



COOLMINE  
COMMUNITY  
SCHOOL

ANTI-  
BULLYING  
Policy

SCOIL  
PHOBAIL  
CHÚIL MHÍN

POLASAÍ  
IN AGHAIDH  
BULAÍOCHTA

ClonsILLA, DubLin 15.  
CLUAIN SAILEACH, BAC 15.

## OUR MISSION STATEMENT

WE STRIVE TO CREATE  
AN ATMOSPHERE OF  
MUTUAL RESPECT WHICH  
PROMOTES EXCELLENCE  
IN ALL ASPECTS OF  
SCHOOL LIFE AND ALLOWS  
INDIVIDUALS TO REALISE  
THEIR FULL POTENTIAL.

# Coolmine Community School – Anti-bullying policy

## Table of Contents:

1. **Introduction** (Page 4)
  - Purpose of our Anti-Bullying Policy (Page 4)
  - Best practice in preventing and tackling bullying behaviour? (Page 5)
  - Definition of Bullying? (Page 5 and 6)
  - Where and When does our Anti-Bullying Policy apply? (Page 6)
  - Prevention Strategies used in our school? (Page 7)
  - Policies linked to our Anti-Bullying Policy. (Page 8)
2. **Reporting, Investigating, Recording and Resolving Bullying Behaviour in our School.**
  - **Who** can bullying behaviour be reported to? (Page 8)
  - **How** can bullying behaviour be reported? (Page 9)
  - How are reports of bullying behaviour **managed**? (Page 9)
  - How are reports of bullying behaviour **recorded**? (Page 9)
  - How are issues of bullying behaviour **resolved**? (Page 10)
  - What happens when **cases cannot be solved** by the No Blame/ Shared Approach? (Page 10 and 11)
  - What **sanctions** are used? (Page 11 and 12)
3. **Supports available for students involved in Bullying Behaviour.** (Page 12)
4. **The Role of the Board of Management** (Page 13)
5. **List of Support Services** (Page 14)
6. **Appendices:**
  - Department Guidelines (Page 15)
  - Guidelines for Students (Page 16)
  - Guidelines for Parents/ Guardians (Page 17)
  - Anti-bullying Charter (Page 18)
  - Bullying Incident Report Form (Page 19)

# Coolmine Community School – Anti-bullying policy

## Introduction: (Réamhrá)

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 Coolmine Community School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour.
2. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

This policy has been developed by the Board of Management in Coolmine Community School in co-operation with all our partners in education: the school staff, both teaching and non-teaching, students and parents/ guardians. This policy replaces our previous Anti-Bullying Policy. This policy is informed by several Department of Education Guidelines which are listed in **Appendix 1**. The Principal reports all Child Safeguarding Concerns including incidents of Bullying behaviour at each Board Meeting.

3. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the key principles of best practice in preventing and tackling bullying behaviour.

## Purpose of our Anti-Bullying Policy:

- It is to **define** bullying behaviour and to help all members of our school community understand the complexities of such behaviour.
- It is to give **guidance** to students, parents/ guardians and all school staff on the procedures we have in Coolmine Community School when dealing with an issue of bullying.
- Above all, it is to give students **reassurance** that we value them as unique individuals and that their safety, education and well-being is of paramount importance. We want our students to have a happy and positive experience in our school.

## Coolmine Community School – Anti-bullying policy

### Best practice in preventing and tackling bullying behaviour:

- Creating 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
  - Promotes respectful relationships across the school community
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that:
  - Build empathy, respect and resilience in pupils and
  - Explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students
- Support for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

### Definition of Bullying:

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

Bullying is **unwanted negative behaviour, verbal, psychological or physical** conducted, by an individual or group against another person (or persons) and which is **repeated over time**. The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying
- identity-based bullying such as homophobic and transphobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

**Isolated or once-off incidents** of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

## Coolmine Community School – Anti-bullying policy

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 forums 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**.

### Examples of Bullying:

**Verbal:** Name calling ~ Jeering ~ Slagging ~ Throwing Insults ~ Using Sarcasm ~ Making Noises ~ Whispering ~ Teasing ~ Shouting ~ Labelling ~ Threatening to harm ~ Using abusive language

**Physical:** Hitting ~ Pushing ~ Kicking ~ Throwing Things ~ Spitting ~ Gesturing ~ Tripping ~ Intimidating using aggressive body language ~ Destroying/ Stealing/ Hiding Personal Property

**Psychological:** Staring ~ Whispering ~ Excluding ~ Isolating ~ Ignoring ~ Pointing ~ Spreading rumours/ gossip/ inuendo ~ Passing notes/ drawings/ texts ~ Ridiculing ~ Embarrassing ~ Making derogatory comments towards academic ability/ sexual orientation/ race/ ethnicity

This list is not exhaustive. It is at the **discretion of the school** to deem a 'behaviour unacceptable.

Additional information on different types of bullying is set out in Section 2 of the ***Anti-Bullying Procedures for Primary and Post-Primary Schools, Department of Education and Skills 2013***.

### Where and when does our Anti-Bullying Policy apply?

This Policy applies:

- During school time
- Going to and from school
- During school trips
- During extra-curricular activities
- While in school uniform
- To any behaviour of a bullying nature that seriously impacts on the wellbeing of another student.
- To any behaviour of a bullying nature that adversely affects the reputation of the school.

## Coolmine Community School – Anti-bullying policy

### Prevention Strategies used in our School:

5. The **education and prevention strategies** (including strategies specifically aimed at cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see **Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools**):

**Prevention** of bullying is a major focus in our School.

The following aspects underpin a **proactive approach**.

- The **School Journal** has a section on Bullying behaviour
- **Guidelines** are given to all **First Year Students** on dealing with bullying behaviour. This happens during First Year. (**Appendix 2**)
- **Guidelines for Parents** on Countering Bullying Behaviour are made available at the information meeting for parents of incoming first years. (**Appendix 3**)
- The **Meitheal** Programme (This programme provides support for First Year Students especially the most vulnerable. Students in Fifth Year who are selected attend a full day's training with the counsellor, before embarking on this work.)
- There is an **Anti-Bullying Charter** prominently displayed in every classroom. This is based on the notion of rights and responsibilities. (**Appendix 4**)
- Our **Curricular programmes**, SPHE, CSPE and RSE all have modules on bullying behaviour.
- The **Principal and the Ceann Tí** periodically address students at **Assembly** on the issue of bullying outlining 'what to do' if they witness bullying or are the subject of bullying. Students are reminded of the support systems that are in place.
- **Caomhnóirí** meet students once a week and emphasise the importance of reporting bullying and that it is safe to do so.
- **Pastoral Care** system supports all students involved in a bullying incident.
- Teachers have received CPD in **Restorative Justice**.
- **Supervision** of students during break times.
- **New Initiatives** in our School which promote an acceptance of diversity.
- **Student Council** raise issues of concern through their meetings.
- Our **Wellbeing programme** focuses on developing the self-esteem and resilience of our students.
- **Guest-speakers** for Students and Parents e.g., Online safety talks
- **One-to-one counselling**
- **Referrals** to outside agencies (page 14)
- **Extra-curricular activities** which help develop friendships e.g., games club

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

## Imine Community School – Anti-bullying policy

### to our Anti-Bullying Policy:

Our Policy ~ Internet Acceptable Use Policy ~ RSE and SPHE Policy ~ Child Policy ~ Special Education Needs Policy ~ Intercultural and Inclusion Policy ~ Pastoral ~ Guidance Policy

### Procedures for Reporting, Investigating, Recording and Resolving Bullying:

#### Can bullying behaviour be reported to?

The relevant teacher(s) for reporting, investigating and dealing with bullying is (are) as follows: (see **Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary** schools):

**Every adult** in our school community with whom the student feels comfortable. All staff members have a **responsibility** to receive a report and to follow the anti-bullying guidelines. All staff members are **expected to be vigilant** around student behaviour and to report a shared concern.

#### Parents/ Guardians can approach the following people:

##### Teacher/ Resource Teacher/ Special Needs Assistants:

Teachers encourage students to follow the Anti-Bullying Policy. They will pass information/concerns to the Year Head (Ceann Tí), offer support to the student experiencing bullying and raise awareness that bullying is not acceptable.

##### Year Head (Ceann Tí):

Will implement the Anti-Bullying Policy through the Caomhnoir system and in assemblies. Will collate and record information on incidents of bullying. They will investigate incidents of bullying, contact parents/ guardians and consult with the School Counsellors/ Chaplain.

##### Principal and Deputy Principals:

Will ensure that there are effective prevention strategies in place and that all the partners in the school are aware of the Anti-Bullying Policy. They deal with cases of bullying and support the students and staff involved.

##### Pastoral Care Team:

Will make every effort to identify students experiencing problems at the earliest possible opportunity. They will provide support and guidance.

##### Supporting staff: Clerical, Canteen, Caretakers:

Will be vigilant and report incidents to the relevant Teacher/ Ceann Tí.



## Coolmine Community School – Anti-bullying policy

### How can bullying behaviour be reported?

7. 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 (see **Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools**)

Bullying behaviour may come to the **attention of a staff member** in a variety of ways. It could be a Complaint, a Disclosure or a Suspicion of Bullying Behaviour: (Student to Student) *Gearáin, Nochtadh agus Amhráis faoi Bhulaíocht (Daltai le Daltai)*:

While there may be different levels of gravity, all incidents should be recorded. **All reports of bullying incidents will be investigated.**

**Some reports happen when students 'Just Tell'**

Subjects of bullying behaviour may gain confidence by "telling" and just talking about what has happened to them. Building confidence may be a vital factor in making progress.

A student may simply wish to:

- Discuss what has happened/is happening to him/her/them.
- Seek advice
- Express how he/she/they feel in relation to perceived incidents of bullying.

### How are reports of bullying behaviour managed in our School?

In managing a report of bullying behaviour, a staff member will endeavour to:

- **Listen** sympathetically
- **Reassure** the student that bullying does not mean that there is something wrong with him/her/them.
- **Emphasise** that the problem lies with the instigator of bullying behaviour.
- **Encourage** him/her/them to talk about how he/she/they feel.
- **Reassure** him/her/them that he/she/they has/have a right to be free of intimidation and harassment.
- **Make clear** to the student that he/she/they is/are not telling tales but behaving responsibly.
- **Advise** students that physical retaliation is not an appropriate response. Violence is never acceptable.

### How are reports of bullying behaviour recorded in our School?

*Bulaíocht a Thuairiscíú*)

- A staff member who suspects that a student may be a subject of bullying behaviour or who receives a complaint / disclosure that a student is the subject of bullying behaviour **should report the matter to the relevant person** as soon as possible (Ceann Tí/ Counsellor/ Chaplain/ Deputy Principal / Principal).
- Where the Ceann Tí is dealing with the matter he/she/they will complete a **Bullying Incident Report Form (Appendix 5)** and in assessing the situation he/she/they will decide on a course of action. The counsellor will keep his/her/their own records.

## Coolmine Community School – Anti-bullying policy

### How is bullying behaviour resolved in our School?

Our approaches are outlined below:

#### No Blame Approach:

There are seven steps in the 'No Blame' approach.

- The student who is the subject of bullying is interviewed about who was involved in the bullying and how he/she/they feel when bullied. Their feelings can be expressed in writing or drawing.
- The next five steps require the investigator to meet with the people involved in the bullying (including bystanders/colluders) explaining the problem, sharing responsibility and asking the group for ideas.
- The optimum size for this group is six to eight and it does not include the person who is the subject of bullying. Responsibility for solving the problem is left with the group.
- After about a week the investigator meets each student individually, including the student who is the subject of bullying to discuss how things have been going. The main strength of this approach is that it makes it less likely that the instigator of the bullying will seek retribution from the person being bullied for 'telling'.

#### Shared Concern Approach:

This approach is used where a group is involved in bullying.

- The investigator has individual meetings with the students suspected of bullying.
- After this the student who is the subject of bullying is spoken to.
- All parents/guardians are notified.
- About a week later the talks are repeated. Once again this may be on an individual basis. However, they could be spoken to as a group, with or without the student who has been subjected to bullying behaviour, depending on the circumstances.
- The success of this approach depends on the group's level of empathy towards the effect on the student being bullied.

#### When cases cannot be solved by the No Blame/ Shared Concern Approach:

Staff members are best advised to take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by students, staff or parents/guardians. Such incidents are best investigated **outside the classroom** situation to avoid the **public humiliation of the victim or the student engaged in bullying behaviour.**

- Students will be **interviewed** to get all sides of the story. All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved may also provide very useful information as they may have witnessed incidents or overheard things being said.
- When analysing incidents of bullying behaviour attempts will be made to **establish the facts**. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non- aggressive manner.

