

Coláiste Chú Chulainn

Anti-Bullying Policy 2024/2025

Adopted: 16 th September 2024
Review due: September 2025



Contents

INTRODUCTION	3
FÍS NA SCOILE	4
AIMS	5
KEY PRINCIPLES	5
DEFINITIONS	6
CLARIFICATION OF EXCLUSIONS	7
EFFECTS OF BULLYING ON STUDENTS	8
REPORTING BULLYING	8
PROCEDURES FOR INVESTIGATION, RECORDING AND FOLLOW UP OF ALLEGED BULLYING BEHAVIOUR	9
EDUCATION AND PREVENTION STRATEGIES	10
STUDENTS.....	10
STAFF.....	11
CURRICULUM.....	11
INITIATIVES.....	11
SUPERVISION AND MONITORING OF PUPILS	12
PREVENTION OF HARASSMENT	12
MONITORING THE IMPLEMENTATION OF THE POLICY	12
REVIEWING AND EVALUATING THE POLICY	12
BOARD OF MANAGEMENT POLICY CONSULTATION	ERROR! BOOKMARK NOT DEFINED.
STAFF CONSULTATION:	ERROR! BOOKMARK NOT DEFINED.
PARENTS CONSULTATION:	ERROR! BOOKMARK NOT DEFINED.
BOM RATIFICATION	ERROR! BOOKMARK NOT DEFINED.
LMETB RATIFICATION/RESOLUTION OF THE ETB BOARD	ERROR! BOOKMARK NOT DEFINED.
POLICY FORMULATION & RATIFICATION/RESOLUTION PROCESS	13
APPENDIX 1: BRIEF SUMMARY OF PROCEDURES	14
APPENDIX 2: DETAILED ANTI-BULLYING PROCEDURES	15
APPENDIX 3: ALLEGED BULLYING INCIDENT REPORT FROM	18
APPENDIX 4: FORM FOR RECORDING ALLEGED BULLYING BEHAVIOUR	19
APPENDIX 5: CHECKLIST FOR ANNUAL REVIEW OF THE ANTI-BULLYING POLICY BY THE BOARD OF MANAGEMENT	23
APPENDIX 6: PARENTAL / GUARDIAN SUPPORT	24

Introduction

Coláiste Chú Chlainn is a multi-denominational and co-educational post-primary school under the patronage of Louth and Meath Education and Training Board. As such, it operates within the regulations laid down by the Department of Education and Skills and follows the curricular programmes prescribed.

This Anti-Bullying Policy was developed in accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB/TUSLA. The Board of Management of Coláiste Chú Chlainn has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour and within the context of the Department of Education and Skills (DES) child protection guidelines. This policy fully complies with the requirements of the DES Anti-Bullying Procedures for Primary and Post- Primary Schools which were published in September 2013.

This policy has also been informed by the Health Service Executive guide to Investigating and Resolving Bullying in School and the ISPCC's Anti-Bullying Toolkit.

Fís na Scoile

Our school's Vision Statement is built on the three strands of Vision, Values & Behaviours as adopted by our Board of Management. This statement is central to all plans, policies and routines in school.

Vision

Coláiste Chú Chulainn: **SUCCESS FOR ALL**

Values

We **PLAN** for Success for Every Student
We **MODEL** Success in Our Practice
We **CELEBRATE** Success
We are **PARTNERS** for Success in Our Community
We **DELIVER** Success for Students, Families and Community

Behaviours

WE PLAN FOR SUCCESS FOR EVERY STUDENT

We set and share learning intentions in our work
We differentiate in our lessons
We give formative feedback to our students on their work
We use self and peer assessment in our lessons
We engage all students in school life

WE MODEL SUCCESS IN OUR PRACTICE

We implement LMETB and Coláiste Chú Chulainn policies in all of our work
We are prepared for our work as students and staff
We reflect on our professional practice and strive for improvements where identified
We share resources, knowledge and experience

WE CELEBRATE SUCCESS

We praise our students for their efforts and achievements
We hold Awards Events
We share our stories at every opportunity
We include the whole community in our celebrations

WE ARE PARTNERS FOR SUCCESS IN OUR COMMUNITY.

