

CABRA COMMUNITY COLLEGE ANTI-BULLYING POLICY

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB, the Board of Management of Cabra Community College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which-
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-Going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

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

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

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

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

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

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

4. The relevant teacher(s) for investigating and dealing with bullying are as follows:

Ancilla O'Reilly Deputy Principal and Principal Ms Kathy Jones liaising with the Caomhnóir and relevant Teachers need to be informed

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:

- Social Personal & Health Education (SPHE) contains elements of content that promote assertiveness in young people and teaches students to respect difference. Relationships Sexuality Education and Social Education at Senior Cycle have a similar rationale
- Civic Social & Political Education (CSPE) examines human rights equality issues and respect for difference
- Cyberbullying is covered in SPHE, CSPE and Information Technology. All teachers are aware of it in the context of their subject and have posters in their room with regards to safe use of the internet.
- The Mentoring for Achievement Programme MAP is operation with First Years. It is designed to assist children making the difficult transition from primary to secondary level education.
- School Completion Programme has worked with the First Year Students prior to and post entering the college to assist these students with the transition from Primary school to Secondary school.
- Two members of staff are trained to deliver the 'Friends for Life Programme' the 'FRIENDS for Life' programme is a school-based positive mental health programme. The World Health Organisation cites 'FRIENDS for Life' as the only evidence-based programme effective at all levels of intervention for anxiety in children (WHO 2004). The programme helps students to develop effective strategies to deal with worry, stress and change and teaches the skills required to reduce anxiety and promote resilience
- The school has linked with the National Parents Council Ireland and organised an anti- bullying awareness evening for parents of students in the school and primary schools in the local SCP cluster.
- Local Education Committee have produced a Cyber bullying leaflet for parents to support them in keeping the son / daughter safe while on the internet.

6. This Anti-Bullying policy works in conjunction with the Colleges Code of Conduct. 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:

There is an Anti-bullying Charter in the student journal. It must be signed by students and parents / Guardians at the start of every academic year. We are a telling school.

Below are the procedures to be carried out in the event of a bullying incident

Stage 1

- Investigation carried out Deputy principal / Principal
- Restorative practice used to resolve issues
- Contract made between the students / parental involvement
- Guidance and Counselling to all students involved
- Review will take place
- Reward given to all after a period of time for keeping to the Contract

Stage 2

If the above process fails

The student will be informed that he /she is acting contrary to our charter and is now getting a formal warning. This will be noted in the school records.

Stage 3

In the event of a reoccurrence parents will be invited to discuss the situation. Possible sanctions including suspension will be discussed.

Warning

In the event of a serious incident both of these stages maybe by-passed and an immediate suspension or exclusion will be imposed.

7. The school's programme of support for working with pupils affected by bullying is as follows:

The approach the school takes to the issue of bullying is the Restorative Practice approach. Everyone affected by the bullying has the opportunity to:

- Talk about what happened
- Explain how they have been affected
- Describe how they are feeling about what happened
- Say what they think has to happen to sort things out and to reach a resolution

All students involved will be offered Guidance / Counselling Support.

All students will be asked with the permission of their parent's to sign a contract and a reward given if students keep to their contract.

Bullying incidents will be a priority for the Care Team

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 (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.

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 (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.

Signed: _____ Signed: _____
(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____

Date of next review: _____

Appendix 1

RECORDING BULLYING BEHAVIOUR SHEET

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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of Incidents (tick relevant box (es))

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

6. Type of Bullying behaviour (tick the relevant boxes)

Physical aggression	<input type="checkbox"/>	Cyber- bullying	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation / exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity –based bullying, indicate the relevant category:

Homophobic	Disability / SEN Related	Racist	Membership of Travelling Community	Membership of other Specify
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief description of bullying behaviour and its impact.

9. Details of Action taken.

Signed: _____

Date: _____

Date submitted to Principal / Deputy Principal: _____

Appendix 2

Process

Discussed with the staff in an information and consultation session on Tuesday evening 12 / 11/13 as part of Croke Park Hours

Discussed with mainstream students at Mainstream Student Council on 12 /12/13

Discussed with the College Committee on the 31st January 2014

Discussed with the College committee on 10th March 2014

Appendix 3

Parent Training & Continuous Professional Development

Parents' workshop on bullying 19th November 2013