## Coolmine Community School – Anti-bullying policy

- If a group is involved, each member will be **asked for their account** of what happened. A group meeting may be convened.
- If it is concluded that a student has been engaged in bullying behaviour, it should be made clear to him/her/them how he/she/they is/are in **breach of the Code of Behaviour and/or the Anti-Bullying Policy** and try to get him/her/them to see the situation from the subject's point of view.
- After the interview by the teacher each member of the group should be helped to handle the possible pressures that often face them.
- Teachers who are investigating cases of bullying behaviour should keep a written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to **write down their account** of the incident.
- In cases where it has been determined that bullying behaviour has occurred, a member of staff **meet with the parents or guardians of the two parties** involved as appropriate. The teacher will explain the actions being taken and the reasons for them, referring them to the school policy. Ways in which the parents/guardians can reinforce or support the actions taken by the school will be discussed.
- The teacher **may arrange follow-up meetings** with the two parties involved separately with a view to possibly bringing them together later if the subject of bullying is ready and agreeable. This can have a therapeutic effect.
- A student who has been the subject of bullying will be encouraged to **report any further instances** of bullying behaviour **immediately**.
- After a short period of time a **review of the school's action** will include a discussion with the reporting student and/or his/her/their parents, with a view to ascertaining that the matter has been satisfactorily settled or whether further action is required.

### What sanctions are used in our School?

Sanctions will be applied according to the **Code of Behaviour** of the school. In a situation where it has been determined that bullying has occurred the following sanctions may apply:

- The student/students engaged in bullying behaviour are informed that the incidents are being recorded. An **official warning** not to reoffend will be given.
- The **parents/ guardians** of the students involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken. This would become particularly important where the student does not understand the gravity of the offence or where on-going support from parents or **professional help** may be required by him/her/them.
- In severe cases or where the student continues to re-offend the Board of Management will become involved and this student may be **suspended** for an appropriate amount of time.
- In extreme cases the student may be **expelled**.

## Coolmine Community School – Anti-bullying policy

### Supports available for Students involved in Bullying behaviour:

5. The school's programme of support for working with pupils affected by bullying is as follows (see **Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools***)

Students involved in bullying behaviour need assistance on an ongoing basis. The following are the Behaviour Programmes we use in our School:

#### Support for the Subject of Bullying Behaviour:

The subject of bullying may need counselling and opportunities to participate in activities designed to raise their self-esteem and to develop their friendship and social skills. The student may avail of support from the **counsellor/chaplain** or another staff member whom the student trusts.

#### Support for the student engaged in Bullying Behaviour:

Students who engage in bullying behaviour may need **counselling** to help them learn ways of meeting their needs without violating the rights of others.

**Interventions** should be offered to the student involved in bullying behaviour to enable him/her/them to make the necessary attitudinal and behavioural changes. It would be useful to **find out why** the student is involved in bullying behaviour.

However, the first step is to get the student to realise that his/her/their behaviour is unacceptable and is causing distress. The student may **avail of support** from the counsellor/chaplain or another staff member whom the student trusts.

#### Restorative Justice:

- This involves managing conflict through **mediation** rather than discipline.
- It is based on the principles and values of showing respect, taking responsibility, and strengthening relationships. **Good relationships** in a school allows effective teaching and learning to take place.
- It gives the student involved in bullying behaviour an opportunity to think about their actions and are given the tools to express their emotions (**emotional literacy**). It focuses on empathy and getting students to understand another person's point of view, emotions, thoughts and feelings.

## Coolmine Community School – Anti-bullying policy

### The Role of the Board of Management:

#### Supervision and Monitoring of Students: (*Maoirseacht agus Monatóireacht Daltai*)

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

#### Prevention of Harassment: (*Ciapadh a Chosc*)

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

This policy was adopted by the Board of Management on 2 May 2014.

#### Dissemination:

This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department and the patron if requested.

#### Review:

This policy and its implementation will be reviewed by the Board of Management regularly. Written notification that the review has been completed will be made available to school personnel, published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Dermot O'Whelan Signed: Faithna McPhail  
(Chairperson of Board of Management) (Principal)

Date: 2/7/2021 Date: 2/7/2021

## Coolmine Community School – Anti-bullying policy

### List of Support Services:

- **Jigsaw:** A service supporting the mental health and wellbeing of people in Dublin 15 aged 12-25.  
Contact: (01) 8905810
- **NEPS:** National Educational Psychological Services: They work in partnership with teachers, parents and children in identifying educational needs.  
Contact: [neps@education.gov.ie](mailto:neps@education.gov.ie)
- **Pieta House:** Counselling service for those in distress and who are at risk of self-harm.  
Contact: Freephone 1800 247 247
- **Barnardos Ireland:** Work with vulnerable children and their families.  
Contact: (01) 453 0355 Callsave: 1850 222 300
- **belongto:** Supports Lesbian, Gay, Bisexual, and Trans People in Ireland.  
Contact: 01 670 6223
- **The Samaritans:** Work with people to alleviate emotional distress.  
Contact: Free phone 116 123
- **Parentline:** Helpline for Parents.  
Contact: 1890 927277 or 01 8733500
- **Crosscare:** Provides care and support for those most in need in the areas of youth, homelessness, advocacy & food poverty  
Contact: (01) 8360011
- **IACP:** Irish Association for Counselling and Psychotherapy: A private counselling service.  
Contact: 01 2303536
- **CAMHS:** Child and Mental Health Services: Provides assessment and treatment for children, adolescents and their families who are experiencing mental health difficulties. Referral through GP.
- **Childline:** A listening and support service available to the age of 18.  
Contact: Freephone 1800 666666 / Free Text 50101
- **Blanchardstown Garda Station:**  
Contact: (01) 6667000

## Coolmine Community School – Anti-bullying policy

### Appendix 1:

This Anti-Bullying Policy has been informed by the following Guidelines:

- Guidelines on Countering Bullying Behaviour, 1993
- CircularM33/91: Guidelines towards a positive policy for school behaviour and discipline.
- The Education Act, 1998.
- The Education (Welfare) Act, 2000.
- The Equal Status Act, 2000/2004.
- Circular 0045/13: Anti-Bullying Procedures for Primary and Post-Primary Schools
- Children First Act 2015
- Children First: National Guidance for the Protection and Welfare of Children 2017
- Tusla Guidance on the preparation of Child Safeguarding statements

## Coolmine Community School – Anti-bullying policy

### Appendix 2: Guidelines for Students: (*Ag Déileáil le Bulaiochta*)

Bullying is defined as **unwanted negative behaviour**, verbal, psychological or physical conducted by an individual or group against another person or persons and which is **repeated over time**. This includes cyber bullying and identity-based bullying.

#### Examples:

Physical aggression; damage or misplacement of another's work or property; threatening behaviour; intimidation; abusive phone calls or text messages; deliberate exclusion or isolation; tagging; name calling; unwelcome comments; hitting; throwing items at another person; spreading rumours; ridiculing or embarrassing another person by using the internet, mobile phones or other technologies.

**The excuse that any of these behaviours is "only messing" is not acceptable.**

It is important to remember:

- You cannot see inside somebody else's head.
- Each person has a right to be whom and what they are.
- All students are entitled to an education free from fear and intimidation.
- Respect should always be shown to all persons.
- Those involved in Bullying Behaviour look for an excuse for what they do. They try to justify their actions by saying it is a person's fault for being different. If there is no real difference, then they will invent one.

What should you do if you are being bullied?

- Do not keep it to yourself. **Talk to someone you can trust**, a friend, brother/ sister, your parents/ guardians, a teacher, a member of the non-teaching staff. They are there to help. Your Caomhnóir and the Meitheal may be able to help you in a special way.
- **Ask for help.** You are not at fault.
- **Try to be assertive.** Do not let them see that you are upset. Keep your head and shoulders up. Do not look down. Do not retaliate physically.
- **Have some slogans ready and walk away.** Telling those involved in bullying behaviour to 'stop' can be very effective.
- **Ignore the bullying behaviour.** Role play situations and practice not showing fear or anger.
- **Tell the truth about what has happened.** Do not exaggerate. Do not believe the lies that the bullies are telling about you. Do not hide what is happening from the adults you trust.
- **Work at developing your friendships.** Do not allow yourself to become isolated. Get involved in activities in the school.
- **If you know somebody is being bullied** talk to a trusted adult about it. This is not "ratting". It is behaving responsibly. The silence and support of bystanders allows this behaviour to continue and may even encourage the bullying behaviour. Silence allows people to suffer.

