

# Presentation Secondary School, Wexford

## ANTI BULLYING POLICY

ADOPTED BY THE BOARD OF MANAGEMENT  
May 2024



*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 PSS, Wexford has adopted the following anti-bullying policy within the framework of the schools 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*

*This policy was devised in consultation with all the teaching staff in our school. It was submitted to the Board of Management, and Parents Association and the Student's Council.*

## **ANTI-BULLYING POLICY**

**This document contains the following:**

- OUR SCHOOLS ANTI-BULLYING POLICY
- LINK TO MISSION STATEMENT & KEY PRINCIPLES OF BEST PRACTICE
- DEFINITION
- TYPES OF BULLYING BEHAVIOUR DEEMED TO BE INAPPROPRIATE
- TYPES OF BULLYING
- WHERE THE POLICY APPLIES
- RIGHTS AND RESPONSIBILITIES OF EACH MEMBER OF THE SCHOOL COMMUNITY
- PREVENTATIVE STRATEGIES
- PROCEDURES FOR DEALING WITH BULLYING BEHAVIOUR
- PERIODIC SUMMARY REPORTS TO THE BOARD OF MANAGEMENT
- SUPPORT FOR PUPILS AFFECTED BY BULLYING
- REVIEW AND EVALUATION OF THIS POLICY
- APPENDIX A - BULLYING INCIDENT STUDENT STATEMENT FORM
- APPENDIX B – STUDENT BEHAVIOUR PROMISE
- APPENDIX C - CHECKLIST FOR ANNUAL REVIEW OF THE ANTI-BULLYING POLICY AND ITS IMPLEMENTATION
- APPENDIX D - GUIDANCE AND ADVICE
- APPENDIX E - KEY ADVICE TO YOUNG PEOPLE ON CYBER BULLYING

### **LINK TO MISSION STATEMENT & KEY PRINCIPLES OF BEST PRACTICE**

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:

- A positive school culture and climate which
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that
  - build empathy, respect and resilience in pupils; and
  - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

### **DEFINITION**

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.

## TYPES OF BULLYING BEHAVIOUR DEEMED TO BE INAPPROPRIATE

- Humiliation
- Intimidation; including aggressive use of body language.
- Verbal abuse, anonymous or otherwise.
- Physical abuse or threatened abuse.
- Aggressive or obscene language.
- Offensive joke; whether spoken or by email, text messaging etc.
- Victimisation; including very personal remarks.
- Exclusion and isolation.
- Intrusion through interfering with personal possessions or locker.
- Threats, including demands for money.
- An attack by rumour, gossip, innuendo or ridicule on any individual's reputation either verbally or through electronic media
- Posting insults about a person on a website or sending upsetting text messages on a mobile. Putting up pictures on a message board, pretending to be someone else in a chat room or on a web page.

## TYPES OF BULLYING

**Physical bullying** includes any physical contact that would hurt or injure a person like hitting, kicking, punching, etc. Taking something that belongs to someone else and destroying it would be considered a type of physical bullying.

**Verbal bullying** is name-calling, making offensive remarks, or joking about a person's religion, gender, ethnicity, sexuality, socioeconomic status, or the way they look. It can also include a bully making verbal threats of violence or aggression against someone's personal property.

**Indirect bullying** includes spreading rumours or stories about someone, telling others about something that was told to you in private, and excluding others from groups.

**Social alienation** is when a bully excludes someone from a group on purpose. It also includes a bully spreading rumours, and making fun of someone by pointing out their differences.

**Intimidation** is when a bully threatens someone else and frightens that person enough to make him or her do what the bully wants.

