

ANTI-BULLYING POLICY 2023

Ardgillan College

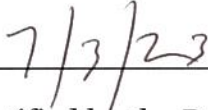
Date for review: October 2023



Gerry McGuire

Chairperson

Board of Management



Date ratified by the Board of Management

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INTRODUCTION

Ardgillan College celebrates and cherishes the diversity of our school community. The core values of our philosophy are based on the pillars of “Respect”, “Teamwork” and “Excellence”. In this context we believe that every member of the College community can make an excellent contribution when they interact in a positive environment free from threats, harassment and intimidation. The College promotes a happy and caring climate where students are encouraged and supported to reach their full potential. The emphasis is placed on quality teaching and learning, positive behaviour and the pursuit of standards of excellence in all areas of the school activities.

MISSION STATEMENT

Ardgillan Community College promotes a happy and caring community where students are encouraged and supported to reach their full potential. Teamwork, respect and the pursuit of excellence form cornerstones of the college philosophy. The ethos of the college is based on respect, tolerance and understanding while appreciating the diversity of our changing world. The college aims to provide a broad education for all students and to nurture their individual abilities and talents.

Ardgillan College's motto is ‘Mol an Óige agus Tíocfaidh Sí’ (Praise the young and they will flourish).

POLICY OVERVIEW

Ardgillan College believes in a whole school approach to managing bullying. This anti-bullying policy has been developed following consultation with students, staff and parents. This policy addresses bullying behaviour and harassment. The policy will apply at all times including, school time, school tours and extra-curricular activities. Ardgillan College delivers a six-year cycle from first year to sixth year

This policy aims to protect the rights of each member of the college community and to allow them to interact in an environment free from intimidation and fear. The college will work proactively to ensure as far as it can that bullying does not take place. Bullying can be minimised and prevented by raising awareness of all in the school community about the reality of bullying and its detrimental effects. The policy:

- *Identifies bullying behaviour,*
- *Outlines rights and responsibilities of all members of the college community*
- *Provides strategies for dealing with bullying.*

Ardgillan College is committed to a policy to treat all its employees equally in line with published Equal Opportunities Policies and Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work (2007).

OBJECTIVES OF THIS POLICY

The aims of this anti-bullying policy are to set out a framework within which the whole community of Ardgillan College manages issues relating to bullying and to define the college's strategy in relation to the prevention and resolving of bullying behaviour.

The Board of Management, staff, students and parents have a responsibility to understand what bullying is. As a school we take bullying seriously. All staff, students and parents should know what the school policy on bullying is and what they should do if bullying arises. Bullying in Ardgillan College will not be tolerated.

STATEMENT OF RIGHTS AND RESPONSIBILITIES

Harassment and bullying are behaviour that is destructive to a positive working atmosphere and will not be endured. It is the right of every member of Ardgillan College to work in an environment free from any form of fear and intimidation. It is the responsibility of each and every member of Ardgillan College to ensure that bullying of any form is not tolerated and when observed or experienced, that it is reported to the appropriate person (see agreed procedures for telling, investigating, recording and responding to bullying below).

RATIONALE

This anti-bullying policy was developed as it is a priority for all members of the College community. We endeavour to provide a safe environment in the College for all students and staff. The Board of Management of Ardgillan College has adopted this anti-bullying policy in accordance with the requirements of:

- Education (Welfare) Act 2000
- Tusla Education Support Service Code of Behaviour guidelines.
- Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)
- Cinealtas: Action Plan on Bullying (2022)

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:

1) Positive School Culture & Climate	Teamwork, Respect & Excellence will be encouraged and praised to foster an environment and culture of mutual respect.
2) Effective Leadership	
3) School Wide Approach	The education about bullying and prevention of bullying is the responsibility of all staff.
4) Shared Understanding of Bullying and its Impact	
5) Implementation of Education & Prevention Strategies	Subject-specific lessons and College wide activities will be employed.
6) Effective Supervision and Monitoring of Students	The Board of Management will ensure the level of supervision and monitoring of students is sufficient.
7) Supports for Staff	
8) Recording, Investigation & Following Up Bullying	Bullying behaviour will be recorded, and investigated. Intervention strategies will be established.
9) Review & Evaluation of Anti Bullying Policy	The Board of Management will review the Anti-Bullying policy on an on going basis.

