

Ardscoil Mhuire.



Anti Bullying Policy.

Rationale

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 Ardscoil Mhuire has adopted the following *Anti-Bullying Policy* within the framework of the school's overall *Code of Behaviour*. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

The 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:
 1. Is welcoming of difference and diversity and is based on inclusivity
 2. Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 3. 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:
 1. Build empathy, respect and resilience in pupils
 2. Explicitly address the issues of cyber-bullying and identity-based bullying including 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)
- On-going evaluation of the effectiveness of the *Anti-Bullying Policy*.

Relationship to the Characteristic Spirit of the School

In Ardscoil Mhuire we aim to develop the full potential of every student in a learning environment where fairness, understanding, success and discipline is pursued. This policy is reflective of Ardscoil Mhuire's mission statement which is '*to provide a Christian environment where all persons are valued and assisted to reach their full potential.*' The school seeks to promote the wellbeing of all members of the school community in a respectful, safe and caring environment which values the dignity of each individual. (Please refer to *Dignity in the Workplace* policy in relation to adult members of the school community)

Goals/Objectives

1. To create a school ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence
2. To affirm the right of all within the school to live a life free from bullying
3. To raise awareness of bullying as an unacceptable form of behaviour with school

- management, teachers, students, parents/guardians.
4. To create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community.
 5. To ensure that the school's *Social, Personal and Health Education Programme* raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviours.
 6. To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
 7. To develop and to put into effect procedures for reporting and recording incidents of bullying behaviour.
 8. To develop procedures for investigating and dealing with incidents of bullying behaviour.
 9. To develop a programme of support for those affected by and involved in bullying behaviour. Particular reference will be made to the restorative approach.
 10. To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.
 11. To recognise and acknowledge the role of parents in equipping their daughter with a range of life skills.

Definition of Bullying and Types of Behaviour

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 misconception that bullying is a normal phase of development and that it teaches pupils to toughen up needs to be challenged.

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber-bullying
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Behaviour.

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

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

Examples of Bullying Behaviours

The list of examples below is non exhaustive. Similar behaviours may be considered as bullying behaviours.

General behaviours which apply to all	<ul style="list-style-type: none">● Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.● Physical aggression● Damage to property● Name calling● Slagging● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person● Offensive graffiti● Extortion● Intimidation● Insulting or offensive gestures● The “look”● Invasion of personal space● Spreading rumours● Smirking/Sniggering● A combination of any of the types listed.
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<p>Cyber</p>	<p>Denigration: Spreading rumours, lies or gossip to hurt a person's reputation</p> <p>Harassment: Continually sending vicious, mean or disturbing messages to an individual</p> <p>Impersonation: Posting offensive or aggressive messages under another person's name</p> <p>Flaming: Using inflammatory or vulgar words to provoke an online fight</p> <p>Trickery: Fooling someone into sharing personal information which you then post online</p> <p>Outing: Posting or sharing confidential or compromising information or images</p> <p>Exclusion: Purposefully excluding someone from an online group</p> <p>Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety:</p> <ul style="list-style-type: none"> ● Silent telephone/mobile phone call ● