LORETO SECONDARY SCHOOL,

CLONMEL

Anti-Bullying Policy

Ratified by

The Board of Management

on 26th May 2021

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Key Words

Definition of Bullying
Behaviour that is **Deliberate, Hurtful and Repeated.**

Relevant teacher
This is the teacher to whom the report is made.

No Blame/Shared Concern Approach
Please see *Appendix 5(a): Procedures to deal with alleged or confirmed instances of bullying*. This includes an understanding by all parties of the impact caused by certain behaviour. These steps aim to bring young people through a process which leads to improved understanding of events and an acknowledgement of any impact that may have occurred as a result of the experience/s.

Restorative Practice/Actions/Justice
Restorative practice approach involves the application of principles of repair in the management of conflict with the aim to restore good relationships. The approach invites members of the school community to consider the impact of their behaviour and how it may affect other members. In addition, the approach invites members to consider how they may restore any negative impact that may have resulted from their behaviour.

Restorative justice offers members of the school community an opportunity to explain how they are experiencing events. Empowering members of the school community to speak is embedded as a principle of the approach. It also offers members an opportunity to take responsibility for any acknowledged bullying behaviour. Engaging with the qualities of empowerment and responsibility is how the restorative justice process encourages repair between members. When members are ready a face-to-face meeting facilitates this process to occur.

Anti-bullying policy for Loreto Secondary School, Clonmel.

1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the TUSLA, 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 (and LGBTI+) 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. 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 are varied and are 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.

Outside the school gate can also be taken to mean online behaviour.

3. Definition of Bullying

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 works, 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.

3.4 Homophobic, Transphobic and LGBTQI + Bullying

This may involve:

- Associated name calling.
- Spreading rumours.
- Taunting a person.

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 being 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 as the nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently.

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 their 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.

On page 5 Bullying is defined as **Deliberate, Hurtful and Repeated**. As noted in our Code of Behaviour, as a negative comment posted on-line can be seen/reposted by many people it only takes **one negative post** for this to be cyberbullying. So, we advise all members of the school community to think before posting. We promote the **T-Shirt rule**; if you wouldn't put the message on a T-shirt to be seen by the public, you wouldn't send it to someone. Words can manipulate the way we think - just because the message doesn't resonate or effect you, doesn't mean it won't do the same for anyone else.

How Cyber Bullying is carried out
Mobile Phones (some examples, but not limited to these)

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

Computers / Smart Phones (some examples, but not limited to these)

- 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: (Including but not limited to) Facebook, Twitter, YouTube, AskFM, Google, Flickr, Gmail, Skype, Snapchat, Texting, Instant messages, Group Chats, Tik Tok, Instagram, etc

Cyber Bullying Behaviours

Cyber Bullying Behaviours include the following (but not limited to these examples):

- **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. Investigating Bullying

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 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 Counsellor, SEN Co-ordinator 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

The education and prevention strategies 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 Guidance 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 and participate in our induction day for First Years. The CARA leaders and staff will avail of the Induction Day and/or the SPHE programme 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 organised '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'ts'* when using social media. During the school year the Council adopts various relevant themes.

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 may work with Student Council to highlight the adverse effects of Bullying.

Parents/Guardians

Parents/guardians play a vital role in the process as they instil values in their children 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'/guardians' role is vital also in supporting the school's policies and procedures and in ensuring that their children 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

Non-Teaching Staff
All staff are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to any member of the teaching staff, or to the Deputy Principal or the Principal.

School Programmes
A comprehensive SPHE 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 through relevant material. The SPHE programme is also supported in the school by RE, CSPE and Transition Year Programmes. Classes may attend presentations on bullying.

Inclusion
The school provides a very extensive Special Education Needs programme led by the SEN co-ordinating team. 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 above.

School Management
Management ensures that there is adequate supervision in classrooms, on corridors and in assembly areas. This will be provided 15 minutes before school begins and 15 minutes at the end of the school day. Supervision will also be provided at both morning break and lunch break. 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 Digital Technologies Acceptable Usage Policy and The Health and Safety Statement, support the positive culture that opposes inappropriate behaviour.

The school also is active in organising outside speakers on the subject of bullying (as outlined above) and supports the work of staff and the Student Council 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.

6. Procedures to deal with alleged or confirmed instances of bullying

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*):

Formal Process

Stage 1

- Alleged/perceived bullying behaviour should be reported (by the member of the school community, the member's parents/guardian, a by-stander, ancillary staff, SNAs, bus driver) initially to any member of the teaching staff.
- The relevant staff member will recite the definition of bullying to the person who has reported the incident.
- The incident may be recorded using *Appendix One: Incident Report Form for completion by member of teaching staff* and a student may be asked for a report which could then be attached to Appendix 1.

  Note: The teacher may look for advice from the Year Head to check if it would be advisable to fill out *Appendix 1*.
- If the teacher believes that the incident needs further clarification she/he will consult with the Year Head or Deputy Principal, who in turn, will keep the Principal informed of the situation.
- A calm 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. A *No Blame/Shared Concern* approach is used to promote the openness that will be required by members of the school community to explore any impacts that have occurred as a result of behaviours.
- Following exploration of events the members of the school community move to take restorative actions to resolve 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?
  - and any other relevant questions.
- Where a group or 'gang' is involved, each person will be interviewed separately and may also be interviewed as a group. Again this will be documented and signed.
- If at the end of Stage 1 it has been established that bullying has occurred **A Promise Agreement** (Appendix 6) will be signed by the student(s) who engage in bullying behaviour.

Stage 2: Recurrence of bullying behaviours

- Breach of the Promise Agreement is regarded as a very serious matter.
- If it is established that bullying has recurred, the student(s) will be subject to sanctions according to the School's Code of Behaviour.
- Support will be offered to all students involved through our Pastoral Care System and our Student Support Team.
- Referrals may be made to outside agencies if necessary.
- When suspensions result a student's return to school may be dependent on the student having received counselling regarding the behaviour and will require signing again the Statement of Contract, undertaking to accept the School's Code of Behaviour.
- Follow-up meetings with the parties involved will be arranged separately. If they are agreeable to having a meeting together to support a positive outcome this will also be facilitated.
- Parents/guardians 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. 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 Year Head, Deputy Principal or 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 (i.e. Appendix 1 and Appendix 2). 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 2) 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/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. Programme of Support for those affected

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 Team* 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 may include other relevant teaching staff. This group can identify the best procedures to help the victim of bullying and the bully 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, Class Tutor, School Guidance Counsellor, SEN Co-ordinator, Cara Leadership Group, Parents/Guardians and Relevant Outside Agencies.

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 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. Policy Adopted

This policy was adopted by the Board of Management on the date noted below.

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 of Education and Skills and the patron if requested.

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.

This Anti-bullying Policy was agreed on the date noted below.

Signed: _____ **Date:** _____

Chairperson of Board of Management

Signed: _____ **Date:** _____

Principal

Appendix 1: Incident Report Form for completion by member of teaching staff

Name of person making report to member of teaching staff:

Date of incident(s) occurring:

Details of Incident

Only details which are pertinent to the incident should be recorded. Where suspicions/allegations of bullying are made this should be clearly indicated.

Please attach any written accounts by students.

The definition of bullying can be simplified into three words **Deliberate, Hurtful and Repeated.** This was explained to the student.

Signed: _____ **Date:** _____

Relevant Teacher

Appendix 2: Incident Report Form for completion by member of teaching staff

1. Name of pupil reporting/experiencing bullying and class group

Name:	Year:	Class:

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

3. Member of the School Community of Concern in the Report (√ tick relevant box**)**

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of Incident(s) (√ tick relevant box(es)**)**

In School		Specify:
Outside of School		Specify:

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):

Appendix 2 continued

8. Brief Description of perceived bullying behaviour and its impact

9. Details of actions taken

Signed: _____ **Date:** _____

Relevant Teacher

Signed: _____ **Date:** _____

Year Head/Principal/Deputy Principal

Appendix 3 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 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 *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 pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed: _____ **Date:** _____

Chairperson of Board of Management

Signed: _____ **Date:** _____

Principal

Appendix 5(a): Solving an issue of alleged bullying – No Blame/ Shared Concern Approach

The Relevant Teacher (Class Tutor, Year Head, Deputy Principal, Guidance Counsellor 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 all parties.

His or her first actions will generally be on a no-blame or shared concern so that all parties are made aware of the impact of the named behaviours. All parties are made aware of the discipline procedures in place if necessary.

The relevant teacher does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. This encourages students to report bullying knowing that they are not getting anyone in trouble.

A discrete approach is adopted given the sensitivity of the situation. All parties are questioned and no allegations are made.

The Seven Steps…

- **Step One** – **Interview with the member of the school community**: teacher arranges to talk with member.
- **Step Two** - **Convene a meeting with the people involved**: teacher arranges to meet with the person/people who were involved (this will not include the reporting member at this stage).
- **Step Three** – **Explain the problem:** teacher tells them about what the reporting member is experiencing and feeling.
- **Step Four - Share responsibility:** the teacher does not attribute blame. When it can be acknowledged the individual/group is responsible a response can then be planned.
- **Step Five – Ask the individual/group for their ideas**: the individual/group is encouraged to suggest a way in which the reporting member could be helped to feel happier.
- **Step Six – Provide a Promise:** the individual/group signs a promise in the presence of the Relevant Teacher that the behaviour will not continue. This promise will be counter-signed by parents/guardians. If the promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- **Step Seven –** Where beneficial the members may wish to meet to discuss the situation face-to-face and this will be facilitated by the teacher at any stage through the process.
- **Step Eight – Follow-up meeting:** about a week later the teacher discusses with the relevant members of the school community, including the reporting member, how things have been going. If the promise is broken, this can no longer be treated as a mistake. Breach of the promise is regarded as a very serious matter and the student(s) concerned may be suspended (Outlined in stage 2).

Appendix 5(b): The "No Blame Approach" to Bullying

Background…

- Developed by Barbara Maines & George Robinson, the philosophy is based on long-standing work with pupils with emotional and behavioural problems; it is a positive approach to punishment.
- Since bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only by the development of higher values such as empathy, consideration, unselfishness, that the bully is likely to change their behaviour and function differently in social settings.
- Investigation and interrogation rarely get to the bottom of the problem or situation.
- Rather, it seems as though this leads to the bullies being hostile, and punishments are futile as they may lead to the reporting member of the school community being hurt. All this attention on the bully leads to a shift of attention from the reporting member.
- The No Blame Approach has been used effectively in primary and secondary schools as well as college environments (Maines and Robinson, 1994).

Why it Works…

The first thing the approach does is focus on how the victim is feeling; focusing attention on feelings, draws attention away from blame. This causes the bully and supports to think about the impact of their behaviour.

- It draws the bystanders and non-involved students into finding a solution to the problem.
- It is a whole school approach; it relies on group dynamics and the empathy of the group members.
- No one has to hide behind an untrue picture of what happened as no one is going to be blamed for anything that occurred.

Why it's Popular…

- It deals with potentially complex situations in a straightforward way.
- There is no need for extensive and difficult investigations.
- It brings about change quickly, it's easy to use and it works.

In Addition…

- Nothing about this approach is manipulative or requires specific training beyond an understanding of the seven steps of the approach.
- Does not assume that teachers are or can become therapists as the approach is based upon those skills that a teacher already possesses- the ability to work effectively with individuals and groups

Limitations of the Approach…

- Some people suggest that the "no blame approach" be used in only certain bullying situations (i.e. the less serious bullying cases)
- It may be difficult to reward a decrease in misbehaviour, thinking that it is not right to reward a child for behaviour that is expected in another child.
- For the no-blame approach to reduce bullying, the whole school must be committed to it. In pilot studies, lack of training for all members of the teaching staff on issues related to bullying and the no blame approach led to lack of success.
- Lack of training for parents in understanding the need for co-operation with the school's policy on bullying has also been a problem.

Appendix 6: Promise Agreement

LORETO SECONDARY SCHOOL, CLONMEL

Name of person making the Promise:

The definition of bullying can be simplified into **behaviour that is deliberate, hurtful and repeated.** This was explained to me.

I now acknowledge that I engaged in bullying behaviour.

I promise to treat all members of the Loreto Clonmel School Community fairly, equally and respectfully and I promise that I will not engage in bullying behaviour again.

Signed: _____ **Date:** _____
Student

Signed: _____ **Date:** _____
Parent/Guardian

Signed: _____ **Date:** _____
Principal/Deputy Principal/Year Head