Coláiste Nano Nagle

Anti-Bullying Policy 2021 - 2022

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

The main aims of our school's anti-bullying policy are as follows:

1. To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour;
2. To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;
3. To provide procedures for investigating and dealing with bullying behaviour;
4. To provide procedures for noting and reporting bullying behaviour;
5. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
6. To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour;
7. To facilitate on-going evaluation of the effectiveness of the school's anti-bullying policy.

2. 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 following **key principles of best practice,** in preventing and tackling bullying behaviour.

Index of Key Principles:

A positive school culture and climate

1. Effective leadership
2. A school-wide approach
3. A shared understanding of what bullying is and its impact
4. Implementation of education and prevention strategies (including awareness raising measures)
5. Effective supervision and monitoring of pupils
6. Supports for staff
7. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
8. On-going evaluation of the effectiveness of the anti-bullying policy
9. Links to other policies
10. Prevention of harassment
11. Policy adoption
12. Dissemination and publication
13. Review

This Policy Applies
- In class, between classes and while on the school premises
- While in school uniform
- On the way to and from school
- On school-based activity, school tours etc.
- To anything done in the school's name

• To any behaviour that adversely affects the school reputation or the education of any student in the school

Rights and Responsibilities of Each Member of the School Community

Right	Responsibility
I have the right to be safe in school	I have a responsibility to make our school a safe and secure place for others

Rights And Responsibilities of Students and Staff

I have a Right to be:	I have a Responsibility to ensure that:
Treated with respect	Others are treated with respect
Physically safe and to expect my property to be safe at school	Others are physically safe, and the property of others is safe
Free from all forms of verbal bullying	Others are free from verbal bullying
Free from intimidation	Others are free from intimidation
Free from unwelcome sexual comments or touching	Others are free from unwelcome sexual comments or touching
Free from any hurtful remarks or gestures regarding person, ethnicity, religion, and culture	Others are free from any hurtful remarks or gestures regarding person, ethnicity, religion, and culture
Able to learn & teach without disruption	Others/students can learn without disruption
	Bullying behaviour is acted upon as appropriate

Rights and Responsibilities of Parents

I have a Right to be:	I have a Responsibility to ensure that:
Expect that my child is safe in school and that she can learn without disruption	Report bullying behaviour to the school
	Co-operate fully with the implementation of school policy

Responsibilities of Bystanders/Witnesses

Do	Don't
Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive	Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc.
	Cheer on somebody who is bullying.
Seek help immediately from an adult if the situation is dangerous.	Stay in a dangerous situation, e.g., a fight.
Tell when you know a student is being bullied. (This is not 'ratting'. It is telling to be safe.)	Bully the 'bully'

1 A positive school culture and climate which-

- Is welcoming of difference and diversity and is based on inclusivity.
- Is open, supportive and encourages pupils to disclose and discuss bullying behaviour in a non-threatening environment.
- Promotes respectful relationships across the school community.

2. Effective leadership

- School leaders involve both staff and pupils in developing and implementing a vision of the school where diversity is accepted and celebrated.
- Principal and other leaders in the school, including all teachers, strive to engender an ethos under which bullying is unacceptable.
- All who are identified as leaders within the school community ensure that practical steps are taken to challenge and respond to bullying.
- Identified school leaders are firm, fair, clear, and consistent in their disciplinary measures.
- The adults in the school understand that they have a responsibility to model the school's standards of behaviour in their dealings both with pupils and with each other, since their example is a powerful source of learning for pupils.

3. A school-wide approach

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline, and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian, or other aggressive behaviour or language by any of its members.
- The school has the capacity to change in response to pupils' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears, or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with, and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the pupil with a range of life skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy, and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

4. A shared understanding of what bullying is and its impact

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 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.

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

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's positive code of behaviour.

