.



Procedures for Investigating Allegations of Bullying Behaviour

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teachers (Anti-Bullying Team). The following procedure serves to guide relevant teachers through the process of investigating allegations of bullying behaviour. Investigations can take a considerable amount of time.

- Initially, the relevant teacher will gather as much information as possible regarding the allegation of bullying behaviour. This usually involves speaking directly with the student who alleges the bullying behaviour. The student(s) will be requested to give a verbal and/or written account of the incident(s)
- The relevant teacher will also speak with the student(s) against whom the allegation of bullying behaviour has been made. The relevant teacher may speak to students individually or in groups depending on the nature of the allegation. The student(s) will be requested to give a verbal and/or written account of the incident(s)
- Where possible, allegation/incidents are investigated outside the classroom situation to ensure the privacy of all involved. However, considering the fact that all students and teachers are fully timetabled, the student(s) will usually have to leave a lesson or to be excused from a lesson in order to meet/speak with a relevant teacher. This will be facilitated as discretely as possible but total discretion is very difficult to realise in a live school environment
- All investigations will be conducted with sensitivity and due regard to all the students concerned
- When investigating allegations of bullying behaviour or incidents, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing with a conflict in a non-aggressive manner
- It will be made clear to students that when they provide information, 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
- The relevant teacher may consult with any staff member or other persons during the course of their investigation in order to seek guidance or further relevant information
- The relevant teacher may seek the assistance and support of a Caomhnóir, Year Head, the learning support teacher, Guidance Counsellor, the Deputy Principal or the Principal at any time. The Caomhnóir/Year Head of the student(s) involved may be able to provide more detailed information about the students. The Principal and Deputy Principals have a whole-school perspective and are privy to certain information about students. It would be considered prudent of the relevant teacher(s) to consult with them before taking any action in relation to bullying behaviour. This consultation may take place informally at any time but will usually take place at the weekly meeting of the Anti-Bullying team
- Where the relevant teacher is concerned that a particular allegation of bullying is causing serious upset to a student, staff member or other person, then they should bring it to the attention of the Principal or Deputy Principal at the earliest opportunity



- The relevant teacher should complete a record of investigation form (see FORM AB1: Appendix F1)
- The relevant teacher will report on their investigation at the weekly Anti-Bullying team meeting
- The Anti-Bullying Team (relevant teachers) will exercise their professional judgement to determine (by consensus) whether bullying has occurred and how best the situation might be resolved
- If the Anti-Bullying Team determines that bullying has not occurred, then the relevant teacher will consult with the student(s) and the Caomhnóir/Year Head of the student(s) involved in order to provide support and guidance
- If the Anti-Bullying Team determines that bullying behaviour has occurred, then the relevant teacher will also complete the recording template form (see FORM AB2: Appendix F2) so that the Anti-Bullying team may deal with the bullying.
- All forms must be completed in full and maintained in accordance with the relevant data protection legislation.

Procedures and Strategies for dealing with Bullying Behaviour

The Board of Management of Coláiste De Lacy adopts the *Anti-Bullying Procedures for Primary and Post-Primary Schools* issued by the Department of Education and Skills (September 2013) as the basis for the way in which the school addresses the issue of bullying. The primary aim in dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). Coláiste De Lacy 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 the school (see section on the scope of the policy).

a Procedure for dealing with bullying behaviour

In any case where it has been determined by the relevant teacher that bullying has occurred:

- The relevant teacher will record the bullying behaviour and any actions taken/follow-up, using the standardised recording template form (see FORM AB2: Appendix F2) and report on the issue/any follow-up at the weekly Anti-Bullying team meeting
- The parents of the parties involved should be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the policy)
- The relevant teacher(s) will make it clear to the student(s) engaged in bullying behaviour, that they have breached the Anti-Bullying Policy. The relevant teacher(s) will also make reasonable efforts to get



the student(s) who have engaged in the bullying behaviour to try to see the situation from the perspective of the student who is being bullied

- The student(s) who is/are engaging in bullying behaviour will be instructed that the behaviour must cease immediately and that their behaviour will be monitored carefully for 20 days (school days). If the student(s) engages in bullying behaviour during the 20 days, then the case will move to AB3 level, and will be reported by the Principal to the Board of Management at the next meeting of the Board. The relevant teacher will also inform the parent/guardian of this
- The relevant teacher will use their professional judgement to select the most appropriate evidence-based intervention strategy in order to resolve issues and restore, as far as is practicable, the relationships of the parties involved. Where no relationship existed between the students prior to the bullying behaviour, then a restorative approach would not be appropriate
- In some instances, the only intervention is that a clear instruction is communicated to the student(s) engaged in the bullying behaviour to cease immediately, and no intervention strategy is implemented. An example of when this would occur is if the student being bullied does not want to engage in an intervention strategy
- The relevant teacher may seek guidance or assistance from the Anti-Bullying team at any stage
- The relevant teacher(s) will implement the chosen intervention strategy. It will be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his/her parents and the school
- As a follow-up to the implementation of an intervention strategy, the relevant teacher (s) will meet separately with the relevant parties to review progress
- Subsequently, but only if the student who has been bullied is ready and agreeable, the Anti-Bullying team will give consideration to organising further follow-up, restorative meetings between both parties as this can have a therapeutic effect
- 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:
 - ✓ Whether the bullying behaviour has ceased
 - ✓ Whether any issues between the parties have been resolved as far as is practicable
 - ✓ Whether the relationships between the parties have been restored as far as is practicable; and
 - ✓ Any feedback received from the parties involved, their parents or the Principal or Deputy Principal
- In the case of physical aggression or assault, the relevant teacher will inform the Principal or Deputy Principal(s) immediately
- The relevant teacher(s) will immediately report any incidents of serious physical assault, sexual assault or harassment to the Principal or Deputy Principal. They will complete and submit FORM AB3 (see Appendix F3)



- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the standardised recording template (see FORM AB3: Appendix F3) and referred to the Anti-Bullying team for further consideration and follow-up. This may involve trying a different intervention, application of the school's Code of Conduct (up to and including suspension and exclusion), or referral of the case to the HSE or An Gardaí
- In any cases where the school has serious concerns in relation to managing the behaviour of a student, the advice of the National Education Psychological Service (NEPS) may be sought.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with the DES procedures, they must be referred, as appropriate, to the school's complaints procedure
- In the event that a parent has exhausted the complaints procedure and is still not satisfied, the parents have a right to make a complaint to the Ombudsman for Children

b Evidence-based Strategies for dealing with Bullying Behaviour

There are a variety of approaches and intervention strategies that might be used in any given situation. The *Action Plan on Bullying* published by the DES in 2013, highlighted the importance of school's identifying and consistently implementing evidence-based intervention strategies for dealing with cases of bullying. Given the complexity of bullying behaviour it is generally acknowledged that no one intervention works in all situations (DES, 2013). The relevant teacher will decide on the intervention method(s) that are best suited to each specific case. This is why the school has a specific Anti-Bullying team as it is important to research and understand both the techniques of intervention involved and the assumptions and rationale of particular methods. The methods of intervention that will be used by Coláiste De Lacy include:

1. The traditional disciplinary approach
2. Strengthening the victim
3. Mediation
4. Restorative Practice
5. The Support Group Method
6. The Method of Shared Concern.

c Referral of Serious Cases to External Agencies

Coláiste De Lacy reserves the right, in accordance with Section 6.3.5 of the DES procedures to seek the assistance of agencies such as the National Education Psychological Service (NEPS), the HSE, and the Gardaí,



where it deems such assistance is necessary to dealing effectively with bullying. In any case where the school 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 Tusla's *Child and Family Agency* 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 *Child Protection Procedures for Primary and Post-Primary Schools*.

d Programme of Supports for working with students affected by bullying

The school's programme of supports for working with pupils affected by bullying behaviour is as follows:

