Colaiste Choilm Swords

Anti-bullying Policy

Adopted by the Board of Management on:

24ᵗʰ September 2024

Signed: _____

Chairperson

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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. 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 1st 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 – **L**istening to others, **asking** people how they are and **D**oing what's right.' Mental Health video. This came 2nd in the *Walk in my Shoes* 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 Choilm Student Charter

Excellence in Teaching and Learning
Transition Year
Student Enterprise Awards
House Examination
Young Economist of the Year
Artistic Opportunities
Seachtain na Gaeilge
Supervised Study
Crannóg

Inspiring Transformational Leadership
Gaisce
Sports for Success
Students' Council
Ceiliúradh
Run for Life
Student Enterprise Awards
Cinnire (Prefect)
Organising School Mass

Caring School Community
Extra Curricular Activities
Caring Teachers
Book Rental
Mental Health Education
Parent and Teacher Meetings
Guidance Counsellor
Nutritional Education
Supervised Study
Year Head
Sports Day
Freedom to express your Religion

Promoting Partnership
Sports Day
Sports Teams
Sports for Success
Fundraising
Academic Support Team
Parents' Council
Students' Council
Cinnire (Prefect)
Religion (Church and School)

IN OUR SCHOOL

Nurturing Faith, Christian Spirituality and Gospel Based Values
Daily Prayer
School Masses
Charity Donations
The Oratory
Religion Class
Mixture of Religions - Diverse
Crosses in Classrooms
Book Rental Scheme
Anti-bullying Policy
Taught to Respect Each Other
Choir
Pieta Statue

Priorities

(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.

(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.

http://colaistechoilmswords.ie/about-us/

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)

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

2. Introduction

Colaiste Choilm recognises the dignity and uniqueness of each member of its broad school community – student, teacher, parent, management and ancillary staff. We strive 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. Colaiste Choilm 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 is devised having regard to the *Anti-Bullying Procedures for Primary and post Primary Schools (2013)* and has been developed following consultation with students, parents, teachers and Board of Management.

3. Rationale

The purpose of this policy is to provide information to the school community on how school authorities operate in preventing and dealing with bullying behaviour within the school.

In accordance with the requirements of the Education (Welfare) act 2000 and the code of behaviour guidelines issued by the NEWB (National Educational Welfare Board) 2008, 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*, published in September 2013

4. Mission Statement

The aim of Colaiste 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.

5. Ethos

Colaiste Choilm is a school in the Edmund Rice School Trust 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. Definition of Bullying Behaviour

The *Anti-Bullying Procedures for Primary and Post-Primary Schools* defines bullying 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.

- 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. (see appendix 1).

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 will 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 the message, image or statement can be viewed or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying, may require conflict resolution and will be dealt with, in accordance with our Code of Behaviour, if conflict resolution has not had the desired result.

7. Characteristics associated with bullying

It is important to recognise that any student can be bullied or engage in bullying behaviour. Research has shown that the students who engages in bullying behaviour:

- Tend to display aggressive attitudes combined with a low level of self-discipline.

- May be attention seeking.

It is of note that students who exhibit bullying behaviour often suffer from a lack of confidence, have low self-esteem and may have been bullied themselves.

It should also be noted that students who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.

8. Best Practice

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.

- 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)

- Effective supervision and monitoring of students.

- Supports for staff

- Consistent recording, investigation and follow up of bullying behaviour.

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

9. A Positive School Culture and Climate

A positive school culture is a cornerstone in the prevention of bullying. Countering bullying behaviour is most effective when supported by a positive school climate which encourages respect, trust, care, consideration and support for others. The foundations of a positive school culture are guided by the beliefs that Colaiste Choilm:

- Welcomes difference and diversity and is based on inclusivity and respect.

- Encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment.

- Promotes respectful relationships across the school community.

Central to our positive school culture is the maintenance of respectful relationships and interactions between all members of our school community. This is evidenced in our Student Charter, Edmund Rice Schools Trust Charter, in our Wellbeing Policy and in our Code of Professional Conduct and Dignity in the workplace Policy. Our school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any members of our community. Instead, we promote positive habits of self-respect, self-discipline, resilience and responsibility.