DEFINITION OF BULLYING

In accordance with *Cinealtas: Action Plan on Bullying*, bullying is defined as follows:

Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

In accordance with this definition from *Cinealtas: Action Plan on Bullying*, there are **three core elements** to bullying:

1) Targeted Behaviour:

Bullying is not accidental or reckless behaviour. It involves deliberate and targeted acts on the part of an individual towards another. The following types of bullying behaviour are included in this definition: deliberate exclusion,

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

2) Repeated Behaviour

Bullying is repeated over time. 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 are dealt with, as appropriate, in accordance with the school's Code of Positive 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 is regarded as bullying behaviour.

3) Imbalance of Power

The individual experiencing bullying may experience a real or perceived imbalance of power. This imbalance of power may present itself through: differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education

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

Types of Bullying

The following are some of the types of bullying behaviour that can occur. This list is not exhaustive. During an investigation of bullying, behaviour which falls under the definition of bullying may become apparent and may be deemed as bullying

Bullying Behaviour	Explanation
Physical Aggression	Shoving, kicking, poking and tripping people. It may also take the form of severe physical assault. While students often engage in "mess fights", they can sometimes be used as a disguise for physical harassment or inflicting pain.
Physical Assault	
Harassment & Identity Based Behaviour	Based on the nine grounds of discrimination contained in equality legislation: Gender (including transgender), civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.
Homophobic, Biphobic, Transphobic	Spreading rumours about a person's sexual orientation. Taunting/mockng a person of a different sexual orientation sexuality. Name-calling: using gay/queer/lesbian in a derogatory manner. Physical intimidation or attack / threats.

Race, Nationality, Ethnic Background and Membership of the Travelling Community.	Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or membership of travelling community. This also includes the exclusion on the basis on any of the above.
Intimidation	Some bullying behaviour takes the form of intimidation; it may be based on the use of very aggressive body language, with voice being used as a weapon.
Name Calling	Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention.
Academic Ability	Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted
Damage to Property	Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden
Offensive Graffiti	The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
Extortion	Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.
Insulting/Offensive Gestures	The repeated making of insulting/offensive gestures to make an individual feel uncomfortable.
Invasion of Personal Space	Not respecting an individual's personal space.

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chatrooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night).

Many forms of bullying can be facilitated through cyber-bullying:

Denigration / Defamation	Spreading rumours, lies or gossip to hurt a person's reputation
Harassment	Continually sending vicious, mean or disturbing messages to a person
Impersonation	Posting offensive or aggressive messages under another person's name
Flaming	Using inflammatory or vulgar words to provoke an online dispute.
Trickery	Fooling someone into sharing personal information which is then posted online.
Outing	Posting or sharing confidential or compromising information or images
Exclusion	Purposefully excluding someone from an online group
Cyber- Stalking	On-going harassment that causes a person considerable fear for his/her safety, such as: silent phone calls, abusive telephone calls, texts or e-mails, abusive communications on social networks, abusive website comments, blogs or photos.
Impersonation	The creation of a "fake" profile about an individual, with the intent to damage their reputation.

The means of bullying and cyber-bullying are constantly changing and types of bullying behaviour can be expanded in light of the experience of the College.

Circulating, publishing or distributing (including on the internet) material associated with Ardgillan College activities including, but not limited to, material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of discipline and may result in disciplinary action. As part of such disciplinary action, Ardgillan College reserves the right to suspend (or expel) anyone found to have been involved in cyber-bullying.

EDUCATION AND PREVENTION STRATEGIES

Ardgillan College takes a whole school approach involving staff, students and parents is adopted to prevent bullying in the college. The college works to raise the awareness of bullying so that all members of the school community understand what bullying is and how it is dealt with. A high degree of vigilance is used throughout the college to ensure that bullying behaviour is identified and tackled. Through curricular and extra-curricular programmes, the College provides students with opportunities to develop a positive sense of self-worth.

The education and prevention strategies used by the school are as follows:

1. SPHE	The SPHE Short Course of 100 hours is timetabled for each of the three years of Junior Cycle in Ardgillan College. The spiral approach of revisiting
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	<p>key ideas and topics throughout the three years of Junior Cycle is an important part of SPHE. This means that anti-bullying lessons will feature in each of the years of Junior Cycle SPHE in Ardgillan College.</p> <p>The specific learning outcomes relevant to anti-bullying are:</p> <ul style="list-style-type: none"> - 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination. - 2.10 Describe appropriate responses to incidents of bullying. - 2.11 Appraise the roles of participants and bystanders in incidents of bullying. - 2.12 Review the school’s anti-bullying policy and the internet safety guidelines explaining the implications for students’ behaviour and personal safety.
<p>2. CSPE</p>	<p>The CSPE Short Course is an important part of wellbeing provision in Ardgillan College. Throughout their studies, students will learn about social responsibilities, human rights, and human dignity. The specific learning outcomes relevant to anti-bullying are:</p> <ul style="list-style-type: none"> - 1.1 Discuss what it means to be human and to live in a community with rights and responsibilities. - 1.8 Identify examples of social, cultural, language, economic, civic, religious, environmental and political rights. - 1.9 Outline different perspectives in situations where there is an apparent conflict of rights or abuse of rights. - 3.10 List the nine grounds under which discrimination is illegal in Irish law, with examples.
<p>3. FUSE Anti-Bullying Programme</p>	<p>Fuse is an anti-bullying and online safety programme designed to tackle bullying and online safety in schools from the DCU Anti Bullying Centre. Ardgillan College has been a partner school of FUSE</p>

