



**Deele College  
Raphoe**

**Anti-Bullying Policy**

*(Updated Thursday 13<sup>th</sup> October, 2022.)*

*This Policy has been reviewed and approved by the Board of Management of Deele College at their meeting on Thursday 13<sup>th</sup> October, 2022.*

**Date of Approval:**

*Thursday 13<sup>th</sup> October, 2022.*

**Review Date:**

*Thursday 13<sup>th</sup> October, 2023.*





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## 1. Scope of Policy

This policy has been drawn up in consultation with the Board of Management, staff, parents and students of Deele College and has been approved and ratified by the Board of Management on **Thursday 13<sup>th</sup> October, 2022**. The policy applies to all pupils and their parents/guardians who are enrolled in Deele College as a student:

1. in Junior Cycle.
2. in Transition Year (TY).
3. in Senior Cycle – Leaving Certificate, Leaving Certificate Vocational Programme (LCVP) or Leaving Certificate Applied Programme (LCA).

This policy should be read in conjunction with all other Deele College policies, which are available on request from the school principal, administration office or school website. Our Anti-Bullying Policy must be read as a pre-requisite to enrolment or transfer to Deele College to ensure that the conditions are accepted and understood. In devising this policy, Deele College aspires to establish and promote a positive teaching and learning environment across all our curricular and extra-curricular activities.

## 2. Mission Statement and Peace Pledge

Deele College aims to protect the wellbeing of its students and staff by providing a safe and nurturing environment at all times. Our Mission Statement affirms that we are:

*“A caring learning community, we promote mutual respect in a safe and happy school, where the fulfilment of each individual’s potential is our goal”.*

Our Peace Pledge inspires that:

*“Together we are rooted in peace which nurtures others and respects differences. In a spirit of true peace, we pledge to fulfil the happiness of others and build unending harmony.”*

## 3. Operating Context

### 3.1 A Learning Community

It will be the function of Deele College to establish a positive behavioural procedure so that the right to learn is realised and the need to ensure that the values of mutual respect, self-discipline and social responsibility permeate the life of the Deele College community. The college recognises the need to protect the rights of students and to ensure the creation and maintenance of an atmosphere where effective teaching, learning, assessment and feedback can take place.

Deele College is committed to creating a safe environment for all our students that will enhance their opportunities to learn, engage, communicate and develop skills that will prepare them for many aspects of life. To that end, Deele College looks to promote qualities of social responsibility, tolerance and understanding, and habits of mutual respect and courtesy.

This policy outlines the guidelines and behaviours that our students are expected to follow when attending Deele College or any school activities. If the school’s Anti-Bullying policy is not adhered to by the students, an appropriate sanction as outlined in the Code of Positive Behaviour will be imposed.

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 Deele College has adopted the following Anti-Bullying policy within the framework of the school’s overall Code of Positive 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. It is envisaged that the Anti-Bullying Policy will be revised annually by the Board of Management.

### 3.2 School Culture

Deele College wants to uphold a positive school culture and climate which:

1. is welcoming of difference and diversity and is based on inclusivity;
2. encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
3. promotes respectful relationships across the school community;
  - promotes 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:
    1. build empathy, respect and resilience in pupils; and
    2. 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.

### 3.3 Safe School for Students

Every student attending Deele College has the right to enjoy school life free of bullying. The college environment must be safe and secure for all of its members. Consequently, any form of emotional, verbal, physical or sexual abuse will not be tolerated and any form of anti-social activities is prohibited.

An Anti-Bullying Charter exists in Deele College and is on display in all classrooms. Discrimination on any grounds of ethnicity, special educational needs, disability, family status, marital status, language/accents, gender, sexual orientation, membership of the travelling community, religious/political beliefs and values will not be tolerated.

Where conflict between students occurs outside of school time but affects relationships in school and may pose a threat to the welfare of students, the college will take appropriate steps to resolve the conflict and the students involved in this negative behaviour may be subject to a sanction. Any behaviour outside school which brings the school into disrepute or undermines the values of the school will be treated as a breach of this policy.

### 3.4 Discipline and Sanctions

Self-discipline is required of all members of the college community. If and when required, sanctions will be applied by the college in a fair and transparent manner. In the application of sanctions, the college will make a clear distinction between misdemeanours, minor and serious breaches of the Code of Positive Behaviour.

