



ANTI BULLYING POLICY

Version	v2
Date Ratified by Board of Management	13th January 2022



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 Ennis Community College/Gaelcholáiste an Chláir 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 School reserves the right to apply its anti-bullying policy in respect of bullying that occurs at a location, activity, function or programme that is not school related if in the opinion of the principal and/or Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim and/or has materially or substantially disrupted the education process or the orderly operation of the school.
3. 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:

(a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;
- encourages students to disclose and discuss incidents of bullying behaviour in a non threatening environment; and
- promotes respectful relationships across the school community;

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in students; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

(f) Effective supervision and monitoring of students

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

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(i) On-going evaluation of the effectiveness of the anti-bullying policy.

This anti-bullying policy sets out, in writing, the framework within which the whole school community of *Ennis Community College & Gaelcholáiste an Chláir* manages issues relating to bullying and the school's strategy to prevent bullying behaviour.

Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

Scope

A. To what will the policy apply?

The policy addresses bullying behaviour, harassment cyber and sexual harassment.

B. To whom will the policy apply?

This policy applies to all members of the school community including teaching staff, SNA's, students, parents, guardians, ancillary staff and visitors in accordance with the Employment Equality Acts 1998 and 2004.

C. When will the policy apply?

The policy will apply to a number of time periods/activities including:

- School time (including break times)
- Going to and from school
- School tours/trips
- School yard
- Extra-curricular activities
- Social networking/media and cyber technology sites such as Twitter, Facebook, Snapchat, TikTok etc. and texting that have a negative impact on school life.

Furthermore the policy applies outside the school if the behaviour impacts upon any person's participation in our school. It deals with negative behaviours and attitudes which arise or

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occur in school and which affect the progress and sense of emotional wellbeing of students or other people at the school. The policy will outline the necessary steps to be taken when a bullying incident is reported.

Bullying behaviours such as cyber bullying which break the law may be referred to the Gardaí.

Rationale

Our school community believes that each student has the right to an education free from fear and intimidation. Bullying is not tolerated. Bullying can be a secret activity and difficult to detect. In order to ensure that no student should suffer in this way, communication between home and school is very important. The vast majority of students in this school are unaffected by bullying behaviour. There is no need for parents/guardians to worry unduly.

It is a priority issue identified by the staff, students and parents. This policy is based on the Legal and Regulatory Context on the document “*Guidelines on Countering Bullying Behaviour*” 1993, *Anti-Bullying Procedures for Primary and Post Primary Schools September 2013* and on our school mission statement.

Relationship to characteristic spirit of the school

In Ennis Community College & Gaelcholáiste an Chláir we aim to develop the full potential of every student in a learning environment where fairness, understanding, success and discipline is pursued.

This policy is based on the school’s fundamental aim to foster in students an attitude of learning to serve them for life-long learning. Students are encouraged to strive for excellence at the level of their full potential.

Mission Statement

Ennis Community College with the Co-operation of its Educational partners, will continue to provide an environment where each student is cherished equally and is nurtured to a personal, intellectual and moral maturity.



The school is committed to creating an atmosphere of excellence in learning by challenging the pupils to reach their full potential.

We will foster an appreciation of the arts, our National and European culture while encouraging respect for all other cultures and ethnicities in response to an ever changing society.

The college is non-denominational and provides equality of access to children of all social, cultural & religious backgrounds.

The characteristic spirit of the school is one of care and attention to all students, irrespective of economic circumstance, gender, sexual orientation, religious or philosophical outlook, race or social situation.

It aspires to provide a holistic education encompassing, as far as practicable, all dimensions of the student's being.

Goals/Objectives

- To create a school ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence.
- To affirm the right of all within the school to live a life free from bullying.
- To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, students, parents/guardians.
- To create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community across the nine grounds covered by the equality legislation.
- To ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviours.
- To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To put into effect procedures for reporting and recording incidents of bullying behaviour.
- To put into effect procedures for investigating and dealing with incidents of bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour.
- To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.



Definition of bullying behaviour:

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

Unwanted negative behaviour, verbal, psychological or physical conduct, 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:

Bullying behaviour is deliberate and repeated aggression, verbal, psychological or physical, conducted by an individual or group against any person..

Bullying may take the forms of verbal bullying (attacks of a highly personal or sexual nature, which may be directed at a student's family, culture, race or religion, or the spreading of malicious rumours), physical bullying, gesture bullying (non-verbal threatening gestures which convey intimidatory or frightening messages), isolation, exclusion, extortion (demands for money, possessions or equipment, or forcing a student to steal), intentional diminishment, or cyber-bullying (the use of web-pages, e-mails and especially social media or text messages to abuse, intimidate or attack a student).

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*.

Examples of bullying behaviours



<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> · Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. · Physical aggression · Damage to property · Name calling · Slagging <ul style="list-style-type: none"> · The production, display or circulation of written words, pictures or other materials aimed at intimidating another person · Offensive graffiti · Extortion · Intimidation · Insulting or offensive gestures · The “look” · Invasion of personal space · A combination of any of the types listed.
	<ul style="list-style-type: none"> · Denigration: Spreading rumors, lies or gossip to hurt a person’s

<p>Cyber</p>	<p>reputation</p> <ul style="list-style-type: none"> · Harassment: Continually sending vicious, mean or disturbing messages to an individual · Impersonation: Posting offensive or aggressive messages under another person’s name · Flaming: Using inflammatory or vulgar words to provoke an online fight · Trickery: Fooling someone into sharing personal information which you then post online · Outing: Posting or sharing confidential or compromising information or images · Exclusion: Purposefully excluding someone from an online group · Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety · Silent telephone/mobile phone call · Abusive telephone/mobile phone calls · Abusive text messages · Abusive email · Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles · Abusive website comments/Blogs/Pictures · Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	

Homophobic and Transgender	<ul style="list-style-type: none"> · Spreading rumours about a person's sexual orientation · Taunting a person of a different sexual orientation · Name calling e.g. Gay, queer, lesbian...used in a derogatory manner · Physical intimidation or attacks · Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> · Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background · Exclusion on the basis of any of the above
Relational	<ul style="list-style-type: none"> · This involves manipulating relationships as a means of bullying. Behaviours include: · Malicious gossip · Isolation & exclusion · Ignoring · Excluding from the group · Taking someone's friends away · "Bitching" · Spreading rumours · Breaking confidence · Talking loud enough so that the victim can hear · The "look"
Sexual	<ul style="list-style-type: none"> · Unwelcome or inappropriate sexual comments or touching · Harassment

Special Educational Needs, Disability	<ul style="list-style-type: none"> · Name calling · Taunting others because of their disability or learning needs · Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying · Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. · Mimicking a person's disability · Setting others up for ridicule
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The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

The Relevant Teachers in this school are:



- Anti Bullying Team
- Anti Bullying Team Coordinator
- Year heads / Múinteoir i bhFeighil
- Deputy Principal
- Principal
- Others as identified by school management

5. The education and prevention strategies (including strategies specifically aimed at cyber bullying, homophobic and transphobic bullying) that may be used by the school are as follows

Staff, Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community is enforced through our school Dignity Charter.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour (SPHE Programme, Anti Bullying programme / wall, Growing Up LGBT resources, RSE programme, Outside Speakers)
- The fostering and enhancing of the self-esteem of all our students through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it - prevention and intervention.
- Professional development with specific focus on the training of the relevant teachers
- School wide awareness raising and training on all aspects of bullying, to include students, parent(s)/guardian(s) and the wider school community. (No Blame Approach, Anti bullying week, Friendship week, LGBTI Awareness week)
- 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 members of the anti bullying team. Supervision will also apply to monitoring student use of communication technology within the school.
- Bullying "black spots" within the school will be identified and monitored during break times.
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.



- A questionnaire will be given to students several times during the school year from the No Blame Approach programme. This will give students an opportunity to voice concerns. Each student is encouraged to write something down.
- Social networking sites will continue to be banned from student use during school time. The Anti-Bullying Policy operates in conjunction with the school's Acceptable Use Policy.
- Involvement of the student council in contributing to a safe school environment can help to support students and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school - to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with students and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.

- The implementation of regular whole school awareness measures, including dedicated notice boards in the school and classrooms on the promotion of friendship and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; regular student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Anti Bullying week during which lessons will be delivered to students teaching the No Blame Approach and Fuse Programme. Activities will take place to discourage bullying behaviour and teach the importance of respect, inclusion and acceptance.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that students know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Use of an Anti-bullying reporting box
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all students.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the students' use of mobile phones.
- School wide delivery of lessons on internet safety.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and NO Blame Approach Programmes.
- In post-primary schools, Social, Personal and Health Education (SPHE) must be timetabled as part of the Junior Cycle core curriculum. SPHE provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of Junior Cycle Social, Personal and Health Education.