	<p>since 2021. In Ardgillan College, FUSE involves 2nd Year SPHE teachers delivering a series of workshops on anti-bullying. The following workshops are delivered in Ardgillan College:</p> <ul style="list-style-type: none"> - Bullying and the Importance of Noticing. - Cyberbullying and the Importance of Noticing. - Bystanders and Responsibility. - Online Safety- Privacy and Sharing Online. - Empathy and Relationships. - Response and Report. - Reflecting on Social Media. - Student Voice in the School Anti-Bullying Policy.
4. RSE	Relationships & Sexuality Education is delivered in each of the six year groups in Ardgillan College.
5. Themed Weeks	<p>A number of themed weeks take place in Ardgillan College to promote a positive school culture and raise awareness about bullying. These include:</p> <ul style="list-style-type: none"> - Stand Up Week - Friendship Week - Random Act of Kindness Week. - Intercultural Week. - ETB Week
6. Prefect System & Peer Mentors	First year students are assigned mentors who support them in the transition from primary school. The college also has a prefect system.
7. Ladder of Referral	<p>All students and staff are informed about referral procedures in the College:</p> <ul style="list-style-type: none"> • Class Teacher • Tutor • Year Head / Guidance Counsellor • Deputy Principals • Principal
8. VsWare Positive Merit System	Ardgillan College seeks to promote a positive school culture and the environment by recognising and rewarding students for living by our school pillars; Teamwork, Respect and Excellence.

<p>9. Guest Speakers</p>	<p>Guest speakers are invited in, for both students and staff, to give talks in bullying, anti-bullying and cyber-bullying. The Garda Liaison Officer (GLO) is invited in yearly to speak to our students.</p>
<p>10. Anti-Bullying Policy</p>	<ul style="list-style-type: none"> - The Policy is published on the College website and is available to all staff on SharePoint. - The Policy is in the student journal and is signed by students and their parents/guardians at the beginning of the school year. - Anti-Bullying is included in the agenda for staff meetings throughout the year.
<p>11. Morning Assembly</p>	<ul style="list-style-type: none"> - Year Heads, Deputy Principal's and the Principal emphasise and reinforce the importance of mutual respect during assembly. - Assemblies are used to draw attention to examples of students demonstrating our pillars of Teamwork ,Respect and Excellence in their school life.
<p>12. Supervision</p>	<ul style="list-style-type: none"> - Takes place before school, during morning break, in the student canteen at lunchtime and after school. All teaching and non-teaching staff are aware of the importance of noting any unacceptable behaviour. - On occasion throughout the year, SPHE teachers will ask students to identify potential "hotspots" for bullying to occur on a map of the school. This information is shared with school management. Please see Appendix
<p>13. Report Bullying E-Mail Address</p>	<ul style="list-style-type: none"> - reportbullying@ardgillancc.ie is a dedicated anti-bullying e-mail address that is monitored by four staff members. - If a student feels like they are being bullied or would like to report bullying behaviour, they can e-mail from their Ardgillan student e-mail address. - Students must only e-mail from their student e-mail address.

	<ul style="list-style-type: none"> - Upon receiving an e-mail from a student, it will be forwarded onto the relevant Year Head for investigation.
<p>14. Agreed Class Rules</p>	<ul style="list-style-type: none"> - At the beginning of the school year there is discussion and agreement between teachers and students about rules and expectations in subject classes. This reinforces the importance of respect between each member of the school community.

Links to Other Policies

This Anti-Bullying Policy is linked to the following college policies: Code of Positive Behaviour, Suspension & Permanent Exclusion, Child Safeguarding, Whole School Inclusion, Acceptable Use of ICT and Internet Acceptable Usage and e-Learning, SPHE, RSE.

