



ANTI-BULLYING POLICY 2021-2022

LUSK COMMUNITY COLLEGE

Signed: _____.

Mr. Ken Farrell

Chairperson of Board of Management

Date: 19th January 2022

Signed: _____.

Mr. Pat Cole

Principal/Secretary to the Board of Management

Date: 19th January 2022

For Review: January 2023

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INTRODUCTION AND POLICY FRAMEWORK

Introduction

In keeping the values of Lusk Community College, *Respect, Responsibility and Kindness*, this Anti-Bullying Policy ensures that we as a school community actively strive to maintain a safe, secure, and peaceful learning environment for the benefit of our school community. School based bullying and negative behaviour can be firmly and actively addressed by the implementation of strategies and initiatives set out in this policy. This Policy ensures that all members of the school community are enabled to identify and act effectively in dealing with incidents of bullying and bullying behaviour.

The role of the school is to provide an appropriate education for all its pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests.

(Anti-Bullying Procedures for Primary and Post Primary Schools, 2013)

Policy Context and Rationale

Under the Education (Welfare) Act, 2000 all schools are required to have in place a code of behaviour. The Act requires that this code must be prepared in accordance with guidelines issued by the National Educational Welfare Board (NEWB). In accordance with the Education (Welfare) Act, 2000 and the guidelines issued by the NEWB, all schools are required to have an anti-bullying policy within the framework of their overall code of behaviour. This Policy has been drawn up in consultation with all the school partners, including the Board of Management, school staff, students and parents/guardians. This anti bullying policy draws on the following source documents:

- Education Welfare Act (2000)
- Equal Status Acts (2000-2004)
- Developing a Code of Behaviour: Guidelines for Schools as published by the National Educational Welfare Board (hereafter referred to as the NEWB) (2008)
- Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)
- DES2 Circular Letter 045/2013

This Anti-Bullying Policy complies with the provisions of all relevant legislation and with the Anti-Bullying Guidelines for Primary and Post-Primary Schools (DES, 2013), hereafter referred to as the DES procedures.

School Ethos

Lusk Community College is a Dublin and Dun Laoghaire Education and Training Board School (DDLETB). We are co-educational and multid denominational school. Our school promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff.

Lusk Community College Board of Management, with the support of our patron, DDLETB, works to create an atmosphere where all our students can feel that they belong. It is in this safe environment that students can grow and develop as individuals, allowing them the space to discover their own unique talents, interests and selves. *Kindness, Respect and Responsibility*, our school values, underpin daily life at Lusk Community College. We encourage and expect our students to live by these values, both in and outside school. As a school we aim to instil confidence, resilience and positive self-image in all our students and in attitudes to learning. Innovation and excellence are fostered through-out the school. It is understood and accepted that it is only through effective collaboration with our school partners, that we can achieve the best outcomes for our students. In creating the correct environment, it is our belief that students have the greatest opportunity to reach and surpass their full potential.

Scope of this Policy

This policy applies to all students, parents and staff of Lusk Community College. All members of the school community have an important role and responsibility in helping to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Bullying behaviour which occurs outside Lusk Community College and does not have an impact in school is outside the scope of this policy e.g., in the community, sports clubs, within families...etc. This policy recognises that a cornerstone in the prevention of bullying is a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity and respect.

Aims of this Policy

The Aims of this policy are:

1. To create and promote a positive school culture and climate for all.
2. To ensure that students/parents/staff are encouraged to disclose/discuss incidents of bullying in a supportive, understanding and empathetic environment.
3. To create awareness among the whole school community in order to help identify unacceptable behaviour.
4. To create a shared understanding in the school community of what bullying is and its impact.
5. To implement a whole school program of education and prevention strategies (including awareness raising measures and intervention strategies).
6. To provide procedures for dealing with cases, and suspected cases of bullying and bullying behaviour.
7. To ensure that a record of bullying behaviour is maintained, that consistency in recording and investigation takes place, including working with the relevant outside agencies.
8. To ensure a procedure for follow up of bullying, bullying behaviour.
9. To allow for the evaluation and improvement of the effectiveness of the anti-bullying policy and procedures.

Commitment to Key Principles of Best Practice

The Lusk Community College 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:

1. 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.
2. Effective leadership
3. A school-wide approach
4. A shared understanding of what bullying is and its impact
5. 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 homophobic and transphobic bullying.
 - effective supervision and monitoring of pupils.
6. Effective supervision and monitoring of pupils
7. Supports for staff
8. Consistent approach to recording, investigation and follow up of bullying behaviour
9. On-going evaluation of the effectiveness of the anti-bullying policy.

Prevention of Harassment

The Board of Management confirms that Lusk Community College will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students and 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. Please note that Bullying and Harassment will not be tolerated in Lusk Community College. Under this Anti-Bullying Policy, breaches may be referred to be dealt with under the Code of Behaviour. This will include the full range of sanctions of the Code of Behaviour, up to and including Suspension and Exclusion. In situations where an incident (bullying or misconduct) is serious and where the behaviour is regarded as potentially abusive, the matter will be referred to the Designated Liaison Person (DLP).

Related Policies

Lusk Community College recognises that child protection and welfare considerations permeate all aspects of school life. This must be reflected in all policies, practices, and activities. The Anti-Bullying Policy is a central policy in Lusk Community College. It is one of the most important policies with regards to how the College provides for the care and well-being of students. However, it does not operate in isolation. All school policies relate to the anti-bullying policy. Some of the policies that are most relevant to anti bullying are listed below.

- ICT & Acceptable Use Policy
- Personal Electronic Device Policy
- Code of Behaviour
- Admissions Policy
- Child Safeguarding

- Health, Safety & Welfare
- Attendance Policy
- Data Protection Policy
- Critical Incident Policy

This list is not exhaustive.

Child Safeguarding Statement

The Child Protection Statement outlines how the College manages all welfare concerns including bullying. In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements, Lusk Community College has agreed the Child Safeguarding Statement set out in this document.

The Child Protection Statement outlines how Lusk Community College manages all welfare concerns including bullying as follows:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children.
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect.
- develop a practice of openness with parents and encourage parental involvement in the education of their children,
- fully respect confidentiality requirements in dealing with child protection matters.

Lusk Community College will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

Anti-Bullying Policy Content

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. (DES, 2013).

Although the definition states that the behaviour is usually repeated over time, a once off/isolated incident can be regarded as bullying.

In addition, in the context of these procedures, 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” (DES, 2013).

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 will be dealt with as appropriate, in accordance with the school’s code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation.

Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community)

Types of Bullying

The following are some of the types of bullying that can occur amongst pupils:

Bullying Type	Description/Example (Non-exhaustive)
Physical aggression	Pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.
Intimidation	Very aggressive body language with the voice being used as a weapon Facial expression which conveys aggression and/or dislike
Isolation/ Exclusion	This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of a group. Other accompanying behaviours include; writing insulting remarks about a student in public places, passing around notes about or drawings of the student, whispering insults about them loud enough to be heard...etc.

Relational Bullying	This occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. This can happen by the student(s) engaged in the bullying behaviour controlling friendships, non-verbal gesturing, malicious gossip, spreading rumours about a person, giving a person the 'silent treatment',....etc
Cyber Bullying	This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging, apps, gaming sites, chatrooms and other online technologies
Name calling	Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates e.g. with reference to physical appearance, accent, distinctive characteristics...etc.
Property Damage	Damage to clothing, mobile phone or other devices, school books, learning materials, pupils locker, bicycle...etc
Extortion	Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.
Identity Bullying	Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Additional information on different types of bullying is set out in section 2 of the Antibullying Procedures for Primary and Post-Primary schools (DES, 2013).

Impacts of Bullying Behaviour

Pupil	Possible Impacts May Include:
Pupils being bullied:	<ul style="list-style-type: none"> ▪ May develop feelings of insecurity, humiliation, extreme anxiety ▪ Self-confidence may be damaged ▪ Experience lowering of self-esteem. ▪ While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. ▪ Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.
Pupils who witness bullying:	<ul style="list-style-type: none"> ▪ May also be affected and may suffer in similar ways to those who are bullied. ▪ For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves.

	<ul style="list-style-type: none"> ▪ Pupils can also feel guilt or distress at not being able to help the person being bullied.
Pupils who engage in bullying behaviour:	<ul style="list-style-type: none"> ▪ can be at higher risk of depression. ▪ Other possible long-term consequences may include an increased risk of developing an anti-social personality ▪ anxiety disorders ▪ a likelihood of substance abuse and law-breaking behaviour in adulthood ▪ decreased educational and occupational attainment.