In the event of a breach of the Code of Positive Behaviour involving a Special Educational Needs (SEN) student, the relevant coordinator may be consulted before any decisions are made or sanctions imposed. To avoid conflict and to better understand their students, teachers must be familiar with the needs of the students in their class and implement the recommendations of the SEN department.

The school also reserves the right to report any illegal activities to the appropriate authorities.



#### 4.0 What is 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 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 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 Positive Behaviour.

#### 4.1 Examples of Bullying Behaviours

##### 4.1.1 Types of Bullying

There are many types of bullying behaviour that set out to hurt another person physically or emotionally, to deliberately exclude or isolate someone, or to threaten or intimidate someone. These are some of the types of behaviour that are not acceptable in Deele College. They are mentioned so that all students are aware of them so that they can see how a bully can act in many different ways in a school.

##### 4.1.2 Physical Aggression

This obviously includes poking, shoving, punching, kicking, tripping people and more serious forms of physical assault or fighting. While students often engage in 'messing', horseplay" or "just a game" this should never be a disguise for physical harassment or inflicting pain. Physical threats are sometimes used to bully a victim into handing over money or other valuables, or a victim is forced to take something belonging to someone else and handing it over to the bully.

##### 4.1.3 Damage to Property

A bully will often target the personal belongings of another. Damage to a locker, school bag, books or pencil case. Stealing personal items, emptying or hiding school bag or PE gear. Breaking something of value to the other person.

##### 4.1.4 Intimidation

Some bullying behaviour takes the form of open intimidation, such as mentioned above but can also include shouting at someone, using loud aggressive language. Not as obvious, but just as serious, is aggressive body language, including the so called 'look', where a bully conveys aggression or dislike through a deliberate look or facial expression. Anonymous phone calls to either staff or students are a form of intimidation.



#### 4.1.5 Isolation

This type of bullying is often more common among some students. A person is deliberately ignored, isolated, left out of activities by some or all within a group. There is often a ringleader involved. This is sometimes accompanied by writing the victim's name or insulting remarks about the victim on classroom boards, in toilets, in public places or on social media platforms. Passing around notes or drawings of another or whispering about them loud enough to be heard can cause great distress.

#### 4.1.6 Name Calling

Persistent name calling which is intended to hurt or annoy someone is a form of bullying. Often this name calling refers to physical appearance, size, clothes but it can also be aimed at those who are hard-working and bright or those who are weak academically. Good natured banter or "slagging" is fine whenever it is not intended to hurt but there must be an awareness that too many comments about appearance, hairstyle, hygiene or references to members of another's family can overstep the limit.

#### 4.1.7 Cyber Bullying

Modern technology has given bullies a new platform for their actions. Using technology, especially social networking platforms, mobile phones, texting, to intimidate, exclude, spread rumours, insult, impersonate others is a serious form of bullying. No-one should post abusive or threatening comments on another's profile, set up fake profiles or webpages, block another from a popular group or community (such as a school or class group on social media). No-one should ever post images or videos intended to embarrass or humiliate someone or create a false image that would serve this purpose.

It is important to note that the school authorities reserve the right to discipline a student for actions taken off campus, such as using the internet at weekends to bully or undermine another student or staff member. The school also reserves the right to look at the contents of a student's mobile phone/electronic device where there is a suspicion that it may contain inappropriate content.

#### 4.1.8 Examples of Bullying Behaviours

<b>General</b>	<ul style="list-style-type: none"> <li>● Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>● Physical aggression.</li> <li>● Damage to property.</li> <li>● Name calling.</li> <li>● Slagging.</li> <li>● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.</li> <li>● Graffiti.</li> <li>● Extortion.</li> <li>● Intimidation.</li> <li>● Gestures.</li> <li>● Invasion of personal space.</li> <li>● A combination of any of the types listed.</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li>● <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person's reputation.</li> <li>● <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual.</li> <li>● <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name.</li> <li>● <b>Flaming:</b> Using inflammatory words to start a football and online fight.</li> <li>● <b>Trickery:</b> Fooling someone into sharing personal information which is then posted online.</li> <li>● <b>Outing:</b> Posting for sharing confidential or compromising information or images.</li> <li>● <b>Exclusion:</b> Purposefully excluding someone from an online group.</li> <li>● <b>Cyberstalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety.</li> <li>● Silent telephone/mobile phone calls.</li> <li>● Abusive telephone/mobile phone calls.</li> <li>● Abusive text messages.</li> </ul>



	<ul style="list-style-type: none"> <li>• Abusive email.</li> <li>• Abuse of communication on social networks.</li> <li>• Abusive website comments/blogs/pictures.</li> <li>• False accusations.</li> <li>• Abusive posts on any form of communication technology.</li> </ul>
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation.</li> <li>• Taunting a person of a different sexual orientation.</li> <li>• Name Calling e.g. gay, queer, lesbian.</li> <li>• Physical intimidation or attacks.</li> <li>• Threats.</li> </ul>
<b>Racial</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic for traveller background.</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip.</li> <li>• Isolation and exclusion.</li> <li>• Ignoring.</li> <li>• Excluding from the group.</li> <li>• Taking someone's friends away.</li> <li>• Bitching.</li> <li>• Spreading rumours.</li> <li>• Breaking confidence.</li> <li>• Talking loud enough so that the victim can hear.</li> <li>• The "look".</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome and sexual comments or touching.</li> <li>• Harassment.</li> </ul>

### 5.0 The Relevant Teacher

The relevant teachers for investigating and dealing with bullying are as follows:

- The relevant teachers in Deele College are:
  1. Any teacher may act as a relevant teacher if circumstances are appropriate.
  2. Class-tutor.
  3. Student Support Team.
  4. The Years-heads.
  5. The Deputy Principals – Ms Carmel Mulligan and Mr Shane Mc Art.
  6. The Principal – Mr Joe Boyle.

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the Deele College Anti-Bullying Policy.

*All teachers are in a position to listen if a report is made and this report is passed on to the relevant teacher where appropriate.*

### 6.0 Education and Prevention Strategies

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:

#### 6.1 Preventative Strategy

The school will work proactively to ensure as far as it can that bullying does not take place. Bullying can be prevented by raising awareness of all in the school community about the reality of bullying and its detrimental effects. The school uses the following approaches:

1. Discussion during form class on a regular basis;
2. Students encouraged to report matters of concern;
3. Student Support Team are available for students to speak to;
4. The school seeks opportunities to enhance the self-esteem of all pupils;
5. The school has information for parents and students on bullying behaviour – these are available on request.

#### 6.1.1 The Principal / Deputy Principals





Principal/Deputy Principals addresses all incoming students on the first day of enrolment, or as soon as is practicable, on the need for good behaviour and the need for compliance with all school rules. A copy of the Deele College Code of Positive Behaviour is provided to each student, where the school disciplinary procedures are explained to students and the necessity for these emphasised so that an atmosphere conducive to high quality teaching and learning is maintained and the highest possible standard of education provided for all pupils.

Bullying behaviour by any student undermines the quality of education and imposes psychological damage. Students must understand that bullying of any kind will not be tolerated in Deele College and the importance of reporting any bullying or abuse to the school authorities at an early stage should be emphasised. When dealing with bullying the Code of Positive Behaviour will be applied.

### 6.1.2 The Year-heads

The Year-head will hold regular meetings with the class tutors and the Student Support Team to discuss all aspects of student wellbeing and to put a plan in place to take action where necessary. The Year-head is responsible for the provision of resource material for the use of class tutors in dealing with bullying behaviour of any sort and also work closely with the Principal and Deputy Principal; on all aspects of policy on bullying.

Year-heads should meet on a regular basis and formulate any necessary amendments to the school policy for the Principal's consideration and the Board of Management's approval.

At the staff meeting which is held on the first day of the new school year the Class Tutors and Year-heads are appointed for the school year. Countering bullying of any kind will be an important part of their function.

### 6.1.3 Class Tutors

Under our Student Support Team care system each class group will be allocated a Class Tutor. At the students' induction at the start of the school year the Class Tutor will meet their designated class group in order to get to know each individual and to explain their role throughout the school year.

The Class Tutor should be regarded as the students' liaison between the class teacher and the Year-head, Deputy Principals and Principal. Students should be encouraged to speak to the class tutor or any member of the Student Support Team or any teacher whenever any difficulty may arise and especially with regard to any form of bullying, whether inside or outside of the school.

The Class Tutor should ensure that all students:

- Have a copy of the school's Code of Positive Behaviour and can access the Anti-Bullying policy;
- Are familiar with what it contains;
- That new admissions after 1<sup>st</sup> September have the rules explained to them and the necessity for compliance by all students.

### 6.1.4 Parents

Parents are strongly encouraged to contact the school as soon as they suspect their son/daughter is being subjected to bullying behaviour. A record should be kept of incidents. The matter will be dealt with by the school in accordance with the school's policies. Parents should be encouraged to keep a record of any incidences.





### 6.1.5 Strategies that may be used by the school

- Full implementation of SPHE, RSE and CSPE programmes and curricula to ensure that school culture support a safe social and personal environment. Training for staff in delivering these programs.
- Whole school training on bullying will include all school’s personnel, students and parents and the wider community.
- Whole school delivery of lessons on bullying.
- Whole school delivery of lessons on relational aggression, cyber bullying, homophobic and transforming bullying diversity and inter-culturalism.
- Training for SPHE teachers on resolving bullying.
- The implementation of regular whole school awareness measures – parents’ seminars, student surveys, regular school or group assemblies by Principal, Deputy Principals or Year-heads.
- Development and promotion of an Anti-Bullying policy for the school to be included in student diary and displayed publicly in common areas and classrooms.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to moderate student use of communication technology within the school.
- Encouragement of the Student Council to become involved in contributing to receive school environment. Buddy, mentor and other student support activities can help to support first year students with their transition to Deele College.
- Ensuring that students **“Know who to tell and how to tell”**:
  1. direct approach to teacher at an appropriate time;
  2. hand a note up with homework;
  3. make a phone call to the school or to a trusted teacher in the school;
  4. students can use Google Classroom to contact their Year-head or Class Tutor;
  5. get a parent or friend to tell on your behalf;
  6. How can parents tell?
  7. How can bystanders tell?
- Administer a confidential questionnaire during the term to all students.
- In the 2020-2021 school year our 1<sup>st</sup> and 2<sup>nd</sup> year students will participate in the DCU Anti-Bullying programme FUSE and Helping Hands. FUSE and Helping Hands is an anti-bullying and online safety programme developed by the Anti-Bullying Research and Resource centre in DCU.
- FUSE and Helping Hands are grounded in Irish and international best practice research, consisting of a series of workshops and projects aimed at 1<sup>st</sup> and 2<sup>nd</sup> Year students in Junior Cycle.

### 7.0 Report and Disclosure of Bullying Behaviour

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:

#### 7.1 Initial Reporting and Disclosure of Bullying Behaviour

Action taken by	Procedure	Support and/or sanction May include
Subject teacher, Class Tutor, or any teacher can fill out the Bullying Behaviour Recording Form	Challenge the behaviour as being unacceptable.	Serious talk with student(s) re: effects of their behaviour.
Members of the Student Support Team	Speak to both students separately and try to resolve the issue using an established intervention	Verbal warning. Student(s) involved warned to stop.



<p>If the teacher feels they can resolve the situation.</p> <p>Always consult with an appropriate colleague or management.</p> <p>Notify the Year-head through use of the Anti-Bullying Recording Form.</p>	<p>technique e.g. Restorative Practices.</p> <p>Keep a record (informal).</p> <p>Teacher will follow up progress with victim and bully, bystanders or others involved.</p> <p>N.B. If the incident has not been resolved within 20 days, the relevant teacher must record the behaviour on the Bullying Behaviour Recording Form.</p>	<p>Seek verbal agreement regarding future behaviour. Outline a fair outcome if appropriate e.g. an apology, return of property etc.</p>
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### 7.2 Subsequent Reporting and Disclosure e.g. Second Incident by the Same Student

Action taken by	Procedure	Support and/or sanction May include
<p>Relevant Teacher.</p> <p>Tutor, Year-head involved.</p> <p>Member of the Student Support Team may be involved.</p>	<p>Incident investigated by the Year-head using Restorative Practices.</p> <p>Principal, Deputy Principal are informed.</p> <p>Both sets of parents informed by the Year-head or Deputy Principal.</p> <p>Keep a record.</p> <p>Year-head follows up progress with victim and bully, bystanders or others involved.</p>	<p>Serious talk with the student regarding behaviour and future behaviour.</p> <p>Parents sign written agreement regarding future behaviour.</p> <p>Speak with the Guidance Counsellor.</p> <p>Detention/other agreed sanction from school's Code of Positive Behaviour.</p> <p>Monitor future behaviour.</p>

### 7.3 Where Bullying Behaviour Persists - Serious Incident of Bullying

Action taken by	Procedure	Support and/or sanction May include
<p>Relevant Teacher.</p> <p>Principal or Deputy Principals are involved.</p> <p>Year-heads.</p> <p>Student Support Team may be involved.</p> <p>The incident may be referred to the Board of</p>	<p>Parents and student meet with Principal or Deputy Principal.</p> <p>Use established intervention Strategies such as Restorative Practices.</p> <p>Feedback to Year-head.</p> <p>Records kept.</p>	<p>Detention, suspension and other agreed sanction from the Deele College Code of Positive Behaviour.</p> <p>Parents are met and conditions set regarding students' future behaviour.</p> <p>Counselling offered.</p> <p>Referral to child</p>



