



St. Mary's Secondary School, Mallow

Anti-Bullying Policy

Review dates

Staff	January 2015	Reviewed
Parents	January 2015	Reviewed
Student Council	January 2015	Reviewed
Board of Management	12/01/2015	Ratified

Due for next review _____

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1. Introductory Statement

- This anti-bullying policy sets out, in writing, the framework within which the whole school community of *St. Mary's Secondary School* manages issues relating to bullying and the school's strategy to prevent bullying behaviour.
- Parents and students 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.
- In accordance with the requirement of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Mary's Secondary School has adopted the following anti-bullying policy within the framework of the school's code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. Scope

To what will the policy apply?

The policy addresses bullying behaviour, harassment and sexual harassment.

To whom will the policy apply?

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

When will the policy apply?

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

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

Furthermore the policy applies outside the school if the behaviour impacts upon any person's participation in our school. It deals with negative behaviours and attitudes which arise or occur in school and which affect the progress and sense of emotional wellbeing of students or other people at the school. The policy will outline the necessary steps to be taken when a bullying incident is reported.

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

3. Rationale

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

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

4. Relationship to characteristic spirit of the school

In St. Mary's Secondary School we aim to develop the full potential of every student in a learning environment where fairness, understanding, success and discipline is pursued.

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

5. Mission Statement

St. Mary's Secondary School, Mallow is a voluntary Catholic secondary school for girls only under the trusteeship of CEIST

In co-operation with the Department of Education, with parental and community support and within the available resources our mission is:

To develop a community of learning which is geared towards the holistic development of each student;

To foster the pursuit of academic excellence, respecting the specific potential and talents of each student;

To promote within the school community the values of a Christian, caring society;

To value, within the total school community, self-respect, respect for others and for the environment;

To recognise and affirm the unique value and contribution of each individual.

6. Goals/Objectives

1. To create a school ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence.
2. To affirm the right of all within the school to live a life free from bullying.
3. To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, students, parents/guardians.
4. To create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community across the nine grounds covered by the equality legislation.
5. To ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviours.
6. To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
7. To put into effect procedures for reporting and recording incidents of bullying behaviour.

8. To put into effect procedures for investigating and dealing with incidents of bullying behaviour.
9. To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour.
10. To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.

7. Definition of Bullying and Types of Behaviour Involved.

The following definition of bullying behaviour has been established:

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

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

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

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

It is *not* bullying when:

- A) Students of about the same age and strength have the occasional quarrel or conflict.
- B) A member of staff offers constructive or fair criticism of a student's behaviour or work performance.

For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, defined as follows:

- **Harassment:** any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- **Sexual harassment:** any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

All members of the school community, including external facilitators, are subject to this code, particularly the following relationships:

- Student to Student.
- Student to any Staff member.
- Staff member to Student.
- Parent to Staff member.
- Staff member to Parent.
- Staff member to Staff member.

8. Types of bullying:

The following are some examples of unacceptable behaviour. This list is not an exhaustive list. Similar unacceptable behaviours may be considered as bullying.

General

- Harassment based on any of the nine grounds in the equality legislation e.g. Sexual harassment, homophobic bullying, racist bullying etc...
- Physical aggression, damage to property.
- Name calling, jealousy and slagging.
- The production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures.
- Graffiti, sniggering, sarcastic remarks and extortion.
- Intimidation, name belittling, gestures.
- The “look”, staring, degrading remarks re body shape.
- Putting down a student for working well and achieving.
- Talking loud enough so that the victim can hear.
- Invasion of personal space.
- A combination of any of the types listed.
- Abusing social network sites including Facebook, Twitter, Edmodo, Instagram, Viber, Whats App, Youtube and other media sites, and any other sites developed subsequent to this policy during and outside of school hours, including all school outings and events.

8a Homophobic

- Name calling /using graffiti e.g. “Gay”, “queer”, “lesbian”, etc...
- Spreading rumours about a person’s sexual orientation.
- Taunting a person of a different sexual orientation.

8b Racial

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.

8c Relational

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another.
- Malicious gossip.
- Isolation & exclusion.
- Ignoring, turning others against a student.
- Excluding from the group.
- Taking someone's friends away.

8d Cyber

- Silent telephone/mobile phone calls.
- Use of mobile phones during school hours to access social network sites.
- Abusive telephone/mobile phone calls.
- Abusive text messages.
- Abusive email.
- Abusive website comments/blogs/pictures e.g. Facebook, Twitter and others.
- Any misuse of Information and Communication Technology.
- Video recording without the person's permission
- Taking/sending photographs by electronic device.
- Creating sites about a particular person.
- Spreading rumours.
- Breaking confidence.

8e Sexual

- Unwelcome sexual comments or touching.
- Harassment.
- Unwelcome sexual texts or emails.

9. Signs and Indicators of Bullying

Students who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self-confidence may be damaged with the consequent 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. Bullying may occasionally result in suicide. It is therefore important to alert to changes in behaviour as early as intervention is desirable.

The outcomes of bullying and harassment on the victim are often manifest in the following ways:

<u><i>Psychological</i></u>	<u><i>Behavioural</i></u>
<ul style="list-style-type: none"> • anger • anxiety • distress • frustration • depression • panic • indifference • fear • attempted suicide • shame and feelings of worthlessness • loss of trust in friends and their inability to support and protect 	<ul style="list-style-type: none"> • increased irritability and nervousness • unexplained changes in mood • increased aggressiveness • may believe that they deserve to be bullied • becoming withdrawn • excessive tearfulness or sensitivity to criticism • substance abuse • becoming obsessive • nightmares

Physical Manifestations

- chest pains
- pattern of minor illness
- insomnia
- stomach problems
- eating problems
- fatigue and lethargy
- headaches
- sweats
- inconsistent explanations for cuts and bruises

Social, Interpersonal and School Related

- anxiety about travelling to and from school
- mitching
- late home from school without any plausible explanation
- fear of using school toilet during breaks
- fear of being out of sight of adults
- becoming isolated in class
- becoming withdrawn
- reluctance to discuss the problem
- unwilling to go to school
- lack of creativity and initiative
- beginning to bully small/younger students
- possessions missing or damaged
- increased and excessive requests for money
- deterioration in school performance and motivation
- loss of interest or concentration in school
- unusual concerns about physical appearance, attributes, mannerisms etc.

10. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- Teacher to whom report is made
- Class Tutor
- Year Head
- Deputy Principal
- Principal

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved in keeping with reference to school policy

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

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or parents.

When analysing incidents of 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 effectively with a conflict in a non-aggressive manner.

11. Education and prevention strategies to prevent bullying behaviour

Staff, Parents and students 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.

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:

11a. Publishing and Publicising an Anti-Bullying Policy

- Excerpts from the Anti-Bullying Policy will be visible throughout the school in corridors and classrooms.
- Anti -bullying Charter on display in classrooms (See Appendix 1)
- It will be published on the school web-site: www.stmarysmallow.com in the students' journal and in the school Code of Behaviour.
- The Anti-Bullying Policy will be promoted at various occasions e.g. parents' nights, first year enrolment and open nights.

11b. Supervision and Monitoring

- Bullying “black spots” within the school will be identified and monitored during break times.
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.
- A questionnaire will be given to students during the school year. This will give students an opportunity to voice concerns. Each student is encouraged to write something down.
- Social networking sites will continue to be banned from student use during school time. The Anti-Bullying Policy operates in conjunction with the school's Acceptable Use Policy.

11c. Student Involvement

- Senior students will continue to assist First Years to the school through the *mentoring* programme, thus helping the new student to “settle in”.
- The Student Council supports the creation of a positive school atmosphere through the implementation of the Anti Bullying policy.

11d. Inclusion in the Curriculum and links to Curriculum delivery

- In post-primary schools, Social, Personal and Health Education (SPHE) must be timetabled as part of the Junior Cycle core curriculum. Social, Personal and Health Education provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in each of the three years of Junior Cycle Social, Personal and Health Education.
- The Social Personal and Health Education Senior Cycle curriculum currently being developed by the NCCA will also deal with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.
- CSPE: Linkages can be made within the “Human Dignity” and “Rights and Responsibilities” section of the curriculum that will encourage positive behaviour between students.
- Guidance and Counselling Service: Interviews will be held with First Year students to assess how they are settling into the school.
- .
- Other links may include:
 - Transition Year.
 - LCVP.
 - LCA.
 - Informal curriculum e.g. which extra-curricular activities can assist in raising awareness of the unacceptable nature of bullying behaviour and/or incorporate a focus on promoting equality and affirming diversity.

11e Link to Related School Policies

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place, being developed or reviewed should be examined by reference to the Anti-Bullying Policy and any implications which it has for them should be addressed.

The following policies may be among those considered:

- Code of Behaviour.
- Child Protection.
- Equality.
- Internet Safety: Acceptable Use Policy.
- Health and Safety.
- Critical Incident Policy.
- SPHE/RSE Policy.
- Guidance and Counselling Programme.
- Attendance Policy.
- Admissions Policy.
- Induction for new staff and students.
- Dignity in the Workplace.
- Pastoral Care Policy.

11f. Involving Parents/Guardians and the Wider Community

- Awareness of the Anti-Bullying Policy will be raised on parents' nights e.g. First Year enrolment and open nights.
- There will be continued involvement with the local community to gain awareness of any existing problems.
- Outside speakers / drama groups will be engaged for both students and parents.

12. 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 also Appendix 2)

Reporting procedures for Students:

12a. Who to tell?

- Parents
- Any staff member with whom the student feels comfortable
- Friends who will speak on your behalf
- Principal.
- Deputy Principal.
- Tutor or Year Head.
- Guidance Counsellor.
- Student 'Mentor'.

12b. How to tell?

- Direct approach to teacher at an appropriate time, e.g. after class, hand note up with homework.
- Make a phone call to the school or to a trusted teacher in the school.
- Email the school
- Get a parent or friend to tell on your behalf.
- Parents can inform the school.
- Witnesses can inform appropriate person.
- Administer a confidential questionnaire to all students during the year.

It is important to note that records of all incidents of bullying and action taken to resolve them will be kept.

13. Noting and Recording

- All incidents of alleged bullying will be recorded on an incident form (SEE APPENDIX 3) and given to relevant Year Head.
- The relevant Tutor/Year Head will then decide on what action is to be taken.
- The Principal and Deputy Principal are responsible for maintaining files for security and confidentiality for at least seven years after they leave school.
- These files may be accessed by students/parents in the future.
- Comments made should be factual, non-judgmental and objective.

14. Procedures for Dealing with Reported Incidents:

14a Procedures for Teachers

If a student informs you of an incident of bullying affecting either themselves or a friend, follow these steps:

- Listen; encourage the student to tell their story as this is a very important first step.
- Take notes; record all the details such as date, time, location, names of those involved, witnesses etc. student's own words must be recorded.
- Reassure; tell the student that help is available, action will be taken to investigate, it is not their fault and that they will not have to face this on their own.
- Satisfy yourself that no student is in immediate danger.
- Confidentiality is respected and the student's privacy is protected, but a teacher must not give guarantees not to tell anyone.
- Inform the Year Head without delay. Complete Incident Form for recording bullying behaviour (Appendix 3)
- All serious incidents of bullying (e.g. an assault or long term exclusion) must be reported to the Principal straight away.

14b Procedures for Staff Member Investigating the Reported Incident

Actions may include the following and may incorporate elements of 1 or more of the six main responses to addressing bullying behaviour (1. Traditional Disciplinary Approach, 2.Strengthening the Victim, 3. Mediation, 4.Restorative Practice, 5.The Support Group Method, 6.The Method of Shared Concern)