We collaborate with local and national enterprises
We are active in community activities
We invite guests to work with us in our learning
We are inclusive of everybody

WE DELIVER SUCCESS FOR STUDENTS, FAMILIES AND OUR COMMUNITY

Our students achieve the best possible grades
Our students complete their 2nd Level education in Coláiste Chú Chulainn
Our students progress to Higher & Further Education or employment
Our students have excellent attendance



Aims

The primary aim of the policy is to address the issues around bullying and create a proactive and preventative culture which resolves any issues and restores positive relationships. In addition, the main aims of the policy are:

- To create a clear and accurate understanding, amongst all members of the school community, of what bullying is.
- To create a positive school culture and ethos that is fully inclusive, and which welcomes and celebrates diversity.
- To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour.
- To raise awareness amongst the entire school community (including school leadership & management, staff members, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour.
- To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation.
- To provide clear procedures for investigating and dealing with alleged bullying behaviours which are used in a consistent and fair manner.
- To provide clear procedures for noting, recording, reporting and resolving bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with the various local and national agencies in addressing and resolving all forms of bullying and anti-social behaviour.
- To facilitate ongoing monitoring, evaluation and review of the effectiveness of the school's anti-bullying policy.

Key Principles

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students 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 and celebrating success.

- encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- promotes respectful relationships across the school community.
- Effective leadership which builds leadership capacity within the entire school community.
- A whole school collegiate and consistent approach.
- A shared and clear understanding of what bullying is and its impact.
- Implementation of a preventative curriculum (including awareness raising measures) that:
 - Builds empathy, respect and resilience in pupils; and
 - Explicitly educates students on the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Supports and professional development for all staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going monitoring, evaluation and review of the effectiveness of the anti-bullying policy.

Definitions

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

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

Examples may include, but are not limited to:

- *Verbal bullying* such as repeated name-calling, jeering, teasing, taunting, slugging, threatening.
- *Physical bullying* such as repeated hitting, spitting, kicking, pushing, tripping, stealing, vandalising, damaging property, intimidating.
- *Psychological bullying* such as repeated excluding, isolating, ridiculing, malicious gossip, spreading rumours, passing notes, using peer pressure to intimidate and threatening gestures.
- *Sexual bullying* such as unwelcome sexual comments touching body parts, spreading rumours about a person’s sexual orientation, taunting a person of different sexual orientation.
- *Racist bullying* such as discrimination, prejudice, comments or insults about colour, nationality, or cultural ethnicity.

- *Relational victimisation, manipulating relationships* e.g. repeated and intentional marginalisation, ostracism, breaking confidence, spreading rumours, abusive letters, messages, drawings, e-mail, phone calls.
- *Extortionate bullying* to extort items such as money and other property or to force students to carry out actions against their will.
- *Identity-based bullying* such homophobic, transphobic or transgender; or bullying of those with disabilities or special educational needs. It also includes bullying based on a person’s membership of the Traveller community.
- *Cyber bullying* is a form of social bullying that uses technological communications to humiliate, harass, embarrass, tease, intimidate, threaten or slander an individual or group of people. Cyber bullies use instant messages, texts, e-mails, chat rooms, mobile phones, social networking or blogs and interactive games. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a mobile phone or device. **It is important to note that Mobile phones, as per “Acceptable Usage Policy”, are not allowed to be used by students in school during school hours. They must be switched off and placed in the student locker or school bag. Extract from “Acceptable Usage Policy” Page 7:**

○ Use of mobile phones in lessons	Not allowed
○ Use of mobile phones in social time	Not allowed
○ Taking photos on mobile phones or other camera devices	Not allowed
○ Use of personal email addresses in school	Not allowed
○ Use of school email for personal emails	Not allowed
○ Use of chat rooms / facilities	Not allowed
○ Use of instant messaging	Not allowed
○ Use of social networking sites	Not allowed
○ Use of blogs	Allowed with staff permission

As a result, as a school, we reserve the right to decide to not investigate or deal with incidents of cyber bullying which have occurred outside of school hours. However, we remain committed in educating students on cyber bullying via our preventative curriculum.

Clarification of exclusions

Isolated or once-off incidents of intentional negative behaviour which are not repeated do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

Effects of Bullying on students

We encourage staff, parents/guardians and students to look out for the following signs which may occur as a consequence of bullying:

- Fear
- Inability to sleep, lack of sleep or poor sleeping patterns
- Reluctance to go to school
- Anxiety
- Negative attitude/Difficult/Argumentative
- Depression
- Bruises, Cuts, Sprains, scratches or torn clothes
- Reduced self-esteem
- Damage to or loss of property
- Lack of concentration on schoolwork
- Suicidal thoughts and self-harm
- Feeling of isolation
- Lack of communication/"Shut down"
- Break up of friendships/relationships

Reporting Bullying

We actively encourage an ethos of openness, honesty and transparency. All members of the school community have a responsibility and duty to report alleged bullying incidents. A student, parent, guardian or other member of the school community may report bullying concerns verbally or in writing.

We encourage students to report issues directly to their class staff member. This includes students who have concerns about their peers being bullied. Equally we encourage parents / guardians to report concerns regarding bullying to the student's class staff member. However, if this is not possible or appropriate, a student may report to any member of staff in school including: Year Head, HSCL, School Completion Programme Worker, Deputy Principal, Principal, Caretaker, Special Needs Assistants (SNAs), Office staff and Cleaners.

In addition, students may also relay concerns to our Senior Student Anti-Bullying Ambassadors or via the "Ban The Bully Box" which are located around the school using the report form in Appendix 1.

Procedures for Investigation, Recording and Follow up of alleged bullying behaviour

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are outlined in detail in Appendix 2. A summary version is available in Appendix 1. All interventions must be recorded by the relevant staff member* on the bullying report form in Appendix 4. It is important that the relevant staff member records and documents accurately at all times during the investigation and intervention process using the forms in Appendix 3 and 4.

The relevant staff member(s) for investigating and/or dealing with bullying can be a:

- ✓ Staff member
- ✓ Form staff member
- ✓ Year head
- ✓ Deputy Principal
- ✓ Principal

When a student reports an incident of bullying they will be reassured that they have made an important step towards the resolution of the situation. The student will be interviewed privately and consulted as to how they would like the situation to be resolved. A written statement will be taken to record the facts of the incident(s) using the forms available in the Appendices of this policy.

The student against whom the allegations have been made will be interviewed separately and their side of the story listened to. A written statement will be taken to record the facts of the incident(s) using the forms available in the Appendices of this policy.

Anyone else who may have witnessed the incident will also be interviewed in order to get a fuller understanding of the incident(s) and written statements using the forms available in the Appendices of this policy.

Once it has been established that a case of bullying has occurred under the DES definition, parents or guardians will be contacted, informed and their support sought, except in a case where it is felt doing so could negatively impact on student welfare.

Any student affected by the bullying will be supported and referred, if appropriate, to counselling or other support services available.

Those found to be bullying will be supported in order to raise their awareness of the effects of their actions and to prevent such behaviour continuing. If the bullied student is agreeable, restorative practice “Circle” meetings with those involved will be arranged. If the bullying behaviour continues and/or the situation is not resolved this form will be passed to the Year Head for intervention. This may include seeking the assistance of outside agencies where appropriate and available. If further instances of bullying continue the issue will be referred to the Deputy Principals and / or the Principal. Please see Appendix 2 for further details on the investigation, intervention and resolution procedures.

When the intervention is complete the files will be passed on to the appropriate Year Head for retention and records will be placed on the student file in school.

N.B. THE STAFF MEMBER TO WHOM THE BULLYING INCIDENT HAS INITIALLY BEEN REPORTED TO IS REQUIRED TO CHECK THAT THE INCIDENT HAS BEEN ADEQUATELY AND APPROPRIATELY ADDRESSED WITHIN 20 SCHOOL DAYS OF THE REPORT BEING MADE. SHOULD (S)HE NOT BE SATISFIED THAT THIS IS THE CASE, THE FORM IN APPENDIX 3 MUST BE FILLED AND GIVEN TO THE DEPUTY PRINCIPAL OR PRINCIPAL.

(*The relevant staff member is the staff member actively involved in the intervention.)

Education and Prevention Strategies

To perpetuate Coláiste Chú Chulainn’s anti-bullying ethos it is important that the anti-bullying message is kept to the forefront of everyone’s mind.

Students

The following measures are undertaken to raise awareness of the need of positive school climate among the student body.