INVESTIGATION AND FOLLOW UP PROCEDURES

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved.

- In investigating and dealing with bullying, the (relevant) teacher exercises his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parents/Guardians and students are required to co-operate with any investigation and assist the College in resolving any issues and restoring, as far as practicable, the relationship of the parties involved as quickly as possible.
- All interviews are conducted with sensitivity and with due regard to the rights of the parties concerned. If a group are involved, where possible, each member will be interviewed individually at first. Thereafter, where appropriate, all parties may be met as a group.
- When analysing incidents of bullying behaviour, the relevant teacher seeks answers to questions of what, where, when, who and why.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved is contacted at an early stage to inform them of the matter and explain the actions being taken.
- The school will give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the students.
- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it is made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts are made to try to get him/her to see the situation from the perspective of the student being bullied.
- In any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parent(s)/guardian(s) and the school.

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:

1. Procedures for Reporting Incidents

Who to tell?	<ul style="list-style-type: none"> • Teacher/ Tutor/ Year Head/ • Deputy Principal/ Principal. • Any member of staff with whom the student feels comfortable. • Class Prefect • Student Council year representative
How to tell?	<ul style="list-style-type: none"> • Direct approach to teacher at an appropriate time, e.g. after class • Hand up note with homework • E-mail reportbullying@ardgillancc.ie from your student e-mail address. • Get a parent or friend to contact the school and speak on your behalf by phoning the school and asking to speak to the Teacher / Tutor / Year Head / Deputy Principal / Principal.

2. Noting and Recording

The recording of bullying incidents is done in an objective and factual manner.

Informal- pre-determination that bullying has occurred

- Staff keep a written record of any incidents witnessed by them or notified to them (Bullying Investigation Report Appendix 2). All incidents are reported to the relevant teacher.
- While all reports, including anonymous reports of bullying are investigated and dealt with by the relevant teacher, the relevant teacher keeps a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher informs the tutor/ year head/ deputy principal, principal of incidents being investigated.

Informal-determination that bullying has occurred

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

Formal-determination that bullying has occurred

The relevant teacher will use the recording template at **Appendix 1** to record the bullying behaviour in the following circumstances:

a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. These behaviours include serious incidents and persistent bullying,

Records of bullying (Appendix 1) will be maintained by the Principal/Deputy Principal.

3. Procedures to Deal with Reported Incidents

Action taken by	Procedure	Support and /or sanction <i>may include but not limited to</i>
<p><i>Tutor or Teacher</i></p> <p>Details recorded on Bullying Investigation Report (Appendix 2)</p>	<ol style="list-style-type: none"> 1) Speak to students concerned separately and try to resolve the issue. Student may be asked to write their own account of what happened. 2) Teacher or Tutor may follow up by speaking with the victim and bully, bystanders or others involved. 3) Tutor or class teacher may refer bullying issue to Year Head/Deputy Principal/Principal 4) Parents/Guardians may be contacted 5) The tutor/ teacher, alongside the Year Head, may facilitate discussion between involved parties to implement strategies for the future. This 	<ol style="list-style-type: none"> 1) Challenge the behaviour as being unacceptable. 2) Serious talk with student(s) re: effects of their behaviour. 3) Verbal warning. Student(s) involved spoken to and procedures and sanctions explained. 4) Seek verbal agreement re: future behaviour. 5) Teacher / tutor may sanction student (s) with a MB / UB on VsWare as appropriate.

	<p>will be done with the consent of those involved.</p> <p>6)Details recorded on Bullying Investigation by teacher/tutor. (Appendix 2)</p>	<p>6)Outline a fair outcome <i>if appropriate</i>: e.g. an apology, return of property etc.</p> <p>Refer to Care Team</p>
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Persistent Bullying Behaviour & Serious Incidents

Action taken by	Procedure	Support and /or Sanction <i>may</i> include but not limited to
Class Teacher / Tutor/ Year Head	<ol style="list-style-type: none"> 1) Incident investigated by the class tutor/year head. 2) Principal/Deputy Principal informed 3) Parents informed 4) Interviews may be held 5) Proceedings are recorded on Incident Report Form (Appendix 1) 	<p>Serious talk with student with regard to behaviour and future behaviour.</p> <p>Detention</p> <p>Meeting with parents</p> <p>Mediation</p> <p>Monitor future behaviour.</p> <p>Communicate with DDLETB/ Counsellor</p> <p>Referral to Child Psychologist/HSE Children and Family support Services/Garda Juvenile Liaison Officer.</p> <p>Contact with other Support Agencies e.g. Anger Management</p>

<p>Deputy Principal/ 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 Deputy Principal/ Principal</p> <p>Feedback to year head/class tutor.</p> <p>A record of proceedings is kept in incident file</p>	<p>Detention/Suspension/other agreed sanction from school's Code of Positive Behaviour.</p> <p>The Deputy Principal/Principal may set conditions regarding student's future behaviour.</p> <p>Parental support</p> <p>Mediation</p> <p>Counselling</p> <p>Referral to Child Psychologist/Garda Juvenile Liaison Officer.</p> <p>Contact with other support agencies e.g. anger management</p>
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Follow up

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of their professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues/relationships between the parties have been resolved/restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties 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 agreeable.**
- Where bullying behaviour continues the College will impose appropriate sanctions from the Code of Positive Behaviour.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

SUPPORTS FOR STUDENTS AFFECTED BY BULLYING

Victims of Bullying	<p>Students who have been bullied: these students are monitored and on a regular basis and regular communication takes place between the College and their parents.</p> <p>Counselling is available to students who have been bullied.</p>
Perpetrator of Bullying	<p>Students involved in bullying behaviour: these students may need counselling to enable them to interact with others in line with the Code of Positive Behaviour.</p> <p>Learning strategies are employed to enhance feelings of self-worth, and tutors.</p> <p>Tutors and the pastoral care team may assist these students on an on-going basis.</p>
Bystander	<p>Students who observe instances of bullying behaviour: It is made clear to all students that when they report incidents of bullying, they are not telling tales but behaving responsibly. Students are encouraged to discuss these matters with tutors and teachers.</p>

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.

PREVENTION OF HARRASSMENT

The Board of Management confirms that the school will, in accordance with its obligations under Equality Legislation, take all steps that are reasonably practicable to prevent the sexual harassment of pupils or staff and/or the harassment of students or staff on any of the following grounds:

- Gender Identity,
- Civil status,
- Family status,
- Sexuality
- Religion,
- Age,
- Disability,
- Race
- Ethnicity, including membership of the Traveller community.

Appendix 1

Formal determination of bullying that bullying has occurred

Bullying Incident Report Form

1. Name of student being bullied and class group

Name: _____ Class _____

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

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

Student concerned	<input type="checkbox"/>
Other student	<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 alleged bullying concern

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

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/Transphobic /Biphobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief description of alleged bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2

Informal pre-determination that bullying has occurred

Bullying Investigation Report Form

Name(s) of student(s) alleged bullied:	Class:
Name(s)/Class(es) of those reported as engaging in alleged bullying:	
Name(s) of person(s) who reported alleged bullying concerns:	
Location:	
What Happened/Type of Bullying:	
Witnesses:	
Actions Taken:	
Signed:	Date:

Appendix 3

Building a Positive School Culture and Climate

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve students in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to students when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in students friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get students to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
Hot times again tend to be times where there is less structured supervision such as when students are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 4

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

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required. Yes/No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
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?	

Signed _____

Signed _____

Chairperson, Board of Management

Principal

Date _____

Date _____

Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].

This review was conducted in accordance with the checklist set out in Appendix 4 of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

Appendix 5

Class Observation Form

Teacher: _____ Class: _____ Date: _____

Time	Name of Student(s)	Behaviour	Directed Towards

BULLYING IS UNACCEPTABLE AND WILL NOT BE TOLERATED IN OUR COLLEGE



Ardgillan College

**ANTI-BULLYING
CHARTER**



Department of Education and Skills
The Challenge School (Language, Education and Training Board)

TEAMWORK

- Celebrate the diversity of our school community.
- Support your classmates in their extra-curricular games and matches.
- Actively listen to and appreciate the contributions of classmates during lessons.
- If you think someone is being bullied, report it to a teacher or e-mail reportbullying@ardgillancc.ie from your Ardgillan e-mail address.

RESPECT

- Show courtesy, consideration, kindness & respect to your classmates, friends, teachers and wider school community.
- Be eager to learn about different cultures, heritages and ethnicities that form part of our school community.
- Challenge negative and derogatory language (e.g., Racist, Homophobic etc.).
- Treat school property and the property of others with appropriate care.

EXCELLENCE

- Strive for your excellence in the classroom, on the corridors and when taking part in extra curricular.
- Celebrate your classmates accomplishments.
- Encourage others to reach their full potential in their studies and wider school activities.
- If you notice someone struggling, help them to find the supports they need.
- Each day is a fresh start and a new day to excel.