- The Social Personal and Health Education (SPHE) Senior Cycle curriculum currently being developed by the NCCA will also deal with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.
- CSPE: Linkages can be made within the “Human Dignity” and “Rights and Responsibilities” section of the curriculum that will encourage positive behaviour between students.
- Continuous Professional Development for staff in delivering these programmes. · School wide delivery of lessons on bullying from evidence based programmes.
- School wide delivery of lessons on **Relational aggression** (Friends for Life), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let’s Fight it Together, Web wise Primary teachers’ resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack)**Diversity and Interculturalism.**

Involving Parents / Guardians & the wider Community

- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.
- Awareness of the Anti-Bullying Policy will be raised on parents’ nights e.g. First Year enrolment and open nights.
- There will be continued involvement with the local community to gain awareness of any existing problems.
- Outside speakers / drama groups will be engaged for both students and parents.

Links to other policies

Other policies which are relevant include;

- Code of Behaviour.
- Child Protection.
- Internet Safety: Acceptable Use Policy.
- Health and Safety.
- Critical Incident Policy.
- SPHE/RSE Policy.
- Whole School Guidance Plan
- Admissions Policy.
- Induction for new staff and students.
- Dignity in the Workplace.
- Student Support Team Policy.



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:

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

The school's procedures must be consistent with the following approach.

- Our school community believes that each student has a right to an education free from fear and intimidation.
- The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted student(s). Therefore it does not tolerate bullying of any kind.
- Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted student(s) and the perpetrator(s).
- An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying and to deal with bullying incidents, should they occur.
- The immediate priority, should a bullying incident occur, is ending the bullying and protecting the person(s) being targeted while avoiding any consequent negative repercussions.
- All students are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any instance of bullying, in school or outside the school, involving members of the school community they should notify a responsible adult, preferably a member of the 'Anti Bullying Team.' Bullying is too serious not to report.
- Every effort will be made to ensure that all involved (including students, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any student or parent(s)/guardian(s) may bring a bullying incident to a member of the Anti Bullying Team or to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the Anti Bullying Team.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the Anti Bullying Team.

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The No Blame Approach is made up of two strands.

Strand 1: Raising Awareness

Raising Awareness - The Anti Bullying Team strives to proactively explain the nature, variety, causes, consequences and unacceptability of bullying.

Students are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.

Students are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time. Our priority is to encourage our students to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a student is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to any member of the Anti Bullying team.

Through regular reports using our school communication platforms parents/guardians are regularly informed of the activities of the school Anti Bullying Team and encouraged to support their work.

All year groups are surveyed on a regular basis throughout the school year, to raise awareness, and to reassure the school community that all members can continue to learn and work in a calm and respectful environment.

Strand 2: Investigating bullying - initially a no-blame approach but the behaviour is taken very seriously

The school Anti Bullying Team investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end.

The School, through the Anti-Bullying Team reserves the right to ask any student to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a student is guilty of misbehaviour.

Students who are alleged to have been involved in bullying behaviour are interviewed by a member of the Anti Bullying Team to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all students fairly, equally and respectfully including the targeted student(s) / person(s).



When an investigation is completed and/or a bullying situation is resolved the Anti Bullying Team members involved will prepare a report, to include the findings of its investigation, the strategies adopted and the outcome of the intervention, as well as any other relevant information.

The Anti Bullying Team does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. It emphasises that its intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Students who report bullying therefore are not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continues.

If a student has signed such a promise but then chooses to break that promise and continues the bullying behaviour, this can then no longer be considered a "mistake." In this event parents will be informed and requested to countersign their son's promise. Breaching this additional promise is regarded as a very grave matter and serious sanction may be imposed by the school authorities (See sanctions below).

All documentation regarding bullying incidents is retained securely in the school.

Sanctions:

Where a student has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, sanctions may be imposed. These may include the following (this list is not exhaustive):

- The student may be required to sign another promise, this time countersigned by a parent/guardian;
- Parent(s)/guardian(s) may be contacted by the Principal, Deputy Principal, Year Head or Anti Bullying Team member (normally the coordinator) and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the Principal and/or Deputy Principal and/or Year Head and/or Anti Bullying Team coordinator;
- The student may be suspended from school;
- The case may be referred to the Board of Management. The Board of Management has a range of sanctions available to it up to and including expulsion from the school.

Recording of bullying behaviour

- Access to the records is open to school management, Anti Bullying Team members and if required the Board of Management only. Records will be retained for a period of up to five years after the student leaves the school. They are also available to parents/guardians or students who are 18 years of age or older.

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

- In-school supports and opportunities will be provided for the student(s) affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships, their social skills and to build resilience
- Observation by Year Head & Anti Bullying Team
- Referral to Student Support Team
- Referral to Outside Agency if necessary

8. Supervision and Monitoring of Students

The Board of Management will take such steps that are reasonably practicable to 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 students or staff or the harassment of students 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 13th January 2022.

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 of Education 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 of Education.

Signed: *Cllr Ann Norton*

(Chairperson Board of Management)

Signed: 

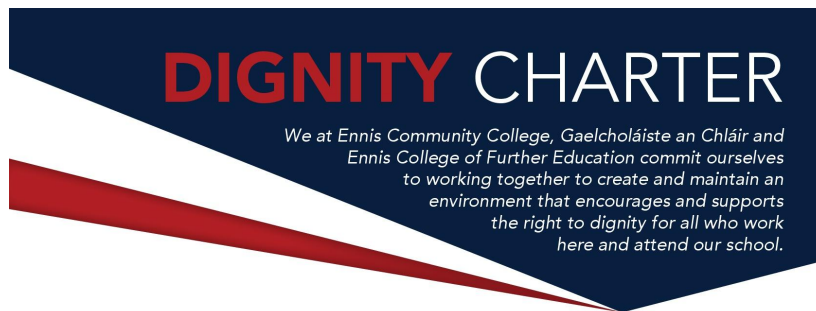
(Principal)



Appendix 1

Anti-bullying dignity charter

Bullying is unacceptable and will not be tolerated in Ennis Community College & Gaelcholáiste an Chláir.



All teachers, staff, students, members of our school community and visitors are expected to **respect the right of each individual to dignity**. Everyone can expect **respect** for their individuality and diversity.

Bullying in any form is not accepted by us and will not be tolerated. Our policies and procedures underpin the principles and objectives of this charter.

Each person on the campus has:

- ✓ The right to be respected, and the duty to respect others.
- ✓ The right not to accept name-calling, verbal or physical abuse, intimidating behaviour, isolating, harassing or humiliating treatment and the duty not to engage in such behaviour.
- ✓ The right to report this if it is happening to them and the duty to report it if they see it happening to others.
- ✓ The right to learn and the duty to promote learning and recreation in a safe and enjoyable atmosphere.



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All teachers, staff, students, members of our school community and visitors have a duty and a responsibility to uphold this Dignity Charter.

As students of ECC & GC we have all agreed that we will not:-

1. Physically or emotionally hurt another person
2. Threaten or intimidate another person
3. Deliberately exclude or isolate another person
4. Engage in cyberbullying

WE WILL REPORT BULLYING IN THIS SCHOOL

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Appendix 2

Anti-Bullying Agreement

Bullying is unacceptable and will not be tolerated in Ennis Community College & Gaelcholáiste an Chláir

- A record of incidents will be kept
- Procedures as described in our Anti-Bullying Policy will be followed
- Everyone involved in bullying will receive help
- Students who persistently bully may be suspended

I will not:

1. Hurt another person physically or emotionally
2. Threaten or intimidate
3. Deliberately exclude or isolate
4. Engage in cyberbullying

Signed:	Student	Date.....
	Parent	Date.....
	Principal.....	Date.....



Appendix 3

Template for recording bullying behaviour

Name of pupil being bullied and class group

Name _____ Class _____

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

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

- Pupil concerned
- Other Pupil
- Parent
- Teacher
- Other

**Location of incidents
(tick relevant box(es))***

- Playground
- Classroom
- Corridor
- Toilets
- School Bus
- Other

Name of person(s) who reported the bullying concern

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"/> |



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

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

Brief Description of bullying behaviour and its impact.....

Details of actions taken.....

Signed _____ (Anti Bullying Team member) Date _____

Date submitted to Year Head/Principal/Deputy Principal _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.



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

1. Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?
2. Has the Board published the policy on the school website 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 _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

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