



CHANEL 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 Chanel College school 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 is (are) as follows:
 - Year-Head
 - Deputy Principal
5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

Education and Prevention Strategies

- Anti-homophobic/transphobic awareness week: This is where diversity is embraced and respect for students with different sexual identities is promoted and normalised both verbally and in practice.
 - Anti-bullying awareness week: This is where reporting of bullying incidents are strongly encouraged and procedures for reporting such incidents are made clear to students in a simple language that they easily understand. Also each morning during form class different types of bullying are discussed and the effect each type has on the victim is outlined. The school is also decorated with posters made by the students which emphasise a culture where bullying is not accepted or tolerated.
 - All Parents/Guardians are invited into the school on the first day of school term in August and Parents/Guardians are encouraged to read our Anti-Bullying Policy and procedures for dealing with bullies are outlined.
 - SPHE teachers follow the Be safe/Be Webwise resource pack developed by the Department of Education and Skills in all SPHE classes and students are fully briefed on the actions to take if they are a victim of cyber bullying in Chanel College.
 - All 1st and 2nd Year students are made aware of how to screenshot images from computer screens to record incidents of cyber bullying.
 - The Guidance Counsellor makes himself known to all years in the first week of September as a point of contact in the case of any type of bullying
 - 5th Year Prefects also act as guards against bullying in the yard and at times when the students are changing classes and during break times and before and after school.
 - Teachers on supervised yard duty/corridor duty are regularly updated by Principal/Deputy Principal/Guidance Counsellor on students who may be at risk of been bullied or who in the past were bullied. Teachers also monitor all students for any incidents of bullying that may take place.
 - There is a games club open to all students in Junior Cycle at lunchtime every day and this also acts as a catalyst for students to make friends in an informal safe environment which is supervised by a staff member.
 - "Respect" is used as a key phrase throughout the school and also acts as a way of ensuring students show respect for one another and for all members of the school community.
6. 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:

Procedures when an alleged Act of Bullying is Witnessed/Reported

The following procedure will be put into place once an alleged act of bullying has been identified. Suspicion alone will not constitute grounds for implementation of disciplinary procedures.

Any member of staff witnessing an act of bullying should report the perpetrator to the Deputy Principal/Principal/Guidance Counsellor. The Guidance Counsellor will deal with the incident and work with the student(s) towards a solution.

The primary aim is to resolve any issues and restore as far as is practicable the relationships of the parties involved (rather than to apportion blame).

Investigation Procedure by the Deputy Principal and Year Head:

- a. Discussion with victim/perpetrator both separately and together.
- b. Check CCTV if alleged incident took place in the corridors.
- c. In cases of cyber bullying, where possible evidence of the bullying is witnessed by the investigating teacher. Screen shots may be emailed to the school by the student, and where possible the student can show the investigating teacher the alleged bullying on screen by accessing the alleged offending material through the unfiltered Administration Network/Mobile Network.
- d. Speak to/Interview other members of student cohort that may have witnessed the alleged incident.
- e. If alleged incident is confirmed, apology and guarantee by perpetrator not to partake in any such activity again (may be in presence of parent).
- f. Informing parents/guardian of both parties by phone/writing/meeting.
- g. Incident reported to the Principal. Disciplinary sanctions as per the Code of Behaviour may be implemented.
- h. Suspension (if the incident is particularly severe or is a repeat offence) and involvement of the Board of Management

In all cases the Deputy Principal/Principal will liaise with the Form Teacher or Year Head to inform them of issues relating to their class/year group.

When a victim reports an incident of bullying but is unwilling to confront the bully or have him confronted, work will be done with the victim with a view to empowering him to participate in the normal procedure outlined above. The incident should be reported to the Deputy Principal/Principal/Guidance Counsellor and the normal procedure will operate. The victim's wishes in the matter should be respected as far as possible.

Guidelines for investigating alleged incidents of Bullying:

- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- Parents/Guardians and pupils 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.
- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 1.
- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased.
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their Parents/Guardians or the school Principal or Deputy Principal.

Recording/Reporting

The relevant teacher must record the bullying behaviour in the standardised recording template at **Appendix 1**.

Once in every school term the Principal will report to the Board of Management setting out:

- The overall number of bullying cases reported (by means of the bullying recording template in Appendix 1 to the Principal or Deputy Principal since the previous report to the Board and;
- Confirmation that all of these cases have been, or are being, dealt with in accordance with the school's Anti-Bullying Policy and the Anti-Bullying Procedures for Primary and Post-Primary schools.

As part of the oversight arrangements, the Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation by the school. Written notification that the review has been completed must be made available to school personnel, published on the school website and provided to the Parents' Association. A standardised notification which must be used for this purpose is included at Appendix 2. A record of the review and its outcome must be made available, if requested, to the patron and the Department.

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

The following personnel are available to support both the victims of bullying and the bullies themselves.

- | | |
|------------------------|----------------------------|
| 1. Form Teacher | 6. Games Club (Lunchtime) |
| 2. Subject Teacher | 7. Attendance Co-ordinator |
| 3. Guidance Counsellor | 8. HSCL |
| 4. Deputy Principal | 9. Mater CAMHS |
| 5. Principal | 10. SNA Allocation |

Post Bullying Event-Support for Victim

The Student Support Service will meet with the victim after the event has been resolved. The option of the student joining/attending the games club at lunchtime is offered to the student. The HSCL teacher may visit the family/speak to the student. The student may meet with the Chaplain if he wishes.

Post Bullying Event-Support for Perpetrator

The Student Support Service will meet with the perpetrator after the event has been resolved. The perpetrator may be put on report to help guide his behaviour in school. The HSCL teacher may visit the family/speak to the student. The student may meet with the Chaplain if he wishes.

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 1-10-2014.

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. 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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed:  _____
(Chairperson of Board of Management)

Signed:  _____
(Principal)

Date: 16.12.24 _____

Date: 16.12.24 _____

Date of next review: Dec 2025

Appendix 1

Record of Bullying Behaviour

1. Name of pupil being bullied and class

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Yard	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____

Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2

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

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <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/Guardians 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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____