Colloquially known as "The Bros" we strive to create a sense of brotherhood among our students by providing many and diverse opportunities for them to engage in team work. These range from Enterprise awards to Team Sports, Chess Club to the School Bank and group Art Works to Talent Shows and Charity Fundraising events. There is an Anti-Bullying week and a Wellness day run annually. A priority for the near future is to launch a "Fun Day" for each year in junior cycle, initially, with the aim of building relationships and teamworking

skills and also to launch a schoolwide LGBT awareness day annually. We also hope to re-establish our school retreat programme as students enter fifth year.

All staff members are actively vigilant for signs of bullying behaviour. Through our Digital Literacy modules, we explicitly teach students about appropriate use of social media and all students are encouraged to adhere to all school rules and policies.

10. Effective leadership

Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community. They have a role and responsibility to develop, support and implement a positive school culture. The Principal, teachers and parents have a leadership role in preventing and tackling bullying behaviour while at the same time modelling good behaviour. Our senior school prefects also make a valuable contribution by taking on important leadership roles in their supervision of and interaction with the younger students.

11. A school-wide approach

A school-wide approach (involving school management, staff, parents and students) to dealing with the problem of bullying behaviour is a key element of effective practice. Bullying behaviour thrives in an atmosphere of uncertainty and secrecy. Therefore, a high degree of school-wide vigilance and openness is important in ensuring that bullying behaviour can be adequately tackled. In addition to the role of management and staff, parents and students have a role and responsibility in helping to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. It is important that we assist students in developing a strong moral compass which will empower them to report incidents they observe in school where students have been made feel uncomfortable. Bullying is always about more than the bully and the target. The bully's supporters, admirers and the silent bystanders all form part of the whole picture. As the German theologian, Dietrich Bonhoeffer said, not to speak is to speak; not to act is to act. We seek to nurture an "Upstanding" culture in our school, the "Upstander" weighs in and speaks up when they witness bullying. Even if only done in the subtlest of ways, this can help reduce the power of the bully. Our SPHE programme and Wellbeing Policy will assist students in both developing resilience and building a strong moral compass.

12. A shared understanding of what bullying is and its impact

Our SPHE programme will ensure that all students have a shared understanding of what constitutes bullying behaviour and our Anti-bullying policy is made available to all members of the school community.

Implementation of education and prevention strategies (including awareness-raising measures) that:

- Build empathy, respect and resilience in students.

- Explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying.

This policy documents the specific education and prevention strategies that the school will implement in countering bullying behaviour.

13. Effective supervision and monitoring of students

Effective supervision and monitoring measures are in place both to prevent and deal with bullying behaviour if it arises. In addition to staff members, all students and in particular senior students are seen as a resource to assist in countering bullying.

The Student Council and Prefects also have a responsibility in this regard.

The following arrangements are organised to facilitate early intervention:

- Teachers are rostered for supervision before and after school and during breaks and lunchtime.

- 6th year Prefects assist in the supervision of 1st years at lunchtime and help them with any questions or difficulties they may have.

- CCTV cameras are in place around the building.

- Students elect student representatives to the Student Council.

- The schools "Care Team" weekly meetings act as a forum for highlighting any students who may be particularly vulnerable. This information is disseminated to the wider staff so that they may be extra vigilant with those students.

- Non - teaching and ancillary staff are encouraged to be vigilant and report issues to the deputy principal.

14. Supports for staff

The Board of Management ensures that members of staff have sufficient familiarity with our anti-bullying policy to enable them to effectively and consistently apply the policy when required. The Principal ensures that all staff, teaching and non-teaching are aware of the anti-bullying policy and their role in implementing the policy. Appropriate support is provided so that they recognise bullying and intervene appropriately.

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

A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. Recording, investigation and follow-up of bullying behaviour will take place in accordance with this policy.

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

The effectiveness of this policy will be subject to regular review. Any review will take account of incidents of bullying behaviour encountered. Data gathered from reports will be analysed in the course of any review.

