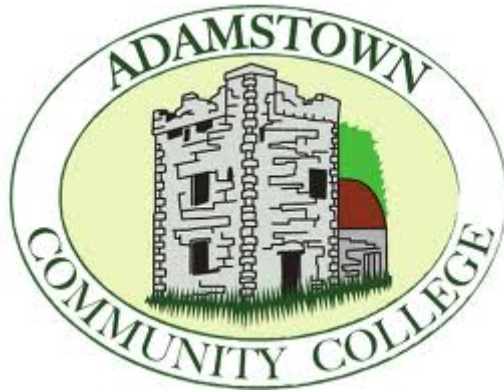


ADAMSTOWN COMMUNITY COLLEGE



ANTI-BULLYING POLICY / AGREEMENT

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 Adamstown 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.

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.

Definition of Bullying:

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.

Cyberaggression can be defined as any form of communication mediated through an electronic device where the purpose is to harm or otherwise exploit an individual physically, sexually and/or emotionally (Grigg, 2010). Cyber Aggression can include singular incidents as well as those that are repeated.

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

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

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

- The teacher who the incident(s) were initially reported to
- Class tutor
- Year Head
- Deputy Principal
- Principal

Responsibilities:

The school has a responsibility to put in place a pastoral care programme, which, in so far as it can, will be proactive in preventing bullying. Such a programme will raise awareness, mentor students and promote self-esteem.

The school has a responsibility to address incidents of bullying should they arise. This will take the form of support for the victims and the perpetrators of the bullying as well as sanctions if the bullying persists.

Students have a responsibility to report incidents of bullying against themselves or others.

A confidential form to report bullying concerns is available on our school website:

www.adamstownccc.ie.

- Go to Anti - Bullying Referral

<http://adamstowncc.ie/Students/Anti-Bullying-Referral>

- Click Anti - bullying Referral Form

[Anti - Bullying Referral Form](#)

Parents are strongly encouraged to contact the school as soon as they suspect their son/daughter is being subjected to or is engaging in bullying behaviour.

Procedures:

An allegation of bullying will be dealt with as follows:

In the event of a bullying incident against another student(s) or member of staff:

1. The person/people involved will be advised to cease this behaviour and where necessary steps will be taken to a) resolve any misunderstandings b) guidance will be given to change behaviour where necessary.
2. The parents/guardians of all parties involved will be informed and if necessary a meeting/meetings will be arranged.
3. If the situation does not improve other steps will be taken, including involving support agencies. If necessary the Principal with the Board of Management may discipline the student(s) carrying out the act of bullying by suspension.
4. Incidents of bullying reported to the school authorities will be recorded.
5. In cases where it is considered that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after it was determined that bullying behaviour occurred, a report must be made to the DLP.

The relevant teacher (the teacher who the bullying was initially reported to or the teacher who was in charge of the investigation) must record the bullying behaviour in the standardised recording template at Appendix A.

To support students affected by bullying Adamstown Community College will use a Restorative Practice approach. Restorative Practice is a values-based philosophy which honours the understanding that we are profoundly relational, interconnected and inherently good. The relational practices and explicit language aim to consciously build relationships and respond to harm /conflict in a way that honours relationships which connects us to our best selves and to one another. The intention is to develop a culture of empathy, care, respect and accountability that allows people to flourish.

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.

Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

This policy was adopted by the Board of Management on 25th October 2023.

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.

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: _____

Date: _____

Appendix A Template for recording bullying behaviour

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 School | <input type="checkbox"/> |
| Bus | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

5. Name of person(s) who reported the 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 | <input type="checkbox"/> |
| Disability/SEN related | <input type="checkbox"/> |
| Racist | <input type="checkbox"/> |
| Membership of Traveller community | <input type="checkbox"/> |
| Other (specify) | <input type="checkbox"/> |

8. Brief description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____