Finally:

In our school, everybody is valued. We are all different and this is what makes us special. Students in our school have the **right to be themselves and responsibility to treat others**, as they would like to be treated.



## Coolmine Community School – Anti-bullying policy

### Appendix 3:

#### Guidelines for Parents/ Guardians – (*Moltaí do Thuismitheorí/ Caomhnóirí*)

Our school community believes that each student has a right to an education free from fear and intimidation. **Bullying Behaviour is not tolerated.** It is a secret activity and difficult to detect. To ensure that no child suffers **communication** between home and school is very important. Most children at school are unaffected by bullying behaviour. There is no need for parents/guardians to worry unduly.

The following Signs/ Symptoms may suggest that a student is being bullied:

- A student who has been happy at school **loses interest** and enthusiasm for school.
- Deterioration in **school performance**.
- **Anxiety** about travelling to and from school - requests to be driven or collected.
- **Unwillingness to attend school**.
- **Damage to personal property** e.g., clothes, books, bicycles or loss of same.
- A student returning from school in a very **bad humour** but reluctant to say why.
- **Unexplained changes of mood**. These will often occur before the restart of school e.g., at the end of the weekend or the end of holidays
- **Frequent minor illnesses**, especially headaches and stomach aches, difficulty in sleeping, not eating. These often accompany the mood changes mentioned above.
- An increase in **requests for money**
- **Unexplained cuts and bruises**
- **Recurrent nightmares**

These signs do not necessarily mean that a student is the subject of Bullying Behaviour.

However, if repeated or occurring in combination, these signs do need investigation.

Contacting the School:

Contact can be made by **telephone/ letter/ email**. Going in person can put pressure on the student. They may be afraid of being called a "rat" or of what their classmates will think. On the phone/ letter/ email an **appointment** can be made to speak to the **appropriate person**.

When Bullying Happens:

- The first thing to do is to **assure the student** that they are not the problem. This removes the guilt many people feel when they are the subject of Bullying Behaviour.
- A **written record** should be kept with date, time, people and brief details.

General Points:

- Students who have **high self-esteem/confidence** are less likely to suffer bullying behaviour. Parents can help **build self-esteem** in their children, by encouraging them; by making them feel good about their appearance and getting them involved in activities inside and outside school. This leads to a sense of achievement and a positive attitude.
- Some students may be **over-sensitive**. It is important that Parents help students recognise Bullying Behaviour.

Finally:

When Parents and the School work together Bullying is less likely to happen.

Appendix 4:

<b>Coolmine Community School</b> <b>Anti- Bullying Charter</b>	
<b>I have a Right to:</b>	<b>I have a Responsibility to others.</b> <b>I strive to ensure that they:</b>
<ul style="list-style-type: none"> <li>• Be physically safe</li> <li>• Have my property protected</li> <li>• Be free from all forms of verbal bullying</li> <li>• Be free from cyber bullying</li> <li>• Be free from threatening behaviour</li> <li>• Be free from emotional bullying</li> <li>• Be free from identity-based bullying including homophobic bullying and transphobic bullying</li> <li>• Be free from any hurtful remarks regarding person, ethnicity, religion or culture</li> </ul>	<ul style="list-style-type: none"> <li>• Are physically safe</li> <li>• Their property is protected</li> <li>• Are free from verbal bullying</li> <li>• Are free from cyber bullying</li> <li>• Are free from threatening behaviour</li> <li>• Are free from emotional bullying</li> <li>• Are free from identity-based bullying including homophobic bullying and transphobic bullying</li> <li>• Are free from any hurtful remarks regarding person, ethnicity, religion or culture</li> </ul>

In Coolmine, we strive to ensure that everyone feels supported.  
 When there are concerns, bullying must be reported.  
 Break the Silence so this issue can be sorted.

Appendix 5:

## Bullying Incident Report Form

Name/s of student/s involved \_\_\_\_\_

Class/Year \_\_\_\_\_

Seann Tí \_\_\_\_\_

Reported by \_\_\_\_\_

### Details of Incident

Date \_\_\_\_\_

Where did it occur?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who was involved?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What happened?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What action was taken?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attachments:

Written report

Telephone contact

Other

Please tick)

What follow-up is planned?

\_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

**My Notes:**

