



Cnoc Mhuire Anti-Bullying policy

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 Cnoc Mhuire 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.

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;
- **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.**

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*.

Examples of bullying behaviours

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> ● Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying, Disability, member of Traveller or ethnic group, Religious group etc. ● Physical aggression ● Damage to property ● Name calling ● Slagging ● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person ● Offensive graffiti ● Extortion ● Intimidation ● Insulting or offensive gestures ● The "look" ● Invasion of personal space ● A combination of any of those listed above.
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Cyberbullying	<ul style="list-style-type: none"> ● Denigration: Spreading rumours, 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 ● Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety ● Silent telephone/mobile phone call ● Abusive telephone/mobile calls or text messages ● Abusive email ● Abusive communication on Social Media networks e.g. Snapchat/Ask.fm/ Twitter/YouTube ● Abusive website comments/Blogs/Pictures ● Abusive posts on any form of communication technology
Identity Based Bullying Behaviours	<ul style="list-style-type: none"> ● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background ● Exclusion on the basis of any of the above
Homophobic and Transgender Bullying	<ul style="list-style-type: none"> ● Spreading rumours about a person's sexual orientation ● Taunting a person of a different sexual orientation ● Name calling e.g. Gay, queer, lesbian. etc, used in a derogatory manner ● Physical intimidation or attacks ● Threats
Relational Bullying Behaviours- This involves manipulating relationships as a means of bullying	<ul style="list-style-type: none"> ● Behaviours include: ● Malicious gossip ● Isolation & exclusion ● Ignoring/ Excluding from the group ● Taking someone's friends away ● "Bitching" ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● The "look"
Sexual	<ul style="list-style-type: none"> ● Unwelcome or inappropriate sexual comments or touching ● Harassment

<p>Bullying behaviours linked to Special Educational Needs/ Disability</p>	<ul style="list-style-type: none"> ● Name calling ● Taunting others because of their disability or learning needs ● Taking advantage of a student's vulnerabilities and limited capacity to recognise and defend themselves against bullying ● Taking advantage of a student's vulnerabilities and limited capacity to understand social situations/ social cues. ● Mimicking a person's disability ● Setting others up for ridicule
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The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Year Heads are the first point of contact for all concerns regarding bullying. More serious issues to be reported to Deputy Principal/ Principal and dealt with as appropriate.

5. 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:

Education and prevention strategies may include the following:

- A school-wide approach to the fostering of respect for all members of the Cnoc Mhuire 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 develop 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(s)
- The school -wide awareness raising during Friendship Week
- Supervision and monitoring of classrooms, corridors, school grounds, tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- Monitoring student use of ICT within the school.
- Involvement of the student voice in contributing to a safe school environment e.g. mentoring system and other student support activities that can help to support students and encourage a culture of peer respect and support.
- Cnoc Mhuire's anti-bullying policy is discussed with students, and is in the school journal. It is available on the school website.
- The implementation of whole school awareness measures and bullying prevention e.g. in the school and classrooms on the promotion of Friendship Week, Parents' Information Evenings; at school assemblies.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling'. 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.
- All members of the school community have a duty to bring to the attention of the Relevant Teacher, Deputy Principal or Principal, any incident of bullying, cyberbullying or harassment that they know about or suspect.

Ensuring that students know who to tell and how to tell, e.g. Tutor/ Teacher/ Yearhead/ Deputy.

- Direct approach to the Tutor/ Teacher/ Yearhead/ Deputy at an appropriate time, for example after class or by email. Hand note up with homework
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Bullying audits and sociograms.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify 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.**
- **IAUP in Cnoc Mhuire includes the necessary steps to ensure that the access to technology within the school is monitored, as is the students' use of mobile phones.**
- **Implementation of curricula**
- The full implementation of the SPHE and CSPE curricula and the RSE Programmes which deliver lessons on bullying.
- CPD for relevant staff members in delivering these programmes
- External speakers when and as appropriate
- **The school will carefully 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**

Further education and prevention strategies that may be used are

- Awareness raising Days eg Stand Up Awareness Day
- Friendship Week - every class-group in the school will complete a bullying audit and have an assembly focusing on Antbullying policy. Throughout the week the emphasis will be on raising awareness around bullying behaviours using a variety of resources to involve students in understanding that bullying behaviour is unacceptable.
- Anti Bullying awareness is an important element in RE/ SPHE/ CSPE curricula
- External speakers as appropriate eg Humourfit/ Community Garda
- Visual Displays/ Posters
- Class tutor system
- Aspects of JCT Wellbeing classes focus on Anti Bullying eg Road to Resilience and Anti Fuse programme.
- Anti Bullying procedures and policy regularly outlined to staff and students at assemblies
- Induction Day for 1st years and a 6th yr mentoring system in place
- ICT module in 1st year Wellbeing
- Whole staff professional development on prevention and intervention strategies
- Positive Mental Health week/ Wellbeing Week

6. Procedures for investigating and dealing with bullying

The primary aim in investigating and dealing with bullying incidents is to resolve the issue and to restore the relationships as far as practicable, rather than to apportion blame. The school nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the School's Code of Behaviour, against those who bully others.

The teacher investigating and dealing with the bullying incident will exercise their professional judgement as to whether bullying has taken place and on how best the situation might be resolved. The teacher should take a calm, unemotional approach in their dealing of alleged bullying behaviour.

All reports of bullying, anonymous or otherwise will be investigated and dealt with by the relevant teacher. Pupils will be encouraged to report incidences and affirmed for behaving responsibly.

Non-teaching staff will be encouraged to report incidents of bullying behaviour witnessed by them. Parents and pupils are required to cooperate with the school in any investigations into bullying incidents.

Incidents are generally best investigated outside of the classroom to ensure the privacy of all. All interviews will be held with sensitivity and due regard to the rights of all concerned. If a group is involved, individual interviews will take place. The relevant teacher will seek answers to what/ when/ how/ where/ who in a calm, non-aggressive manner. The pupil(s) may be asked to write down what took place. The pupil may be asked to complete a supplementary Bullying Audit.

If it is determined bullying has taken place, parents/ guardians of those involved will be contacted at an early stage to inform them of the matter and to explain the actions taking place.

Parents/ guardians will be given an opportunity to discuss ways in which they can support the actions of the school and the support available for their pupils. The relevant teacher will make it clear to the pupil engaged in bullying behaviour how he/ she is in breach of this policy. Efforts should be made for them to see the situation from the perspective of the pupil being bullied.

It will be made clear to all involved that in a situation where a sanction is imposed, this is a private matter between the pupil being sanctioned and their parents/ guardians and the school.

The relevant teacher will have follow up meetings to determine if the bullying behaviour has ceased, if the issue has been resolved as far as practicable, whether the relationships between the parties have been restored as far as is practicable, any feedback from parents/ guardians.

In some instances, it may be arranged for the parties to be brought together to meet if the pupil who has been bullied is ready and agreeable.

Where a parent/ guardian is not satisfied that the school has dealt with a bullying case according to these procedures, the parent/ guardian must be referred to the school's complaints procedure.

Intervention strategies

Teacher interview with all parties concerned

Completion of supplementary bullying audit

Negotiating agreements between all parties concerned to cease the negative behaviour

Monitoring that all parties are keeping the agreements

Mediation between the parties involved

Restorative practice

Imposing a sanction

Counselling may be offered to both the victim and bully.

Procedures for recording bullying behaviour.

The relevant teacher investigating the reported bullying, will use their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved. If it is established that bullying has occurred, the relevant teacher can record it using the

relevant templates. Records will be kept by the relevant teacher in their own files. reported to the Principal for reporting at Board meetings at least once per term. Templates for recording bullying incidents are available in the AntiBullying Folder in the staff room.

In cases where the bullying behaviour has not been adequately or appropriately addressed (ie it has not ceased) within 20 school days of the relevant teacher determining bullying behaviour had occurred, the relevant teacher must record it using Template 3. In certain circumstances where bullying behaviour needs to be reported and recorded immediately to the Principal or Deputy, Template 3 should also be used. The Principal will report the overall number of bullying cases (by means of template 3) to the Board at least once per term and provide confirmation that all these cases have been or are being dealt with according to the school's anti bullying procedures.

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

Pending resources, the school offers the following supports to those affected by bullying:

- Access to counselling from the school's guidance counsellor
- The guidance counsellor may provide activities to enhance self-esteem
- Cases of bullying will be monitored by the staff members involved
- Involvement of parents to support their child
- Those involved in bullying behaviours may need access to counselling to learn other ways of meeting their needs without violating the rights of others
- Referral to external agencies if deemed necessary. Eg For serious cases of bullying behaviour the advice of NEPS may be sought or Tusla, HSE or the gardaí may be informed.

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

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

11. This policy has been made available to school personnel, published on the school website (accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and CEIST 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 (readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: [Signature]
(Chairperson of Board of Management)

Date: 5/1/22

Date of next review: one year from the
22/11/22

Signed: _____
(Principal)

Date: _____