

Anti-bullying policy for Loreto Secondary School, Clonmel.

All sections of this template must be completed

1. Introduction

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 Loreto Secondary School, Clonmel, Co. Tipperary 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.

2. Key principles

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.

The board of Management will carry out an annual review using the checklist provided in Appendix 4. Consequently an Action Plan will be put in place to highlight what is working well and to identify areas for improvement.

2.1 Relationships, people and situations included in this policy

All members of the school community are subject to this policy and they may be part of the following relationships

- Student to Student
- Student to any Staff member
- Any Staff member to student
- Parent to Staff member
- Staff member to Parent
- Any staff member to any other staff member
- Board of Management (member) to any staff member and/or student

The situations where relationships may be subject to this policy are varied and include the following:

- School time and including break times
- Going to and from school
- School tours and trips, including games and other extra-curricular activities
- All times, even outside the normal school times where the behaviour of any member of the school community adversely affects another member or members of that community (see below).

The relationships, people and situations that this policy addresses is varied and often somewhat complex. It certainly extends beyond the classroom based situations where the predominant relationship is between teacher and student.

2.2 Bullying outside the school gates:

The school reserves the right to apply its 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 the alleged bullying has :

- created a hostile environment at school for the victim,
- infringed on the rights of the victim at the school and/or
- materially or substantially disrupted the education process or the orderly operation of the school.

3. 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.

In summary, the definition of bullying can be simplified into three words :

- **Deliberate, Hurtful and Repeated.**

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*.

3.1 Sexual Harassment

Sexual Harassment is defined as any form of verbal, non-verbal or physical conduct of a sexual nature which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. The unwanted conduct may consist of acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material.

3.2 Harassment

Harassment on the other eight grounds covered by the legislation is any unwanted conduct related to **any of the eight grounds (other than gender)** where the conduct has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. The unwanted conduct may consist of acts, written words, gestures or the production, display or circulation of written words, pictures or other material.

3.3 Relational Bullying

Is when a person in a friendship group deliberately sets out to exclude another member of the group or to damage that person's feelings of belonging to the friendship group. This is done through:

- manipulating the members of the group to isolate the victim.
- spreading rumours, telling secrets and gossiping behind backs,
- pretending to be friends but subtly organising things so that the victim is excluded and left without any friends,
- ignoring and turning others against the victim.

This type of bullying is more prevalent among girls.

3.4 Homophobic / Transphobic Bullying

This may involve :

- Name calling such as gay, queer, lesbian, faggot etc.
- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation.

3.5 Sexual Bullying:

Sex belongs in a relationship of trust, respect, acceptance and understanding. In a society which is increasingly sexualised and where many young people feel pressure to be sexually active, many find themselves bullied sexually, even though they are not ready emotionally or psychologically and may be under the age of consent (17 years). Being forced to do something of a sexual nature or been put under pressure to do sexual acts, including intercourse, when the young person is clearly not ready for it, is bullying and must not be tolerated. It is also wrong and a form of sexual bullying to spread rumours about the sexual activity, perceived or otherwise, of another person.

3.6 Bullying students with ‘Special Education Needs:

This is where a student is treated badly due to their disability or special education need. This can also apply to bullying those who are exceptionally gifted and can manifest itself through name calling such as swot, freak, geek, etc or exclusion from the group.

3.7 Racial Bullying:

This involves some or all of the following:

Discrimination, prejudice, comments and insults about colour of skin, nationality, culture, social class, religious beliefs, ethnic background, etc.

3.8 Cyber Bullying

Cyber Bullying has been defined as:

An aggressive, intentional act carried out by:

- a group or individual
- using electronic forms of contact on a once off basis, repeatedly and/or over time against a victim who cannot easily defend him or herself.
- Cyber bullying does not involve face to face or physical confrontation.
- It does not require any close proximity to the cyber victim.
- Cyber bullying can also be carried out anonymously.
- Disinhibition exists where young people say and do things online that they would never do face to face. It is conducted in an environment perceived as free from adult supervision.

As the fear of discovery is absent, there is no perceived control on the cyber bully’s behaviour that exists in ‘real world’ encounters. The bully becomes disassociated from the turmoil that her actions are causing the ‘victim’. This creates a total lack of ‘empathy’ with the victim or an understanding of the long term harm their bullying causes.

How Cyber Bullying is carried out

Mobile Phones

- SMS : Sending or receiving abusive text messages
- MMS: taking, sending or receiving unpleasant photos and/or videos using mobile phones(e.g. happy slapping)
- Calls: sending or receiving upsetting phone calls (e.g. malicious prank calls).

Computers / Smart Phones

- email: Malicious or threatening emails directly to a victim, or about a victim to others.
- Chat rooms: intimidation or abuse when participating in chat rooms.
- Instant messages : abusive instant messages (MSN, Yahoo etc.)
- Websites: Where secret or personal details are revealed in an abusive way or where nasty or unpleasant comments are posted.
- Settings include; Facebook, Twitter, YouTube, AskFM, Google, Flickr, Gmail, Skype, Snapchat, and Texting.

Cyber Bullying Behaviours include the following:

Flaming : Online fights using electronic messages with angry and vulgar language

Harassment: Repeatedly sending nasty, mean, and insulting messages.

Denigration: “Dissing” someone online. Sending or posting gossip or rumours about a person to damage his or her reputation or friendships.

Impersonation: Pretending to be someone else and posting material to get that person in trouble or danger or to damage that person’s reputation or friendships.

Outing : sharing someone’s secrets or embarrassing information or images online.

Trickery: talking someone into revealing secrets or embarrassing information, then sharing it online.

Exclusion: Intentionally and cruelly excluding someone from an online group.

Fraping: Hacking into a person’s social networking account to send false/untrue messages or to change details while pretending to be that person

Cyber stalking: Repeated, intense harassment and denigration that includes threats or creates significant fear.

Exclusion: removing, blocking or excluding victim from ‘friend list’ for no apparent reason.

4. **The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:** (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The class teacher will usually be the initial point of contact if an alleged bullying incident or situation is observed. However, the relevant teacher who will carry out further investigation will most likely be the Year Head or the Deputy Principal. If an incident is of a more serious nature or is so well established as to be of greater concern, it will be necessary to report directly to the Principal, who may also take an active role in the investigation procedure.

The school also has a '**Student Support Team**' which meets every week at a set time and includes the Principal, Deputy Principal, Guidance Councillor, SEN Coordinator and any relevant Teacher, Year Head or Tutor required for a specific situation or student. This team may be convened at short notice if the bullying situation is of such a serious nature to warrant such a response.

5. **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** (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Steps being taken by the school community to create a positive culture that encourages only appropriate behaviour.

The school aims to take a proactive, preventative role in the first instance. This involves a multidisciplinary approach on the part of management, staff, parent and students. In keeping with the schools ETHOS there is a strong emphasis on the concept of MUTUAL RESPECT in all relationships within the school community.

Pastoral Care

There is a strong emphasis on pastoral care within the school. Each Year is assigned a Year Head and each Class a Tutor. All students are encouraged to visit the counsellor if and when they need to. SENIOR STUDENTS are encouraged to take on pastoral care of Junior students through the CARA LEADERSHIP TEAM. Members of the CARA TEAM act as MENTORS to the junior students, holding an induction day for First Years, operating a DROP IN CENTRE for First and Second Year students and facilitating a CONFIDENTIAL BOX. The CARA leaders will avail of Induction Day for 1st years to teach them the definition of Bullying and the school's procedures for dealing with it. During the Induction period the CARA leaders would also encourage each student to become involved in at least two school organized 'extra-curricular' activities as this builds a wider friendship network.

Student Council

Through the Student Council students are enabled to take on leadership roles and assume ownership of and responsibility for school policies that apply particularly to them e.g. Anti-bullying policy. Peer instruction and education through the Students' Council takes many forms but in particular through the Student Journal. The Council devised a 'Do's and Don't's when using social media. During the school year the Council adopts various relevant themes and this year their 'Action Plan' will be on creating greater awareness of all forms of bullying and establishing best practice among students to eliminate bullying from the school.

Teachers

Teachers on a daily basis, foster a safe environment for learning by knowing and using their students' names, by managing class-room dynamics in seating and grouping arrangements, by being mindful of methodologies that suit varying abilities, by being mindful of the many different personalities ranging from

shy to dominant, by being friendly but always maintaining an appropriate professional distance and where practicable incorporating anti-bullying themes in their classes. The implementation and effectiveness of the anti-bullying policy is included as an agenda item for staff meetings where necessary so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed. Teachers of SPHE will be working very closely with Student Council in their Action Plan to highlight the adverse effects of Bullying.

Parents

Parents play a vital role in the process as they instil values in their daughters e.g. the importance of mutual respect, the recognition that bullying is not 'cool' but that 'telling' or 'reporting' is the responsible and courageous thing to do. Parents' role is vital also in supporting the school's policies and procedures and in ensuring that their daughters are aware of these by reading the STUDENT JOURNAL with them and participating in school led initiatives such as attending talks organised by the school relating to the subject of bullying e.g Dr. Maureen Griffin.

Non Teaching Staff

All staff are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them, to the Principal or Deputy Principal.

