ANTI-BULLYING POLICY

We Are a Listening School

a) 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 Presentation Secondary School, Wexford 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.

b) The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following **key principles** of best practice in preventing and tackling bullying behaviour:

o A positive school culture and climate which-

- o is welcoming of difference and diversity and is based on inclusivity;
- o encourages students to seek help from an adult to resolve friendship or relationship issues
- o encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
- o promotes respectful relationships across the school community;

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

c) 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 and
- 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 code of behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools,* which is available online on the school website.

(See Appendix 2 for examples of bullying behaviour)

d)   The **Relevant Teachers** for investigating and dealing with bullying are as follows:

- Year Heads, Deputy Principal, Principal.

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

(see section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools, as above*)

<p align="center">**Education and Prevention Strategies**</p>

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:

a) **SPHE/RSE/Friends For Youth Programmes**: Anti-Bullying curricular requirements are met within these classes. These classes aim to help students to build empathy, respect and resilience and enable students to develop a sense of self-worth. These classes provide initiatives and programmes focused on developing understanding and awareness of bullying and address identity-based bullying. Bystanders or "Silent Witnesses", are encouraged and supported through the programme to report incidents of bullying.

b) **Digital Citizenship Programme**: First year students are taught "Netiquette" which focuses on responsibility and safety when using the internet. Students are given the skills to protect themselves from cyber-bullying, and are taught how to manage themselves if they are a victim of cyber-bullying.

c) **The "Meitheal" Mentoring Programme and the Prefect System & peer mentors** : help to foster mutual respect among students. Students who are successful in gaining a place on either of these programs will typically model respect in their dealings with fellow students.

d) **Ladder of Referral**
All students and staff are informed about the ladder of referral in the school
  - Class Teacher
  - Tutor
  - Year Head
  - Deputy Principal
  - Principal

e) **Check & Connect**
  - It builds a positive relationships
  - It encourages a student's regular school participation in academic, social and emotional learning
  - The idea stems from the One Good Adult & The My World Survey (Dooley & Fitzpatrick, 2012)
  - Which collated the views of 14,306 young people living in Ireland aged 12-25 years and highlighted the positive influence that One Good Adult can have in the lives of young people.
  - Young people who had the support of One Good Adult were:
    - More connected to others
    - More self-confident
    - Future looking
    - Better able to cope

f) **Tutor Time**
  • As part of our pastoral care programme each class is assigned a Class Tutor who on behalf of the school community undertakes the role of caring for a class group in order to promote learning at every level of the person.
  • As part of the tutor's duties they will monitor the use of journals, build a relationship with the student, consult with subject teachers to alleviate any source of difficulty and monitor progress. Class Tutors also regularly liaise with Year Head and Management.
  • The role is caring, positive and pastoral in nature. Tutors are not expected to deal with discipline issues in general, these can be referred to the tutor, who in turn uses the ladder of Referral

g) **VSware Positive Behaviour System**
  - Our school rewards system is designed to motivate students by recognising the great things they do. Students are awarded praise points online, making things a lot quicker and easier than the traditional paper-based school reward systems
  - Reward systems are an effective way in which you can celebrate student achievement and positive student behaviour.

- The use of rewards within the classroom are a form of extrinsic motivation for students, encouraging them to participate cooperatively in academic and social learning experiences.
- However, it is important to recognise that these rewards systems should be consistent and fair, providing students with motivation and encouragement

h) **Anti-Bullying workshops**: workshops delivered by Wexford Local Development (WLD) and other outside agencies are dependent on funding being available. When possible, the school avails of any opportunity and assigns workshops to relevant year groups.

i) **Anti-Bullying Week/Stand Up Week/Happy Weeks-** are assigned weeks dedicated to the promotion of our Anti-Bullying policy and the promotion of good friendships. The expectation is that this is a cross-curricular initiative and involves all students and all teachers. Typically, awareness around the issue of bullying is raised, and the message that **"We Are a Listening School"** is reinforced throughout the week. The aim is that students will be more aware of what bullying is and that it is not acceptable.

j) **The iPad management company**: the management company attached to the school provides talks and information for parents regarding safety protocols for their children on the internet. They also provide guidance in using and sourcing appropriate sites.

k) **Garda Liaison Officer**: On occasion the G.L.O. is invited into the school to give talks on cyber-bullying including its effects and consequences. The focus of these talks is on the legal implications of bullying.

l) **The Parents' Council:** Parents' Council organises information talks from time to time for parents on Anti-Bullying and Internet Safety.

m) **Anti-Bullying Policy**: our policy is published on our website and includes links to appropriate websites for information on bullying. Attention is drawn to this section of our website at Parent Information nights. The Anti-Bullying Policy is included on the agenda for start of year staff meetings. Time is allowed to discuss any specific aspects of bullying if and when needed or in the course of the annual review.

n) **Year Head Assemblies**: at the start of each school year and during the year the Year Head emphasises the need for mutual respect at student assemblies. The attention of students is drawn to the school's Anti-Bullying Policy. This message is reinforced by the SLT, Year Head, Tutor, and Class Teachers throughout the year.

o) **Promoting Self Esteem**: all teachers endeavor to build up the self-esteem of each student in their care. A student with high self-esteem is less likely to be bullied and if bullied will be better equipped to deal appropriately with the issue.

p) **Agreed Classroom Rules:** discussion and agreement of the Classroom Rules involving teachers and students in the classroom at the beginning of the school year reinforces the importance of mutual respect between all members of the school community.

q) **Promoting wellness and good friendship**: Ideas and initiatives to promote wellness and good friendships are promoted and encouraged throughout the year.

r) **Students with Special Education Needs**: with reference to students identified with Special Needs, it is the responsibility of each teacher to differentiate and to make information on Anti-Bullying accessible. If a teacher is concerned that a student with a diagnosed SEN needs further help in accessing such information, they must make a referral in writing to the Resource Dept, briefly outlining the areas of difficulty for the student.

Procedures for investigation, follow-up and recording

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:

i.   Students or other individuals shall report incidents to any teacher. This teacher will use his/her professional judgement to determine where it is potentially a bullying incident in which case he/she will pass the concern to the relevant teacher.

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

iii.   The relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

iv.   The primary aim for the relevant teacher in investigating and dealing with bullying will be to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). This will be done using the School's Restorative Practices Process – (see Appendix 1).

v. During and following the Restorative Practices Process, the relevant teacher will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or Parent(s)/Guardian(s).Parent(s)/Guardian(s) and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it will be made clear to her how she is in breach of the school's Anti-Bullying Policy and efforts will be made to try to get her to see the situation from the perspective of the student being bullied. n cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the Parent(s)/Guardian(s) of the parties involved will be contacted as soon as is practicable, to inform them of the matter and explain the actions being taken. If required, the school will give Parent(s)/Guardian(s) an opportunity of discussing ways in which they can reinforce and support the actions being taken by the school and inform them of the supports available for their daughters.t will be made clear to all involved (each set of students and Parent(s)/Guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her Parent(s)/Guardian(s) and the school. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed by the parties involved within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the school's official recording sheet.

vi. The relevant teacher needs to make a professional judgement whether the bullying case has been adequately and appropriately addressed.

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his/her professional judgement, take the following factors into account:
o Whether the bullying behaviour has ceased;
o Whether any issues between the parties have been resolved as far as is practicable;
o Whether the relationships between the parties have been restored as far as is practicable; and
o Any feedback received from the parties involved, their Parent(s)/Guardian(s) or the school Principal or Deputy Principal.

vii. Bullying behaviour which is deemed to be very serious or bullying behaviour which persists will be referred to the Principal who will take any necessary action which may include suspension and/or referral to the Board of Management as per the school's Code of Behaviour. The Board may impose further sanctions up to and including expulsion.

viii. In certain circumstances where it is deemed appropriate referral will be made to relevant external agencies and authorities.

ix. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the Parent(s)/Guardian(s) will be referred, as appropriate, to the school's complaints procedures.

x. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the Parent(s)/Guardian(s) of their right to make a complaint to the Ombudsman for Children.

xi. Parent(s)/Guardian(s) and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it will be made clear to her how she is in breach of the school's Anti-Bullying Policy and efforts will be made to try to get her to see the situation from the perspective of the student being bullied. n cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the Parent(s)/Guardian(s) of the parties involved will be contacted as soon as is practicable, to inform them of the matter and explain the actions being taken. If required, the school will give Parent(s)/Guardian(s) an opportunity of discussing ways in which they can reinforce and support the actions being taken by the school and inform them of the supports available for their daughters.t will be made clear to all involved (each set of students and Parent(s)/Guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her Parent(s)/Guardian(s) and the school. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed by the parties involved within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the school's official recording sheet.

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- o Whether the bullying behaviour has ceased;
- o Whether any issues between the parties have been resolved as far as is practicable;
- o Whether the relationships between the parties have been restored as far as is practicable; and
- o Any feedback received from the parties involved, their Parent(s)/Guardian(s) or the school Principal or Deputy Principal.

xiii. Bullying behaviour which is deemed to be very serious or bullying behaviour which persists will be referred to the Principal who will take any necessary action which may include suspension and/or referral to the Board of Management as per the school's Code of Behaviour. The Board may impose further sanctions up to and including expulsion.

xiv. In certain circumstances where it is deemed appropriate referral will be made to relevant external agencies and authorities.

xv. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the Parent(s)/Guardian(s) will be referred, as appropriate, to the school's complaints procedures.

xvi. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the Parent(s)/Guardian(s) of their right to make a complaint to the Ombudsman for Children.

Procedures for recording bullying behaviour

a) While all reports including anonymous reports of bullying will be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

b) If it is established by the relevant teacher that bullying has occurred, the relevant teacher will keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

c) The relevant teacher will use the school's official recording sheet (Appendix 3) to record the bullying behaviour in the following circumstances:

• in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed by the parties involved within 20 school days after he/she has determined that bullying behaviour occurred; and

• where an incident is deemed by the teacher to be significantly serious to warrant immediate recording and reporting to the Principal or Deputy Principal.

In each of the circumstances at (i) and (ii) above, the school's official recording sheet must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable.

It should also be noted that the timeline for recording bullying behaviour in the school's official recording sheet does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

d) All records will be maintained in accordance with relevant data protection legislation.

Programme of support for students affected by bullying

The school's programme of support for working with students affected by bullying is as follows:

Students who have been involved in bullying incidences will be advised by the Tutor/Year Head/ Deputy Principal/ Principal of the availability of the Guidance Counsellor/ School Counsellor.

> a. The target of bullying may receive counselling and/ or opportunities to participate in activities designed to raise her self-esteem, to develop her friendship and social skills and thereby build resilience whenever this is needed.

> b. The student involved in bullying behaviour will be referred to the Guidance Counsellor/ School Counsellor. This will be an opportunity for her to learn other ways of meeting her needs without violating the rights of others.

Students who observe bullying behaviour are always encouraged to discuss it with a teacher. The assistance of the Guidance Counsellor/ School Counsellor may also be called upon by the student/ parent/ teacher if required.

A range of supports are as follows – this list is not exhaustive:

1. **Restorative Practice Model**: the relevant teacher will engage with those involved using this support structure

2. **Year Head/ Tutor** may engage with students involved in bullying incidents in a supportive role and also encourage students who observe bullying behaviour to report it. The relevant teacher will also check that the bullying behaviour has discontinued.

3. **SPHE programme/Friends For Youth programme/ Friends for Youth programme:** gives students an opportunity to discuss and reflect on the topic of bullying through several SPHE modules including *Belonging and Integrating, Communication Skills, Friendship, Emotional Health* and *Influences and Decisions.* These topics help students to learn coping strategies for dealing with bullying. The coping strategies applied give students an opportunity to develop their self-esteem, friendship and social skills along with feelings of self-worth. A student involved in bullying behaviour has an opportunity to reflect on their communication skills and how her behaviour impacts on other students.

4. **Meitheal leaders/ Prefect system**: the Meitheal programme offers peer support by older to younger students. Meitheal leaders check in regularly with their assigned classes giving younger students an opportunity to seek advice or help. The prefect acts as a class representative. If students are unhappy with a class situation they can report this to the prefect, who in turn can discuss the situation with a teacher.

5. **Guidance Counsellor/ School Counsellor**: the relevant teacher, student or parent can refer to the Guidance Counsellor or School Counsellor. It is recognised that students affected by bullying or who engage in bullying behaviour may need counselling to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. Students who engage in bullying behaviour may also need counselling to help them learn other ways of meeting their needs without violating the rights of others. These students may need ongoing assistance and may be referred to outside agencies/services as appropriate.

6. **Outside referrals** may be made to relevant professionals, when deemed appropriate, in consultation with parents.

7. **The Parents' Council** may also be a means of support by running workshops for parents to offer support and advice.

8. **Websites**: links for support documentation are available on the school website www.preswex.ie

   For students
   http://www.barnardos.ie/resources-advice/young-people/teen-help/bullying.html

   https://www.childline.ie/index.php/support/bullying/1395

   http://www.letsomeoneknow.ie/common_problems/bullying/

   http://www.hse.ie/eng/services/Publications/services/Children/Cool%20School%20Bullying%20Project%20Tips%20for%20Teens.pdf

   For parents

   http://www.hse.ie/eng/services/Publications/services/Children/whatparentsneedtoknow.pdf

Supervision and Monitoring of Students

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

Prevention of Harassment

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.

- o This policy has been made available to school personnel, published on the school website and is also readily accessible to parents and students on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the Trustees if requested.

- o 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 and readily accessible to parents and students on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Trustees and the Department of Education and Skills.

Note:

- o The school reserves the right to apply its anti-bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the Principal and /or the Board of Management

Other relevant policies

The procedures to be followed in some cases are covered in the following ways:

- o Any staff member to student: Refer to the Child Protection Policy. If a student feels that she is being bullied by a teacher, she needs to tell her class teacher or the Guidance Counsellor who will then act in accordance with this policy.
- o Staff member to staff member: Please refer to the Dignity in the Workplace Policy.
- o Parent to any staff member/any staff member to parent: It is expected that all interactions between these parties are conducted with mutual respect and courtesy. If these standards are not adhered to, either party is invited to bring the matter to the attention of the Principal.

Communication of this policy to relevant stakeholders

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. It will also be inserted into the students' school journal. A copy of this policy will be made available to the Department of Education and Skills and the patron if requested.

Periodic summary reports to the Board of Management

At each meeting of the Board of Management, the Principal will provide a report setting out:

i. the overall number of confirmed bullying cases reported
ii. confirmation that all cases referred to at (i) above have been or are being dealt with in accordance with this policy.

iii. Information required as part of the Child Protection Procedures, 2018

This will be recorded in the minutes of each meeting but no identifying details of students involved will be involved.

Regular review by Boards of Management

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 and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills. The school will put in place an action plan to address any areas for improvement identified by the review.

Date of ratification by Board of Management

This policy was formally reviewed and amended by the Board of Management on Wednesday, 27 May 2015.
It will be implemented on and from Wednesday, 26 August 2015 and will replace earlier anti-bullying policies from that date.

Signed: Tony Dempsey
                 Chairperson, Board of Management
Signed: Breda Cogley
                 Principal

It will be reviewed annually by the Board.

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

The Board of Management of Presentation Secondary School, Wexford 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 20th October 2020

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: Sr. Madeleine Ryan

Date: 20th October 2020

Chairperson, Board of Management

Signed: Billy Ryan Principal

Date: 20th October 2020

Restorative Practice Process

Restorative Practices is a process to restore and build relationships.

The Restorative Practices (RP) concept focuses on repairing the harm done to people and relationships. RP involves bringing parties together in a circle with the aim of resolving any issues and restoring, as far as is practicable, the relationships of the parties involved rather than apportioning blame (although restorative practices does not preclude the applying of sanctions when and where appropriate).

Restorative Practices makes use of two sets of restorative questions: one for addressing challenging behaviour, the other for addressing someone who has been harmed by another. Where two parties have mutually hurt each other, both sets of questions may be drawn on interchangeably. Restorative questions separate people's behaviour from their intrinsic worth as a person, allowing them to admit their mistakes, take responsibility for righting their wrongs and be given an opportunity to change.

The use of restorative practices to address bullying behaviour serves the function of restoring and building relationships. It helps an offender to come to an understanding of the effect of the bullying behaviour and in promoting the expression of positive emotions, encourages her to make positive changes and to make up for any harm done. Similarly, RP gives the person harmed an opportunity to express her feelings and to indicate her desire for bullying behaviour to stop. It supports the one harmed to express positive emotions and to request that bullying behaviour be stopped, thus empowering her and building self-esteem.

Restorative Practices makes a crucial distinction between punishment and natural consequences. A punishment is a response to wrongdoing which is intended to inflict some kind of suffering or inconvenience and is done to someone in the hope of changing behaviour. A natural consequence, on the other hand, is a response to wrongdoing that follows logically from what has occurred and works with students who may come up with the natural consequence themselves. Natural consequences may also come from teachers or management. The difference is that students are helped to understand why it follows logically from the behaviour to which it is a response.

Examples of bullying behaviours

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

General behaviours which apply to all	• 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/Ask.fm/ Twitter/You Tube or on games consoles • 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 Transgender	• 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

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 • Exclusion on the basis of 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"
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
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

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))

School Grounds	
Classroom	
Corridor	
Toilets	
School Bus	
Social/Digital Media	
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

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9. Details of actions taken

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Signed: _____   Date: _____

    (Relevant Teacher)

Date Submitted to Principal / Deputy Principal: _____

Signed: _____   Date: _____

    (Principal / Deputy Principal)

Cyber-bullying is not an issue with technology; it's a behavioural issue!

Bearing in mind the serious nature of cyber- bullying, it is important that all students engage in responsible behaviour when online. You should constantly question the impact your 'netiquette' (online behaviour) has on others. You should also be aware of how to protect yourself from cyber-bullies. The following advice is offered:

1.   Save messages and/or take a screenshot of an abusive message on your phone or computer.
2.   Keep pass words private.
3.   Choose online friends carefully.
4.   Monitor the amount of personal information you post about yourself online.
5.   Do not reply to abusive messages/ posts. Replying can lead to an escalation in cyber- bullying and lets the bully know that he/she is getting to you.
6.   If the bully is a 'friend' on Facebook; remove them.
7.   Report the issue to the mobile phone or website-company (if it is through call/ text). For detailed
informationonhowtoreportviolationsonFacebooksee
https://www.facebook.com/help/?faq=247013378662696   and   on   Twitter   see
https://support.twitter.com/groups/33-report-a-violation/topics/122-reporting-
violations/articles/15789-how-to-report-violations# .
8.   If the cyber- bullying is impacting on your school- life or relationships within school, it is very important that you tell a teacher.
9.   For more advice and tips, see the following websites: http://www.thinkb4uclick.ie and www.webwise.ie.
10. Also refer to the following international websites: www.cyberbullying.org and www.stoptextbully.com
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Tips for "regular" bullying:

11. If you are being bullied or you have witnessed bullying behaviour, you must tell a teacher. Most cases of bullying stop when the teacher is involved. Telling a teacher is responsible behaviour: it is NOT
"telling tales/ grassing".
12. If you are being bullied, try to display confident body language and assertively tell the bully to stop.
13. It is a good idea to keep a written record/ diary of the bullying behaviour. Record details such as who, when, where, how often, what was said and if there were any witnesses. Produce this evidence to your teacher/ class teacher which may assist him/ her when investigating a bullying case.

Advice for parents on bullying

1.   Talk about bullying at home, and seek to ensure that your child understands that it is wrong to bully, or to be seen to support the bullying of another person.

2.   Prepare your child for a time when they might be the target for bullying behaviour. As part of this, explore some of the reasons why someone may bully others.

3.   Highlight that silence is the best friend of bullying and, therefore, the importance that is attached to letting someone know.

4.   Teach your child the skills of assertiveness by modelling it at home. A willingness to listen before judging, rather than being reactive, coupled with learning to use the word "I" is one of the secrets of assertive communication. For example, "I want you to stop doing that". The assertive child will be able to: stand tall; maintain eye contact; and express him/ herself clearly and calmly.

5.   Build empathy in your child, it has a key role to play in the prevention of bullying.

6.   Remembering that no one is born with negative thoughts of themselves, work to raise your child's self-esteem. Recognise, praise and reward your child's effort as well as their successes. Give them responsibility; ask for their help and for their opinions. Take care that an emotional response to a situation doesn't lead to saying something to or about your child that criticises or belittles them.

7.   A child's resilience and their sense of self- worth are closely aligned. Fostering resilience in your child will help them to deal well with negative situations.

8.   Supporting your child in the development of strong friendships will also make them less vulnerable to bullying and rejection.

9.   Encourage your child to participate in activities, sporting or otherwise, that have the capacity to provide opportunities for: personal achievement; confidence building; and the promotion of self-esteem and self-discipline.

10.   Help your child to master the skills of mediation and conflict resolution.

11.   Encourage your child to be a defender, to help someone when they are down and unable to help themselves.

12.   Finally, one of the most important things that any parent can do in terms of countering bullying, is to become acquainted with the signs and symptoms that can emerge in children or young people if they are being bullied or if they are bullying others. This will support identification of a bullying problem and, therefore, early intervention. Some possible indicators that your child is being bullied include: unexplained bruises and cuts; unexplained damage to clothing; signs of anxiety and distress; changes in mood or behaviour; deterioration in academic performance; a reluctance to go to school; additional requests for money or stealing money; damage to or loss of personal belongings; negative reactions, such as getting upset, when online, coming offline or viewing text messages.

13.   Parents can play a huge role in preventing cyber-bullying. Although parents are often seen as 'digital immigrants' and their children as 'digital natives', it is important that parents emphasise the importance of online responsibilities to their child, as it is in this area that the child's knowledge may be less extensive. Appropriate online behaviour is the same as appropriate behaviour in the 'real world'. It is also very important that parents let their daughter know that she can go to them for support if she is being bullied.

14.   Teach your daughter to be respectful and responsible online. Children should be made aware of the consequences of cyber- bullying for all involved and to stop and think before they post online or send texts that may be deemed abusive or threatening. Explain that the things they do on their social media devices can have long-term consequences: both legal and psychological.

15.   Parents should look out for opportunities to enhance their knowledge and skills in this area e.g. attend school talks, avail of parenting courses.

16.   Be aware of your daughter's Internet and mobile phone use so that you will recognise if she is the subject of, or involved in cyber- bullying. The main mobile operators in Ireland have produced a booklet to explain the additional features of modern mobile phones. This can downloaded from http://www.ispai.ie/docs/mobgd08.pdf .

17.   Firefly phones are considered much safer for younger children. These types of phones do not have a camera, internet or text facilities. Parents can pre- programme the phone with up to 22 numbers- these are the only numbers that your daughter can call or receive calls from.

18.   Familiarise yourself with online chat lingo. See www.transl8it.com or www.netlingo.com.

19.   Curtail use of mobiles at bedtime. By removing the phone at bedtime, adults can help remove the risk of an impulsive decision or victimisation.

20.   Irish mobile phone operators offer parents a "dual access" where both child and parent have access to the records held on the account. There are also parental controls available where certain services (such

as the Internet) can be limited. Parents should contact their operator to obtain more details about this service.

21.   Mobile Minder is quite a new service for android and smart phones. This service allows parents to monitor all contacts to and from their child's phone. Parents are alerted if text messages contained with words linked to cyber- bullying are received or sent. For more details refer to http://www.mobileminder.com .

22.   Parents need to challenge the culture of 'continuous access' to technology by setting a time in the evening when technology is turned off. Technology provides many advantages to us all, but parents need to limit the amount of control such devices take on our lives.

23.   If your daughter is a victim of cyber- bullying, it is important to remind her that it is not her fault. So many students internalise what is being said about them and this can lead to long term problems. Encourage her to talk to you.

24.   For more information on cyber- bullying through mobile phones see
http://www.o2online.ie/o2/about-o2/content.php?cid=95 or through the Internet see
http://www.internetsafety.ie .

25.   The following websites will also give parents tips for general Internet safety.
www.askforkids.com and www.google.ie/familysafety.

26.   Although it is understandable that you may be reluctant to invade your daughter's private space, you should remember that this issue needs to take second place to the need to protect your daughter. Research indicates that parental guidance of Internet use increases the probability that adolescents will react to support victims of cyber- bullying. It is also important for you to use parental controls on your home computer.

27.   The Trinity College website may also have some useful tips: www.abc.tcd.ie .

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

The Board of Management will undertake an annual review of this anti-bullying policy and its implementation. The following checklist will be used for this purpose. 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 conducted.

	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 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?	

This policy will be reviewed annually by the Board of Management.