- Reinforcing positive student efforts with House Points / Notaí maithe.
- Building student self-confidence and self-esteem.
- Form Class, Year Group and Whole School Assemblies.
- Senior Student Leadership Team, School Ambassadors and Anti-Bullying Ambassadors.
- Liaising with primary schools.
- Anti-bullying weeks and Positive Mental Health Awareness weeks.
- Student induction programme for 1st years.
- School tours.
- Inclusive & Anti-bullying posters/leaflets.
- Ban The Bully Box.

- Parent and Student surveys.
- Visible staff member presence.
- Support programmes (e.g. SEN / RSE / CSPE / SPHE / L2L / DML)
- Clear instructions e.g. “who to tell” & “how to tell” & “what to expect”
- Cross-curricular instruction in all subject areas on Anti-Bullying Themes
- Support from HSCL and SCP officers

Staff

Raising awareness among all staff members in the school community is achieved through:

- Regular Staff meetings
- Subject planning meetings to ensure anti-bullying is addressed in all subject areas.
- Training for new members of staff on the anti-bullying policy and procedures.
- C.P.D.
- All staff have a copy of the policy and procedures in their staff handbook.
- Whole staff participation in awareness raising events e.g. Anti-bullying week, Positive Mental Health Awareness week
- Support programmes offered by HSCL and SCP officers

Curriculum

The curriculum actively supports the creation of a positive school culture with a focus on preventing and minimising the impact of bullying on students. An anti-bullying programme is integrated into the school curriculum and is re-enforced during lessons. It is taught to all students and re-visited across all year groups. All subject departments are instructed to incorporate the anti-bullying message into at least one unit of work per year. Anti-bullying will also be covered in SPHE, CSPE, DML classes, Learning to Learn classes and also the Well-being programme. The 1st year induction programme includes an anti-bullying section.

Initiatives

Other examples of school initiatives which support the creation of a positive environment and the anti-bullying ethos include:

- School vision and ethos clearly displayed around school.
- Ban the Bullying Slogan, poster and wrist band campaign.
- Display anti-bullying and welcoming diversity posters.
- Liaisons with primary schools.
- 1st year induction days.
- Group exercises e.g. school trips, extra-curricular clubs and societies, team sports.

- Student voice / council and Anti-Bullying Ambassadors.
- Student and Parents surveys.
- Raising awareness among non-teaching staff.
- Dissemination of background information to staff.
- Anti-bullying week.
- Effective use of SPHE instruction time.
- Positive Mental Health Awareness Week
- Support programmes offered by HSCL and SCP officers

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.

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.

Monitoring the implementation of the policy

The implementation of the policy shall be monitored by the principal and a sub-committee of the board of management.

An annual report should be issued to the board of management to confirm that the actions/measures set down under the policy are being implemented.

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

Reviewing and evaluating the policy

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

Policy Formulation & Ratification/Resolution Process

Identify Policy to be reviewed and/or developed at school level
Commence the developmental and consultation process with all members of the school community including BOM, staff, students, and Parents Association
Liaise with the Director of Schools regarding the content of the Policy and discuss Data Protection and Legal Proofing

The BOM Meeting:

Bring the Draft Policy to the BOM for ratification.

Each Draft Policy brought to the BOM should have as the last page the '**BOM & LMETB Ratification/Resolution Process for this Policy**' sheet

Each Draft Policy brought to the BOM should have a 'School Policy Consultation Confirmation Sheet.' This will provide the BOM with evidence of the dates when the draft policy was discussed with the different partners of the school community and the proposer and the seconder for the draft policy

The BOM should discuss the Draft Policy and if accepting to ratify same complete the top part of the standard last page of the policy indicating date ratified by the BOM, proposer, seconder, and date for review of the policy. This should be signed by the Chairperson of the BOM

The Draft Policy (hard copy & soft pdf copy) along with the forms listed at point four above should be forwarded to the Director of Schools in preparation for the next LMETB Committee meeting. Please forward hard copy to LMETB Offices, Chapel Street, Dundalk, Co. Louth
Schools will be advised when the Resolution of the LMETB Board has been completed

Appendix 1: Brief Summary of Procedures

SUMMARY ANTI-BULLYING POLICY

Definition: behaviour which is repeated over time. One off incidents do not fall within the definition of bullying.