Management at the discretion of the Principal.	Follow-up progress with the victim and bully, bystanders or others involved and continue to monitor the situation.	Psychologist, Garda Juvenile Liaison Office (JLO).  Contact with other support agencies e.g. anger management.  The future of the student in the school may be considered.
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The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's Anti-Bullying policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:

1. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
2. If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist their efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
3. The relevant teacher must use the Record of Bullying Behaviour - Appendix 3 to record the bullying behaviour in the following circumstances:
  - 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
  - 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.

## 8.0 Deele College Support Structure

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

### 8.1 Structure of Support

1. Class Tutor
2. Year Head
3. Student Support Team
4. Guidance Counsellors
5. Principal/Deputy Principals
6. Anti-Bullying Officer

A programme of support for pupils who have been bullied will ensure that they receive counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A program of support for those pupils involved in bullying behaviour will also be part of the school's intervention process. Pupils involved in bullying behaviour will receive assistance on an ongoing basis when necessary. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting the needs without violating the rights of others. Pupils who observe incidents of bullying behaviour would be encouraged to discuss them with their teachers.



## 8.2 Established Intervention Strategies

- Teacher interviews with all students;
- 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:
  1. Working with parents to support school interventions;
  2. No Blame Approach;
  3. Circle Time;
  4. Restorative Interviews;
  5. Restorative Conferencing;
  6. Peer mediation where suitable training has been given.

## 8.3 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.

## 8.4 Prompt Questions

- What supervision is needed for the control of school activities on a rota basis?
- Have bullying danger spots been identified in collaboration with students?
- How will teaching staff be involved?
- How will non-teaching staff be involved?
- How will the Student Support Team and structures (including Year-heads, Class Tutors, SPHE, Guidance, RE, CSPE, HSCL, SEN support teachers) support measures to counter bullying behaviour?
- How will students, in particular, senior students be involved as a resource to assist in countering bullying? In this regard, has a mentoring or buddy system been considered?
- How will the Student Council, school clubs and societies be involved?
- In relation to the Acceptable Use Policy in the school are the following issues addressed:
  1. Are all internet sessions supervised by a teacher?
  2. Does the school regularly monitor students' internet usage?
  3. Have students been instructed to use only approved class accounts for email purposes and to use these only under supervision by, or permission from, a teacher?
  4. Have students been instructed that they can only access educational sites and platforms for the purpose of teaching and learning that have been approved by the school?

## 8.5 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.

## 8.6 Board of Management

This policy was adopted by the Board of Management on 13-10-2022.

This policy has been made available to school personnel, published on the Deele College website [www.deelecollege.ie](http://www.deelecollege.ie) and provided to the Parents' Association at their meeting on 6<sup>th</sup> October, 2022. A copy of this Anti-Bullying policy will be made available to the Department of Education and the Donegal ETB.



This policy and its implementation will be reviewed by the Board of Management annually. 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, to the Donegal ETB and the Department of Education.

### **9.0 Evaluation**

All school policies are subject to regular review. This policy will be reviewed in the light of experience.

This document has been drawn up in accordance with the Department of Education's "***Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools***" published in September 1993.

This policy will be available on the Deele College website at [www.deelecollege.ie](http://www.deelecollege.ie)



## Appendix 1

### Practical tips for building a positive school culture and climate.

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils 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 pupils 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, racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils 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 pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school Acceptable Use Policy on mobile phones and internet use.
- Follow up and follow through with pupils who ignore the Code of Positive Behaviour.
- 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 pupil 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 and outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
  1. Hot spots tend to be in the playground, school yard and outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  2. Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground, school yard or moving classrooms.
- Support the establishment and work of Student Councils.



## Appendix 2 Deele College Anti-Bullying Charter

### Key elements of a positive school culture and climate regarding Bullying & Anti-Bullying Procedures

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying and aggressive behaviour by any member of the school community.