- ✓ The school has an established *Student Support Team (SST)* who meet on a weekly basis. A member of the Anti-Bullying team is on the SST and students are referred for supports where appropriate and available
- ✓ Students who have been bullied may be offered appropriate counselling (subject to availability and taking cognisance of the limited resources of a growing school). They will also be encouraged to participate in activities designed to raise their self-esteem, to develop their social skills and to build their resilience e.g. extracurricular activities
- ✓ Students who have been involved in bullying behaviour may be provided with counselling (subject to availability and taking cognisance of the limited resources of a growing school) to help them to learn other ways of meeting their needs without violating the rights of others. They will also be encouraged to participate in activities designed to raise their self-esteem, to develop their social skills and to build their feelings of self-worth e.g. extracurricular activities
- ✓ Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of support where they feel it may assist them to cope effectively with what they have experienced.

Supervision and Monitoring of Pupils

The Board of Management confirms that the 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.



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 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.

Please note that Bullying and Harassment will not be tolerated in Coláiste De Lacy. Under the Anti-Bullying Policy, breaches may be referred to be dealt with under the Code of Conduct. This will include the full range of sanctions of the Code of Conduct, up to and including Suspension and Exclusion. In situations where an incident (bullying or misconduct) is serious and where the behaviour is regarded as potentially abusive, the matter will be referred to the Designated Liaison Person (DLP).

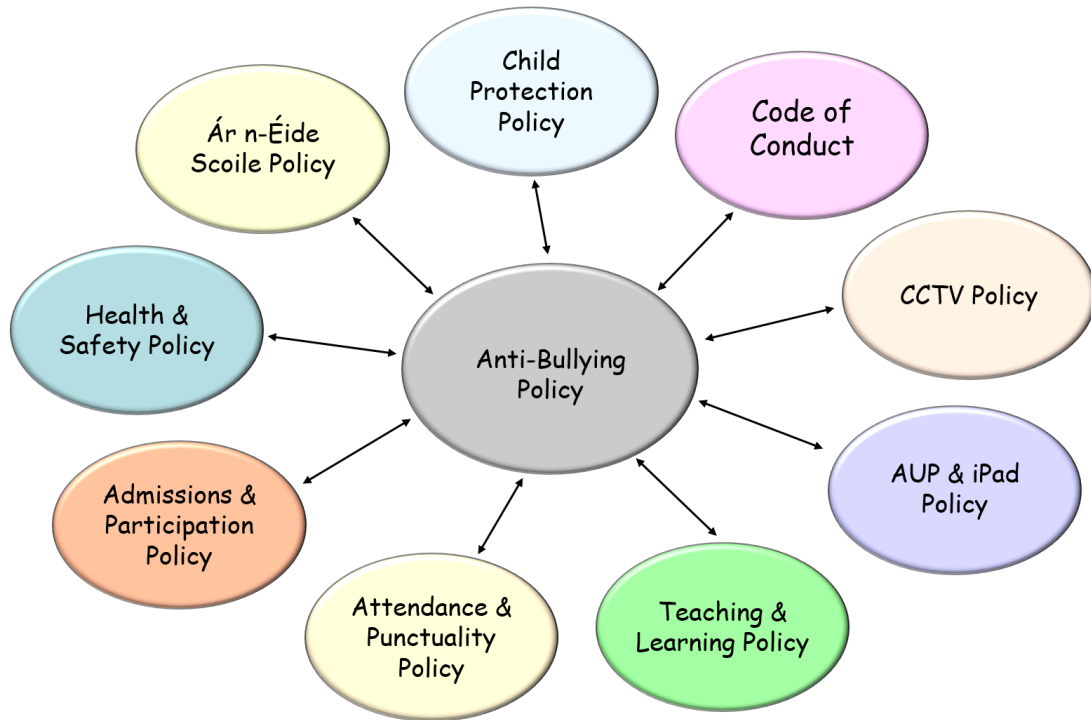
Communication of the Anti-Bullying Policy and the key messages associated with it

This policy has been made available to school personnel, published on the school website and provided to the Parent's Association. A copy of this policy will be made available to the Department and the patron is requested.

The school rules and any information on bullying are communicated to students in pupil friendly, age-appropriate, visual formats. For example, highly coloured and clear posters, containing the key messages regarding bullying, are displayed around the school. The policy content (definition, types, impacts) is explicitly taught to students at least once per year e.g. during Friendship Week or on an Anti-B focus day. The school rules/expectations of students are clearly written and individually explained in the student dialann. The Anti-Bullying Charter and 'Guidelines for Students' flowchart is also contained in the student dialann (see Appendix B & C).

Related Policies

Coláiste De Lacy recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all policies, practices and activities. The Anti-Bullying Policy is a central policy in Coláiste De Lacy. It is one of the most important policies with regards to how the school provides for the care and well-being of students. However, it does not operate in isolation. **All other school policies** relate to the school's Anti-Bullying Policy. It is the interdependence and co-operation of these policies in an organic way that ensures their effectiveness. Some of the policies that are most relevant to anti-bullying are shown in the graphic below. This list is not exhaustive and all school policies interrelate.



It is understood that students choosing to enrol in Coláiste De Lacy will accept and fully comply with the agreed policies of the school (including future amendments and new policies) for the duration of their enrolment.



Policy Monitoring & Review

Supervision and Monitoring of the Anti-Bullying Policy

The implementation and effectiveness of the school's Anti-Bullying Policy is discussed at the weekly meetings of the Anti-Bullying team⁷. This weekly informal review is in light of incidents of bullying behaviour encountered and actions are taken, where feasible and necessary in response, e.g. a bullying survey may be distributed, a lesson may be prepared for Clann time...etc. Anti-Bullying is an agenda item for all staff meetings so that concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

Data gathered through the reporting templates (see FORM AB3: Appendix F3) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement other information gathered, e.g. bullying surveys.

The Principal will provide a termly report to the Board of Management setting out the following:

- The overall number of bullying cases reported (by means of the reporting template: FORM AB3) since the previous meeting
- Confirmation that all cases reported to the Board of Management (via the FORM AB3), have been or are being dealt with in accordance with the DES *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

The minutes of the Board of Management meeting will record the Principal's report but in doing so will not include any identifying details of students involved.

Policy Review

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 Parent's Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

This policy was reviewed and adopted by the Board of Management on 16th September 2024.

⁷ The Anti-Bullying team is comprised of the Principal, the Deputy Principals and the relevant teachers.



School Contact Details

Principal:	Janice Uí Bheoláin
Deputy Principal:	Barry O'Higgins, Stephanie Spillane & Anne Marie McCarrick
Address:	Ashbourne Education Campus, Killegland, Ashbourne, Co Meath
Phone:	01 5241075
Email:	colaistedelacy@metb.ie
Website:	www.colaistedelacy.ie
Roll Number:	76196W



Appendices



Appendix A: Bullying as a Criminal Offence

Bullying may constitute a criminal offence under the following sections of legislation:

<p>Non-Fatal Offences against the Person Act 1997</p>	<p>Section 10 of this act deals with harassment and provides that a person may be guilty of a crime if s/he:</p> <p><i>‘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’.</i></p> <p><i>‘For the purpose of this section, a person harasses another where-</i></p> <ul style="list-style-type: none"> <i>a. 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</i> <i>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’.</i> <p><i>Section 10: Harassment</i> 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.</p>
<p>Prohibition of Incitement to Hatred Act (1989)</p>	<p>Section 2 of the <i>Prohibition of Incitement to Hatred Act (1989)</i>, makes it a criminal offence for a person to <i>publish or 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.</i></p> <p>Those convicted on indictment under this provision may be sentenced to a maximum of 2 years imprisonment and/or a fine of up to £10,000.00 (euro equivalent).</p>

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 under 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 pupils 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.



Appendix B: Anti-Bullying Pledge from Dialann



Anti-Bullying Pledge

Coláiste De Lacy believes that every member of the school community has a right to work and learn in a safe, comfortable and positive environment. Every member of our school community (staff, students, parents/guardians) has a responsibility to maintain a positive atmosphere within the school and to play their part in dealing with bullying when it occurs⁸.

Bullying will not be tolerated in Coláiste De Lacy.

As a student of Coláiste De Lacy, it is my duty to play my part in trying to make my school a place where everyone can feel safe from bullying. I also want my school to be a safe and positive place to learn.

I, _____ (student name) promise:

- To treat all students and staff with respect and kindness
- To call fellow students by their preferred name only
- To avoid aggressive or offensive behaviour such as name-calling, giving dirty looks, sneering, pushing or making unwanted physical contact...etc.
- To refrain from telling lies, starting rumours, or repeating gossip about others
- To refrain from cyber-bullying (which includes abusive anonymous telephone calls, the internet, social networking, text messages, camera phones and certain apps such as Snapchat...etc.)
- To refrain from isolating other students
- Never to retaliate but to report the incident
- To report any incident of bullying behaviour that I may witness
- To make new students feel welcome and to be helpful to them

Student Signature: _____

Parent/Guardian's Signature: _____

Date: _____

⁸ The specific procedures and responsibilities are outlined in the schools Anti-Bullying Policy.

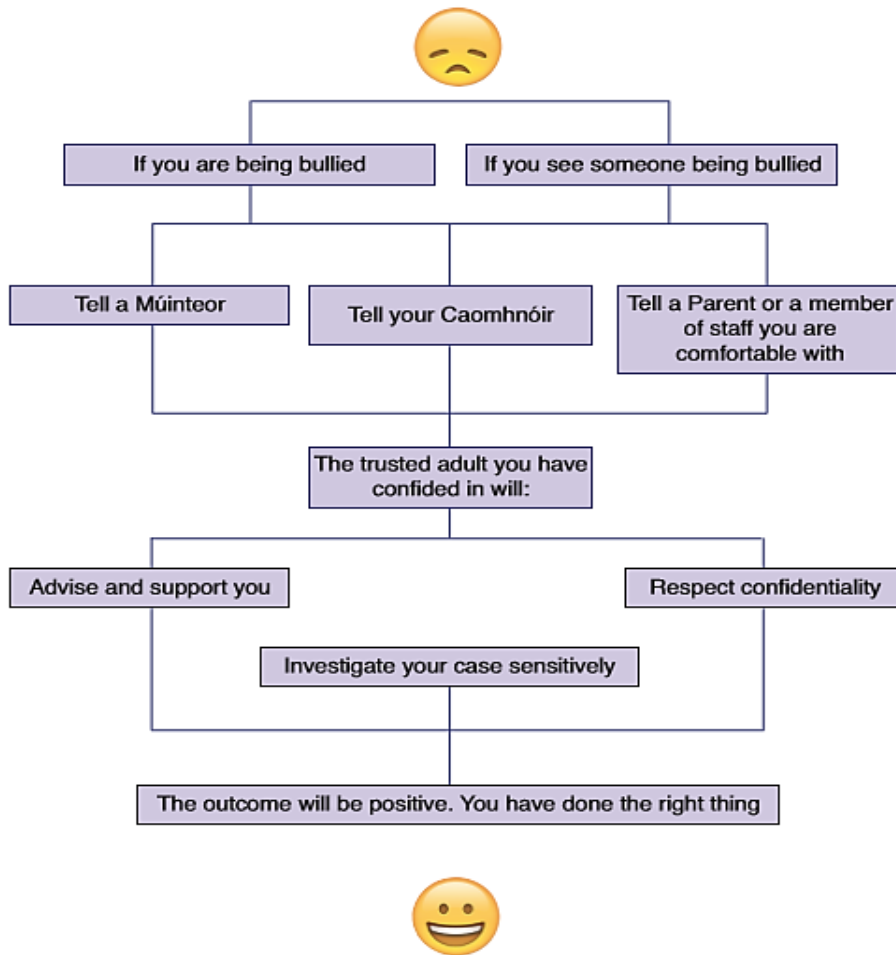


Appendix C: 'Guidelines for Students' from Dialann



GUIDELINES FOR STUDENTS

Bullying in any form is strictly forbidden. The following outlines what to do in a situation of bullying:





Appendix D: Table A: Key Elements of a positive school culture and climate

Table A: Key elements of a positive school culture and climate

<ul style="list-style-type: none"> ■ The school acknowledges the right of each member of the school community to enjoy school in a secure environment. ■ The school acknowledges the uniqueness of each individual and his/her worth as a human being. ■ The school promotes positive habits of self-respect, self-discipline and responsibility among all its members. ■ The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members. ■ The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning. ■ The school has the capacity to change in response to pupils' needs. ■ The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values. ■ The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner. ■ The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis. ■ The school recognises the role of parents in equipping the pupil with a range of life-skills. ■ The school recognises the role of other community agencies in preventing and dealing with bullying. ■ The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities. ■ The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school. ■ Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.
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Appendix E: 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 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 F1: Template for investigating bullying behaviour (FORM AB1)

	AB1 FORM
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Form to be used for investigating any allegations of bullying behaviour

Date:

Name of student (allegedly) being bullied:

Name:		Class:	
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Name(s) of student(s) (allegedly) engaged in bullying behaviour

Name:		Class:	
Name:		Class:	
Name:		Class:	

Name(s) of person(s) who reported the bullying concern:
(if a student then please include class)

Name:	
-------	--

Details of Bullying Behaviour (alleged):

Type:	Tick:	Brief description: <i>(Please attach any additional information/statements)</i>
Physical Aggression		
Intimidation		
Isolation/Exclusion		
Relational Bullying		
Cyber-bullying		
Name-Calling		
Damage to property		
Extortion		
Identity-Based <i>(specify)</i>		



Impact of Bullying Behaviour (alleged):

Brief Description of Investigation:

Deduction based on the investigation of the alleged bullying behaviour: <i>(Please tick)</i>		
It is the opinion of the Anti-bullying team that bullying behaviour has occurred?		
Yes		If YES, then please proceed to AB2 form and intervention stage
No		
Outside the remit of this policy		

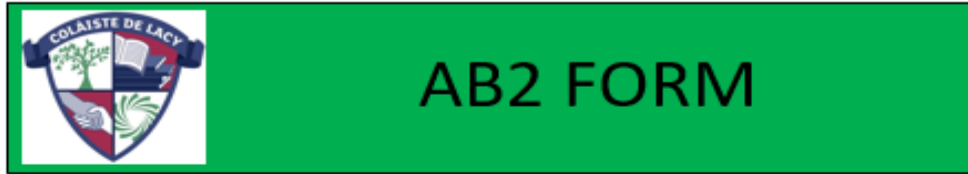
Signed: _____ (Relevant Teacher)

Date: _____

|



Appendix F2: Form AB2



Form to be used for dealing with and following up on bullying behaviour
Please attach to the record of initial investigation (AB1 FORM)

Date:

Name of student being bullied:

Name:		Class:	
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Name(s) of student(s) engaged in bullying behaviour

Name:		Class:	
Name:		Class:	
Name:		Class:	

Name(s) of person(s) who reported the bullying concern:
(if a student then please include class)

Name:	
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Communication with Parent/Guardian of student being bullied:

Date:	
Signed:	

Communication with Parent/Guardian of student(s) engaged in bullying behaviour:

Date:	
Signed:	



Student(s) engaged in bullying behaviour have been instructed that such behaviour must cease immediately and that the case will be monitored for the next 20 school days.	Date:
Student(s) engaged in bullying behaviour has/have been informed that if the behaviour does not cease in the next 20 days, then the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:
Parent of student(s) engaged in bullying behaviour have been instructed that such behaviour must cease immediately and that the case will be monitored for the next 20 school days.	Date:
The parent of the student(s) engaged in bullying behaviour has/have been informed that if the behaviour does not cease in the next 20 days, then the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:

Details of Actions taken		
Clear instruction to student to cease bullying behaviours		Date:
Evidence-based strategy (where appropriate):	Tick:	Brief description: <i>(Please attach any additional information)</i>
Implementation of Code of Conduct		
Strengthening the Victim		
Mediation		
Restorative Practice		
Support-Group Method		
Method of Shared Concern		



Monitoring of Progress:			
<i>Date:</i>	<i>Action:</i>	<i>Response:</i>	<i>Initials</i> :
	Informal check in with student(s): <input type="checkbox"/> Other:	No incident(s) reported by student (victim): <input type="checkbox"/> Other:	
	Informal check in with student(s): <input type="checkbox"/> Other:	No incident(s) reported by student (victim): <input type="checkbox"/> Other:	
	Informal check in with student(s): <input type="checkbox"/> Other:	No incident(s) reported by student (victim): <input type="checkbox"/> Other:	
	Informal check in with student(s): <input type="checkbox"/> Other:	No incident(s) reported by student (victim): <input type="checkbox"/> Other:	
	Informal check in with student(s): <input type="checkbox"/> Other:	No incident(s) reported by student (victim): <input type="checkbox"/> Other:	
No incidents have occurred in the past 20 school days: <input type="checkbox"/> Bullying behaviour has occurred in the past 20 school days and the case is moving to AB3 level: <input type="checkbox"/>			

Signed: _____ (Relevant Teacher)

Date: _____



Appendix F3: Form AB3



Form to be used by the Anti-Bullying Team to record AB3 level cases
Please attach the AB1 and AB2 forms to this form when reporting

Date:

Name of student being bullied:

Name:		Class:	
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Name(s) of student(s) engaged in bullying behaviour

Name:		Class:	
Name:		Class:	
Name:		Class:	

Name(s) of person(s) who reported the bullying concern:
(if a student then please include class)

Name:	
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Reason for referral to AB3 LEVEL (please tick):

Bullying behaviour has not ceased within 20 school days since completion of investigation	
Serious case of bullying requiring immediate referral e.g. physical assault/sexual assault	

Details of Bullying Behaviour that occurred within the 20 school day period:

Type:	Tick:	Brief description: <i>(Please attach any additional information/statements)</i>
Physical Aggression	<input type="checkbox"/>	
Intimidation	<input type="checkbox"/>	



Isolation/Exclusion		
Relational Bullying		
Cyber-bullying		
Name-Calling		
Damage to property		
Extortion		
Identity-based (<i>Specify</i>)		

Student(s) engaged in bullying behaviour has/have been informed that the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:
The parent of the student(s) engaged in bullying behaviour has/have been informed that the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:

DATE REPORTED TO BOARD OF MANAGEMENT: _____

Signed: _____ (Relevant Teacher)

Date: _____



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

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> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents’ association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school’s handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed?	No
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?	Yes
Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement?	No
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed 
Chairperson, Board of Management

Date 16.09.24

Signed Janice M Sheehan
Principal

Date 16.09.24






Appendix H: Notification regarding the Board of Management's annual review of the anti-bullying policy

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

To: Staff, students + parents/guardians

The Board of Management of Colaiste De Lacy 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 16.09.24 [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 
Chairperson, Board of Management

Date 16.09.24.

Signed Janice M. Bheolain
Principal

Date 16.09.24.



**BOM & LMETB Ratification/Resolution Process for
Anti-Bullying Policy V9:2023**

BOM Ratification

<i>Date Ratified by the Board of Management:</i>	16 th September 2024
<i>Proposed By:</i>	Yvonne Finn
<i>Seconded By:</i>	Valeriya Borovkova
<i>Signed:</i>	 (Chairperson, BOM)
<i>Scheduled Date for Review of the Policy:</i>	August 2025

LMETB Ratification/Resolution of the ETB Board

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

