# Causeway CS ANTI-BULLYING POLICY 2016

## OUR VISION

To create a progressive learning environment of the highest quality where our students grow to become independent, respectful and caring women of integrity who live by Christian values and principles.

## OUR MISSION

To provide our students with an education that in the spirit of the core values of Kerry ETB and the Presentation Order:

- recognises and responds to the unique needs and abilities of each individual student
- encourages the development of positive, respectful and inclusive relationships
- challenges each student to speak and act with honesty and integrity.

## THIS 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 Causeway Comprehensive School 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 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-
    - o is welcoming of difference and diversity and is based on inclusivity;
    - o encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - o promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
    - o Build empathy, respect and resilience in students; and
    - o Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students;
- Supports for staff;

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

- On-going evaluation of the effectiveness of the anti-bullying policy.

## 3. BULLYING BEHAVIOUR

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:
Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

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

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

- cyber-bullying 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*.

The list of examples below is non exhaustive, and schools may wish to add behaviours which reflect their own circumstances.

## Examples of bullying behaviours

| General behaviours which apply to all | • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.<br><br>• Physical aggression<br><br>• Damage to property |
|---|---|
| | • Name calling<br><br>• Slagging<br><br>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person<br><br>• Offensive graffiti<br><br>• Extortion<br><br>• Intimidation<br><br>• Insulting or offensive gestures<br><br>• The "look"<br><br>• Invasion of personal space<br><br>• A combination of any of the types listed. |

| Cyber | • **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 information which you then post online |
| | •**Outing**: Posting or sharing confidential or compromising information or images |
| | •**Exclusion**: Purposefully excluding someone from an online group |
| | •**False Reporting** |
| | •**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 |
| | •Abusive email |
| | •Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles |
| | •Abusive website comments/Blogs/Pictures |
| | •Abusive posts on any form of communication technology |

| 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). | |
|---|---|
| **Homophobic and Transgender** | • Spreading rumours about a person's sexual orientation<br><br>• Taunting a person of a different sexual orientation<br><br>• Name calling<br><br>• Physical intimidation or attacks<br><br>• Threats |
| **Race, nationality, ethnic background and membership of the Traveller community** | • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background<br><br>• Exclusion on the basis of any of the above |
| **Relational** | This involves manipulating relationships as a means of bullying. Behaviours include:<br><br>• Malicious gossip<br><br>• Isolation & exclusion<br><br>• Ignoring<br><br>• Excluding from the group<br><br>• Taking someone's friends away<br><br>• "Bitching"<br><br>• Spreading rumours<br><br>• Breaking confidence<br><br>• Talking loud enough so that the victim can hear<br><br>• The "look" |

| Sexual | • Unwelcome or inappropriate  sexual comments or touching  <br><br>• Harassment |
|---|---|
| **Special Educational Needs, Disability** | • Name calling  <br><br>• Taunting others because of their disability or learning needs  <br><br>• Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying  <br><br>• Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues.  <br><br>• Mimicking a person's disability  <br><br>• Setting others up for ridicule |

## 4. RELEVANT TEACHERS

The **RELEVANT TEACHER** for investigating and dealing with bullying are as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*)

Refer to section 6.8.3. and 6.8.4 in the Procedures.

- A teacher member of the  Personal Safety Board  (Anti-Bullying Committee )
- Class Tutor
- Year Head
- Guidance Counsellor
- Principal or Deputy Principal.
- Any teacher, if the circumstances warrant it.

However, where a student(s) is being bullied she should be able to approach the following people:
- Class Tutor
- Year Head
- Guidance Counsellor
- A member of the Personal Safety Board (Anti-Bullying Committee)
- Principal or Deputy Principal.
- Any teacher, if the circumstances warrant it.
- Any ancillary member of staff

## 5. EDUCATION AND PREVENTION STRATEGIES

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows: (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 students through both curricular and extracurricular activities. Students 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 students' lives and the need to respond to it-prevention and intervention.

- Professional development with specific focus on the training of the relevant teacher.

- School wide awareness raising and training on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider school community.

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teacher.

- The use of mobile phones and all other technological devices, unless school approved, is not allowed during the school day, i.e. 8.30 a.m. – 3.50 p.m.

- Involvement of the student council in contributing to a safe school environment e.g. Mentor system, and other student support activities that can help to support students and encourage a culture of peer respect and support.

- Development and promotion of an Anti-Bullying Charter for the school - to be included in student journals and displayed publicly in classrooms, in common areas of the school and in the Student Journal and Teacher Handbook.

- The school's anti-bullying policy is discussed with students and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school .

- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Anti – Bullying Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by Personal Safety Board (PSB), Principal, Deputy Principal, Year Heads etc.

- Encouragement of a culture of open communication with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'confiding'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

- Ensuring that students 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.
- Make a phone call to the school or to a trusted teacher in the school.
- PSB Complaint box
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire once a term to all students.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Identifying clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.

- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org, Barnardos Ireland www.barnardos.ie

**Implementation of curricula**

- The full implementation of the SPHE and CSPE curricula and the RSE 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, The Walk Tall Programme, On My Own Two Feet.

- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack )**Diversity and Interculturalism.** The school should list every resource related to the SPHE curriculum, and make a list of supports.

- Could include delivery of the Garda SPHE Programmes at post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying

- The school will specifically consider the additional needs of SEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.

**Links to other policies**

This policy is consistent with other policies in Causeway Comprehensive School

- Code of Behaviour
- Child Protection Policy
- Acceptable Use Policy including Internet Safety
- Health and Safety Policy
- SPHE Policy
- RSE Policy
- Whole School Guidance
- Admissions Policy
- Dignity in the Workplace
- RE Policy
- Day Trip Policy
- Code of Conduct for Sports Coaches
- Over-Night Trips Policy
- Mobile Phones Policy
- Special Education Needs Policy

## 6. PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING

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 as follows (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 must be consistent with the following approach.

Every effort will be made to ensure that all involved (including students, parent(s)/guardian(s)) understand this approach from the outset.

### Reporting bullying behaviour

- Any student or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports of bullying will be investigated and dealt with by the relevant teacher who is a member of the Personal Safety Board (PSB)
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

### Investigating and dealing with incidents: Style of approach

*Procedures*

- If a bullying situation is witnessed or a complaint is made to any teacher. The Teacher will then fill in a PSB Complaint Sheet which is situated in the Staff Room A student can also tell a teacher, their Year head or a member of the Personal Safety Board (PSB).

- If a student is uncomfortable telling a teacher, he/she can inform a member of the Student Council who will pass on the complaint to the P.S.B. Students can also place a note (which must be signed) into PSB Complaint Box which will be situated in the school's *Reception area.* A member of the Board will check the Complaint Box, every couple of days.

- On receiving a complaint, a member of the Board will meet with the teacher who received the complaint and take the details. He/she will liaise with the Deputy Principal in dealing with the Complaint. Following this, two member of the PSB will investigate the matter, meeting the individuals involved separately. This will be done in a confidential manner

- In investigating and dealing with bullying, the teacher/s will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

- Parent(s)/guardian(s) and students 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;

- 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 students concerned. Students who are not directly involved can also provide very useful information in this way;

- Management and the Board will ensure that something is done and will update the student who made the complaint. There will be an investigation into the matter that satisfies the Board and the student and if found to be true, sanctions will be taken.

- 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;

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

- 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 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 policy). 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 students;

- Where the relevant teacher has determined that a student 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 efforts should be made to try to get him/her to see the situation from the perspective of the student being bullied;

- It must also be made clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parent(s)/guardian(s) and the school;

- A letter to the student being bullied as well as the bully will be sent out after an investigation. The situation will be reviewed at various intervals

## Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved may be arranged.
- 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 must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Students.

## 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:

### 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.
- While all reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.

### Informal: determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher 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 relevant teacher will consult with the Principal about the storage of such records.

**Formal - Appendix 3 (From DES Procedures)**

The relevant teacher must use the recording template at **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 school will list behaviours that must be recorded and reported immediately to the Principal. These are in line with the school's Code of Behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. Where these records will be kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

**Some established intervention strategies**

- Relevant teacher interviews with all students.
- Negotiating agreements between students and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process.
- Working with parent(s)/guardian(s)s to support school interventions.
- No Blame Approach.
- Circle Time.
- Restorative interviews.
- Restorative conferencing.
- Implementing sociogram questionnaires.
- Peer mediation where suitable training has been given.
- The traditional disciplinary approach.
- Strengthening the victim.
- Mediation.
- Restorative Practice.
- The Support Group Method.
- The Method of Shared Concern.

*[Ref. www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf]*

**NOTE:**

Any reported allegations of bullying/harassment between students 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 form should be be filled out. Refer also to the TUI /ASTI Grievance procedure.

## 7. PROGRAMME OF SUPPORT FOR WORKING WITH STUDENTS AFFECTED BY BULLYING

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

- The student(s) who has been the target of bullying behaviour will receive the utmost privacy and confidentiality in the initial, and subsequent, investigations. He/She will be given the opportunity of speaking with the Guidance Counsellor, Chaplain and any member of the Student Support Team will be available to talk to him/her. All in-school supports and opportunities will be provided for the students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience.

- If students require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the student affected by bullying or involved in the bullying behaviour.

- Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

- The school will address the attitudes of bullying within the school community through the administering of sociograms to all class groups twice a year.

- A series of events will be organised, relating to raising awareness of bullying, during Friendship Week.

- Bullying will be incorporated into RE, SPHE and Guidance lessons.

- In a case were sanctions need to be imposed, they will be enforced, as per the school's Code of Behaviour, by the Principal and/or Board of Management.

- Following an investigated incident of bullying, the members of the Personal Safety Board (PSB),Year Head, Class Tutors and break-time Supervisors will monitor the behaviour of the students involved. If deemed necessary a Class Tutor may administer a further sociogram.

- Staff will be informed of necessary developments in bullying incidents, at staff meetings. They will be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to the Personal Safety Board

- 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.

- The Guidance Counsellor and SPHE teachers will provide training in resilience.

- A referral system will be in place to ensure that all incidents will be dealt with. If those investigating can't resolve issue it will then be referred onto the following people:
  - Personal Safety Board (PSB)
  - Guidance Counsellor
  - Principal/Deputy Principal
  - Outside Agencies

13

## 8. SUPERVISION AND MONITORING OF STUDENTS

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 students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

*This policy was adopted by the Board of Management on*

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 & Kerry ETB, if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year.

Signed:_____      Signed: _____

    (Chairperson of Board of Management)                   (Principal)

Date:                                             Date:

# Appendix 1

**Questionnaire**

**Name**_____

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

2. Who are your friends?
   _____

3. Are you feeling under pressure in any way?
   _____

   If 'yes' can you say how?
   _____

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, text messages or e-mails to make others feel bad about themselves?
   _____

7. Is anyone being unfair to others?
   _____

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

9. Are students 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 students having a hard time?
    _____

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

# 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 students 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 students 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 students with a disability or SEN.
- Give constructive feedback to students 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 students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with students who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in student friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get students to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when students are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

## Causeway Comprehensive School

### Bullying Incident Report Form

**1. Name of student being bullied and class group**

Name_____Class_____

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

|  |
|---|
|  |

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

| | |
|---|---|
| Student concerned | |
| Other Student | |
| Parent | |
| Teacher | |
| Other | |

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

| | |
|---|---|
| Playground | |
| Classroom | |
| Corridor | |
| Toilets | |
| School Bus | |
| Other | |

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

|  |
|---|
|  |

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

| | | | |
|---|---|---|---|
| Physical Aggression | | Cyber-bullying | |
| Damage to Property | | Intimidation | |
| Isolation/Exclusion | | Malicious Gossip | |
| Name Calling | | 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 teacher)   Date _____

Date submitted to Personal Safety Board/Principal/Deputy Principal _

# Appendix 4

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

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

|  | Yes /No |
|---|---|
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*? |  |
| Has the Board published the policy on the school website and provided a copy to the parents' association? |  |
| Has the Board ensured that the policy has been made available to school staff (including new staff)? |  |
| Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work? |  |
| Has the Board ensured that the policy has been adequately communicated to all students? |  |
| 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? |  |

# Appendix 5

## Parents Response

*Parents play a vital role in supporting their son/daughter and the school community in countering and preventing bullying behaviour. In attempting to discourage bullying parents should:*

- *Support the school in its efforts to prevent and deal with bullying.*
- *Encourage positive behaviour and discourage negative behaviour both at home and in school.*
- *Encourage and demonstrate to your son/daughter how to be assertive in order to solve difficulties. Advise him/her not to fight back – it can make matters worse.*
- *Encourage your son/daughter to share, to be kind, to be caring and to be understanding towards others.*
- *Take your son/daughters concerns seriously. Listen for signs that your son/daughter may be the target or the perpetrator of bullying behaviour.*
- *Take an active part in your son/daughters education – enquire about how the day has gone, who he/she spent time with, etc.*
- *Discuss the school's anti-bullying policy with your son/daughter*
- *Control wireless modem/broadband access*
- *Model responsible use of social media*

*Ref.* Office for Internet Safety [www.internetsafety.ie](http://www.internetsafety.ie)