Relevant Teachers

The relevant teachers for investigating and dealing with bullying in Colaiste Choilm in accordance with the Pastoral Care system in this school are as follows:

- The teacher to whom the report is made

- Year Head

- Guidance Counsellor

- Principal or Deputy Principal

16. Education and prevention strategies implemented within Colaiste Choilm

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including, homophobic and transphobic bullying) that we implement are as follows:

17. Education Strategies

- SPHE and RSE programmes are provided for all our students

- CSPE is fully implemented in the junior cycle

- There is Continuous Professional Development (CPD) for staff in delivering these programmes.

- There is school-wide delivery of lessons on bullying from evidence-based programmes,

e.g. The DCU FUSE Anti- Bullying and Cyberbullying awareness program aims to empower students to understand their own behaviour, be able to recognise bullying and online safety risks and be confident in how to report and seek support when they need it.

The "Stay Safe" and "On My Own Two Feet" programs also include Cyber Bullying (#UP2US, Be Safe-Be Web wise, Think Before you Click). These programs also cover Homophobic and Transphobic Bullying along with the "Belong 2" LGBT awareness program.

The Jigsaw "One Good School" and "One Good Adult" initiatives aim to support the mental health and wellbeing of students by developing a shared responsibility across the whole community and in this respect, highlight the Anti- Bullying policies in this document.

- Supports such as delivery of the Garda SPHE Programmes at post-primary level may be included. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying.

- Subject teachers, across the curriculum, are also aware of the occasions when they can address issues around interculturalism, the value of diversity, prejudice, exploitation, stereotyping and the negative aspects of power to highlight the unacceptability of bullying behaviour.

18. 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 transition program for these students. The anti- bullying policy is communicated using "Social Stories" and there is discussion around the emotions bullying can provoke. Visual Aids and "Talk About" strategies are used to provide the students with an understanding of, and coping skills around bullying behaviours.

19. Prevention Strategies

- A school-wide approach to foster respect for all members of the school community is evidenced in our Student Charter and is reinforced in our SPHE programme

- We highlight the unacceptability of bullying behaviour and our zero tolerance for such behaviour.

- We prohibit vulgar, offensive, sectarian or other aggressive behaviour or language within our school community

- We promote the value of diversity by addressing issues of prejudice and stereotyping, exploitation and interculturalism.

- We foster and enhance the self-esteem of all our students through both curricular and extracurricular activities. Students are provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- We develop school-wide awareness and training on all aspects of bullying.

- Effective and active supervision and monitoring of classrooms and corridors take place on a daily basis

- School tours and extra-curricular activities are supervised

- Non-teaching and ancillary staff are encouraged to be vigilant and report issues to the Deputy Principal.

- We have developed an Acceptable Use policy for the appropriate use of technology and provide a digital literacy module in junior cycle

- Our Student Council and Prefects contribute to a safe school environment by encouraging a culture of peer respect and support.

- Our Anti-Bullying Policy is included in our student journals and staff handbook.

- We ensure that the school's anti-bullying policy is discussed with students and that all parents can access a copy as part of the Code of Behaviour of our school.

- We encourage a culture of open communication, with particular emphasis on the importance of developing a moral compass which will aid in the reporting of any incidents of bullying behaviour.

20. Links to Other Policies

This policy is consistent with other policies, practices and activities in Colaiste Choilm which are particularly relevant to bullying, e.g. School Charter, Edmund Rice Schools Trust Charter, Dignity in the workplace Policy, Code of Behaviour, Child Safeguarding Statement, Code of Professional Conduct, Wellbeing Policy, Acceptable Use Policy, SPHE Policy, RSE Policy, Health and Safety Policy, Guidance Plan.

21. Parental Responsibilities

Parents' reactions are vital when it comes to addressing bullying behaviour. It is important for parents to act in a calm manner and not become emotional when a child speaks to a parent or a parent becomes aware of an issue. Parents should promote resilience in their child in an effort to manage the stress that may be caused by bullying and work with the school in addressing the matter.

Our school has invited all parents of Junior Cycle students to a Cyber Awareness webinar given by Bernardo's charity. The digital world has created a much quicker path to the dehumanisation of the bully's target and it is important that all parents are aware of the impact of social media on their child.

Parents should also be aware that if their child is accused of bullying behaviour towards another child it is an opportunity to teach their child to behave with kindness and humanity. While parents are protective of their children and do not like to think of their child being involved in bullying behaviour, it is important that the negative behaviour is recognised, that an allegation is not seen as an attack on their child but an opportunity to change unacceptable behaviour.

Children need to be taught how to behave well, to cultivate kindness and empathy for others and it is a parents' duty to ensure this learning takes place.

22. Procedures for investigation and dealing with bullying behaviour

The primary aim in investigating and dealing with bullying behaviour is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). This restorative practice approach will be the initial approach the school will utilise in dealing with bullying behaviour. Every effort will be made to ensure that all involved (including students and parents) understand this approach from the outset.

22.1 Reporting Bullying Behaviour

- Any student or parent may bring a bullying incident to the attention of any teacher in the school.

- Students are encouraged to report bullying behaviour as this is contrary to our school ethos.

- All reports, including anonymous reports of bullying, are investigated and dealt with by the relevant teacher and the relevant year head.

- Teaching and non-teaching staff report any concerns of bullying behaviour they have witnessed outside the classroom to the Deputy Principal.

22.2 School's Procedures

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:

Investigating and dealing with incidents of bullying behaviour:

- In investigating and dealing with bullying behaviour, the (relevant) teacher will exercise his/her professional judgement to determine whether or not bullying has occurred and how best to resolve the situation. Conflict between students may not be bullying.

- The alleged incident will be investigated in a timely manner.

- Parents 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.

- Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour.

- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.

- All parties involved should maintain confidentiality during the course of the investigation. This is particularly important if an allegation of bullying is withdrawn.

- All interviews are conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved may also provide very useful information.

- When investigating incidents of bullying behaviour, the relevant teacher will seek

answers to questions of what, where, when, who and why. This will be undertaken 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 will be interviewed individually at first. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

- Thereafter, all those involved may be invited to meet as a group if this is an appropriate course of action. At a group meeting, each member may be asked for her account of what happened to ensure that everyone in the group is clear about each other's statements. The group will be advised not to talk about the meeting except to a parent or teacher.

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will 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 will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the students.

- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, his parents will be asked to a meeting in the school. It will be made clear to the student how he is in breach of the school's Anti-Bullying Policy and efforts will be made to get him to see the situation from the perspective of the student being bullied.

- It must also be made clear to all involved that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his parents and the school.

- Further meetings with the relevant students 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 available).

22.3 Intervention strategies that we may use in dealing with bullying behaviour

- Relevant teacher interviewing all students involved

- 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 parents to support school interventions

- Using a No Blame Approach

- Using mediation

- Using restorative interviews and Practice

- Implementing sociogram questionnaires

- Following the traditional disciplinary approach where restorative practice has not worked.

- Strengthening the victim by developing resilience strategies.

22.4 Follow-up

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his/her professional judgement, take the following factors into account:

- Has the bullying behaviour ceased?

- Have the issues between the parties been resolved as far as is practicable and the relationship been restored?

- Any feedback received from the parties involved, their parents or the Deputy Principal/Principal.

In cases where the relevant teacher considers that the bullying behaviour has not been adequately addressed and within 20 school days after he/she has determined that bullying behaviour has occurred; he/she will keep a record using the recording template at Appendix 2 and consult with the Deputy Principal in order to address the situation. Continued bullying behaviour will result in disciplinary sanctions if restorative practice has failed.

22.5 Procedures for Recording Bullying Behaviour

All recording of bullying incidents will be carried out in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

- The relevant teacher must inform the Deputy Principal of all incidents being investigated.

- The Deputy Principal will provide a report detailing any issues involving bullying behaviour to the Principal.

- 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. If it is established that bullying has occurred, the relevant teacher will 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.

- While all reports, including anonymous reports of bullying are investigated and dealt with by the relevant teacher, a written record of the reports, the actions taken and any discussions with those involved regarding the investigation into the reported bullying incidents is maintained.

- Where parents are not satisfied that the school has dealt with a bullying case in accordance with the school's Anti-Bullying Policy procedures, the parent may refer the matter to the school Principal and if he/she continues to be dissatisfied he/she may refer the matter to the school Board of Management.

In the event that parents have exhausted the school's complaints procedures and are still not satisfied, the parent may make a complaint to the Ombudsman for Children.