Indicators of Bullying Behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

1. Anxiety about travelling to and from school e.g., requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school.
2. Unwillingness to go to school, refusal to attend, truancy.
3. Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
4. Pattern of physical illnesses e.g., headaches, stomach aches.
5. Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
6. Visible signs of anxiety or distress e.g., stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.
7. Spontaneous out-of-character comments about either pupils or teachers.
8. Possessions missing or damaged.
9. Increased requests for money or stealing money.
10. Unexplained bruising or cuts or damaged clothing.
11. Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

Characteristics Associated with Bullying

Pupil engaging in bullying behaviour	Pupil being bullied:
<ul style="list-style-type: none"> ▪ Often has a lack of respect for diversity and social inequalities ▪ Often suffers from a lack of confidence ▪ Tend to display aggressive attitudes combined with a low level of self-discipline ▪ May lack any sense of remorse, convincing themselves that the other person deserves the treatment they are receiving 	<ul style="list-style-type: none"> ▪ Any pupil through no fault of their own may be the target of bullying ▪ Pupils who are perceived as different in some way can be more prone to encounter bullying behaviour ▪ Most at risk are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil's

<ul style="list-style-type: none"> ▪ Can be attention seeking; setting out to impress bystanders and responding to the reaction their behaviour provokes ▪ Can lack the ability to empathise ▪ Can appear to be unaware or indifferent to the other person’s feelings ▪ Do not always intend to bully or may not recognise the potential negative impact of their words and actions on others ▪ It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves at some stage 	<p>continuing response to the verbal, physical or psychological aggression</p> <ul style="list-style-type: none"> ▪ Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include: <ul style="list-style-type: none"> I. Fear of reprisals; II. Concerns about being perceived as a “tell-tale” for reporting bullying III. Concerns about “getting into trouble” with the principal or teacher for reporting bullying IV. Not having evidence to back up a bullying allegation; Not knowing how the matter will be dealt with by the school V. Not feeling fully confident of being believed. ▪ Other vulnerable students include pupils with disabilities, SEN’s, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT+) pupils, those perceived to be LGBT+ and pupils of minority religious faiths
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Implementation of Anti-Bullying Policy

This policy addresses the responsibilities of Lusk Community College in the following areas:

1. Specific roles and responsibilities
2. Education and prevention strategies
3. Procedures for reporting bullying behaviour
4. Procedures for investigating allegations of bullying behaviour
5. Procedures and strategies for dealing with bullying behaviour:

1. Specific Roles and Responsibilities

School-based initiatives can either reinforce positive efforts or help counteract unsuccessful attempts of parents to change unacceptable 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.

(Anti-Bullying Procedures for Primary and Post Primary Schools, 2013)

This policy identifies the responsibilities of parent/guardians in a proactive, preventative anti-bullying role. Parents should be expected to model the standards that pupils are asked to respect, the ways in which parents and teachers interact will provide pupils with a model of good working relationships. **(NEWB 2008)**

A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must act appropriately regarding reports of bullying behaviour in accordance with this anti-bullying policy. It is the duty of the teacher to address incidents of alleged bullying or bullying behaviour witnessed, suspected or disclosed by a student as they present. The teacher will investigate the incident witnessed or disclosed, and using their professional judgement, decide whether an incident/disclosure is to be reported as a possible bullying incident.

Alleged Bullying/bullying behaviour must be made known to the 'relevant teacher'.

The relevant teacher in Lusk Community College is the Year Head of the reporting student or in their absence, the deputy principal. Whether alleged bullying or bullying behaviour, in both instances, these matters should be reported to the Year Head using the reporting template, Green Form (Appendix 1). The role of the Year head will involve full investigation of the reported incident. The Year Head will find, as a result of further investigation, whether the incident is to be confirmed as bullying. The Year head, in dealing with the bullying concern will aim to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved. Parent/guardians of the different students should be involved at an early stage and be aware of the schools intentions to investigate and attempt to restore the relationships.

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

(DES, Anti-Bullying, 2013)

The responsibilities of the staff/students/parents are identified below.

Member of the School Community	Specific Roles and Responsibility
Whole School Community	<ul style="list-style-type: none"> ▪ Model good working relationships within the school community and beyond. ▪ Model responsible behaviour identifying and reporting unacceptable behaviour ▪ Demonstrate Lusk Community School values Kindness, Respect and Responsibility ▪ Support/Promote/Participate in anti-bullying awareness and initiatives in the school ▪ Promote/integrate school values and anti-bullying messages in your subject area.
Parents	<ul style="list-style-type: none"> ▪ Model the standards that pupils are asked to respect. ▪ Be familiar with the LCC standards and understand the importance of expecting pupils to behave according to these standards. ▪ Model of good working relationships ▪ Co-operate with any investigation and assist the LCC in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible ▪ Monitor students access to social media platforms and daily usage ▪ Model the school standards of behaviour and demonstrate the school values ▪ Recognise the potential of all students to display bullying behaviour
Students	<ul style="list-style-type: none"> ▪ Uphold the LCC values: Kindness, Respect, Responsibility in all interactions with students and staff. ▪ Report any concerns regarding bullying to any member of staff ▪ Be responsible for their own behaviour, not to engage in any bullying behaviour ▪ Be inclusive
Board of Management	<ul style="list-style-type: none"> ▪ Formally adopt and implement an Anti-Bullying Policy that fully complies with the DES procedures (2013) ▪ Review yearly the schools antibullying procedures. ▪ Ensure that a programme of education is in place for whole school purpose, including new entrants and parents. ▪ Ensure that all members of school staff are familiar with the school's Anti-Bullying Policy and their role/responsibility within.