School Programmes

A comprehensive S.P.H.E. and Pastoral Care Programme is delivered in the school. It encourages the students to show respect for themselves and others. It recognises the importance of students having a healthy self-esteem, as they are less likely to either be the bully or the victim if they feel good about themselves. The programme highlights the effects of bullying in school through drama, audiovisual and other relevant material such as that enacted by Michael O'Sullivan's Humourfit called The Bully Brady. This has proved very effective in emphasising the reality of bullying. The S.P.H.E. programme is also supported in the school by R.E., C.S.P.E. and Transition Year Programmes. All classes this year (2013/14) attended a special 'age appropriate' interactive presentation on 'Cyber Bullying' conducted by Dr. Maureen Griffen from UCC.

The school also provide a very extensive 'Special Education Needs' programme, led by a highly qualified SEN Coordinator and a team of teachers. A complete timetable of Learning Support and Resource teaching is provided to those who need specific tuition and great care is given to ensure all are safe from the type of bullying outlined under paragraph 3.6 below.

School Management

Management ensures that there is adequate supervision in classrooms, on corridors and in assembly areas. This will be provided from 8.45am to 9am before school begins, for both morning break and lunch break and from 3.45pm to 4pm in the afternoon. Particular attention is paid to what might be considered to be 'black spots' in the school campus.

The school's CODE OF BEHAVIOUR and POLICIES such as the I.T. Policy-Internet Access Use and The Health and Safety statement, support the positive culture that opposes inappropriate behaviour.

Management also is active in organising outside speakers on the subject of bullying (as outlined above) and supports the work of staff and Student Council in preparing and organising various events in the 'Action Plan' to counteract bullying in our school.

Extra Curricular Activity

Students are encouraged to and facilitated in becoming involved in a wide range of EXTRA-CURRICULAR activities many of which take place at lunch-time and after school. Participation in these greatly helps to foster the bonding process among students and encourages mutual support, appreciation and respect. (page 50 of the Student Diary and Planner 2013/14 for details)

6. **The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows** (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

It is essential that a student who is being bullied, or who is aware of another student being bullied, confides in some person she can trust – Parent, Cara Leader, Class Teacher, Class Tutor, School Counsellor, Class Prefect, Year Head, Deputy Principal, Principal.

The person reporting the bullying must feel safe in doing so and be confident in the knowledge that the report will be acted upon.

Every effort will be made to resolve a complaint informally. The school make every effort to inform all students on how and who to report to. This is done through the many programmes provided and especially through the 'Action Plan' against bullying organised by the Student Council. Where informal resolution is not possible or where the incident is deemed to be sufficiently serious a formal process will begin.

Formal Process

- A calm unemotional problem-solving approach will be taken by the 'relevant teacher(s)' when dealing with incidents of alleged bullying behaviour.
- All cases will be treated seriously, investigated with care, outside the classroom situation and with all possible confidentiality. (while complying with Children First Guidelines re confidentiality). Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- Sensitivity and respect will be shown to both the person making the complaint and to the subject of the complaint. No Blame / Shared Concern approach is used to allow the alleged bully to see how her actions affects the victim and to take restorative actions to resolve the situation. (Appendix 5)
- A report will be made to the relevant Year Head who will liaise with the Deputy Principal who, in turn, will keep the Principal informed of the situation.
- The facts will be established, formally documented and signed by those involved. what happened? , who did what?, where? when? who else was there?.
- Where a group or 'gang' is involved each person will be interviewed separately and as a group. Again this will be documented and signed.
- On occasions individuals may be asked to write down their account of the incident or situation.
- If the 'relevant teacher' concludes that bullying has occurred, she/he should contact the parents immediately to inform them and to seek their support in the establishment of effective 'restorative justice'.
- If it is established that bullying has occurred, the bully will be subject to sanctions according to the School's Code of Behaviour, up to and including Suspension or Expulsion (see School's Code of Behaviour).
- Support will be offered to both victim and bully through our Pastoral Care System and our Student Support Team.
- Referrals may be made to outside agencies if necessary through the schools involvement in the 'South Tipperary Child Services Committee' e.g. The Psychological Services, Social Services, The Juvenile Liaison Officer of An Garda Síochána, Education Welfare Board, etc
- When suspensions result a student's return to school may be dependent on the student having received counselling re her behaviour and signing again the Statement of Contract, undertaking to accept the School's Code of Behaviour. (See School Policy Documents).
- Follow up meetings with the parties involved will be arranged separately, and if they are agreeable, together, to investigate if there has been a positive outcome and / or to take further action as required.

- Parents who are dissatisfied with the process must have access to the school's complaints procedure and must be informed of its existence.