22.6 Scope of this policy

- Time limitation - Incidents of bullying behaviour must be reported as soon as possible. It is extremely difficult for the school to investigate historic matters. Any incident brought to our attention, more than an academic year after an alleged incident is reported to have taken place, will not be investigated due to the difficulty of obtaining accurate information about the alleged incident as a result of the lapse of time.

- Parents are expected to support our Anti-bullying Policy.

- The school cannot investigate actions by people who are not students of Colaiste Choilm, Swords.

- Evidence of alleged bullying behaviour will be necessary in order to instigate an investigation.

- Incidents happening during school holidays which may involve social media should be dealt with by parents and the school should be informed.

- In all matters relating to bullying behaviour Colaiste Choilm will investigate according to the school's Anti-bullying Policy.

- We accept that these issues are sensitive issues for all parties concerned and these matters will be dealt with in a timely and professional manner.

- Matters will be dealt with from a restorative perspective initially in the hope of bringing about a satisfactory resolution.

- If restorative practice proves unsuccessful the matter will be dealt with according to our ladder of referral and Code of Behaviour.

- Bullying behaviour is not tolerated in Colaiste Choilm as it is unacceptable and contrary to our ethos.

- Parents will be asked to sign a form confirming they accept the outcome of an investigation involving their son.

22.7 Programme of support for working with students affected by bullying behaviour

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 e.g.

- Pastoral Care system

- Tutor/Year Head system

- Wellbeing Policy

- Guidance Plan

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

Students should understand that all incidents of bullying behaviour must be reported to a teacher.

In a case where sanctions may be imposed, they will be enforced, as per our Code of Behaviour, by the Principal and /or Board of Management.

Parents will be informed of incidents of bullying behaviour and will be required to support the restorative-based approach to resolving the issue.

A referral system will be in place to ensure all incidents are appropriately managed. Teachers may refer matters to

- Year head

- Guidance Counsellor

- Deputy Principal/ Principal

22.8 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.

22.9 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 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 2024

Appendix 1

Examples of bullying behaviours (this is not an exhaustive list)

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.

● 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 ongoing "look"

● Invasion of personal space

● A combination of any of the types listed.

Cyber

● **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 is then posted online

● **Outing**: Posting or sharing confidential or compromising information or images

● **Exclusion**: Purposely 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 calls

- **Abusive telephone**/mobile phone calls

- **Abusive text messages**

- **Abusive emails**

- 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

- Taunting a person of a different sexual orientation

- Name calling

- Physical intimidation or attacks

- 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

- Exclusion on the basis of any of the above

Relational

This involves manipulating relationships as a means of bullying. Behaviours include:

- Malicious gossip

- Isolation & exclusion

- Ignoring

- Excluding from the group

- Taking someone's friends away

- Spreading rumours

● Breaking confidence

● Talking loudly enough so the victim can to hear

● The ongoing "look"

● Setting others up for ridicule

Sexual

● Unwelcome or inappropriate sexual comments or touching

● Harassment

Disability

● Name calling

● Taunting others because of their disability or learning needs

● Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying

● Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues.

● Mimicking a person's disability

Appendix 2   Template for recording bullying behaviour

1. Name of student being bullied and class group

Name _____

Class _____

2. Name(s) and classes of student(s) engaged in bullying behaviour

_____

_____

_____

_____

_____

_____

_____

_____

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

Student concerned _____

Another student _____

Parent _____

Teacher _____

Other _____ _____ _____ _____

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

Classroom

Corridor

Toilets

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

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 the Deputy Principal _____

Appendix 3: Report to the Board of Management

Monthly Report by the Deputy Principal of alleged bullying incidents to the Principal

1. Incidents Reported and Investigated

Date   Name of students involved   Class   Outcome

2. No reported Incidents

Month   Year

Signed _____

Deputy Principal

Date_____

Parental Confirmation that an alleged incident of bullying behaviour was investigated by the School.

I confirm that the alleged incident of bullying behaviour was investigated by the school according to the Anti-bullying Policy.

Signed_____ Date_____

Parent

I am satisfied with the outcome of the investigation   Yes ____   No_____

If No please state reasons for dissatisfaction
_____
_____
_____
_____
_____