- Have the student reporting bullying write down the behaviours and how it is affecting them as early as possible.
- Talk with alleged bully about their behaviour and their experiences of incidents mentioned.
- Have the alleged bully write down an account of their behaviours and their effects as early as possible.
- Challenge bullying behaviour as being unacceptable.
- Discuss possible solutions with both parties separately/together if appropriate.
- The Guidance Counsellor may be involved if appropriate.
- Write down a record of all conversations.
- Inform the Year Head of the complaint.
- Refer complainant to Guidance Counsellor.
- Make further appointment to discuss situation with complainant and/or other relevant individuals.
- Record details of complaint on official form.
- The evidence will be evaluated by management and fair appropriate action will be taken in accordance with the code of behaviour.
- It is vital that the person reporting the incident is protected from victimisation. Whoever is dealing with the incident must be discreet and careful. Staff will support students who report bullying by conducting follow-up meetings with them.

14c. Follow-up steps to be taken

- The students involved will be monitored on a regular basis by informal discussions.
- Counselling may be offered to all concerned.
- If necessary the parents will be invited to a meeting with management.
- If bullying persists the Board of Management will be informed.

14d. Procedures for Student to Staff Bullying

- Teacher(s) to speak to students involved.
- Explain unacceptable behaviour as in policy.
- Explore a working solution.
- Refer to Deputy Principal and Principal.
- Request meeting with parents.

14e. Procedures for Staff to Student Bullying

- We recommend that students talk to Deputy Principal or Principal
- Principal will discuss the allegation with the teacher involved
- Explore a working solution.

14f. Procedures for Staff to Staff Bullying

Procedures to be followed in accordance with the Dignity at Work Act.

15. Implementation arrangements, Roles and Responsibilities

The Anti-Bullying policy shall indicate the individual roles, responsibilities and obligations of staff, students and parents. These roles and responsibilities shall be clearly outlined to existing staff and shall be communicated to all new staff at induction. Students shall be made aware of their own individual roles and responsibilities.

The people who have responsibility for implementing each action and their roles are outlined as follows:

- **Principal and Deputy Principal:** The Principal and Deputy Principal shall have overall control and responsibility for the implementation of the policy including its publicity at staff meetings, meetings with parents and assemblies. The Principal will be responsible for its ratification. Management will liaise with staff on a regular basis regarding bullying behaviour. A file of incident reports shall be collected as a record of bullying behaviour. When a bullying incident has been reported Management together with the Year Head will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant authorities.
- **Pastoral Care Team:** The Pastoral Care Team will be involved in developing awareness of anti-bullying and of the importance of reporting. The Pastoral Care Team shall also be responsible for the care of both the injured party and the accused so as to attempt to eliminate further episodes of bullying behaviour. The Pastoral Care Team shall be responsible for communicating incidents of bullying behaviour to the relevant teacher, tutor or parent.
- **Year Head together with Management** will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant authorities. The Year Head will be responsible for the recording of all information regarding all incidents and meetings.
- **Subject Teacher:** Will report any bullying behaviour to the relevant member of staff, Management or Pastoral Care Team. The teacher must document incidents of bullying behaviour within their classroom or outside of it e.g. corridors etc. Teachers will fully participate and facilitate meetings and promotion of the anti-bullying policy. All teachers must be constantly vigilant of any bullying behaviour with the children under their care.

- SPHE Coordinator: The SPHE coordinator shall along with the SPHE teachers promote the awareness of what bullying is in SPHE classes.
- Guidance Counsellor: The Guidance Counsellor shall be responsible, along with the Pastoral Care Team, for highlighting awareness of anti-bullying initiatives and of bullying behaviour within the school and related activities. He/she will also have the responsibility of reporting incidents and dealing with the counselling of the relevant student/s.
- Board of Management: Shall have the overall responsibility for implementing the anti-bullying policy. They will facilitate the promotion and awareness of it throughout the school. 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.
- The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.
- Student: The student will have the responsibility of complying with the anti-bullying policy. The student will also have the responsibility of reporting incidents of bullying that they are subject to or have witnessed. The student will also have the responsibility to participate actively in anti-bullying initiatives. The student along with parent/guardian will have the responsibility of signing the anti-bullying policy and returning to the school and therefore agreeing to be bound by it.
- Parent/Guardian: The parent or guardian will have the responsibility of upholding the recommendations within the policy and accepting the sanctions held within it. Where incidents of bullying are occurring to their child, they will have the responsibility of reporting this to the Principal, Deputy Principal, Year Head or member of the Pastoral Care Team.
- Staff members: shall have the responsibility of reporting all incidents of bullying behaviour that they have witnessed or are aware of in keeping with the Anti-Bullying Policy.