School Leadership	<ul style="list-style-type: none"> ▪ Promote a positive school culture. ▪ Promote a culture of inclusion in line with the schools values. ▪ Development of Anti-Bullying Policy ▪ Implement the policy in conjunction with all school codes/policies ▪ Monitor, evaluate and review policy ▪ Report to Board of Management regarding effectiveness of Anti-Bullying measures (termly and annually) ▪ Create awareness of bullying, bullying behaviour and its impact ▪ Support and lead initiatives with Anti-Bullying Co-ordinator ▪ Implement a program of education, whole school. ▪ Where required, DLP to make referrals to Túsła in cases of Child Protection ▪ Support the Year Head in dealing with bully matters
Teaching Staff	<ul style="list-style-type: none"> ▪ Intervene in any incidents of negative bullying behaviour witnessed/encountered. ▪ Listen calmly to any concerns from the student(s). ▪ Document allegations of bullying using Green Form ▪ Consult with YH/DP/Guidance or other persons in order to seek further relevant information. ▪ Exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved ▪ Resolve any issues and restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame) ▪ Complete relevant forms, keep records, forward completed relevant forms to Year Head. ▪ Liaise with Yearhead, DP, Principal where appropriate. ▪ Discuss with the Yearhead, whether allegations of negative behaviour fall under the definition of bullying. ▪ Report all concerns relating to bullying/behaviour to the Year Head/DP as soon as possible.
Relevant Teacher	<ul style="list-style-type: none"> ▪ Listen to any concerns ▪ Investigate allegations of bullying ▪ Consult with any staff member or other persons during the course of their investigation in order to seek guidance or further relevant information ▪ Exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved ▪ Show discretion and sensitivity in investigating allegations/reports. ▪ Resolve any issues and restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame) ▪ Complete relevant forms and keep records ▪ Liaise with DP/Principal/DLP as appropriate ▪ Liaise with students and parents

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| | <ul style="list-style-type: none"> ▪ Decide post-investigation, whether allegations of negative behaviour fall under the definition of bullying ▪ Take whatever follow up actions are necessary in order to intervene in cases of bullying ▪ Conduct reviews of bullying cases ▪ Report any concerns where a particular bullying episode is causing serious upset to a student, staff member or other person, to the Principal or Deputy Principal at the earliest possible opportunity ▪ Promote themed anti-bullying initiatives |
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2. Education and Prevention Strategies

DES, Anti-Bullying Procedures 2013 clearly recognise that a cornerstone in the prevention of bullying is a positive school culture and climate that celebrates and is welcoming of difference and diversity and is based on inclusivity and respect. This policy incorporates key elements of a positive school culture and climate which form part of daily life at LCC (Appendix 2)

To create the positive school environment in which an antibullying ethos and culture is maintained, it is important to ensure that all members of the school community are aware educated and able to identify bullying behaviour.

In this light the following educational strategies form part of the LCC anti bullying approach:

- Anti-bullying procedures to be included in the Information pack issued to all parents/guardians.
- Anti-bullying Information Nights for parent/guardians and students, e.g. Don't Be Mean Behind the Screen, etc..
- All students to be educated on antibullying policy and procedures. 1st year students to be informed of these on their induction days.
- Confidential anti-bullying survey accessible to all students online at all time. This reports directly to the relevant Year Head.
- Policy and strategies to be made available to all parents and students on entering the school and will be available to download on the college website.
- Whole staff professional development on bullying to ensure that all staff can identify bullying behaviour, recognise how it impacts on pupils lives and the need to respond to it-prevention and intervention.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- 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 safe use for students and monitoring student use of technology within the school, along with information events for parent/guardians on accessing, monitoring and restricting devices.
- Supervision of students arrival and departure from the locality, maintaining a visible presence in Lusk Village at key times. This is done in conjunction with our values of *Kindness, Respect, Responsibility* for the residents and wider Lusk Community.
- Identification of "Bullying Hotspots" and "Bullying opportunities" in the school day and in transit to and from school. Communicating these concerns with staff.

