



**Colaiste Choilm  
Swords**

## **Anti-Bullying Policy**

**Adopted by the Board of Management on:**

**18th October 2021**

Signed:

Chairperson

*Tomas Ó Murchú*

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## PREAMBLE

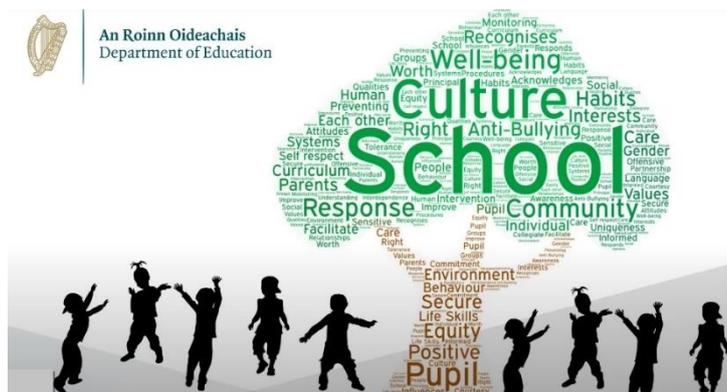
Coláiste Choilm strives to be a community where each member is free to grow in a welcoming culture based on inclusivity, respect, trust and constructive care for each other. We believe this is achieved by a combination of 2 pillars:

- (i) Encouraging positive relationships
- (ii) By empowering our students with a sense of ownership.

### (i) Encouraging positive relationships

Coláiste Choilm as part of the Edmund Rice Schools Trust creates a ‘Caring School Community.’

Coláiste Choilm is known as ‘The Bros’ and that is because we strive to create brothers. We achieve this by providing opportunities for students to engage in team work by taking part in the Student Enterprise Awards and a variety of team sports through a broad suite of co-curricular activities. These include Sports such as GAA, hurling, soccer, basketball and rugby. There is also a ‘Run for Life’ programme in our school. Non Sporting activities include Chess Club and School Bank. Opportunities for team work are also present in class through collaborative practices as part of Junior Cycle. Social, Personal and Health Education is also a key part of the overall Junior Cycle experience. There is also an anti-bullying week run in the school and in 2019-2020 there was a wellbeing day. First year students take part in an internet safety course.



Coláiste Choilm is more than a school, it is a community. We are community based on the values of love and forgiveness and a place where encouragement and mutual respect is given, not earned.

### (ii) By empowering our students with a sense of ownership

Coláiste Choilm as part of the Edmund Rice Schools Trust promotes and practices ‘Transformational Leadership’ among students.

As part of the Golden Jubilee celebrations in 2017, Coláiste Choilm launched its Prefect Programme.

***Prefects make a valuable contribution to the wider school community at Coláiste Choilm, taking on important leadership roles, assisting and supporting both staff and pupils, liaising with prospective parents and pupils and other visitors. The prefect is also called the Cinnire (guide). By their appearance, manner, attitude, relationships and deeds will act as a guide to younger students and their peers to the standards expected.*** (Prefect Draft Policy, October 2021)



Prefects wear a gold school crest, representing the golden jubilee celebration but also that they are the most precious part of the community, men for others.

The calendar for a typical year of a prefect is:

- September – October:
  - Leading the introduction of all students into the school.
  - Mentoring new students
  - Supervision of 1<sup>st</sup> year student areas at morning break.
  - Coláiste Choilm Open Night
  - Preparation for the project.
- November – December
  - Project
- January – March
  - Election of Head Boy and Deputy Head Boy(s) (NEW FOR 2021-22)
  - Information session for incoming 1st year students
- After Easter
  - Coláiste Choilm Ceiliúradh

#### List of Prefect Projects 2017- Present

|           |  |
|-----------|--|
| 2017-18   | To be a prefect. (draft policy). Golden Jubilee Celebrations. Student Charter.   |
| 2018-19   | Student Charter  |
| 2019-20   | Creation of the Prefect badge.   |
| 2020-2021 | ‘To be a LAD – Listening to others, Asking people how they are and Doing what’s right.’ Mental Health video. This came 2 <sup>nd</sup> in the <i>Walk in my Shoes</i> competition. |
| 2021-2022 | Movember – raising awareness of men’s physical and mental health in conjunction with staff and past pupils.  |

Student Leadership opportunities exist throughout the year groups in Coláiste Choilm. There is an active Students’ Council which have worked in conjunction with the Parents’ Council to change the school jacket.

The following co-curricular activities provide opportunities for leadership:

- Student Enterprise Awards (Stewards at the school final)
- Run for Life (Mentors)
- Non uniform days (Transition Year team)
- Sports for Success (Transition Year team)
- PE Class (Covid-19 monitors)
- Sports teams (managing equipment, water bottles, laundering team kit etc)
- Sports Day (transition year team)

Both of these pillars are part of the Edmund Rice Schools Trust Charter. In 2017-2019, the prefect team constructed a Student Charter, where our students identified what we in our school do under each of the five elements of the ERST charter. This was represented in the Coláiste Choilm Pentagon. It was hung in every room by our prefect team this year and in all the main concourse areas.

# Coláiste Choillm Student Charter



## Priorities for 2021–2022

### (i) Encouraging positive relationships

When covid-19 restrictions ease we would envisage a return to the school retreat programme discontinued c2007. A natural time for this is the start of 5th year. To begin new relationships. A chance to integrate into new classes and accept the new expectations of senior cycle. The Emmaus Centre in Swords has a long association with our school as it was formally St. Mary's noviciate for Christian Brothers.

When they open contact will be made with a view to taking part in one of their retreat programmes.

It is also a priority to launch a fun day for each year group in the school. This process was first raised 2019-20. The aim of these days is to build team working skills and relationships between boys in each year group, starting with the Junior Cycle groups, 1st – 3rd year. The introduction of a tutor programme is also being considered by the Advisory Board of Studies, due to report in 2021-2022.

**(ii) By empowering our students with a sense of ownership**

In 2021-2022, Coláiste Choilm will elect its first Head Boy. The Head Boy will be a figure head for the Prefect Team. He will manage and lead the Prefect Team and take a position of honour in the Ceililúradh and other ceremonial events. The motto of the Head Boy is Primus Inter Pares, which means 'First Among Equals'. The Head Boy is elected jointly by the Prefect Team and the teaching staff. The badge they wear is scarlet in colour.



The Deputy Head Boy(s) will wear a badge which is purple in colour.



The selection process will involve a public address to the prefect team on one of the elements of the ERST Charter and a public address at a staff meeting to the full staff.

Secretary,  
Board of Management

18th October 2021

## 1. Edmund Rice Education

### 1.1 Congregation of Christian Brothers

The Congregation of Christian Brothers (*Congregatio Fratrum Christianorum*) is a worldwide religious community within the Catholic Church, founded by Blessed Edmund Rice in 1802. In 2008 the congregation was trustee of 96 schools in the Republic of Ireland.



### 1.2 Edmund Rice Schools Trust (ERST)

At the start of the new Millennium, the Christian Brothers founded by Blessed Edmund Rice decided to hand on responsibility for the schools to a group of lay people. The Edmund Rice Schools Trust (ERST) was established to hold the schools in trust so that they may continue to provide Catholic education into the future for the people of Ireland. Through reflection, and sharing, the school partners sought to reach consensus on what comprises the heart and soul of an Edmund Rice School. The educational approach of Blessed Edmund Rice schools is neither functional nor utilitarian, but subscribes to the holistic vision expressed in the following five key elements of the ERST Charter:

- **Nurturing faith, Christian spirituality and Gospel-based values;**
- **Promoting partnership;**
- **Excelling in teaching and learning;**
- **Creating a caring school community;**
- **Inspiring transformational leadership**



<http://www.erst.ie/our-schools/the-erst-charter/>

### 1.3 Mission Statement of Coláiste Choilm Swords

The aim of Coláiste Choilm is to provide a holistic education which is driven by a Catholic ethos. We strive to create a safe environment which fosters inclusion, honesty, dignity and respect. The school community encourages the individual in their pursuit of excellence.

We aim to promote among students a sense of pride in their school. The school is committed to:

- Respecting the dignity of the student with his background, tradition and beliefs, valuing the potential of each and encouraging the strong to support the weak;
- Enabling the student to develop a healthy self-image and to form positive relationships with others;
- Encouraging in the student a sense of creativity and of collaboration with others;
- Promoting the student's appreciation of his cultural heritage;
- Preparing the student through academic and technical training for his vocational role in life;
- Providing opportunities for the student to experience God in the wonder of creation, in worship and in service of others.
- Developing a critical sense in the student, helping him to challenge the forces that threaten human life;
- Providing a disciplined atmosphere in which the student is encouraged to grow in freedom and to take increasing responsibility for his education and for the life of the school community.



## 1.4 The Edmund Rice Schools Trust Charter

### 1.4.1 Nurturing faith, Christian spirituality and Gospel-based values

Edmund Rice Schools in partnership with the home and the parish are dedicated to providing and developing a Catholic education that cultivates a living faith, fosters Christian spirituality and educates people in Gospel based values.



**Figure 1:** The school community gathers for a celebration of the Eucharist in October 2017.

### 1.4.2 Promoting partnership

The Edmund Rice School is a welcoming community, where people are actively involved, their views are valued and their contribution is affirmed as they learn and grow together. Working together as partners improves the quality and effectiveness of the school. A spirit of partnership makes it easier to implement decisions and actions needed to achieve excellence.



**Figure 2:** 'The Ceiliúradh Committee' comprising of students, teachers, parents and management.

### 1.4.3 Excelling in teaching and learning

The Edmund Rice School is a community of people dedicated to the pursuit of excellence in all its endeavours and in all aspects of its teaching and learning.



**Figure 3:** Seán Mok (class of 2015) is presented with an All-Ireland Scholarship. Sean was congratulated by Mr. PJ McManus, Minister for Education and Skills, Ms Jan O'Sullivan T.D. and Mr David Neville (Principal)

### 1.4.4 Creating a caring school community

The hallmarks of an Edmund Rice school are care, especially for those who are vulnerable or disadvantaged in any way, and action for social and ecological justice.



**Figure 4:** Students in Coláiste Choilm preparing for a hurling match.

#### 1.4.5 Inspiring transformational leadership

School leaders articulate a vision for their school in keeping with the Edmund Rice tradition. They inspire minds and hearts, raise critical consciousness and cultivate a strong work ethic coupled with an enterprising spirit.

(Source: Edmund Rice Schools Trust Charter (2014)  
[http://www.erst.ie/uploads/ERST-Charter\\_2014.pdf](http://www.erst.ie/uploads/ERST-Charter_2014.pdf))



*Figure 5: Daniel Grace, Prefect 2017-18 addresses guests at the Golden Jubilee celebration*

## 2. Introduction

Coláiste Choilm recognises the dignity and uniqueness of each member of its broad school community - student, teacher, parent, management, and ancillary staff. It acknowledges the right of each member of the school community to enjoy school in a secure environment. In accordance with our ethos, we will continue to promote responsibility, respect, tolerance and understanding. The school community welcomes all new students and staff to the school.

This policy in its current form is being reviewed by a team of teachers. Until this review process is complete this policy has been ratified by the Board as part of its annual review of anti-bullying policies in Coláiste Choilm.

## 3. Rationale

- 1) This policy has been formulated in order to create a community that respects the rights of all its members and ensures that all students can learn in a safe and caring environment.
- 2) The BOM has a statutory obligation to ensure that a policy is in place that reflects the principles and values of the religious and educational philosophy of the school.
- 3) Accordingly, in order to fulfil this obligation and this requirement, all members of the school community have been involved and encouraged to develop, formulate and review the policy.
- 4) 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 Colaiste Choilm 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.

## 4. Mission Statement

The aim of Coláiste Choilm is to provide a holistic education which is driven by a Catholic ethos. We strive to create a safe environment which fosters inclusion, honesty, dignity and respect. The school community encourages the individual in the pursuit of excellence. We aim to promote among students a sense of pride in their school.

This anti-bullying policy and the ensuing anti-bullying strategies will support the creation of a safe and inclusive environment for all members of the school community.

## 5. Ethos

Coláiste Choilm is a school in the Edmund Rice School Trustt that strives to live out the following five key elements of an Edmund Rice School as articulated in the ERST tradition.

- Nurturing faith, Christian spirituality and gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

## 6. Scope of Policy

This policy applies to the whole school community and their relationships with therefore to students, teachers, management, parents, administration and all support staff. It will apply whenever students are engaged in a school activity, i.e.,

- School time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities
- Where a bullying incident is disclosed to the school

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;
- 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);
- 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.

The relevant teacher(s) for investigating and dealing with bullying is (are) as follow :

- Coláiste Choilm has an excellent pastoral care system in place, whereby each class is assigned a tutor who is the student's first point of reference in the school. The tutor takes the class from First-Year to Third Year where possible. Each year group has a Year Head who deals with all matters relating to discipline and care. Reports of all bullying incidents (wherever they may have been reported) will be submitted to the Year Head, who is the person with overall responsibility for all students in her/his year group. If the Year Head is named in the report as being responsible for the incident, or if there is a complaint regarding a staff member, then the incident will be reported directly to the Principal/Deputy Principal. (cf. Child Protection Guidelines).
- Positive reinforcement of behaviour for the better good of the community is encouraged through the tutor/year head award system.
- We have a Care Team in place which will have a role for ensuring the objectives of this policy are met. The team members represent the support system that exists for students within school.

The following support systems exist:

1. Student Council
2. Prefect
3. Year Head
4. Guidance Counsellor/Anti-Bullying Coordinator
6. Deputy Principal/Principal

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 It is school policy to provide education on bullying in the following manner:

Formal curriculum provision:

- All year groups at Junior Cycle and TY are facilitated through the S.P.H.E. programme, which incorporates a module on bullying. Senior Cycle students are facilitated through RE
- Special Needs - As students with special needs can be more vulnerable, particularly in the initial transfer from primary to post-primary, we have put in place a mentoring system, organized between the SEN team Guidance Counsellor and Year Head. During the month of September SEN students are assigned a mentor who assists them in the transition. This programme includes activities and coping strategies/life skills around bullying behaviours.
- Everyone is encouraged to participate in Anti-Bullying Week, which takes place on an annual basis. In line with health and safety regulations, students are supervised at all times, within classrooms and on school grounds, between the hours of 8.35 a.m. and 4.10 p.m. Students are also supervised while on any school related activity, unless otherwise advised in writing beforehand. Staff will also monitor levels of bullying behaviour at specified times, using the bullying sociogram and observation sheet.

## 7. Parental Involvement

Because the school values the critical role parents play in the prevention of bullying, two parents from the Parents' Council were involved in the drafting of this policy. Information evenings are held on many issues relating to the welfare of our students and bullying will be addressed in this way. It is hoped that parenting courses will be made available in the future to support parents in the challenging role of parenting teenagers in the 21st century. Parents are encouraged to make contact with the school if they suspect their child is being bullied.

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:

Coláiste Choilm aims to facilitate a 'telling school' by making it easy for students to report incidents of bullying. The following are some of the ways a student can report bullying, either for himself or for another student.

|              |  |
|--------------|--|
| Whom To Tell | <p>Tutor</p> <p>Year Head</p> <p>Guidance Counsellor</p> <p>Chaplain</p> <p>Anti-Bullying Coordinator</p> <p>Parent</p> <p>Deputy Principal</p> <p>Principal</p> <p>Student Council Rep.</p> <p>Any classroom teacher with whom student feels comfortable or any other member of school staff.</p> |
| How to Tell  | <p>Approach teacher before/after class</p> <p>Hand up note with homework</p> <p>Ask parent to ring school</p> <p>Get friend to tell</p> <p>Anti-bully letterbox</p> <p>Confidential questionnaire will be administered at regular intervals to all students.</p>                                   |

#### Procedures to deal with reports

Once a report has been made the following steps will be taken to ensure the matter is dealt with:

Initial report/disclosure of bullying behaviour

| Action taken by                 | Procedure   | Support and/or sanction may include   |
|---------------------------------|---|---|
| Subject teacher or any teacher. | Complete incident report<br>Report to the Year Head | <p>Serious talk with student(s) re effects of their behaviour.</p> <p>Challenge the behaviour as being unacceptable.</p> <p>Verbal warning. Student/s involved warned to stop.</p> <p>Seek verbal agreement re future behaviour.</p> <p>Inform parents</p> <p>Outline a fair outcome if appropriate:<br/>e.g. an apology, return of property etc.</p> <p>Report to Care Team/ Guidance Counsellor</p> |

## 8. Subsequent report /disclosure

| Action taken by    | Procedure  | Support and/or sanction may include:   |
|--------------------|--|--|
| Year Head involved | <p>Incident investigated by the Year Head</p> <p>Principal/ Deputy Principal and teachers informed.</p> <p>Both sets of parents informed by the Year Head</p> <p>Keep a record.</p> <p>Year Head follows up progress with victim and bully, bystanders or others involved.</p> | <p>Serious talk with the student re: behaviour and future behaviour.</p> <p>Sign written agreement re future behaviour.</p> <p>Parents/guardians sign written agreement re future behaviour.</p> <p>Speak with school counsellor.</p> <p>Detention /other agreed sanction from school's Code of Behaviour</p> <p>Monitor future behaviour.</p> |

## 9. Where bullying behaviour persists / serious incident of bullying

| Action taken by  | Procedure  | Support and/or Sanction   |
|--|--|---|
| <p>Principal or Deputy Principal involved</p> <p>The incident may be referred to the Board of Management at the discretion of the Principal.</p> | <p>Parents and student meet with Principal / Deputy Principal.</p> <p>Use Restorative Approach</p> <p>Feedback to Year Head.</p> <p>Record kept.</p> <p>Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.</p> | <p>Detention / suspension / other agreed sanction from school's Code of Behaviour.</p> <p>Parents are met and conditions set regarding student's future behaviour.</p> <p>Counselling offered</p> <p>Referral to child psychologist/ Garda Juvenile Liaison Officer if necessary</p> <p>Contact with other support agencies e.g. re anger management, if necessary.</p> <p>The future of the student in the school may be considered.</p> |

## 10. Referral of serious cases to the HSE

In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan”.

6.8.13 Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services

Note: Records of bullying incidents will be kept in this school

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) :

Provide individual support to all students that have been affected by bullying

Support positive anti bullying culture in the school through the SPHE programme

Develop a whole school approach through anti- bullying awareness/ friendship days in the school

Monitor levels of bullying behaviour at specified times, using the bullying sociogram (Appendix 3,)

## **11. 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.

## **12. 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.

This policy was adopted by the Board of Management on the date shown on the front cover.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily 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 the patron if requested.

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 (or where none exists, be otherwise 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.

Date of next review:     September 2022

1. Name of pupil being bullied and class group

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

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

|   |
|---|
| - |
| - |
| - |

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

|                 |  |
|-----------------|--|
| Pupil concerned |  |
| Other Pupil     |  |
| 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

Details of actions taken

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

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

## Appendix 2 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 pupils?  |  |
| Has the policy documented the prevention and education strategies that the school applies?   |  |
| Have all of the prevention and education strategies been implemented?  |  |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined?   |  |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?   |  |
| Has the Board received and minuted the periodic summary reports of the Principal?  |  |
| Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?    |  |
| Has the Board received any complaints from parents regarding the school's handling of bullying incidents?  |  |
| Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?  |  |

|  |  |
|--|--|
| Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?  |  |
| Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour? |  |
| Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?  |  |
| Has the Board put in place an action plan to address any areas for improvement?  |  |

## Appendix 3 – Bullying Sociogram

### Bullying Sociogram

A sociogram is a useful strategy for understanding relationships in a class or group. The method employed is to ask each student a series of questions to uncover the social dynamic in a class, thus identifying positive and negative influences in the group. It can help identify the power structure among the students, the levels of bullying and victimisation, the students involved in the bullying and the students at risk. Having identified the often hidden dynamic within a class, the teacher is better placed to identify strengths within the group, empower bystanders and encourage mutual support between students. A sociogram can be used in a proactive pastoral approach (preventative) or as an immediate response to bullying that is non-confrontational and can help reduce the possibility of retaliation. It is also useful in situations where teachers need to approach a particular problem obliquely or subtly because of fear on the part of a victim. Alternatively, it may be used as a monitoring mechanism at regular intervals with class groupings. Teachers can record the information on the Bullying Sociogram Form.

## Coláiste Choilm Anti-Bullying Code

**Bullying is not tolerated in or near our school.**

We want Colaiste Choilm to be a place where:

- ✓ Pupils, teachers and parents treat each other fairly and with respect
- ✓ Bullying behaviour is not tolerated-this includes hurtful slugging
- ✓ People feel safe and are able to report bullying without being afraid

## Appendix 5: Anti-bullying Agreement

### **Anti-Bullying Agreement**

**BULLYING IS UNACCEPTABLE  
AND WILL NOT BE TOLERATED IN  
COLÁISTE CHOILM**

- **Persistent bullying is considered a very serious breach of the school's code of behaviour**
- **Procedures as described in our Anti-Bullying Policy will be followed**
- **Everyone involved in bullying will receive help**
- **A record of incidents will be kept**