16. Ratification, Communication and Review

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

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

On-going review should be in line with any changing information or guidelines (e.g. from the Department of Education and Skills or the NEWB), legislation and feedback from parents/guardians, students, staff members and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

The following evaluation tools may be used to review and evaluate the Anti-Bullying Policy.

Possible methods of review:

- Questionnaire.
- Random Surveys.
- Staff meetings.
- Parents meetings.
- Feedback from the student body, SPHE class.

This policy was adopted by the Board of Management on 12th January 2015

Signed: _____ **Signed:**

(Chairperson Board of Management)

(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1



ANTI - BULLYING CHARTER

Bullying is unacceptable and will not be tolerated in

ST. MARY'S SECONDARY SCHOOL

As students of St. Mary's we have all agreed that we will not

- **Physically or emotionally hurt another person**
- **Threaten or intimidate another person**
- **Deliberately exclude or isolate another person**
- **Engage in cyberbullying**

WE WILL REPORT BULLYING IN THIS SCHOOL

Anti-Bullying Agreement

**BULLYING IS UNACCEPTABLE
AND WILL NOT BE TOLERATED IN**

St. Mary's Secondary School

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

I will not:

- **Hurt another person physically or emotionally**
- **Threaten or intimidate**
- **Deliberately exclude or isolate**
- **Engage in cyberbullying**

Signed: Student

Parent

Principal.....

Date.....

Appendix 2

Guidelines and Resources for Investigating and Resolving Bullying with student to student

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Subject teacher, tutor, or any teacher	Challenge the behaviour as being unacceptable	Serious talk with student(s) re effects of their behaviour
Year Head/ Deputy Principal	Speak to students separately and try to resolve the issue Keep a record Teacher will follow up progress with: victim and bully, bystanders or others involved	Verbal warning. Student/s involved warned to stop Seek verbal agreement re future behaviour Outline a fair outcome <i>if appropriate</i> e.g. an apology, return of property etc

Subsequent report /disclosure

Student to Student

Action taken by	Procedure	Support and/or sanction <i>may</i> include:
Any teacher, Tutor, Year Head involved Member of the Pastoral Care Committee may be involved	Incident investigated by the Year Head Principal/ Deputy principal informed Both sets of parents informed by the Year Head Keep a record Year Head follows up progress with victim and bully, bystanders or others involved	Serious talk with the student re: behaviour and future behaviour Sign written agreement re future behaviour Parents/Guardians sign written agreement re future behaviour Speak with school counsellor Detention /other agreed sanction from school's Code of Behaviour Monitor future behaviour

Where bullying behaviour persists / serious incident of bullying

Action taken by	Procedure	Support and/or Sanction
<p>Principal or Deputy Principal involved</p> <p>Year head</p> <p>Care Committee may be involved</p> <p>The incident may be referred to the Board of Management at the discretion of the Principal</p>	<p>Parents and student meet with Principal / Deputy Principal</p> <p>Feedback to Year Head</p> <p>Record kept</p> <p>Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation</p>	<p>Detention / Suspension / other agreed sanction from school's Code of Behaviour</p> <p>Parents are met and conditions set regarding student's future behaviour and recommendations are made.</p> <p>Counselling offered</p> <p>Referral to NEPS/ Garda Juvenile Liaison Officer</p> <p>Contact with other support agencies e.g. re anger management</p> <p>The future of the student in the school may be considered</p>

Appendix 3

Template for recording bullying behaviour

1. Name of student being bullied and class group

Name _____ Class _____

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

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

Student concerned	
Other Student	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

--

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

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Year Head/Principal/Deputy Principal _____

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

Appendix 4

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

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

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all students?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	

Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school'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 _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal