

Cabinteely Community School



Anti-Bullying Policy (Reviewed 2014)

Mission Statement

In Our School we strive to;

- ✓ Hold each and every individual in esteem as of right.
- ✓ Provide a wide and flexible curriculum which will meet with the individual needs of all students.
- ✓ Provide all students with a professional teaching service and seek to evaluate the extent to which each individual is successfully maximising his/her natural gifts and opportunities.
- ✓ Assist and encourage all students to develop their moral, ethical spiritual and religious lives, with respect for their consciences and the religious and moral values of their families.
- ✓ Provide all students with an ordered, disciplined, caring and supportive environment which will encourage and develop their self-image, their confidence and their psychological well-being.
- ✓ Provide a wide range of co-curricular activities which will promote and develop the personality, character and social skills of the students.
- ✓ Provide structures for co-operation with parents in carrying out and enhancing their function as primary educators of their children.

Cabinteely Community School - Anti-Bullying Statement

- ✓ The Student Representative Council and Class Representatives have a formal role to play in establishing a positive environment, in cooperation with the staff, parents and school management. It is important that there should be mutual respect and a cooperative approach amongst these groups.
- ✓ This respect will underline the day to day establishment of whole school relationships and have a positive impact on the school community's efforts to establish a safe, secure learning and teaching environment.
- ✓ This environment is a living thing and must be constantly renewed in the actions of all the participants.
- ✓ The school believes that the students of Cabinteely Community School play a vital role in their own education and that we all have a responsibility towards each other in the acquisition of this education.
- ✓ The relationship which each class group establishes amongst its members is one of the most important factors in their social and educational development.
- ✓ The aim of this policy is to address the issue of bullying in so far as it constitutes behaviour which is directly opposed to the achievement of the school mission statement.
- ✓ While the policy primarily addresses issues related to bullying of students, it applies also to teaching and other school staff, parent(s)/guardian(s) and others insofar as measures under the policy relate to them.
- ✓ We wish to ensure that there is no ambivalence about the right of each student and staff member to a safe, secure learning and working environment.

Cabinteely Community School Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the **Board of Management of Cabinteely Community School** has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy has been developed in conjunction with staff, the Student's Representative Council and the Parents Association. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which –
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
 - and promotes respectful relationships across the school community;
(See Appendix 6)
- 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 and team building exercises) that-
 - build empathy, respect and resilience in pupils;
 - and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and text 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.

Bullying can have legal implications for those involved. It can be considered a criminal act and charges can be brought by An Garda Síochána against anyone who it is deemed to have violated the *Non-Fatal Offences Against the Person Act, (1997)*.

If a student is physically beaten or has been put in a reasonable belief of immediate force, the perpetrator could be guilty of assault under section 2 of the 1997 Act. When a student has threatened to kill or cause serious harm to another and expects that student to believe the threat, this may constitute an offence under section 5 of the 1997 Act. If a student is harassed, including by telephone, by

another student it may constitute an offence under section 10 of the 1997 Act. A person guilty of an offence under this Act shall be liable on summary conviction to a fine not exceeding £1,500 or to imprisonment for a term not exceeding 12 months or to both. Full details of section 2, 5 and 10 of the *Non-Fatal Offences Against the Person Act, (1997)* are laid out in Appendix 11 of this policy.

Any student has the right to make a report to An Garda Síochána if he/she feels they have had a crime committed against them under the *Non-Fatal Offences Against the Person Act, (1997)*, and may be encouraged to do so by the school. The school, however, will make every effort to protect the welfare of its students and in accordance with this policy, other relevant policies of the school and the laws of the State, the Principal acting on behalf of the school may report any instances of physical contact, treats and harassment he/she deems appropriate to An Garda Síochána.

Information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. Below are some examples which Cabinteely Community School deem as bullying behaviours. (This list is not exhaustive).

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal

	<p>information which you then post online</p> <ul style="list-style-type: none"> • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages or picture messages • Sexually explicit or pornographic texts messages or picture messages • Abusive email • Abusive communication on social networks e.g. Facebook/Snapchat/Instagram/Ask.fm/ Twitter/YouTube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look"
<p>Sexual</p>	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment

Special Educational Needs, Disability or Students of High Academic Ability.

- Name calling
- Taunting others because of their disability, learning needs or academic achievements
- Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying
- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.
- Mimicking a person's disability or ability
- Setting others up for ridicule

Signs and Symptoms of Bullying

Physical Indicators

- Unexplained bruising cuts etc.
- Loss of/ damage to personal property
- Hunger or thirst
- Frequent minor illnesses, headaches, tummy
- Bedwetting
- Loss of appetite
- Obsessive behaviour, physical appearance, weight
- Stammering
- Requests for extra money

Emotional/ Psychological Indicators

- Outbursts of anger, temper, irritability at home
- Bullying brother and sisters, parents
- Well behaved child suddenly troublesome

Signs of depression

- Changes in: mood, appetite, sleep pattern
- Tiredness, neglect of appearance
- Expressions of sadness, worthlessness
- Nightmares, crying at night
- Restless, dangerous, wild, disruptive behaviour
- Cynicism, black mood
- Implied or overt threats of suicide

School Related Indicators

- Reluctance to go, wanting to be accompanied
- Returning in bad form
- Changing route
- Avoiding certain days/lessons
- Nervousness in class
- Punctuality problems
- Poor concentration
- Deterioration in school work
- Expressions of hopelessness
- Fewer phone calls, friends calling, invitations
- Reluctance to take part in activities
- Abusive phone calls, texts, email

4. The relevant teacher(s) for investigating and dealing with bullying is/are the Year Head(s). However, any teacher may act as a relevant teacher if circumstances warrant it (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

A student should feel comfortable reporting an incident of bullying to any one of these people:

- Class Teacher and/or Year Head/ and/or Chaplin and/or Guidance Counsellor and/or the Home School Community Liaison Officer.
- Any member of staff with whom the student feels comfortable.
- Principal or Deputy Principal.

A student should feel comfortable reporting a bullying incident by using one, or any, of the following approaches:

- Directly approaching a teacher at an appropriate time. e.g. after class, break/lunch time,
- Placing an anonymous note in the Anti-Bullying Box,
- Handing up a note with homework or at Class Teacher time,
- Getting a parent to contact the school by ringing the Year Head.

5. Our Anti-Bullying Policy is an integral part of Cabinteely Community School's Code of Behaviour. Everyone in Cabinteely Community School has a duty to look out for any behaviour which can be deemed bullying (from list above). This includes parents/guardians, students and the wider school community. 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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s).
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, assembly area, study centre, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teacher(s). Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the Student Representative Council in contributing to a safe school environment e.g. Buddy system, mentoring, Friendship Week and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

- Development and promotion of an Anti-Bullying Charter (*Appendix 1*) for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The completion of the self-assessment checklist (*Appendix 6*) on an annual basis at a meeting of the relevant teachers.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour.
- The implementation of regular whole school awareness measures e.g. an annual Friendship Week; parent(s)/guardian(s) seminars; annual or term student surveys (*Appendix 7*) and/or sociograms (*Appendix 5*); regular school or year group assemblies by Principal, Deputy Principal, Year Heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders and peer monitoring. In that way pupils will gain confidence in 'telling' and watching out for others. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Put a note in the Anti-Bullying Box.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Reporting it on the confidential questionnaire administered to all pupils. (*Appendix 7*).
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.
- School wide delivery of lessons on Relational Aggression, Cyber Bullying Homophobic and Transphobic Bullying, Diversity and Interculturalism.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in “Sexual Orientation Advice for Schools”.
- Bullying will be highlighted on a regular basis during Class Teacher time and at morning assembly.

Links to other policies

This policy is consistent with other policies in Cabinteely Community School;

- Code of Behaviour
- Child Protection
- Internet Safety: Acceptable Use Policy
- Health and Safety
- SPHE/RSE
- Information Technology Policy
- Attendance Policy
- Use of Mobile Phones
- Learning Support
- Professional Development for Staff
- Admissions Policy
- Induction for New Staff

The policy applies

- During school time (including breaks).
- Going to and from school.
- During school tours.
- During extra-curricular activities.

- To any behaviour of a bullying nature (outside school) which seriously impacts on a students' participation in school and/or where the matter relates to the school's duty of care of a student.

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

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). The school's procedures will be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher(s).
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher(s);

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the relevant teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required 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;
- Teachers should take a calm, unemotional problem-solving approach.

- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, 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 effectively with a conflict in a non-aggressive manner. The restorative model could be used here if the relevant teacher(s) deems it appropriate;
- The sociogram interview (*Appendix 5*) should be used as a non-judgemental way of establishing what happened if the relevant teacher deems it appropriate;
- If a group is involved, each member should be interviewed individually at first;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school's Code of Behaviour). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher(s) has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and Code of Behaviour and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

- The relevant teacher(s) in investigating and resolving incidents of bullying where he/she deems it appropriate may use all or some of the following approaches; Circle Time, restorative interviews, restorative conferencing, implementing sociogram questionnaires, (*Appendix 5*), interviews, peer mediation (where suitable training has been given).

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher(s) 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;
 - ✓ Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

1) Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher(s) using the Bullying Alert Form (*Appendix 4*).
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher(s) must inform the Principal of all incidents being investigated.

2) Informal-determination that bullying has occurred

- If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher(s) will develop a protocol for the storage of all records retained by the relevant teacher(s).

3) Formal-Appendix 3

- The relevant teacher(s) must use the recording template (*Appendix 3*) to record the bullying behaviour in the following circumstances:
 - a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
 - b) Where the school has decided as part of its Anti-Bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The following list of behaviours must be reported to the Principal or Deputy Principal immediately in accordance with the school's Code of Behaviour and Child Protection Policies.

- Any violent, verbal or physical aggression or action by a student directed towards another student or any member of staff;
- Any assault by a student on another student or any member of staff;
- Any form of sexual harassment or assault;
- Any sexually explicit or offensive text or picture, cyber or otherwise.
- Any possession of, or distribution of pornographic material; cyber or otherwise;
- Any comment by a student about themselves or another student which refers to suicide or self-harm;
- Any behaviour(s) deemed to require the intervention of An Garda Síochána or the Health Service Executive.

Any reported allegations of bullying/harassment between students and staff and/or parents/guardians and staff should be dealt with directly by the Principal. In relation to staff to staff incidents, the matter should be referred directly to the Principal where an incident report (*Appendix 10*) is to be filled out. Refer also to the ASTI/TUI grievance procedure.

When the Bullying Alert Form (*Appendix 4*) is used a copy should be kept and maintained by the relevant teacher(s). When the recording template (*Appendix 3*) is used, it must be retained by the relevant teacher(s) in question and a copy maintained by the Principal. These records will be kept separately from the student's file by the Principal and retained for seven years after the student has left the school.

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

- The victim will receive the utmost privacy and confidentiality in the initial, and subsequent, investigations. They will be given the opportunity of

speaking with the Guidance Counsellor and/or Chaplin and/or any other member of the Care Team.

- The school will address the attitudes of bullying within the school community through the administering of the anti-bullying survey (*Appendix 7*) to all class groups (by Class Teachers) once a year. The school will also organise an anti-bullying information talk for parents on an annual basis.
- A series of events will be organised, relating to raising awareness of bullying, during Friendship Week.
- In a case where sanctions need to be imposed, they will be enforced, as per the school's Code of Behaviour, by the Deputy Principal, or the Principal.
- Following an investigated incident of bullying, relevant teachers, Year Heads, Class Teachers, members of the Care Team and break-time Supervisors will monitor the behaviour of the students involved.
- Staff will be informed of necessary developments in bullying incidents, at staff meetings or on a one to one basis with the Year Head/relevant teacher. They will be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to the relevant teacher(s).
- Parents or guardians will be informed of serious incidents and if necessary they may be required to join in the restorative based approach to resolving the issue.
- A referral system will be in place to ensure that all incidents will be dealt with. If those investigating can't resolve the issue it will then be referred onto the following people
 - Teacher/Class Teacher
 - Year Head/ Relevant Teacher
 - Care Team Member/Guidance Counsellor/Chaplin/ HSCLO
 - Deputy Principal
 - Principal
 - Outside Agencies

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

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

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

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____

(Chairperson of Board of Management)