- Encouraging a culture of reporting bullying, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance.
- Fostering and enhancing of the self-esteem of all our pupils through curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Students to be facilitated through the full implementation of the SPHE, RSE and CSPE programmes and curricula to ensure that school culture supports a safe social and personal environment.
- Opportunities are to be provided regularly for staff training for staff in delivering these programmes.
- Teachers will use aspects of the curriculum to raise awareness of the inappropriateness of bullying behaviour in a wide range of subjects.
- Lessons delivered by the local Community Gardai, covering issues around personal safety, cyber-bullying, drugs and alcohol, safe use of social media etc.
- Multicultural Day, Stand up week, Awareness Week, Merry Month, Wellbeing Week, Webwise Cyber Safety Week and We are Lusk CC week – are assigned days/weeks dedicated to the promotion of the LCC Anti- Bullying policy and the promotion of good friendships. The expectation is that this is a cross curricular initiative and involves all students and all teachers.
- The age-appropriate delivery of lessons on;
 - Cyberbullying: #UP2US, Be Safe-Be Web wise, Be In Ctrl, Lets Fight it Together.
 - Homophobic and Transphobic Bullying: Stand up programme, Growing up LGBT and the Trust pack.
 - Fuse Anti- Bullying and Online Safety Programme.
 - Social and emotional wellbeing: MindOut2 programme
 - Lockers programme
 - Body Right Education Programme
 - Let's Get Real Programme
- Guest speakers and whole school events such as ' FUSE Parents Anti-Bullying and Online Safety Webinars,' Internet safety evenings, the Shona Project help to educate staff, parents and students and promote inclusion.
- Term and student voice assemblies place an emphasis on the schools' values, standing up for others and being forthcoming with information to help the school authorities in identifying and solving issues of bullying.
- Student leadership involvement to contribute to a safe school environment:
 - LCC house and tutor system fostering community spirit and belonging, encouraging participation in school activities.
 - LCC student council promoting friendship and working to support the anti-bullying policy.

The appointment of an anti-bullying co-ordinator as part of our school review of posts is designed to lead and maintain a year-round emphasis on anti-bullying awareness.

The establishment of anti-bullying team to support whole school anti-bullying education.

- The school will specifically consider the additional needs of SEN pupils regarding programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

This list is not exhaustive as we continuously upgrade our resources and initiatives.

Lusk Community College will work proactively to ensure as far as it can that bullying does not take place. All staff in Lusk Community College have a role to play in preventing bullying, they can:

1. Help students understand bullying. - Talk about what bullying is and how to stand up to it safely. Tell students bullying is unacceptable. Make sure students know how to get help.
2. Keep the lines of communication open - Check in with students often. Listen to them. Know their friends, ask about school life, and understand their concerns.
3. Encourage students to do what they enjoy - Special activities, interests, and hobbies can boost confidence, help students make friends, and protect them from bullying behaviour.
4. Model how to treat others with kindness and respect.

Bullying can be prevented by raising awareness to all in the school community about the reality of bullying and its detrimental effects. In Lusk Community College we use the following approaches:

- Lusk Community College will adopt a school-wide approach (involving management, staff, parents, students, and members of the wider community with a connection to the school) to prevent and combat bullying.
- The Anti-Bullying Policy is an integral part of our school system and our Code of Behaviour.
- Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff or trusted adult.
- In accordance with 6.8.9 of Procedures for Investigating and Dealing with Bullying in the *DES Anti-Bullying Procedures for Primary and Post-Primary Schools* “parents and students are expected to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.”
- Where necessary the school will seek the assistance of DDLETB’s psychologists, the HSE, other professionals and the Gardaí, as appropriate, to combat bullying.
- The school’s RSE and SPHE programmes will specifically address the issue of bullying with each year group on a yearly basis.
- Lusk Community College will hold a Friendship & Anti-Bullying Awareness Week and an Internet Safety Awareness Day to highlight the whole issue of bullying and staying safe using modern technology.

3. Procedures for Reporting Bullying Behaviour

The primary aim for investigating and dealing with bullying is to resolve and restore, as far as is practicable, the relationships of the parties involved. However, Lusk Community College may apply a disciplinary sanction, up to and including suspension and expulsion, in accordance with the Code of Behaviour where necessary. In cases where the school deems bullying to be of a significantly serious nature, where the behaviour is regarded as possibly abusive, a referral may need to be made to Tusla or an Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour, but are not sure whether to report the matter to Tusla, the Designated Liaison Person, (DLP), shall seek advice from Tusla in accordance with procedures.

Reporting bullying behaviour

A student may bring a bullying concern to a teacher, or the Year Head of that year group. It may be the case, that in an instance where a student is sharing a bullying concern, the student may feel more comfortable disclosing information with a teacher with whom they already have an established relationship.

Parent/guardian/carer or non-teaching staff member may bring a bullying concern to the Year Head. Where the Year Head is not available, the concern may be brought to the attention of the Deputy Principal.

4. Procedures for Investigating Bullying Behaviour

It is the duty of all teaching staff to address incidents of alleged bullying or bullying behaviour witnessed, suspected or disclosed by a student as they present. The teacher will investigate the incident as they would a single serious incident occurrence. This will involve speaking with those involved individually or in a group, depending on the circumstances, in a calm respectful manner. Teaching staff and the Relevant Teacher must be discrete and sensitive to those involved when investigating an incident. The word bullying or bullying terminology should not be used at this stage. Based on this outcome and using their professional judgement, the teacher will decide whether an incident/suspicion/disclosure is to be reported as a possible bullying incident or not. The teacher should complete the Green, Recording Bullying Behaviour Form and without delay give this to the Year Head.

All suspected or alleged bullying/bullying behaviour must be made known to the Year Head using the Green Recording Bullying Behaviour Form.

All reports, including anonymous reports of bullying must be fully investigated and dealt with by the Year Head (relevant teacher)

The following procedure serves to guide Year Head (relevant teachers) through the process of investigating allegations of bullying behaviour.

- Initially, the relevant teacher will gather as much information as possible regarding the allegation of bullying behaviour. This usually involves speaking directly with the student who alleges the bullying behaviour. The student(s) will be requested to give a verbal and written account of the incident(s)
- The relevant teacher will also speak with the student(s) against whom the allegation of bullying behaviour has been made. The relevant teacher may speak to students individually or in groups depending on the nature of the allegation. The student(s) will be requested to give a verbal and/or written account of the incident(s)
- Where possible, allegation/incidents are investigated outside the classroom situation to ensure the privacy of all involved. This should be facilitated as discretely as possible
- Parent/guardians will be made aware at the early stages of any investigation
- All investigations will be conducted with sensitivity and due regard to all the students concerned
- When investigating allegations of alleged bullying or bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing with a conflict in a non-aggressive manner
- It should be made clear to students that when they provide information, they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour
- The relevant teacher may consult with any staff member or other persons during the course of their investigation in order to seek guidance or further relevant information
- The relevant teacher may seek the assistance and support of Guidance Counsellor, the Deputy Principal or the Principal at any time.
- Where the relevant teacher is concerned that a particular allegation of bullying is causing serious upset to a student, staff member or other person, then they should bring it to the attention of the Principal or Deputy Principal at the earliest opportunity.
- The relevant teacher should complete a record of investigation, page 2 of Green Recording Bullying Behaviour Form. In completing this form, the relevant teacher will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

- If the relevant teacher determines that bullying has not occurred, then the incident as first reported by the subject teacher may be referred for sanction.
- If the relevant teacher determines that bullying has occurred, then the incident will be immediately brought to the attention of the DP/Principal. The Principal will be forwarded a copy of the Green Form for record, BOM reporting purposes
- In the case of physical aggression or assault, the relevant teacher will inform the Principal or Deputy Principal immediately
- All forms must be completed in full and maintained in accordance with the relevant data protection legislation
- In investigating and dealing with bullying behaviour the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Class Survey may be carried out in the year group that the bullying behaviour has been identified in. Students are reminded that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.
- Class surveys should be carried out periodically by Tutor and Year Head. This should be done regularly in the absence of a reported bullying concern

5. Procedures and Strategies for Dealing with Bullying:

Responding to Bullying Behaviour

If a student is identified as an alleged bully, they will be:

- Interviewed by the Year Head and the details will be recorded on the recording bullying behaviour form.
- Other investigations may also be carried out at this stage to establish as much information as possible.
- If a group is involved, each member will be interviewed individually at first, thereafter as a group, where they will be asked for their account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each group member will be supported through the possible pressures that they may face from the other members of the group after interview.
- If the student(s) admits to the alleged offence, the student may be sanctioned and be given the opportunity to redeem themselves and given a second chance, once they sign 'The Student Behaviour Promise' (i.e., a student promises never to bully again)- Appendix 3
- If possible, at this point, it is important to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved.
- In cases where the relevant year head has determined that bullying behaviour has occurred and concluded his/her investigation, the parents of the parties involved will be contacted to inform them of the matter and to explain the actions being taken according to school policy. A meeting may take place with the deputy principal, the year head, the parent(s)/guardian(s) and the student.
- Subsequent sanctions may be issued: detention after school; a written letter of apology; withdrawal of privileges; exclusion from certain school activities; a suspension from school with work assigned or the Board of Management being notified.
- The College recognises the importance of providing the necessary support structures to a student(s) involved in bullying in order that they can move forward. Parents will be given an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their students.

- The ‘Student Behaviour Promise’ and ‘recording bullying behaviour’ forms are kept in a confidential file in the Year Head office. No further action will occur unless the student breaks ‘the Student Behaviour Promise’. A copy of the paperwork will be provided to the deputy principal.

Follow Up Actions

If the relevant teacher considers that the bullying behaviour has not been adequately addressed within 20 school days after he/she has determined that bullying behaviour occurred;

- A meeting will take place with the deputy principal/ principal, the year head, the parent(s)/guardian(s) and the student.
- At that meeting the details of the first investigation will be read out in front of all those present.
- At that meeting the details of the second investigation, showing how the student continued to bully after signing a promise not to bully again will also be read out in front of all those present.
- At that meeting the deputy principal/principal may then decide the penalty/punishment, using the school's Code of Behaviour and inform the parent(s)/guardian(s).
- The parents/guardians may be told at that meeting that the school may have to consider the expulsion of the student if they bully again.
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, by the principal to the school’s complaints procedures.
- In the event that a parent has exhausted the school’s complaints procedures and is still not satisfied, parents will be advised by the school of their right to make a complaint to the Ombudsman for Children.

The Board of Management has adopted, and will review, the Lusk Community College Anti-Bullying Policy and Procedures in accordance with Anti-Bullying Procedures For Primary And Post Primary Schools, (DES 2013). The primary aim in 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). Lusk Community College reserves the right to investigate allegations of bullying and to take disciplinary action where necessary, where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside the College (see section on the scope of the policy).

It is important note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice and assistance of external agencies will be sought.

In relation to bullying incidents which may be regarded as potentially abusive, the school will consult with the HSE Children and Family Social Services with a view to designing a management plan.

Programme of Support for Students Affected by Bullying

Lusk Community College’s Programme of Support for working with students affected by bullying and for students involved in bullying behaviour consists of:

- Access to counselling services in the school.
- Care Team Plan to identify areas of learning to address low self-esteem and issues of self-worth.
- Year Head, Tutor and/or subject teacher to be a link person for the affected student in order to provide support and to identify and enhance support opportunities, networks within the school.

- Involvement in lunchtime and after school activities of an extra-and/or co-curricular nature to increase school connectedness, raise self-esteem, develop friendship & social skills, build resilience, deal with difficult situations.
- Regular review of programme of supports including ongoing liaison with the relevant subject teachers, class tutor, year head, counsellor, and the relevant teacher
- Regular communication between home and school by phone, e-mail, letter, or face to face
- Seeking and appreciating constructive parental involvement.
- Referral to outside agencies such as Children & Family Services in HSE, Gardaí, DDLETB Psychologists if required.

Supervision & Monitoring of Students

This policy has been made available to school personnel, published on the school website www.luskcommunitycollege.ie and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and DDLETB 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the DDLETB and the Department.

Useful contacts

- Barnardos
- Tusla - Child & Family Agency
- Anti-Bullying Centre (ABC)
- Childline
- Irish Society for the prevention of Cruelty to Children (ISPCC)
- Irish Association for Counselling and Psychotherapy
- National Association for Victims of Bullying
- National Parents Council – Post Primary
- Parent line

Useful Websites

www.staysafe.ie
www.bully4u.ie
www.kidscape.org.uk

APPENDIX 1

Lusk Community College - Reporting Bullying Behaviour



This side to be completed by Reporting/Relevant Teacher

1. Teacher Name:	
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2a. Student suspected of being bullied:	Class

2b. Witnesses to Incident:	Class

2c. Students engaging in bullying behaviour:	Class

3. Source of bullying concern/report	
Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of Incidents	
Yard	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

6. Type of Bullying Behaviour	
Physical	
Intimidation	
Isolation/Exclusion	
Relational	
Cyber	
Name Calling	
Property Damage	
Extortion	
Identity Bullying	

5. Name of Person Reporting the bullying concern

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category: tick as appropriate								
Gender	AEN	Racism	Homophobia	Traveller Community	Religion	Disability	Sexual Orientation	Other

8. Brief description/detail of suspected bullying incident witnessed:

Lusk Community College - Investigating Bullying Behaviour



This side to be completed by Relevant Teacher Only

1. Relevant Teacher Name:	
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2. Investigation of suspected bullying incident based on teacher report and its impact:	

3. Details of Actions as a result of the above:	

4. Has bullying taken place? circle yes/no

YES

NO

Signed: _____

(Relevant Teacher)

Date: _____

Submitted to Deputy Principal:

Date: _____

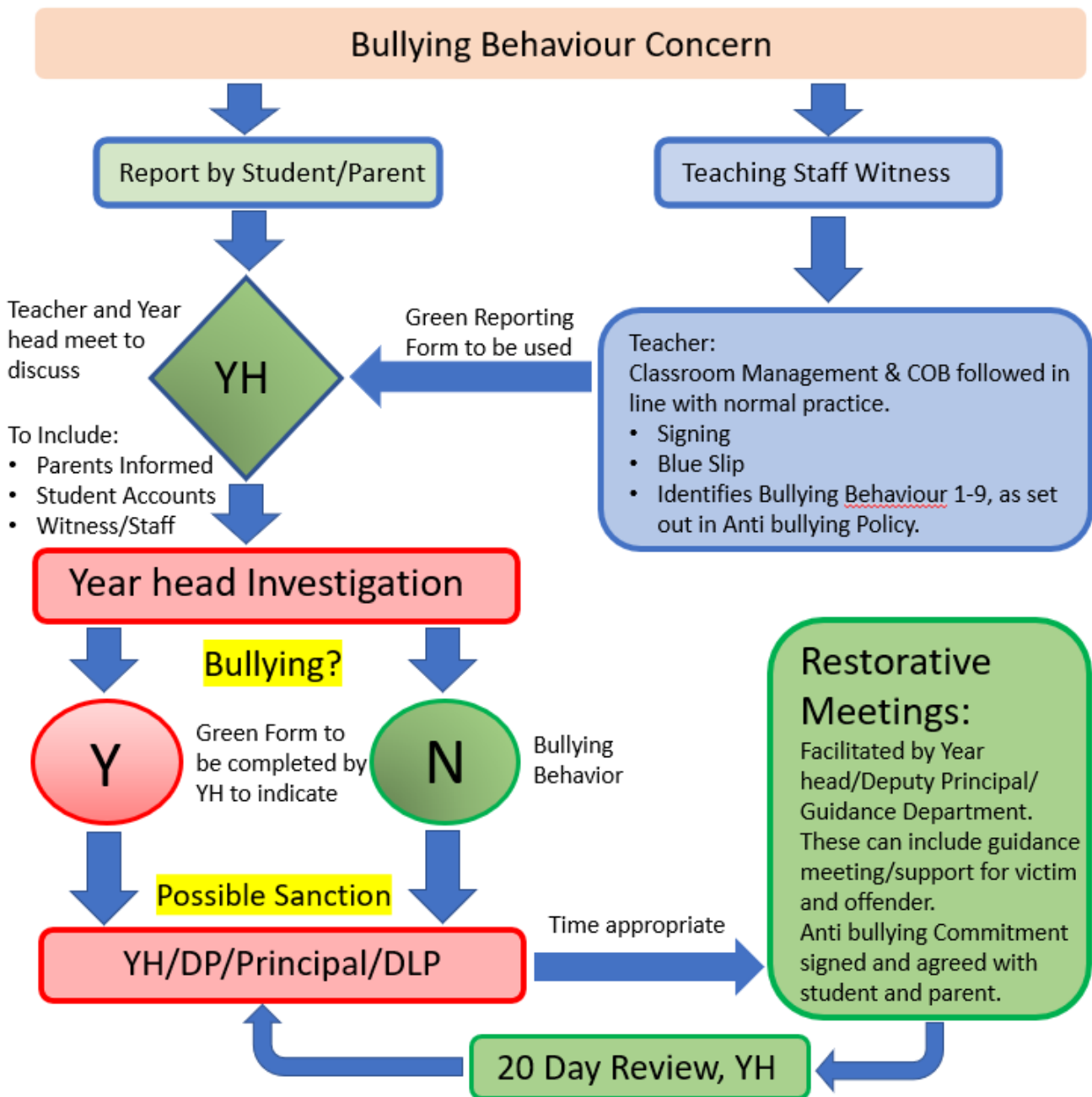
APPENDIX 2

Appendix 2 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 and 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 rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in 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/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

APPENDIX 3



Reporting/Investigating Bullying Behaviour Flow Diagram for Staff

APPENDIX 4