## 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 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  |
|---|---|
| <ul style="list-style-type: none"> <li>I have the right to be safe in school</li> </ul> | <ul style="list-style-type: none"> <li>I have a responsibility to make our school a safe and secure place for others</li> </ul> |

### RIGHTS AND RESPONSIBILITIES OF STUDENTS AND STAFF

| I have a right to be:  | I have the responsibility to ensure that:  |
|--|--|
| <ul style="list-style-type: none"> <li>Treated with respect</li> <li>Physically safe and to expect my property to be safe at school</li> <li>Free from all forms of verbal bullying</li> <li>Free from intimidation</li> <li>Free from unwelcome sexual comments or touching</li> <li>Free from any hurtful remarks or gestures regarding person, ethnicity, religion and culture</li> <li>Able to learn &amp; teach without disruption</li> </ul> | <ul style="list-style-type: none"> <li>Others are treated with respect</li> <li>Others are physically safe and the property of others is safe</li> <li>Others are free from verbal bullying</li> <li>Others are free from intimidation</li> <li>Others are free from unwelcome sexual comments or touching</li> <li>Others are free from any hurtful remarks or gestures regarding person, ethnicity, religion and culture</li> <li>Others/students are able to learn without disruption</li> <li>Bullying behaviour is acted upon as appropriate</li> </ul> |

### RIGHTS AND RESPONSIBILITIES OF PARENTS/ GUARDIANS

| I have a right to:   | I have the responsibility to ensure that:  |
|--|--|
| <ul style="list-style-type: none"> <li>Expect that my child is safe in school and that she can learn without disruption</li> </ul> | <ul style="list-style-type: none"> <li>Report bullying behaviour to the school</li> <li>Co-operate fully with the implementation of school policy</li> </ul> |

### RESPONSIBILITIES OF BYSTANDERS/WITNESSES

| Do  | Don't  |
|---|--|
| <ul style="list-style-type: none"> <li>Say 'no' or 'stop' when you see or hear someone behaving unfairly - be assertive but not aggressive</li> <li>Seek help immediately from an adult, if the situation is dangerous.</li> <li>Tell when you know a student is being bullied. (This is not 'ratting'. It is telling to be safe.)</li> </ul> | <ul style="list-style-type: none"> <li>Join in bullying behaviour for example, laughing at, sneering, 'slagging' or fighting etc.</li> <li>Cheer on somebody who is bullying.</li> <li>Stay in a dangerous situation, e.g. a fight.</li> <li>Bully the 'bully'.</li> </ul> |

## PREVENTATIVE STRATEGIES

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, 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 the Senior Leadership Team.
- 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 weeks. 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:** Each School in Wexford Town is now assigned a designated Garda Liaison Officer. They aim to continually link in with students around cyberbullying and developing relationships, promote awareness of current issues. 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’ Association:** organises information talks from time to time for parents on Anti-Bullying and Internet Safety.
  - m) **External Agencies:** Events organized locally or online by reputable and trusted agencies are promoted on school’s Social Media Platforms for Students and Parents/Guardians.
  - n) **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 when needed or in the course of the annual review.
  - o) **Whole School Guidance Plan:** our plan outlines school procedures and initiatives in particular under the Area of Learning *Developing Myself*.
  - p) **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. The SLT, Year Head, Tutor, and Class Teachers reinforce this message throughout the year.
  - q) **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.
  - r) **Promoting Self Esteem and Strategies:** Individual Staff Committees including the Student Support Team, SIPT via School Focus Initiative of Wellness and Belonging, Inclusive Education and Student Potential endeavor to further promote and build up student self-esteem and formulate strategies to prevent the escalation of once-off incidents.
  - s) **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.
  - t) **Student Voice :** Student Led Groups including Students Council and The Learning Hub who organise events and promote awareness of self-esteem and developing skills. Similarly, students Clubs and Clubs such as Librarians, Board Games Club, Drama Club, Deep Green, Positivity Group foster student confidence and develop self-esteem and positive relationships.
  - u) **Promoting wellness and good friendship:** Ideas and initiatives to promote wellness and good friendships are promoted and encouraged throughout the year. The Wellbeing Coordinator together with the Wellness Group promotes Student Wellbeing and support Local/ National Initiatives.
  - v) **Staff CPD:** Whole Staff CPD and Individual CPD facilitated e.g. regarding promotion of Student Self Esteem, Restorative Practice and Mentoring.
  - w) **Students with Additional Education Needs:** with reference to students identified with Additional 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 AEN 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 DEALING WITH BULLYING BEHAVIOUR

Our primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than to apportion blame). 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

### Who to Talk to

**"STUDENTS CAN TALK TO ANY MEMBER OF STAFF IF THEY HAVE CONCERNS"**

Students and or/parents should **report bullying behaviour any member of staff with whom they feel comfortable, but their main point of contact will be their Year Head** and they should be contacted first. All staff, students or parents may make

- A direct approach at an appropriate time
- Hand up a signed note e.g. with homework
- Email the school – Principal, Deputy Principal, Year Head, Tutor class teacher
- Make a phone call to the school
- Ask a parent/guardian or friend to talk on your behalf

The relevant teacher(s) for investigating and dealing with any initial allegations of bullying is (are) as follows:

- **Year Head for Each Year**
- **Deputy Principal**
- Discuss an incident of bullying with a teacher or another trusted adult within the school is responsible behaviour rather than "telling tales".

Incidents of bullying behaviour, no matter how trivial, which are drawn to the attention of a staff member, will be dealt with in the following manner:

#### **The staff member will**

1. Listen, take notes, reassure the student, ensure the students safety as far as possible, negotiate confidentiality
2. All reported instances will be passed on to the Year Head & Deputy Principal for investigation

***We work to ensure that the person being bullied feels safe and secure at all times. Therefore, the person being bullied will be consulted in conjunction with their parents about the matter and how the school is to proceed in the first instance.***

## The Year Head or Deputy Principal will

1. In analysing incidents of bullying seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with conflict in a non-aggressive manner.
  - The alleged victim and alleged perpetrators of the incident will be spoken to
  - The alleged victim and perpetrators will be invited to write down any relevant details Written statements from all involved in the incident-using Appendix A.
  - All interviews will be conducted with sensitivity and with due regard to the rights of all pupils involved.
  - Where the Year Head/Deputy Principal has deemed Bullying has occurred they will record any instances of Bullying”
  - Records will be kept of all incidents and of the procedures that were followed.
  - The Principal will be kept informed of all incidents and have access to relevant written records.
  - In the first instance a Restorative approach to resolving the incident will be taken and a no blame approach without sanction will be implemented, this is in line with advice from the Anti-Bullying Campaign and Approach which has been adopted by the school <https://www.antibullyingcampaign.ie/second-level-tools/> The person who has bullied will be asked to sign and Complete Appendix B
2. In cases where it has been determined by the **Year Head/Deputy Principal** that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
3. Where the **Year Head/Deputy Principal** has determined that a pupil has been engaged in bullying behaviour, it will be made clear to them how they are in breach of the school’s anti-bullying policy and efforts will be made to try to get them to see the situation from the perspective of the pupil being bullied;
4. Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together later if the pupil who has been bullied is ready and agreeable.
5. In cases where the **Year Head/Deputy Principal** 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 will be recorded by the **Year Head/Deputy Principal** and then passed on to the principal with all other documentation.
6. In determining whether a bullying case has been adequately and appropriately addressed the **Year Head/Deputy Principal** must, as part of their professional judgement, take the following factors into account:
  - Whether the alleged 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; and

- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
  - Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
7. In the event that 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 a complaint to the Ombudsman for Children.

Where the bullying behaviour is severe and the incident is deemed to be more serious (e.g. gross misbehaviour or physical assault), the Principal will be informed immediately.

In the case of a complaint regarding a staff member, this should be referred immediately to the Principal.

In accordance with *Children First and the Child Protection Procedures for Primary and Post-Primary Schools* serious instances of bullying behaviour will be referred to the HSE Children and Family Services and/or Gardaí as appropriate and as set out in the *Anti-Bullying Procedures for Primary and Post-Primary Schools*

#### **PERIODIC SUMMARY REPORTS TO THE BOARD OF MANAGEMENT**

At each Board of Management meeting the school Principal will inform the Board of any bullying cases referred to the HSE/TUSLA (this will also form part of the Child oversight Protection Report). The principal will also provide a report:

- Setting out the number of cases referred to them by the teacher in charge of investigating bullying incidents which have not been resolved after 20 days
- The principal will also confirm that all such incidents are being dealt with or have been dealt with as per the schools Anti-Bullying Policy and the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

## **SUPPORT FOR PUPILS AFFECTED BY BULLYING**

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

- A programme of support for pupils who have been bullied has been in place.
- Such pupils may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

- **Restorative Practice Model:** the relevant teacher will engage with those involved using this support structure
- **Tutor/Year Head/Deputy Principal** 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.
- **SPHE/ RSE 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 affects other students.
- **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.
- **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.
- **Outside referrals** may be made to relevant professionals, when deemed appropriate, in consultation with parents.
- **The Parents' Association** may also be a means of support by running workshops for parents to offer support and advice.
- **Websites:** links for support documentation are available on the school website [www.preswex.ie](http://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.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>

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

Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with teachers who will support them in their classes.

### **Outside agency support**

The school in certain circumstances may also seek the support and advice of TUSLA, EWO, NEPS, NCSE, second level school support services, HSE and any other agency deemed appropriate to support the school in dealing with incidents of bullying

### **SUPERVISION AND MONITORING OF PUPILS**

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 pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community

## **REVIEW AND EVALUATION OF THIS POLICY**

The Board of Management adopted this policy on 30<sup>th</sup> May 2024

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

The Board of Management will review this policy and its implementation 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.

**APPENDIX A**  
**BULLYING INCIDENT STUDENT STATEMENT FORM**

1. Name of pupil being bullied and class group

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

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

|  |
|--|
|  |
|--|

9. Details of actions taken



Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Relevant Teacher)

Date Submitted to Principal / Deputy Principal: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

(Principal / Deputy Principal)



Appendix B  
**Presentation Secondary School, Wexford**  
**Anti-Bullying Campaign**

***Student Behaviour Promise***

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

I know that all of my fellow students are different from each other and from me in many ways, (e.g. *hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. etc*). I would not like to be treated unfairly and made to feel bad by any of my fellow-students because of any of these differences or just because they did not like me. I know that I have a right to be different from other students and that this does not give anyone the right to treat me unfairly or to be mean to me. I know that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Behaviour and outside of school too.

I also know that all other students are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-students fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: *(Handwrite below "I will always treat (N) fairly and respectfully")*

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**Signed:** Student: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Teacher: \_\_\_\_\_

## APPENDIX C

### 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 is used for this purpose.

|  | Yes /No |
|--|---------|
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post—Primary Schools?                                     | Y       |
| Has the Board published the policy on the school website and provided a copy to the parents' association?  | Y       |
| Has the Board ensured that the policy has been made available to school staff (including new staff)?   | Y       |
| 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? | Y       |
| Has the Board ensured that the policy has been adequately communicated to all pupils?  | Y       |
| Has the policy documented the prevention and education strategies that the school applies?   | Y       |
| Have all of the prevention and education strategies been implemented?  | Y       |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined?   | Y       |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?   | Y       |
| Has the Board received and minuted the periodic summary reports of the Principal?  | Y       |
| 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?    | Y       |
| Has the Board received any complaints from parents regarding the school's handling of bullying incidents?  | Y       |
| Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?  | Y       |
| Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?  | Y       |
| Has the data available from cases reported to the Principal (by the bullying recording template) been analyzed to identify any issues, trends or patterns in bullying behaviour?                           | Y       |
| Has the Board identified any aspects of the school's policy and/or its Implementation that require further improvement?  | Y       |
| Has the Board put in place an action plan to address any areas for Improvement?  | Y       |

Signed: *Mary Culleton* Date: 30<sup>th</sup> May 2024  
Chairperson, Board of Management

Signed: *William Ryan* Date: 30<sup>th</sup> May 2024  
Principal

**APPENDIX D**  
**GUIDANCE AND ADVICE**

**STUDENTS**

**For Students ...**

These ideas as to what you can do have been suggested by students

If you are being bullied

- tell someone you trust
- Remember **you** are not the one with the problem!
- if you can, ignore the bully
- if you can, do not show you are upset
- be assertive, if you can
- walk away quickly and confidently, even if you do not feel that way inside
- Your safety is more important than your possessions. If you are in danger, don't hold on to them
- If you are different in some way, be proud of who you are.

**Friends**

- listen and talk it through
- try to be sensitive
- try not to leave them on their own
- persuade the person being bullied to talk to an adult

**Bystanders**

- even if you don't take part in bullying but see it and walk away, you are ignoring your responsibilities
- get help
- give sympathy to the person being bullied

**WHO TO TALK TO**

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

- Year Head
- Deputy Principal

Students and or/parents should report bullying behaviour to their Tutor/Year Head/Deputy Principal or any member of staff with whom they feel comfortable in the first instance by:

- A direct approach at an appropriate time
- Handing up a signed note e.g. with homework
- Making a phone call to the school
- Asking a parent/guardian or friend to tell on your behalf
- Reporting in a confidential way

## **For Parents/Guardians and Teachers**

### **Recognising the signs**

Someone who is being bullied may

- be frightened of walking to or from school
- insist on being driven to school
- change the route to school
- be unwilling to go to school
- regularly have books or clothes damaged
- have possessions 'go missing'
- continually 'lose' money
- begin doing badly in schoolwork
- have unexplained bruises, scratches, cuts
- ask for money or begin stealing money
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- become distressed
- become bad-tempered
- refuse to say what is wrong
- lose appetite, or start overeating
- cry themselves to sleep or have nightmares
- attempt or threaten to harm themselves

### **For Parents/Guardians...**

Any of the behaviour above may indicate other problems. But, if you become aware of and are concerned by any of this behaviour, and think your child is being bullied

- encourage them to talk about the problem
- reassure them of your support
- try to listen calmly and not overreact
- Attempt to find out when and where the bullying takes place. Is there a pattern?
- contact the Class Tutor or Year Head to discuss the problem
- work with the school to support your child within or outside school
- if the bullying takes place outside school, report the matter to the gardai

### **For Staff...**

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by

- talking to the pupil and giving reassurance
- taking action appropriate at the time
- producing a written statement of what has happened and the action taken
- reporting the incident to the Tutor/ Year Head/Deputy Principal

## **Appendix E**

### **KEY ADVICE TO YOUNG PEOPLE ON CYBER BULLYING**

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber bullying and advice on to how to report it when it does happen.

#### **1) Always respect others**

Remember that when you send a message to someone you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone. If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully, and even be accused of cyber bullying yourself. You could also be breaking the law.

#### **2) Think before you send**

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

#### **3) Treat your password like your toothbrush**

Don't let *anyone* know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

#### **4) Block the Bully**

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

#### **5) Don't retaliate or reply!**

Replying to bullying messages, particularly in anger, is just what the bully wants

#### **6) Save the evidence**

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobile phone company, or even the police, to investigate the cyber bullying.

#### **7) Make sure you tell**

There are people that can help:

- Tell an adult who can help you to report it to the right place, or call a helpline like ChildLine
- Tell the provider of the service you have been bullied on (e.g. your mobile phone operator or social network provider).
- Tell your school. Your teacher or the anti-bullying co-ordinator at your school can support you and can discipline the person bullying you.

*Finally, do not just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?*

**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 30<sup>th</sup> May 2024

This review was conducted in accordance with the checklist set out in Appendix C of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed: *Mary Culleton* Date: 30<sup>th</sup> May 2024  
Chairperson, Board of Management

Signed: *William Ryan* Date: 30<sup>th</sup> May 2024  
Principal



# Presentation Wexford