Procedures

Level 1 Informal Approach: to be dealt with by the staff member the allegation is reported to. Remember this is an *ALLEGATION* until proven.

- Record the allegation on the “Alleged Bullying Incident Report Form” Appendix 3.
- Speak to all parties separately taking written statements.
- If it is established that bullying has occurred then contact parents/guardians at an early stage. Explain what actions taken so far and give them an opportunity to offer suggestions of help.
- Offer services of counselling in school to all those effected by the bullying

- If the bullied student is agreeable restorative circle meetings with those involved should be arranged.
- Record all steps on the bullying report give to Year Head for

A) Filing on student file

B) Further action

NB There is an onus on the staff member who initially refers the case to the next stage to ensure the incident has been dealt with adequately and appropriately **within 20 school days**. If the staff member considers that this ***has not*** been dealt with adequately or appropriately within 20 school days from the date it has been established that the bullying has occurred then they must fill in form Appendix 4 *Form for Recording Alleged Bullying Behaviour*.

Level 2: Formal Approach Year Head: If issue is unresolved refer to Year Head - options detailed in policy.

Level 3 DP/Principal: if problem persists

Level 4 Principal: lodge a complaint with the Principal. Parent can lodge a complaint if not satisfied with the outcome of the bullying incident.

Level 5 Board of Management: lodge a complaint with the BoM. Parent can lodge a complaint to BoM if not satisfied with response from Principal.

Appendix 2: Detailed Anti-Bullying Procedures

Coláiste Chú Chulainn anti bullying policy and procedures are to be read and followed within the framework of the school's overall code of behaviour and within the context of the Department of Education and Skills (DES) child protection guidelines. The policy and procedures also meet the requirements of the DES Anti-Bullying Procedures for Primary and Post-Primary Schools.

Staff members should always be vigilant to the possibility of bullying occurring and should take a calm, unemotional, factual, problem-solving approach when dealing with reported incidents of alleged bullying behaviour.

Level One: Staff member: Adopt and informal approach to resolving the issue

1. Log a bullying incident/report on the “Alleged Bullying Incident Report Form” (Appendix 3). This can be written by the student and given to a staff member or posted in one of the “Ban the Bully Boxes” located around the school or completed by a staff member with the student.
2. Speak to all parties in private. Useful questions prompt questions are included on Appendix 3: Who, Where, When, What and Why.
3. Consult the student as to how s/he would like the situation to be resolved.
4. Get a written account from all parties.
5. If a group is involved interview each member individually.
6. Thereafter, if appropriate, interview the group together when each member should be asked for his/her account.
7. Contact parents of all involved at an early stage to inform them and explain actions being taken and to give parents an opportunity to discuss how they can help. If deemed appropriate, this may take the form of suggesting restorative approaches that the parents could take to support their son/daughter.
8. If it has been determined that bullying has happened the offence should be made clear to the student and efforts should be made to get him/her to see the situation from the perspective of the student being bullied.
9. Record all steps on the “Alleged Bullying Incident Report form” Appendix 3 and give the report to the year head for a) filing b) further action.
10. If the bullied student is agreeable, an RP Circle meetings with those involved should be arranged

Level Two: Year Head: Adopt a formal approach if the matters has been unresolved, has re-occurred having been resolved at level 1 or is part of a pattern

If the bullying forms part of a pattern or the initial efforts of the relevant staff member prove unsuccessful in restoring the relationship, the issue can be referred to the Year Head who can:

- ✓ Review all existing documentation which the staff member should submit to the Year Head
- ✓ Consult with staff members and teachers.
- ✓ Collate all evidence.
- ✓ Contact parents / guardians.
- ✓ Lead a restorative practice circle meeting.
- ✓ Maintain regular links with the bullied student.
- ✓ Monitor the student who has bullied.

- ✓ Refer those affected to a relevant agency as appropriate and in consultation with the parents/guardians and if appropriate the HSCL and SCP officers

The Code of Behaviour remains available to be used as an intervention if it is deemed the best course of action by the Year Head.

Level Three: Deputy Principals and/or Principal: Formal approach to be maintained if the matters has been unresolved, has re- occurred having been resolved at level 2 or is part of a pattern

If the bullying persists despite the interventions of the relevant staff member, teacher and/or Year Head, the issue can be referred to the Deputy Principal or Principal who can:

- ✓ Inform/meet with parents and students involved.
- ✓ Liaise with bullied student.
- ✓ Monitor student who has bullied.
- ✓ Liaise with SEN staff/HSCL/SCP/NEPS/HSE Child & Family services/Tulsa/Social services/A Garda Síochána/other agencies as appropriate.

N.B. IF THE RELEVANT STAFF MEMBER CONSIDERS THAT THE BULLYING INCIDENT HAS NOT BEEN ADEQUATELY AND APPROPRIATELY ADDRESSED WITHIN 20 SCHOOL DAYS AFTER IT HAS BEEN DETERMINED THAT BULLYING HAS OCCURRED, FORM APPENDIX 4 MUST BE FILLED AND A COPY GIVEN TO THE PRINCIPAL/DEPUTY.

Level Four: Principal: To lodge a complaint with the Principal

If a parent/guardian is not satisfied with the outcome of the bullying incident or the procedures that were followed, they can lodge a complaint in the first instance in writing to the Principal and outlining the incident and the grounds for the complaint. The Principal will respond as soon as it is practicable.

Level Five: Board of Management: To lodge a complaint with the Board

If a parent/guardian is not satisfied with the response received from the Principal, the option to write to the Chairperson of the Board of Management is available to them once all of the previous steps have been followed.

Correspondence can be delivered to the school office and marked for the attention of the “Chairperson of the Board of Management”.

The Chairperson of the Board of Management will respond to the parents/guardians as soon as is practicable.

Appendix 3: Alleged Bullying Incident Report From

To be completed by the student or staff member. Students should use this form for the anti-bullying box.

Instructions: be specific and include as much detail as possible.

Written by:	Date:
Who:	
Where:	

When:
What:
Why:
Signature:

Appendix 4: Form for Recording Alleged Bullying Behaviour

[This form is to be forwarded to the Principal if the relevant staff member considers the bullying incident HAS NOT been adequately and appropriately addressed within 20 school days after it has been determined that bullying has occurred.]

1. Name of pupil being bullied and class group

Name: _____ Class: _____ Relevant Teacher: _____

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"/>	Staff member	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>	Other	<input type="checkbox"/>
Parent	<input type="checkbox"/>		<input type="checkbox"/>

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

Area	Tick	Please give further detail
Outdoor area	<input type="checkbox"/>	
Classroom	<input type="checkbox"/>	
Corridor / Common area	<input type="checkbox"/>	
Toilets	<input type="checkbox"/>	
School Bus	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

5. Name of person(s) who reported the bullying concern, date it was first reported and person it was reported to:

Name(s):

Date first reported: _____

Who was it reported to?: _____

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

Physical Aggression		Isolation/Exclusion		Damage to Property		Name Calling	
Cyber-bullying		Malicious Gossip		Intimidation		Other (specify)	

Other (specify): _____

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

Homophobic		Disability/SEN related		Racist		Membership of Traveller community	
Other (specify)							

8. Brief Description of bullying behaviour and its impact:

9. Details of actions taken:

Signed: _____ (Relevant Staff member) Date: _____

Date submitted to Principal/Deputy Principal: _____

Appendix 5: Checklist for annual review of the anti-bullying policy by the Board of Management

	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> ?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
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?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all staff members are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
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?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	Y
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	Y
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	Y
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?	Y
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Y
Has the Board put in place an action plan to address any areas for improvement?	Y

Signed _____
Chairperson, Board of Management

Date 16th September 2024

Signed _____
Principal

Date 16th September 2024

Appendix 6: Parental / Guardian Support



Coláiste Chú Chulainn
— Success for All —

Advice for parents to help their children cope during a bullying incident

- ✓ It is not advisable to advocate hitting back
- ✓ Teach them some coping strategies
- ✓ Encourage them to tell and stay with friends - avoid bullies
- ✓ Avoid provoking a bully
- ✓ Encourage assertiveness and not aggression
- ✓ Save any abusive phone, online or multimedia message and report them to the service provider and/or Garda.

What should a parent do if they know that their son/daughter is being bullied?

- ✓ Remain calm.
- ✓ If you get upset your child may become distressed and not wish to tell you anymore for fear of upsetting you further.
- ✓ Assure them that it is not their fault and that you will help them sort it out.
- ✓ Contact the school – it is advisable that a parent contact the Year Head.
- ✓ Parents may arrange an appointment with the Year Head and/or relevant staff member.
- ✓ Prepare for that meeting - bring notes and details of the events from your child's point of view.
- ✓ Ask that the incident be investigated and what supports the school can offer your child.
- ✓ Work with the school to develop a strategy to deal with the problem.

Advice for parents you think their child may be a bully.

This situation presents a difficult situation for parents but one in which we will support parents. If it is discovered that your child is in fact the bully it can be quite a shock and very upsetting.

Consider the following in dealing with this situation:

- ✓ Don't ignore the situation. You have to deal with it and help your child to understand that this behaviour is not acceptable and help them to change
- ✓ Don't panic or get upset. This may make your child 'close down' because they feel that they have made you angry, upset, and disappointed or dislike them.
- ✓ Don't use words like bullying or being a 'bully'. This will label your child and may make them feel ashamed. This may cause them to withdraw or tell lies about what happened

so that they don't have to feel ashamed. Your role is to support them in talking about what happened and solve the problem.

- ✓ Talk about specific details of the bullying. For example, "When you called her names, what did you mean to do?" Your child may say that they were only playing or having fun – this may be an excuse, or your child may not have intended to hurt the other child. Either way, you have to explain to your child how that behaviour is hurtful to the other child and that it has to stop.
- ✓ Encourage your child to be empathic. When chatting about the behaviour, ask them to imagine how the victim may have felt. For example, "How do you think you would feel if someone hit you like that?"
- ✓ Think about your own home. Is there bullying going on there? Is your child copying behaviour that they see in their own lives?
- ✓ Try to find out if there are other children involved in the bullying. If your child is part of a 'group' where they are expected to bully, then this has to be addressed with the school.
- ✓ Contact the school. The school will be grateful for information and support from parents. Also, staff in the school may be able to give advice or add some details which can help you better understand the situation with the aim of restoring the relationships between the students.
- ✓ Give your child plenty of encouragement and praise. Spend plenty of one-to-one time with them, chat to them and use every opportunity to connect with them. This will help your child to be open with you and also give you plenty of opportunity to check in with how they are getting on with stopping the bullying. Encourage and praise them in their efforts to stop the bullying behaviour.

Useful Numbers and Contact Details

- ✓ To report content on Facebook www.facebook.com/help
- ✓ To report content on YouTube <http://help.youtube.com/support>
- ✓ To report content on Snapchat Email support@snapchat.com or click on "Support" link on www.snapchat.com
- ✓ To report content on AskFM <http://ask.fm/about/safety>
- ✓ To report content on Instagram <http://help.instagram.com> Press 'Report Inappropriate' button
- ✓ Useful advice: Webwise www.webwise.ie Provides parents, staff members and students advice and information about potential dangers online
- ✓ Child Line www.childline.ie Advice on child protection issues
- ✓ Tackle Bullying www.tacklingbullying.ie Advice on child protection issues
- ✓ ISPC Blue Shield <http://www.ispcc.ie/ispcc-shield-/bullying-support> Advice on preventing and managing bullying and cyberbullying.

Management Policy Consultation Log

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

School:	Coláiste Chú Chulainn
Policy:	School Anti-Bullying Policy

Staff Consultation:

Date of Final Consultation:	4th September 2024
Proposed By:	Peter Corrigan
Seconded By:	Thomas White

Parents Consultation:

Date of Final Consultation:	4th September 2024
Proposed By:	Yvonne Mefor
Seconded By:	Mark Mahne

Date Ratified by the Board of Management:	16th September 2024
Proposed By:	Maria Doyle
Seconded By:	Dan Toole
Signed:	Gerard McGuill (Chairperson, BOM)
Scheduled Date for Review of the Policy:	September 2025

BOM & LMETB Ratification/Resolution Process for This Policy

Date Ratified by the Board of Management:	16th September 2024
Proposed By:	Maria Doyle
Seconded By:	Dan Toole
Signed:	Gerard McGuill (Chairperson, BOM)
Scheduled Date for Review of the Policy:	September 2025

LMETB Ratification/Resolution of the ETB Board

Date of Resolution of ETB Board	
Signed	(Chairperson)