Examples of Bullying Behaviours:

General behaviours which apply to all types of bullying	- Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc. - Physical aggression - Damage to property - Name calling - Slagging - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person - Offensive graffiti - Extortion - Intimidation - Insulting or offensive gestures - The "look" - Invasion of personal space - A combination of any of the types listed.
Cyber	**Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation **Harassment**: Continually sending vicious, mean, or disturbing messages to an individual **Impersonation**: Posting offensive or aggressive messages under another person's name **Flaming**: Using inflammatory or vulgar words to provoke an online fight **Trickery**: Fooling someone into sharing personal information which you then post online **Outing**: Posting or sharing confidential or compromising information or images **Exclusion**: Purposefully excluding someone from an online group **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety - Silent telephone/mobile phone call - Abusive telephone/mobile phone calls - Abusive text messages - Abusive email - Abusive communication on social networks e.g., Facebook/Instagram/Snap Chat/Tic-Toc/Twitter/You Tube or on games consoles etc. - Abusive website comments/Blogs/Pictures - Abusive posts on any form of communication technology
Identity Based Behaviours **Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community).**	

Homophobic and Transphobic	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g., Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats • Use of slurs.
Race, nationality, ethnic background, and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background, neighbourhood where student lives. • Exclusion based on any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment • Webcam Blackmail
Special Educational Needs, Disability	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

This list is not exhaustive.

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

Effects of Bullying on Individuals:

Physical		• Physical ill health • Damage to personal belongings or loss of property • Physical injury • Aggression/Violence
Social		• Loss of confidence • Loneliness • Low self-esteem • Social isolation • Social anxiety • Fear
Psychological		• Generalised anxiety • Anger • Depression (strong predictor of peer victimisation) • Self-harm thoughts or behaviour • Suicidal thoughts or behaviour

Possible Indicators that a student is being bullied:

Physical indicators
- Unexplained bruising, cuts etc.
- Loss of/ damage to personal property
- Hunger or thirst
- Frequent minor illnesses, headaches, tummy
- Bedwetting
- Loss of appetite
- Obsessive behaviour, physical appearance, weight
- Stammering
- · Requests for extra money

Emotional/ Psychological Indicators
- Outbursts of anger, temper, irritability at home
- Bullying brother and sisters, parents
- Well behaved child suddenly troublesome Signs of depression
- Changes in mood, appetite, sleep pattern
- Tiredness, neglect of appearance
- Expressions of sadness, worthlessness
- Nightmares, crying at night
- Restless, dangerous, wild, disruptive behaviour
- Cynicism, black mood
- Implied or overt threats of self-harm

- Implied or overt threats of suicide

School Related Indicators
- Reluctance to go, wanting to be accompanied
- Returning in bad form
- Changing route
- Avoiding certain days/lessons
- Nervousness in class
- Punctuality problems
- Poor concentration
- Deterioration in schoolwork
- Expressions of hopelessness
- Fewer phone calls, friends calling, invitations
- Reluctance to take part in activities
- Abusive phone calls, texts

5. Implementation of education and prevention strategies (including awareness raising measures)

The education and prevention strategies that will be used by the school to combat bullying will be in accordance with Section 6.5 of the DES 'Anti-Bullying Procedures for Primary and Post Primary Schools'

(a) **School-wide approach:**

   Implemented strategies which:

- Create space within the teaching of all subjects to foster an attitude of respect for all: - to promote the value of diversity; to address issues of prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

- Apply the **Code of Positive Behaviour** in a fair, transparent, and just manner.
- Promote whole staff professional development on bullying: - to ensure that all staff members develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention.

- Facilitate on-going professional development/training of the designated relevant teachers.

- Build empathy, respect, and resilience in our pupils.

- Foster and enhance the self- esteem of all our pupils through curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self- worth through formal and informal interactions.

- Address the needs of pupils with disabilities or with SEN. These approaches focus on improving inclusion, on developing social skills, and particular attention is paid to key moments such as transitioning from primary to post primary school. This promotes a good school culture which has respect for all and helping one another as central.

- Develop initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects.

- Explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and trans-phobic bullying.

- Educate pupils on appropriate online behaviour, how to stay safe online and on developing a culture of reporting any concerns about cyber-bullying.

- Encourage a culture of 'telling', by helping students to understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. In this way students are helped to recognise that they are not telling tales but are behaving responsibly.

- Ensure that pupils know who to tell and how to tell, e.g.

  - ✓ Direct approach to teacher/ Year Head/ Guidance Counsellor/ Deputy Principal or Principal at an appropriate time, e.g. after class or break-times.

  - ✓ Hand up notes with homework.

  - ✓ Make a phone call to the school or a trusted teacher in the school

  - ✓ Get a parent/ guardian to tell on their behalf e.g. by contacting the HSCL Coordinator or the school office.

  - All students, staff and parents will have access to the school's Anti-Bullying Policy on the school website**.**

(b) Curricular approaches:

All teachers can influence attitudes to bullying in a positive manner through a range of curricular activities. However, there are several curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness.

SPHE – Social and Personal Health Education:

The school ensures full implementation of the SPHE curriculum which makes specific provision for exploring bullying as well as the inter-related areas of:

- ❖ Belonging and Integrating
- ❖ Communication
- ❖ Conflict
- ❖ Friendship
- ❖ Personal safety and relationships

As part of the **Junior Cycle SPHE curriculum – Non-Short Course Programme (Second- and Third-year students)**, the following areas specifically relate to bullying awareness under the topic **Minding myself and others** -

1. **2.10**
Describe appropriate responses to incidents of bullying.

2**. 2.11**
Appraise the roles of participants and bystanders in incidents of bullying.

3. **2.12**
 Review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety.

All First-Year students in a new programme is called FUSE which is an Anti-Bullying and Online Safety Programme, developed by the National Anti-Bullying Centre and Dublin City University.

Four mandatory workshops:

- Bullying and the Importance of Noticing
- Cyberbullying and the Importance of Noticing
- Online Safety - Privacy and Sharing Online
- Online Safety - Cyber Security Awareness

The school are also part of a Webwise pilot study and involved in the development of a cyberbullying programme. This programme will provide CPD for all teachers.

Junior Cycle Short Course Curriculum (First Year Students)

All strands have areas that relate to bullying

- Strand One – Who am I?
- Strand Two- Minding Myself and Others
- Strand Three – Team up
- Strand Four – My Mental Health

The Relationships and Sexuality (RSE) Programme at **senior cycle** provides opportunities to explore and discuss areas such as human sexuality and relationships, which has relevance to identity-based bullying. This would be carried out in line with the Lockers and Be in Ctrl (webwise resources).

Homophobic and Trans-phobic Bullying are dealt with using the **TRUST Pack** resources (a collaboration between DES and HSE) and the belongto.org

The SPHE programme is delivered in a manner that strives to enhance the self- concept and self- esteem of all our students. It fosters a sense of identity, purpose, security, and competence.

The school is committed to the provision of continuous Professional Development for staff in delivering these programmes.

Wellbeing – Junior Cycle:

As part of the **Wellbeing Programme** that we offer first year students, the following is delivered in class:

Bullying Awareness Programme - with the aim of creating a positive anti-bullying ethos and to raise awareness about bullying with our new students (we use **Web-wise and Cool School Programme** resources here). The duration of the programme is three weeks.

Topics include:
Raising awareness about bullying – PowerPoint presentation
Appreciating diversity and difference
Types of bullying - worksheet exercises and video clips
Cyber bullying - worksheet exercises and video clips
Responses to bullying incidents, participants, and bystanders
Poster competition
Cyber safety

Friends for Life/Youth Friends
We are awaiting training for this programme and will have staff trained once it becomes available.

The school specifically considers the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Digital Media Literacy

Some students have the opportunity of taking DML as a short course. These students learn to use digital technology, communication tools, and the internet creatively, critically and safely, in order to fully support of their development as a Digital Citizen. They use webwise resources such as Connected.

Behaviour for Learning Classroom:

In the **friends for life/youth friends' programmes**, healthy friendships are covered, which links with bullying awareness.

The designated Behaviour for Learning Teacher engages with all incoming first year students and offers support through the delivery of the **First Year Induction Programme**.

Delivery of lessons on **Relational Aggression** (Cool School Programme: A Friend indeed)
and
Cyber Bullying (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together)

Guidance Department:

The guidance counsellors are involved in engaging with students and offering support/ restorative practice if incidents of bullying have occurred.

Year Heads:

Year Heads investigate all alleged incidents of bullying and offer support /facilitate restorative practice if incidents of bullying have occurred. Year Heads anchor a weekly assembly of each year group allowing for the continual embedding of positive behaviour and respect for all. It also affords an opportunity to reward same.

Additional Whole-School Initiatives:

❖ **Anti-Bullying Week** – a whole- school, cross-curricular intervention to raise awareness of the effects of bullying, (poster displays and power-point presentations).

❖ **Happy Mind Day** – a whole-school approach where the importance of Positive Mental Health is promoted. A range of visiting speakers and agencies are invited into the school and students participate in a day of interactive, fun, structured activities. Students are also provided with important service/contact information of local mental health organisations. The school has been awarded a second **Amber Flag** for this initiative.

❖ **Intercultural Day –** a whole-school collaboration to celebrate diversity and promote inclusivity. Students and parents from every ethnic culture/country within our school community are invited to showcase positive aspects of their culture - food, dress, music, dance, craft;

❖ **Cyber Safety** – a visiting IT specialist or a member of staff delivers a talk to both pupils and parents on How to Stay Safe Online and on the topic of Cyber Bullying.

❖ **Questionnaires** - confidential wellbeing questionnaires are distributed to students.

❖ **Student Representative Council (SRC)** – Students have the forum to discuss aspects of school life which are of concern to the student body.

6. Effective supervision and monitoring of pupils:
The Board of Management of Coláiste Nano Nagle 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.

Students are supervised before school at 8:15am, at break-time, lunchtime and for 15mins after school finish time.

In the interest of student welfare and safety security cameras are in the school corridors and in the specific locations in the yard.

All year groups are assigned designated eating areas and locker locations.

Students may only proceed to classes located in peripheral buildings under the direct supervision of the teacher.

The on-going prevention of bullying depends on students being prepared to report concerns about bullying to the teaching staff and/or school management. Teaching staff are encouraged to reinforce this point to students on an on-going basis. In so far as it is possible, a student who draws concerns about bullying to the attention of a member of staff will not have her identity divulged.

Non –teaching staff also contribute and are part of the process to counteract bullying behaviour.

There is an Acceptable Usage Policy in place. The Schools Broadband Programme has blocked all social networking sites on the school's computers on the basis that they may put students at risk to bullying behaviours and inappropriate content.

All computer rooms are locked, and students cannot gain access without teacher supervision.

7. Supports for Staff:

The Board of Management ensures that members of school staff have sufficient familiarity with the school's anti bullying policy to enable them to apply the policy effectively and consistently when required.

- All staff will be provided with a copy of the policy at the start of each year.
- The policy will also be made available on the school website.
- In-service training will also be provided to staff on an on-going basis.
- Staff will be informed of any outside training available to them in relation to bullying issues. They will be facilitated in attending this training in so far as is possible.
- Any new members of staff, including student teachers, temporary or substitute staff, who arrive during the year will be given a copy of the Anti-bullying policy and induction regarding its use by an Assistant Principal.
- Supports offered to staff will be appropriate to the individual's role and should enable staff to recognise bullying, implement effective strategies for preventing bullying, make referrals and where appropriate, intervene effectively in bullying cases.

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

Coláiste Nano Nagle is committed to investigate bullying. A clear and consistent approach is essential to effective practice.

When investigating and dealing with bullying the main focus is on resolving differences and restoring, as far as possible, the relationships of the parties involved, rather than apportioning blame.

In accordance with section 6.8.9 of the DES Anti-bullying Procedures **"Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as possible, the relationships of the parties involved within a reasonable timeframe."**

In any given situation involving a bullying case, the school, in communication with parents/guardians and other relevant parties, will decide on intervention measures that are best suited to resolve the situation.

Coláiste Nano Nagle reserves the right to take disciplinary action, up to and including suspension and exclusion, where such is warranted, in accordance with the school's Code of Positive Behaviour.

A pupil or parent/guardian may bring a bullying concern to any teacher in the school. Individual teachers will take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

According to section 6.8 of the DES Anti-Bullying Procedures for Post Primary Schools the **'relevant teacher'** is the member of the teaching staff who has responsibility for and **investigating and dealing with bullying'**

The relevant teachers for investigating and dealing with bullying in Coláiste Nano Nagle could be any of the following:

Principal

Deputy Principal

Year Heads

Members of the Care team

- Guidance Counsellors
- Home School Community Liaison Co-ordinator
- Behaviour Support Teacher
- SEN coordinator

Note: Any teacher may act as a relevant teacher if circumstances warrant it.

When investigating an incident of bullying, it is imperative that discretion is used by the relevant teacher(s) in consultation with management.

Recording of bullying behaviour – guidelines for teaching and ancillary staff

- Watch for early signs of distress in students.

- Do not think in stereotypes, bullies and victims do not come in standard shapes and sizes.
- Be ready and willing to deal with any incident brought to your attention.
- Take the incident or report seriously.
- It is imperative that all recording of alleged bullying incidents must be done in an objective and factual manner - date, time, location, names of those involved, witnesses, student's own words must be recorded.
- Reassure- tell the student that help is available, and action will be taken to investigate.
- Ensure the student understands that total confidence cannot be guaranteed. The incident may have to be referred to the Year Head or Principal.
- All instances of bullying observed or recorded should be reported promptly to the Year Head in writing.
- Satisfy yourself that no student is in immediate danger, critical incidents must be reported immediately to the Principal or Deputy Principal.
- Offer the victim immediate support and help, make a referral to Guidance or any relevant member of the Care Team.

The school's procedures for noting/reporting and investigating bullying behaviour adhere to the **School's Code of Positive Behaviour** and are as follows:

Stage 1.   Initial report/disclosure of bullying incident:

Action taken by	Procedure	Support and/or sanction may include
Subject teacher or any teacher	1) Challenge the behaviour as being unacceptable 2) Speak to both students separately and try to resolve the issue 3) Keep a personal record 4) Complete relevant incident sheet outlining details and interventions 5) Give to the relevant teacher, usually the Year Head or Deputy Principal / Principal if warranted 6) The victim is given a contact person she trusts and is encouraged to come forward until the bullying behaviour is eliminated e.g., Year Head, Guidance Counsellor	• Serious talk with student(s) re effects of their behaviour • Verbal warning. Student(s) involved warned to stop • Seek verbal agreement re future behaviour • Outline a fair outcome if appropriate: • e.g., an apology, return of property etc. • Class sanction can be imposed

Note: Incidents of a very serious nature which warrant immediate significant action will be reported to the Principal/Deputy Principal and will proceed immediately to stage 3.

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher.

In investigating and dealing with alleged bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how the situation may be resolved.

Stage 2. Subsequent reporting, investigation and follow up of bullying incidents:

Action taken by	Procedure	Sanctions and/or Support

Relevant Teacher
(a) Year Head
	1) Reported incident is considered and investigated by **Year Head**
	2) All parties involved will be interviewed individually, outside of the classroom setting to ensure the privacy of all involved. (Other relevant **teachers** may be asked to assist with this process)
	3) All interviews will be conducted with sensitivity and with due regard to the rights of all involved
	4) The **relevant teacher** will adopt a calm, unemotional, problem-solving approach
	5) All parties involved will be asked to provide a written factual statement – what, where, when, why
	6) Where it has been determined that bullying behaviour has occurred, the parents/guardians of both parties will be contacted at an early stage and actions being taken will be explained
	7) The Code of Positive Behaviour may be invoked
	8) **The Principal/Deputy Principal** may be informed depending upon the severity/ nature of the incident
	9) Records are kept throughout, and necessary forms completed and stored according to GDPR regulations
	
	The **relevant teacher(s)** monitor(s) progress with victim, bully, bystanders, or others involved, to determine if a satisfactory resolution has been reached.
		Sanctions may include:
		• Serious talk with the student(s) in relation to behaviour and future behaviour.
		• Student(s) brought to a meeting of the Discipline Committee.
		• A phone call home to the parents/guardians of both parties.
		• Parents/guardians of one or both parties may be asked to attend a meeting with the Year Head, Discipline Committee and/ or Senior Management.
		• After- school detention.
		• In- school detention (pupil not allowed to attend regular classes, arrangement made for subsequent supervision).
		• Contract regarding future behaviour. This may take a verbal or written format. In the case of a written contract, parents/guardians may also be asked to witness this
		• Monitoring of future behaviour
		