Date: _____

Signed: _____

(Principal)

Date: _____

Date of next review: _____

Appendix 1:

Cabinteely Community School

ANTI-BULLYING CHARTER

- ✓ **WE ALL WANT OUR SCHOOL TO BE FREE FROM BULLYING.**
- ✓ **EVERY PERSON IS EXPECTED TO MAKE A POSITIVE CONTRIBUTION TO THE LIFE OF THE SCHOOL.**
- ✓ **THE SCHOOL CULTURE SHOULD BE ONE OF MUTUAL SUPPORT, ESPECIALLY WHEN IN DIFFICULTY.**
- ✓ **THERE SHOULD BE NO CYBER-BULLYING.**
- ✓ **THERE SHOULD BE NO NAME CALLING.**
- ✓ **THERE SHOULD BE NO PHYSICAL ABUSE.**
- ✓ **THERE SHOULD BE NO GANGING UP ON PEOPLE.**
- ✓ **THERE SHOULD BE NO HURTFUL AND/OR ONGOING “SLAGGING”.**

WE MUST RESPECT THE RIGHT OF OTHERS:

- **TO BE THEMSELVES.**
- **TO SELF EXPRESSION.**
- **TO PARTICIPATE FULLY IN SCHOOL LIFE.**
- **TO PERSONAL PROPERTY.**
- **TO PERSONAL SPACE.**

WE ALL SHARE RESPONSIBILITY TO ENSURE THAT BULLYING IS NOT TOLERATED.

ALL SCHOOL STAFF, THE STUDENT REPRESENTATIVE COUNCIL, THE PARENTS’ ASSOCIATION AND THE BOARD OF MANAGEMENT ARE UNITED IN THEIR OPPOSITION TO ALL FORMS OF BULLYING. IN CABINTEELY COMMUNITY SCHOOL, CYBER, VERBAL, PSYCHOLOGICAL OR PHYSICAL BULLYING WILL NOT BE TOLERATED.

Appendix 2:

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.
- ✓ Support the work of Student's Representative Council in promoting the general well-being of students.
- ✓ 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 are adequate 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 assembly area 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 having lunch or in the school yard or moving classrooms.

Appendix 3: Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Yard	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Assembly Area/Angela's Hall	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

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

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
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8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

--

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances

Appendix 4.

Bullying Alert Form

Student(s) Name and Class:

Nature of activity:

Reasons for concern:

Possible witness(es):

Signed and Date:

Appendix 5:

Questionnaire for Sociogram

To be administered by the relevant teacher

Name of student: _____

1. Are you happy with the atmosphere in your classroom?

2. Who are your friends?

3. Are you feeling under pressure in any way? *(Take details and reassure student that the problem will be addressed)*

4. Is there anyone in class having a hard time? Explain

5. Is anyone being left out, or ignored?

6. Is anyone spreading rumours, gossip, using notes, phone calls, social media, text messages or e-mails to make others feel bad about themselves? *(Only ask depending on answer to two above)*

7. Is anyone being unfair to other?

8. Is there a group of pupils making life difficult for others?

9. Are pupils from other classes giving anyone in this class a hard time?

10. Can you give examples?

11. Who do you think is causing the problem?

12. What can you do to help pupils having a hard time?

13. Have you been contributing to anything that would isolate anyone or make them uncomfortable?

Any further notes by teacher:

Appendix 6:

Key Elements of a positive school culture and climate

Self-Evaluation checklist to be completed on an annual basis

Area of Focus	Y/N Comment
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 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 pupil's 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 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.	

Appendix 7:

CABINTEELY COMMUNITY SCHOOL ANTI-BULLYING SURVEY

Confidential

Name: _____

Date: _____

Class _____

THIS IS A NO-BULLYING SCHOOL!

PLEASE HELP US TO KEEP IT THAT WAY!

1. HAVE ANY OF THE FOLLOWING HAPPENED TO YOU REGULARLY WHILE IN THIS SCHOOL?

	YES	NO
Slagging, name-calling, insults		
Being hit, kicked or pushed		
Books or materials taken from you		
Threats made to you		
Rumours spread about you		
Being left out or excluded		
Locker interfered with		
Graffiti or notes passed around about you		
Messages on mobile phones about you		
Online		
Other		

2. IF YOU ANSWERED YES TO ANY OF THE ABOVE, PLEASE TICK WHERE IT HAPPENED TO YOU.

In a classroom	
In the toilets	
In the Assembly Area	
Going to or from school	
In the school grounds	
In the village	
In the locker area	
In PE Hall	
PE Changing Rooms	

At the bus stop	
Near the PE Hall	
Near St. Angela's Hall	
OTHER PLACE:	

3. PLEASE SAY WHEN ANYTHING HAPPENED TO YOU:

Before school	
After school	
During class	
Between classes	
At lunchtime	
At little break	
OTHER TIME:	

4 WHO DID YOU TELL ABOUT THE BULLYING?

REMEMBER, IF YOU DO NOT TELL, NOTHING CAN BE DONE TO CHANGE WHAT IS HAPPENING!!

Mother or father or guardian	
Teacher	
Class teacher	
Year Head	
Other adult in the school	
Older sister or brother	
Older friend	
Friend in same year group	
Prefect or other senior student	
Guidance Counsellor	
Chaplain	
SNA's	
Other	

5. DO YOU KNOW OF SOMEONE ELSE WHO IS BEING BULLIED? IF SO, PLEASE GIVE SOME INFORMATION HERE SO WE CAN HELP.

Appendix 8:

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

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

Yes/No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all	

reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

Appendix 9:

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

To: _____

The Board of Management of **Cabinteely Community School** wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*, **Appendix 8** of *The Cabinteely Community School Anti-Bullying Policy*.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

Appendix 11:

Section 2, 5 and 10 of the Non-Fatal Offences Against the Person Act 1997.

Assault – Section 2

2.—(1) A person shall be guilty of the offence of assault who, without lawful excuse, intentionally or recklessly—

(a) directly or indirectly applies force to or causes an impact on the body of another,

or

(b) causes another to believe on reasonable grounds that he or she is likely immediately to be subjected to any such force or impact,

without the consent of the other.

(2) In subsection (1) (a), “force” includes—

(a) application of heat, light, electric current, noise or any other form of energy, and

(b) application of matter in solid liquid or gaseous form.

(3) No such offence is committed if the force or impact, not being intended or likely to cause injury, is in the circumstances such as is generally acceptable in the ordinary conduct of daily life and the defendant does not know or believe that it is in fact unacceptable to the other person.

(4) A person guilty of an offence under this section shall be liable on summary conviction to a fine not exceeding £1,500 or to imprisonment for a term not exceeding 6 months or to both.

Threats to kill or cause serious harm - Section 5

5.—(1) A person who, without lawful excuse, makes to another a threat, by any means intending the other to believe it will be carried out, to kill or cause serious harm to that other or a third person shall be guilty of an offence,

(2) A person guilty of an offence under this section shall be liable—

(a) on summary conviction to a fine not exceeding £1,500 or to imprisonment for a term not exceeding 12 months or to both, or

(b) on conviction on indictment to a fine or to imprisonment for a term not exceeding 10 years or to both.

Harassment – Section 10

10.—(1) Any person who, 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, shall be guilty of an offence.

(2) For the purposes of this section a person harasses another where—

(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

(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.

(3) Where a person is guilty of an offence under subsection (1), the court may, in addition to or as an alternative to any other penalty, order that the person shall not, for such period as the court may specify, communicate by any means with the other person or that the person shall not approach within such distance as the court shall specify of the place of residence or employment of the other person.

(4) A person who fails to comply with the terms of an order under subsection (3) shall be guilty of an offence.

(5) If on the evidence the court is not satisfied that the person should be convicted of an offence under subsection (1), the court may nevertheless make an order under subsection (3) upon an application to it in that behalf if, having regard to the evidence, the court is satisfied that it is in the interests of justice so to do.

(6) A person guilty of an offence under this section shall be liable—

(a) on summary conviction to a fine not exceeding £1,500 or to imprisonment for a term not exceeding 12 months or to both, or

(b) on conviction on indictment to a fine or to imprisonment for a term not exceeding 7 years or to both.