*Please see Deele College Anti-Bullying Policy for more information.*





### Appendix 3

### Record of Bullying Behaviour

<b>Name of pupil being bullied and class group</b>				
Name:			Class:	
<b>Name(s) and Class(es) of pupils engaged in bullying behaviour</b>				
Name:			Class:	
Name:			Class:	
Name:			Class:	
<b>Source of bullying concern/report</b>			<b>Location of incidents</b>	
Pupil concerned			School Yard	
Other pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			School bus	
			Other	
<b>Name of person(s) who reported the bullying concern</b>				
<b>Type of bullying Behaviour</b> (tick relevant boxes).				
Physical aggression		Cyberbullying		
Damage to property		Intimidation		
Isolation/Exclusion		Malicious gossip		
Name calling		Other (specify)		
<b>Where behaviour is regarded as identify-based bullying, indicate the relevant category:</b>				
Homophobic	Disability/SEN related	Racist	Membership of the Travelling Community	Other (specify)
<b>Brief Description of bullying behaviour and its impact.</b> (Use page overleaf if required)				
<b>Details of actions taken:</b>				

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Date submitted to Principal /Deputy Principal \_\_\_\_\_



## Appendix 4

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

The Board of Management 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
1. 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> ?	√
2. Has the Board published the policy on the school website <a href="http://www.deelecollege.ie">www.deelecollege.ie</a> and provided a copy to the Parents' Association?	√
3. Has the Board ensured that the policy has been made available to school staff (including new staff)?	√
4. 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?	√
5. Has the Board ensured that the policy has been adequately communicated to all pupils?	√
6. Has the policy documented the prevention and education strategies that the school applies?	√
7. Have all of the prevention and education strategies been implemented?	√
8. Has the effectiveness of the prevention and education strategies that have been implemented been examined?	√
9. Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	√
10. Has the Board received and minuted the periodic summary reports of the Principal?	√
11. 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?	√
12. Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	√
13. Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	√
14. Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	√
15. 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?	√
16. Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	√
17. Has the Board put in place an action plan to address any areas for improvement?	√

Signed \_\_\_\_\_  
Chair of the Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_



## Appendix 5

### Notification of the Board of Management's annual review of the Anti-Bullying Policy

To: \_\_\_\_\_

The Board of Management of Deele College 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 Deele College on 13<sup>th</sup> October, 2022.
- 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* \_\_\_\_\_  
*Chair, Board of Management*

*Date* \_\_\_\_\_

*Signed* \_\_\_\_\_  
*Principal*

*Date* \_\_\_\_\_



## Appendix 6

### How can I tell if my child is being bullied?

There are some signs to look out for if you have suspicions. These can include:

- Unexplained bruises;
- Afraid and anxious when going to or coming from school;
- School performance getting steadily worse for no obvious reason;
- Being generally nervous, tense, unhappy;
- Not explaining suspicious incidents with vague explanations;
- Signs of being isolated from others of the same age;
- Signs of regular interference with personal property, books, etc;
- Frequently asking for (or perhaps stealing) money;

Although these can also indicate problems other than bullying, it's important that you don't ignore them. Try to encourage the child to talk about what's going on, either to you or to another trusted adult.

## Appendix 7

### How can I tell if my child is a bully?

Here are some indicators of bullying behaviour:

- A tendency to bully family members;
- Being a victim of bullying;
- Regularly witnessing bullying behaviour in their environment;
- Being frequently short-tempered and/or aggressive;
- Having past experiences which can still cause negative feelings;
- Bringing home items that you know weren't bought;
- Speaking of others in a negative way, perhaps on the basis of their appearance or beliefs or social status;
- Showing an interest in violent behaviour;
- Showing little sensitivity towards others;
- Having low self-esteem;
- Being the subject of previous complaints or suggestions of bullying behaviour.

## Appendix 8

### How does a Parent inform the school of my concerns?

- Contact the school.
- Make an appointment to meet with someone in authority in the school.
- Don't exaggerate. Be honest and stick to the facts as you understand them.
- Make some notes beforehand to make sure you don't forget to mention any important points.
- Recognise that you may be upset when you speak to the teacher.
- Accept that your child may not have told you all the facts and that there may be another side to the story.
- Ask for a copy of the school's Anti-Bullying policy.
- Find out what action the school intends to take.
- Arrange for a follow-up meeting with the teacher to measure any improvement in the situation.
- After the meeting you may wish to make a note of what was agreed and send a copy to the teacher.
- If you are not happy with the teacher's response, make an appointment to see the Principal.
- If you still feel dissatisfied having spoken to the Principal, contact the Board of Management. Remember to keep copies of all letters you send and receive.
- If your child is happy to have you attend you can request that all interviews with him or her on this issue are conducted in your presence.