



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

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

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

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

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

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

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

4. The relevant teacher(s) for investigating and dealing with incidents of bullying are: relevant year head and /or relevant deputy principal.
5. Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage students in addressing problems when they arise. In particular, such strategies build empathy, respect and resilience in students. As self-esteem is a major factor in determining behaviour, Coláiste Bhríde, through its curricular and extra-curricular programmes, provides students with opportunities to develop a positive sense of self-worth.

This document should be read in conjunction with Coláiste Bhríde's *Code of Behaviour, Information and Communications Technology – Acceptable Usage Policy, IPAD Acceptable Usage Policy, Critical Incident Policy, Care Team Policy and Whole School Inclusion Policy*.

*Education Programmes to combat bullying behaviour:*

Coláiste Bhríde will endeavour at all times to ensure the safety of students in its care. Nevertheless, Coláiste Bhríde is conscious of parental responsibility. As a whole school cross curricular initiative, all students in Coláiste Bhríde will engage in an awareness of the effects of bullying through the following programmes:

- Promoting a positive and welcoming school culture
- Well-Being Programmes
- Creating a culture of diversity, inclusivity, equality and awareness
- SPHE – Social, Personal and Health Education
- RSE – Relationships and Sexuality Education
- ‘FUSE’, an anti-bullying programme, developed by DCU Anti Bullying Centre
- ‘Friends First’, UNESCO Whole Education Approach to Anti-Bullying
- Anti-bullying workshops and seminars (including Safer Internet Day)
- Guest speakers for parents and students
- Staff and professional development

*\*This list is not exhaustive*

6. On receipt of a report of bullying the following steps should be taken:

- i. The incident should be reported to the year head (YH) or relevant deputy principal (DP).
- ii. A decision is taken initially about the level of seriousness of the incident.
- iii. Both the student engaging in the bullying behaviour and the victim will be addressed by the YH or relevant personnel.
- iv. When analysing incidents of bullying behaviour, YH or relevant DP should seek answers to questions of *what, where, when, who and why*.
- v. It may be appropriate to ask those involved to explain their account of the incident(s).
- vi. The relevant member of staff must keep appropriate written records which will assist their efforts to resolve the issue.
- vii. All reports of bullying received by a member of staff should be treated seriously and confidentially. The class tutor and /or YH should always be informed without delay.
- viii. A Bullying Incident Report Form (*See Appendix B*) is to be completed, by the YH or DP. This is to be forwarded to the principal. A copy of the bullying incident will be filed (depending on the sensitivity of the incident) in student's personal files. *A written record of all reports must be kept.*
- ix. If deemed necessary, parents/relevant staff members will be informed.
- x. The relevant school personnel will be informed of bullying related issues that can be addressed through existing school programmes.
- xi. In determining whether a bullying case has been adequately and appropriately addressed the relevant YH/DP will, as part of their professional judgement, take the following into account:

- Whether the bullying behaviour has ceased
  - Whether the 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 parents or the school principal
- xii. In cases where a resolution to the bullying behaviour has not been found within 20 days after they have determined that bullying behaviour occurred; an additional Report Form (*Appendix C*) will be completed.
- xiii. Where a parent is dissatisfied with how the school has dealt with a bullying case in accordance with these procedures, the parents will be informed of the school's complaints procedures.
- xiv. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the *Ombudsman for Children*.

#### 7. Support and Prevention Strategies for Students:

Coláiste Bhríde will put in place a programme of support for students who have been involved in a bullying incident. This programme will involve the following elements:

- Students who have been bullied will be:
  - Offered appropriate counselling.
  - Provided with opportunities to participate in activities designed to raise their self-esteem, to develop their social skills and to build their resilience.
- Students who have engaged in bullying behaviour will be:
  - Provided with support to help them learn other ways of meeting their needs without violating the rights of others.
  - Provided with opportunities to build their self-esteem and feelings of self-worth (*See Appendix F*).
- Students who observe incidents of bullying behaviour will be encouraged to discuss them with relevant adults and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.
- Where necessary Coláiste Bhríde will seek the assistance of and work with NEPS (National Educational Psychological Service), the HSE (Health Service Executive) and/ or the Gardaí, to combat bullying, identify the perpetrators and support the victims.

#### Support and Prevention Strategies for Parents:

*If your child is being bullied:*

The most important thing to do is to make sure that the bullying is stopped.

- Get full details of what is happening from your child.
- Keep written records/screenshots – day, date, details etc. of incidents and witnesses.

- Approach the child's year head or deputy principal. DO NOT approach the person engaging in the bullying behaviour or their family.
- Ensure that the child gets ongoing support at home. The school counsellor or relevant personnel is available to help both the victim and the person engaging in the bullying behaviour.

Please note that all information given to the school is treated in a confidential and sensitive manner which does not further endanger the victim.

*REMEMBER, if we do not know it is happening, we can do nothing about it.*

*If you discover your child is engaging in bullying behaviour:*

- Remain calm – and avoid conflict
- Take time to talk with your child
- Try to find out why your child is bullying
- Ask your child to put themselves in the victim's place
- Make it clear that the behaviour must stop
- Seek professional support and help, if necessary
- Check if your child is bullying others? Do they show increased aggression of having friends who bully others?
- Provide relevant literature for your child on bullying, its effects and other important information on bullying

Support and Prevention Strategies for School Personnel:

- Coláiste Bhríde's *Code of Behaviour* will be discussed at the beginning of each academic year. The *Code of Behaviour* underlines the school's aim of promoting the development of the school community and highlights the need for individuals to treat others with respect.
- Staff should adopt a calm, unemotional problem-solving, confidential, restorative approach when dealing with incidences of alleged bullying behaviour reported by students, staff or parents.
- Staff should take opportunities to emphasise to the students our collective responsibility for ensuring that no student or group of students is bullied.
- Action should be designed to ensure that the behaviour which led to the incident ends as soon as possible and that the 'victim' no longer feels insecure. It should be noted that in many instances the behaviour which is causing the difficulty is not intended to offend/hurt to the extent that it does.
- Senior students, especially the Meitheal Leaders, senior prefects and mentors should be asked to be alert for instances of bullying. Students are sometimes better placed than staff to identify bullying.
- All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned.
- Follow-up meeting with the relevant parties involved may be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.



## 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. Board of Management

- The principal will provide a report to the Board of Management at least once in every school term setting out:
  - The number of bullying cases reported (by means of the *Bullying Incident Form*, (Appendix B).
  - Confirmation that all of these cases have been or are being dealt with in accordance with Coláiste Bhríde's *Anti-Bullying Policy* and the "*Anti-Bullying Procedures for Primary and Post-Primary Schools*", September 2013
- The minutes of the Board of Management meeting will record the above but in doing so will not include any identifying details of the students involved.
- The Board of Management must undertake an annual review of the school's *Anti-Bullying Policy* and its implementation by completing the "**Checklist for annual review**" (Appendix D).
- Coláiste Bhríde will put in place an action plan to address any areas for improvement identified by the review.
- Written notification of the above will be made available to school personnel, published on the school website and provided to the Parents' Association (See Appendix D).
- A record of the review and its outcome will be made available to Kildare Wicklow Education Training Board and the Department of Education and Skills (See Appendix E).

This policy was adopted by the Board of Management on 16/5/22 [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)

Signed:   
(Principal)

Date: 16/5/22

Date: 16/5/22

Date of next review: May 2023

## Appendix A:



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 establish resolutions to 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 challenge the use of discriminatory and derogatory language in the school. This is specifically aimed at identity-based bullying including in particular homophobic and transphobic bullying, 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.
- Consistently teach pupils about the appropriate use of social media and the negative impact of cyber bullying.
- 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 teach school rules in student friendly language in the classroom and in the school environment.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate supervision throughout the school.
- School staff can get students to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.



## Appendix B: (photocopied on orange paper)

### 'Bullying Incident Report Form'



**COLÁISTE  
BHRÍDE**

**1. Name of student reporting bullying behaviour and class group**

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

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

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**3. Source of bullying concern/report 4. Location of incidents**

**(Tick relevant box(es)) (tick relevant box(es))**

Students concerned	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Other student	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Journey to/from school	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Other	<input type="checkbox"/>
other	<input type="checkbox"/>		

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

**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	<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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**Signed:**

**Date:**

<b>Date submitted to Principal / Deputy Principal:</b>	

<b>9.Details of actions taken</b>

<b>10. Details of follow up</b>

## Appendix C: (photocopied on green paper)



**COLÁISTE  
BHRÍDE**

In cases where a resolution to the bullying behaviour has not been found within 20 days after the bullying behaviour has occurred;

**This Report Form should be completed.**

**1. Name of student reporting bullying behaviour and class group**

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

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

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**3. Source of bullying concern/report 4. Location of incidents**

**(Tick relevant box(es)) (tick relevant box(es))**

Students concerned	<input type="checkbox"/>	Toilets	<input type="checkbox"/>
Other student	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Journey to/from school	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Other	<input type="checkbox"/>
other	<input type="checkbox"/>		

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

**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	<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)

**8. Brief Description of bullying behaviour and its impact**

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<b>9.Details of actions taken</b>

<b>10. Details of follow up</b>

<b>Signed:</b>	<b>Date:</b>
<b>Date submitted to Principal / Deputy Principal:</b>	

## Appendix D:



### 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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	YES
Has the Board published the policy on the school website and provided a copy to the Parents' Council?	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 is sufficiently familiar with the policy and procedures to enable them to apply the policy and procedures effectively and consistently 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 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?	N/A
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  Date 16/05/2022  
Chairperson, Board of Management

Signed  Date 16/05/2022  
Principal/Secretary to Board of Management

## Appendix E:



### **Notification regarding the Board of Management's annual review of the Anti-bullying Policy**

To: The C.E. of KWETB,

The Board of Management of Coláiste Bhríde 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 20<sup>th</sup> June 2020.

This review was conducted in accordance with the checklist set out in Appendix D of Coláiste Bhríde's Anti-Bullying Policy.

Signed  Date 17/05/2022  
Chairperson, Board of Management

Signed  Date 17/05/2022  
Principal/ Secretary to Board of Management

**APPENDIX F**  
**Thinking About My Behaviour**

**Student's Name** \_\_\_\_\_ **Class** \_\_\_\_\_

**Teacher's Name** \_\_\_\_\_ **Subject** \_\_\_\_\_

**STUDENT SELF REFLECTION RECORD**

**What did I do?**

**I behaved in this way because**

**Consider the impact of this behaviour on others. How could it have affected them?**

**What can I do to make things better between myself and the other person/people affected?**

**Signed:**

**Student:** \_\_\_\_\_

**Year Head/ DP:** \_\_\_\_\_ **Date** \_\_\_\_\_