Procedure for Recording Bullying Behaviour:

1. The Board of Management ensures that the school has a clear procedure for formal noting and reporting of bullying behaviour and these are documented in the school's anti-bullying policy (Appendix 1). Records are kept in accordance with the Data Protection legislation.
2. The relevant teacher must use her/his judgement in relation to records kept on alleged bullying incidents which include discussions and actions taken. If in doubt he/she should confer with the Principal or Deputy Principal, who may refer the matter to the 'Student Support Team' for consultation.
3. If the relevant teacher concludes that an actual bullying incident or situation has occurred, written records must be kept. This will allow for a more timely and comprehensive resolution of the bullying problem and allow for greater possibility of restoring or at least improving the relationship between bully and victim.
4. The relevant teacher must also record on standard form (Appendix 1) any bullying behaviour which has not been adequately and appropriately addressed within 20 days of it first occurring. Furthermore, the school has a policy that bullying behaviour must be reported without delay to the Principal or Deputy Principal.
5. It is advisable to keep and maintain proper records in the event of repeat occurrence of the particular bullying behaviour or where there is a pattern of a continuum of behaviour.
6. Records may also be required if a parent or guardian files a complaint against the school about the procedure followed in dealing with a particular bullying incident. (standard complaints procedure must be made available to parents wishing to make a complaint)

7. **The school's programme of support for working with pupils affected by bullying is as follows** (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

The school has a Student Support Group who meet every week to discuss student issues and students who are experiencing difficulties. This group is made up of Principal, Deputy Principal, Guidance Counsellor, SEN Teacher and any relevant Tutors. This group can identify the best procedures to help the victim of bullying and the bully herself and ensure that 'restorative justice' has been achieved. Each case can be dealt with separately and the required support can be put in place, which can include the intervention of one, some or all of the following:

Principal, Deputy Principal, Year Head, Tutor, School Counsellors, Cara Leadership Group, Parent and Relevant Outside Agency

The process may also require the intervention, either directly or at an advisory level from outside agencies such as NEWB, NBSS, NEPS, Social Services, Loreto Education Office, JMB etc. The school is now part of the South Tipperary Children Support Services and can access support more effectively through Local Access Pathways (LAP).

Loreto Secondary School, Clonmel, inspired by its Mission Statement, aims to provide a safe, healthy and caring environment for all, where each person is respected and supported. The school endeavours to respond effectively and sensitively to issues of bullying when they occur and will provide the necessary support for any student affected by bullying. This includes the victim of bullying, the bully and will not forget the bully 'bystander'.

The school is committed to making all stakeholders aware of its Anti Bullying Policy and to ensuring that it is a working document that informs the whole school community of the ongoing determination to eradicate all forms of bullying. (see Education and Prevention Strategies 5 above) .

8. 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.

9. 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.

10. This policy was adopted by the Board of Management on _____ [date].

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

12. 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 where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1: 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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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 _____ (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

10. Details of actions taken by Deputy Principal/Principal

11. Details of sanctions imposed, if any and recommended future action

Signed by Deputy Principal

Date:

12. Date and details of referral by the principal to the Board of Management, including the outcome of any Board decisions

Signed by principal:

Date

Appendix 2 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.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - 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.

Appendix 3: Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: _____

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

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

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 4: Checklist for annual review of the anti-bullying policy and its implementation

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

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	y/N
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 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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 5: Solving an issue of bullying – No Blame/ Shared Concern Approach

This approach is taken to prevent repercussions for the victim of bullying.

The Relevant Teacher (Tutor, Deputy Principal, Guidance Councillor or Principal, whoever is most appropriate) must complete the bullying behaviour report sheet see Appendix 1. The Relevant Teacher will investigate the incident by talking to the victim and then to the perpetrator.

His or her first actions will generally be on a no-blame or shared concern so that the perpetrator is made aware of how hurtful her behaviour is and is made aware of the discipline procedures in place if necessary.

A low key approach is adopted given the vulnerability of the victim. Perpetrators are questioned separately and no allegations are made.

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

The Relevant Teacher expresses concern for the victim of bullying and asks what information the perpetrator knows about the situation. As soon as the student has acknowledged some awareness of the situation, she is asked what she can do to improve matters. Proposals or plans may need to be prompted by the Relevant Teacher. They should be simple, clear, and realistic and agreed.

All non-teaching staff are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

In a very serious case all the above steps will be taken as well as those taken below. The Principal or Deputy Principal may:

1. Contact the chairperson of the Board of Management
2. Inform the Gardaí
3. Prepare a statement to be issued if the incident is likely to attract media attention
4. Keep a very detailed report on file.

The above list is not exhaustive; other steps may be taken with appropriate outside agencies as necessary.