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Bord Oideachais agus Oiliúna
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*Cavan and Monaghan
Education and Training Board*

Training Services Anti- Bullying Policy

Training Services Anti-Bullying Policy

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Document reviewed by	Sinéad McKenna / Carol Kelly / Noel Mooney		Document adopted by	CMETB
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Responsibility for review	Training Services		Next review date	3 years after implementation
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Date	Revision Level	Details of amendment		Approval signature

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Introduction

Cavan and Monaghan Education and Training Board (CMETB's) vision is 'Empowerment through Learning and Progression for all' and its Mission is 'to lead and deliver education and training for all'. CMETB aims to create a positive and safe environment for teaching and learning in all training programmes. Accordingly, this Anti-Bullying Policy aims to promote the personal and social development of learners and to ensure that staff and learners can work together in an environment, which is safe, orderly, and pleasant.

The Anti-Bullying Policy requires appropriate behaviour from learners at all times. CMETB Training Services requires that all learners act with sensitivity, tolerance, respect and integrity towards other learners and staff.

Scope

CMETB Training Service's Anti-Bullying Policy is applicable to learners participating within a Training programme such as Traineeships, Apprenticeships, Contracted Training Programmes or Evening Provision, Supply, Chain, Logistic and Procurement (SCLP) etc. Training may take place within the Further Education Training Campus, Cavan, Monaghan Institute, Cavan Institute or Contracted Training facilities. Learners need to be aware that there may be additional guidelines around code of conduct within the premises the training takes place.

CMETB Training Services have adopted the following Anti-Bullying Policy within the framework of the Training Services overall code of conduct for learners.

This policy comprehends bullying that is either perpetrated by learners or experienced by learners within Training Services. CMETB Training Services recognises the very serious nature of bullying and the negative impact that it can have on the lives of learners and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour.

CMETB has in place a Bullying Prevention Policy to deal with complaints of bullying by and between staff members.

DEFINITION of Bullying

Bullying Behaviour is defined by the Department of Education and Youth Cineáltas: Action Plan on Bullying 2024 as follows:

Core definition of Bullying Behaviour Bullying is targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying

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behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

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 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 Training Service Code of Conduct for Learners.

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.**

It is the intention of CMETB Training Services to implement this Anti-Bullying Policy by encouraging the following:

- a) A positive centre culture and climate which:
 - Is welcoming of difference and diversity and is based on inclusivity.
 - Encourages learners and staff to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - Promotes respectful relationships across the community.
- B) Effective leadership.
- C) A centre-based 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 learners.
 - Explicitly address the issues of cyber-bullying and identity-based bullying
 - Including in particular, homophobic and transphobic bullying
- F) Effective supervision and monitoring of learners.
- G) Supports for staff.

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- H) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).
- I) On-going evaluation of the effectiveness of the anti-bullying policy.

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Education and prevention strategies to combat bullying -

CMETB Training Services makes it clear to all staff, learners and parents/guardians of learners (under 18 Years of age) that bullying of any kind is unacceptable, irrespective of whether it is a learner, a staff member or any other person that is the subject or perpetrator of such behaviour. In this context, all members of Training Services have a duty to bring to the attention of the Course Coordinator/Tutor/Project Officer or (Programme Manager/Assistant Manager as appropriate) any incident of bullying including cyberbullying or harassment that they know about or suspect.

When investigating and dealing with bullying the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame). Training Services nevertheless reserves the right to take disciplinary action (up to and including suspension and termination), where such is warranted, in accordance with the CMETB Training Services Learner Code of Conduct.

- The focus of the Training Services bullying prevention strategy will be to build empathy, respect and resilience in learners. Training Services will provide opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and in particular homophobic and trans-phobic bullying through awareness raising information provided to learners.
- Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating learners about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of Training Services staff. Further information can be found in the **CMETB Social Media policy**.
- Learners and parents/guardians (where the learner is under 18 years) are encouraged to report incidents, in order to assist Training Services in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Where necessary, Training Services will seek the assistance of and work with: Guidance Counsellors; the Health Service Executive (HSE); TUSLA - the Child and Family Agency; the Gardaí, and other external agencies as appropriate, to provide information and training to staff and learners about the effects and dangers of bullying.
- In combating bullying, Training Services will take particular account of the needs of learners with disabilities or with additional learning needs. This will involve improving inclusion, developing social skills, learner induction and promoting respect for everyone.
- Training Services will adopt a staff development approach through staff meetings and CPD; this will help build an understanding of what bullying is and provide guidance on

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how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved.

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PROCEDURES

Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by Training Services for dealing with cases of bullying behaviour.

- Where a member of staff has a concern about a learner being bullied, either as a result of a personal observation or as a result of receiving a report from the learner or a third party, they may investigate and deal with the matter in accordance with the Code of Conduct. Where a tutor is concerned that a particular bullying episode is **causing serious upset to a learner**, staff member or other person, they should bring it to the attention of the Course Co-ordinator/Tutor/Project Officer or Programme Manager as appropriate at the earliest possible opportunity.
- Training Services reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the Training Services and it impinges on the work or well-being of a learner in the programme, even where the bullying acts are committed outside of the training environment.
- Training Services reserves the right to seek the assistance of external agencies such as HSE, and the Gardaí, where it deems such assistance is necessary to deal effectively with bullying behaviour.
- Concerns about, or allegations of, bullying will be investigated and addressed as follows:
 - a. In investigating and dealing with bullying the focus will be on resolving the interpersonal issues and restoring, as far as is practicable, the relationships of the parties involved - rather than apportioning blame.
 - b. In investigating and dealing with bullying, the tutor will exercise their professional judgement to determine whether bullying has occurred (this may be in consultation with other colleagues) and how best the situation might be resolved.
 - c. There is a clear obligation on each member of staff who becomes aware of bullying behaviour either to deal with such behaviour themselves or to bring such behaviour to the attention of the Course coordinator/Tutor/Project Officer or Programme Manager at the earliest possible opportunity.
 - d. All reports of bullying, including anonymous reports, will be investigated, and dealt with either by the tutor who first becomes aware of the allegations/concerns or the Course coordinator/Tutor/Project Officer or Programme Manager.
 - e. It will be made clear to learners that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other learners is dependent on them reporting such behaviour to a member of staff.

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- Those involved in investigating and resolving bullying behaviour will note and report developments as follows and, in doing so, they will comply with relevant data protection legislation.
 - a) The relevant tutor will use their professional judgement regarding the records to be kept of information received, the actions taken and any discussions with those involved with the bullying behaviour. Incidents will be recorded using the Incident Report Form at Appendix 1. A copy needs to be submitted to the Course coordinator/Tutor/Project Officer or Programme Manager at the earliest convenience.
 - b) Where the Course Coordinator/Tutor/Project Officer or Programme Manager establishes that bullying has occurred, they must keep appropriate written records to assist their efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. The Course coordinator/Tutor/Project Officer or Programme Manager must use the template at Appendix 2, (Record of Bullying Behaviour) to record such instances:
- Where they consider that the bullying behaviour has not been adequately and appropriately addressed within 20 centre/programme days after they have determined that bullying behaviour occurred and where it is has been necessary to report serious bullying behaviour immediately to the Manager for further investigation using Appendix 2.
- The recording template at Appendix 2 must be completed in full and retained by the Course Co-ordinator/Tutor/Project Officer or Programme Manager in question and a copy provided to the Manager, as appropriate. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 2 does not in any way preclude the relevant tutor from consulting the Manager, as appropriate at an earlier stage in relation to a case.
 - a) In determining whether a bullying case has been adequately and appropriately addressed the relevant Tutor, Course Co-ordinator must, as part of their professional judgement, take the following factors into account.
 - Whether the bullying behaviour has ceased.
 - Whether any issues between the parties have been resolved as far as is practicable.

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- Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents/guardians (if under the age of 18 years) or the Manager.
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- b) All non-teaching staff and those involved in providing extracurricular activities will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to either Course coordinator/Tutor/Project Officer or Programme Manager.
 - c) Incidents of bullying will be investigated in a calm, unemotional, problem-solving manner.
 - d) Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved.
 - e) All interviews will be conducted with sensitivity and with due regard for the rights of learners, irrespective of whether they are allegedly involved in bullying behaviour or in a position to provide information about the behaviour being investigated.
 - f) Those investigating bullying behaviour will calmly seek answers to questions of what, where, when, who and why.
 - g) Where a group is allegedly involved in bullying behaviour, each learner will be interviewed individually in the first instance. Thereafter, where appropriate, all involved will be met as a group and, at this meeting, each member will be asked for their account to ensure that all are clear about what each individual is saying.
 - h) Each member of a group will be supported through the possible pressures that they may face from the other members of the group after being interviewed.
 - i) Where deemed appropriate, those being interviewed may be asked to write down their account of what happened.
 - j) Where the person investigating an alleged bullying issue determines that bullying behaviour has occurred, the learner and/or the parents/guardians (if learner under 18 years) of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the Training Service Learner's Code of Conduct). Training Services will give learners and/or parents/guardians (if learner under 18 years) an opportunity to discuss ways in which they can reinforce or support the actions being taken by Training Services.
 - k) Where the relevant tutor determines that a learner has been engaged in bullying behaviour, it will be made clear to him/her how they are in breach

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of the Training Services Anti-bullying Policy, and every reasonable effort will be made to try to get them to see the situation from the perspective of the learner/s being bullied.

- I) Where Training Services deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying) and their parents/guardians (if learner is under 18 years) that this is a private matter between the learner being disciplined, their parents (if learner is under 18 years) and Training Services.
- If a learner or parent/guardian (if learner is under 18 years) is not satisfied that Training Services has dealt with a bullying case in accordance with the Training Services Anti-Bullying Policy they will be **referred to the CMETB complaints procedures** that is the CMETB Procedure for dealing with Complaints made by Parent/s, Guardian/s of a Student or by a Learner (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by Cavan and Monaghan Education and Training Board (ETB).

Where a learner and/or parent/guardian (if learner is under 18 years), having exhausted the CMETB complaints procedures, is still not satisfied they will be advised of their right to make a complaint to the Office of the Ombudsman/Ombudsman for Children, as appropriate.

Programme of support for working with learners affected by bullying -

Training Services will put in place a programme of supports for learners who have been bullied. This programme will involve the following elements.

- Learners who have been bullied will be offered appropriate counselling.
- Learners who have been involved in bullying behaviour will be provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others; and
- Learners who observe incidents of bullying behaviour will be encouraged to discuss them with their tutors and their parent/guardian (if learner under 18 years) and to avail of counselling as appropriately where they feel it may assist them to cope effectively with what they have experienced. They may be experiencing feelings of doubt or guilt and need affirmation that they were right to report what they have observed. Further supports are available at local Family Resource Centres.

Supervision and Monitoring of Anti-Bullying in Training Services

Training Services will put in place a programme of supervision and monitoring. This programme will involve the following elements:

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- CMETB Training Services confirms that it will endeavour to ensure 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.
- The implementation and effectiveness of the Training Services Anti-Bullying Policy will be discussed at staff meetings/update meetings – so the concerns about the policy and/or the overall welfare of individual learners can be shared and effectively addressed.
- Data gathered through the reporting template Appendix 2 will be collated and analysed with a view to monitoring levels of bullying behaviour and identifying issues requiring attention.
- The Manager will provide a report to the CMETB Further Education and Training Board through the FET Director setting out the following.
 - The overall number of bullying cases reported (by means of the bullying recording template - see Appendix 2) since the previous report to the Board.
 - Confirmation that all cases referred via the recording template (Appendix 1) have been or are being, dealt with in accordance with the Training Services Anti-Bullying Policy. The minutes of FET Board meetings will record the report but in doing so will not include any identifying details of the learners involved.

Prevention of Harassment

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

Policy Dissemination and Publication

This policy operates in conjunction with other Training Services Policies for example CMETB Social Media Policy, Child Protection Policy, Adult Safeguarding Policy, Code of Conduct and so on. These policies are available in the learner handbook/www.CMETB.ie and/or on request from the Manager.

Policy Review

CMETB will undertake a 3-year review cycle of the Training Services Anti-Bullying Policy and its implementation.

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CMETB Training Services will ensure that an action plan is put in place to address any areas for improvement identified by the 3-year review cycle.

Written notification that the review has been completed will be made available to Cavan and Monaghan Education and Training Board Training Services staff, published on the website (where appropriate) and provided to learners and parent/guardians (if learners are under 18) on request.

Details of the review will be recorded in the minutes of the FET Board meeting that adopted the review and a record of the review, and its outcome will be made available, if requested, to the Department of Education and Youth, Solas or the Department of Further and Higher Education, Innovation and Science.

Signed: _____



(CMETB FET Board Chairperson)

Date: _____

20/3/2026

Date of next review: _____

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Appendix 1 Incident Report Form

Date _____

Time _____

Course Co-ordinator/Tutor/Project Officer or Programme Manager

Name of learner(s) involved

Details of Incident

Who was involved? _____

What happened? _____

When did the incident happen? _____

Where did the incident occur? _____

Reasons as to why the incident occurred _____

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Witnesses to the
incident _____

☐☐

Witnesses

interviewed and accounts recorded. Yes

No

Action Taken

Signed Course Co-ordinator/Tutor/Project Officer or Programme Manager

Learner/s _____

Follow up suggestions _____

Form received by Course Co-ordinator/Tutor/Project Officer or Programme Manager

(date) _____ Initialled _____

Details of any follow up meeting/discussion

Date _____

Time _____

Course Co-ordinator/Tutor/Project Officer or Programme Manager

Name of learner(s) involved

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Appendix 2 - Template for Recording Bullying Behaviour

Course Co-ordinator/Tutor/Project Officer or Programme Manager reporting

1. Name of learner being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of learners(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es)*)		4. Location of incidents (tick relevant box(es)*)	
Learner concerned	☐	Centre grounds	☐
Other Learner	☐	Classroom	☐
Parent	☐	Corridor	☐
Tutor	☐	Toilets	☐
Other	☐	Bus	☐
	☐	Other	☐

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/additional learning needs related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

Signed _____ (Course Co-ordinator/Tutor/Project Officer or Programme Manager)

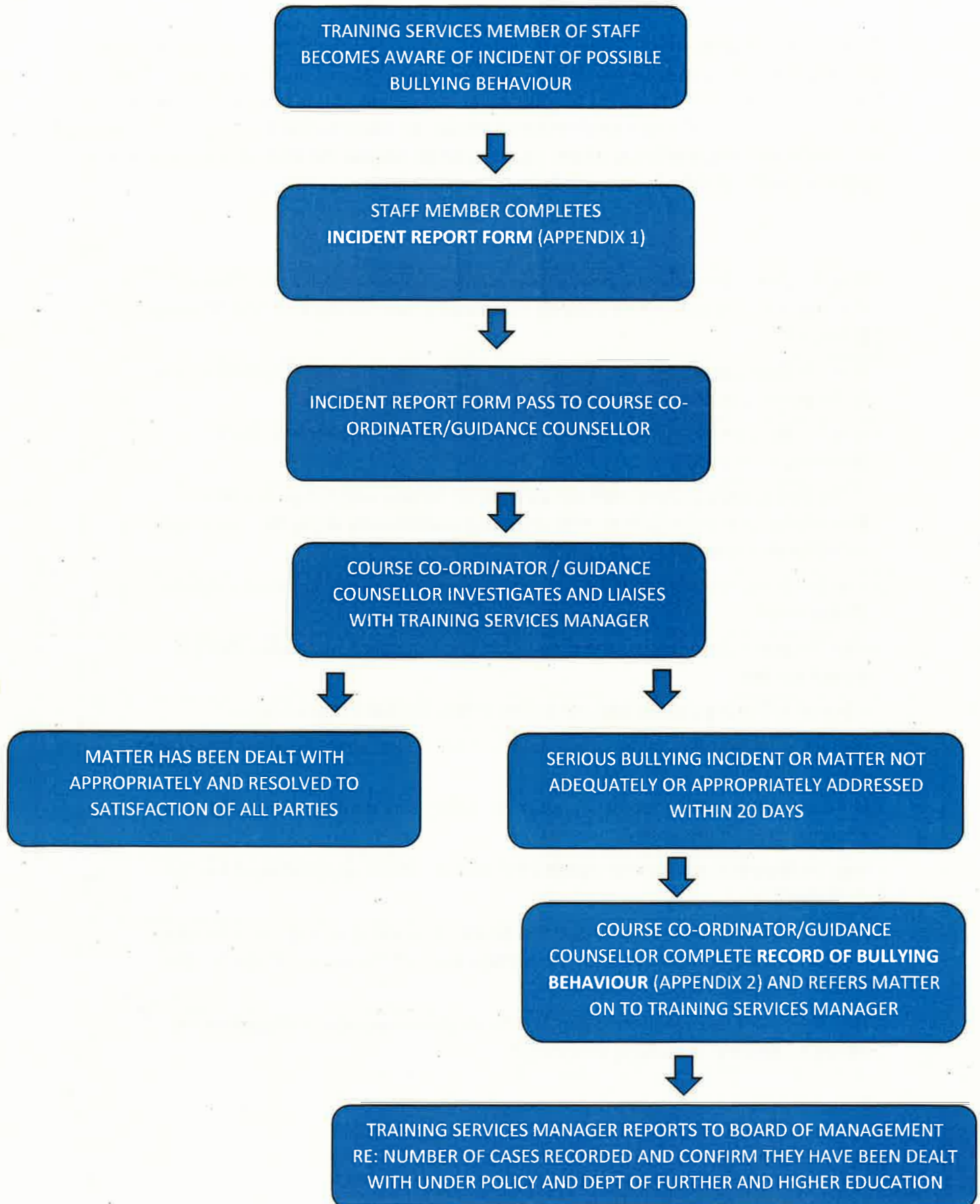
Date _____

This form must be completed by the Course Co-ordinator/Tutor/Project Officer or Programme Manager to record the bullying behaviour in the following circumstances:

- a) Where they consider that the bullying behaviour has not been adequately and appropriately addressed within 20 working days after they have determined that bullying behaviour occurred; and
- b) Where it is has been necessary to report serious bullying behaviour immediately to the Training Services Manager or where a relevant tutor at any time passes on concerns or allegations of bullying to the Training Services Manager.

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Appendix 3 Reporting Structure



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Appendix 4

Checklist for Annual Review of the Anti-bullying Policy and its Implementation

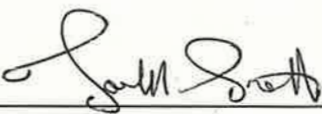
The Board of Management must undertake an annual review of the Training Services Anti-Bullying Policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the centre's anti-bullying policy will be required.

	Yes/No
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?	Y
Has the Board published the policy on the school website and provided a copy to the parents/guardians on request?	Y
Has the Board ensured that the policy has been made available to staff (including new staff)?	Y
Is the Board satisfied that 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?	Y
Has the Board ensured that the policy has been adequately communicated to all learners?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all tutors are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Co-ordinator?	Y
Has the Board discussed how well the centre is handling all reports of bullying including those addressed at an early stage and not therefore included in the Directors periodic report to the Board?	Y
Has the Board received any complaints from parent/guardians regarding the centre's handling of bullying incidents?	Y

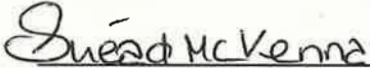
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Have any parent/guardians withdrawn their child from the centre citing dissatisfaction with the centre's handling of a bullying situation?	
Have any Ombudsman/Ombudsman for Children investigations into the centre's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Director been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the centre's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

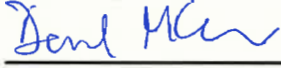
Signed


Chairperson, Board of Management

Signed

 Training Services Manager

 Supply, Chain, Logistics & Procurement

 Contracted Training

Date

20/3/26