		Supports may include:
		• Both parties may be asked to engage in a supervised Restorative Practice Session to heal the relationship. This is a voluntary activity, and no student will be asked to participate against their will
		• Negotiating agreements between parties and monitoring progress.
		• Student(s) asked to avail of counselling services within the school.
		• Strengthening the victim
		  ✓ Pastoral care system
		  ✓ Buddy/Peer mentoring system
		  ✓ Class teacher/ Year Head support
		  ✓ Care team support
		  ✓ School Completion Support
		  ✓ Learning Support

		• Referral to the Behaviour for Learning Classroom • Parents/guardians asked to seek advice of GP. • Referral to outside counselling agency. • Established intervention strategies may be used e.g. • School Completion Support • Home School Liaison Support

Action taken by	Procedure	Sanction and/or Support
(b) Principal or Deputy Principal involved	1) School Code of Positive Behaviour is invoked at Senior Management Level 2) Contact made with parents/guardians of both parties 3) Parents/guardians of perpetrator(s) meet with Principal/Deputy Principal (Year Head may also be asked to attend). Principal will use discretion in meeting parents of victim 4) Feedback given to relevant teacher(s)- Year Heads 5) Records kept and all necessary paperwork/ forms completed 6) Follow up progress with victim and bully, bystanders and others involved 7) Continue to monitor the situation.	**Sanctions may include:** • After-school detention or other agreed sanction from school's Code of Positive Behaviour. • Out of school Suspension. • Parents/Guardians are met, and conditions set regarding student's future behaviour. Contract is signed by both pupil and parents. • Parents/guardians may be asked to attend a meeting with Senior Management and the Discipline Committee. • The future of the student(s) in the school may be considered. • A referral may be made to The Board of Management. **Supports may include:** • Referral to Guidance Counsellor, HSCL Coordinator, Behaviour for Learning Classroom

		- Referral to GP and /or National Education Psychological Service (NEPS) - Contact with relevant external agencies and authorities, as appropriate e.g., HSE Children and Family Social Services

Note:

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 3 of the DES Anti-Bullying Procedures for Primary and Post-Primary Schools.

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her 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.

· Whether the relationships between the parties have been restored as far as is practicable.

· Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

When the recording template is used, it must be completed in full and retained by the relevant teacher in question and a copy maintained by the principal.

If the issue has not been resolved, it is then advanced to **Stage 3**.

Stage 3. Where Bullying behaviour persists:

Action taken by	Procedure	Sanction and/or Support
Board of Management in conjunction with Principal/Deputy Principal	1) Parents/guardians and student(s) are invited to meet with the Board of Management 2) Feedback to School Management 3) Record kept and all necessary paperwork is completed 4) Follow up progress with victim and bully and parents of both parties.	**Sanctions may include:** • Positive Code of Behaviour is invoked • Conditions are set regarding student's future behaviour and a contract is signed by both student and parents/guardian • Suspension • Exclusion **Supports may include:** • Referral to in-school supports • Referral to relevant external agencies and authorities

Records of bullying incidents will be retained indefinitely. False or malicious claims will be dealt with accordingly.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent has the right to appeal/refer the case as appropriate, to the Board of Management.

If a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make complaint to the Ombudsman for Children.

9. On-going evaluation of the effectiveness of the anti-bullying policy

- The effectiveness of the school's anti-bullying policy will be continuously reviewed in the light of incidents of bullying behaviour encountered.
- The school will make provision for periodic examination of the prevention and intervention strategies in place.
- Surveys of pupils, staff and focus groups may be conducted to provide information about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.
- The template in Appendix 3 for recording and reporting bullying to the school Principal or Deputy Principal will be a valuable and readily accessible source of data in relation to bullying behaviour in the school.
- Data gathered from these reports will be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any issues that require attention or any significant trends in behaviour.

- A record of this analysis will be retained and be made available to the Board of Management. Appropriate responses to any issues identified will be drawn up and implemented.

Oversight:

1. **Periodic summary reports to the Board of Management**

   At least once in every school term, the Principal will provide a report to the Board of Management setting out:

   (i) the overall number of bullying cases reported (based upon the number of completed DES Appendix 3 forms submitted) since the previous report to the Board.

   (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary schools.

   (iii) The minutes of the Board of Management meeting must record the above but in doing so will not include any identifying details of the pupils involved.

2. **Annual Review by the Board of Management**

   The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school.

   - A standardised checklist to be used in undertaking the review is included at Appendix 1 to these procedures.
   - 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 undertaken.
   - The school will put in place an action plan to address any areas for improvement identified by the review.
   - Written notification that the review has been completed will be made available to school personnel, published on the school website (or be readily accessible to parents and pupils on request) and provided to the Parents' Association.
   - A standardised notification which will be used for this purpose is included at Appendix 2 to these procedures.
   - A record of the review and its outcomes will be made available, if requested to CEIST and the Department of Education and Skills.

10. Links to Other Policies

It is important when reading this policy to refer to other relevant school policies, such as the Code of Positive behaviour, Child Protection Policy, Acceptable Use Policy, Guidance Policy, SPHE and RSE Policies and other relevant polices as they are developed.

11. Prevention of Harassment

The Board of management confirms that it will fully comply with its obligation under equality legislation, to take such steps as are reasonably practicable, to prevent harassment and sexual harassment of pupils or staff.

Equality legislation prohibits harassment on any of the nine grounds: gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community. Under equality legislation, sexual harassment is also prohibited.

These prohibitions apply to all aspects of school life, for example classrooms, sport fields or school tours.

This prohibition also applies to staff or anyone who visits the school including parents, visiting sports teams etc.

12. Resources

- The Anti-Bullying Procedures for Primary and Post-primary Schools set out the requirements on schools in relation to preventing and dealing with bullying behaviour
- The Anti-Bullying Centre at Dublin City University
- The National Parents Council Primary and National Parents Council Post-primary
- The Stand Up! Against Homophobic and Transphobic bullying campaign, organised by BeLonG To Youth Services
- "Being LGBT in School" A resource for post-primary schools to prevent homophobic and transphobic bullying and support LGBT students was developed by the Gay and Lesbian Equality Network (GLEN) as part of the implementation of the Action Plan on Bullying. It will support schools in the implementation of the department's Anti-Bullying Procedures
- Watch Your Space is a website devoted to empowering and supporting young people as they take action to address bullying, in particular cyber bullying, in their local communities
- Be Safe Online is the government's campaign to highlight ways to help you stay safe online
- The tacklebullying.ie website, which was developed by the National Anti-Bullying Research and Resource Centre (ABC) at Dublin City University, provides information, support and advice for students, teachers and parents on how to recognise and deal with bullying behaviour and allows teenagers to share experiences with their peers online
- Webwise has launched several resources aimed at tackling cyberbullying

- www.tacklebullying.ie provides a single point of information and support for young people, parents and teachers affected by bullying
- The Action Plan on Bullying , sets out the Department of Education and Skills' approach to tackling bullying and promoting an anti-bullying culture in school

13. Policy Adoption

This policy was reviewed by the Parent's Council on _____

This policy was reviewed by the Student Council on _____

This policy was review by Teachers on _____

This policy was adopted by the Board of Management on _____ (date).

14. Dissemination and Publication

This policy has been made available to school personnel, published on the school website or is readily available to parents and pupils on request. A copy will be provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and CEIST if requested.

15. Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to CEIST and the Department of Education and Skills.

Signed: _____   Signed: _____
    (Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review: _____

Appendix 1 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 *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
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 apply the policy and procedures effectively and consistently in their day-to-day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
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

Appendix 2 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:

o   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].

o   This review was conducted in accordance with the checklist set out in **Appendix 4 (Appendix 1 in the School's policy)** of the Department's

   Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____
Chairperson, Board of Management

                                                        Date _____

Signed _____   Date _____
Principal

Appendix 3 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

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

_____

_____

_____

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

Pupil concerned	
Other Pupil	
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 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 Template for reflecting on behaviour

Thinking About My Behaviour – Student Self Reflection Record

Student's Name: _____   **Class: _____**

What did I do?

I behaved this way because:

Consider the impact of this behaviour on others. How could it have affected them?

What can I do to make things better between myself and the other person/people affected?

Student Signature: _____   **Date: _____**

Year Head Signature: _____   **Date: _____**

Appendix 5 Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
  - o Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors, and other areas of unstructured supervision.
  - o Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.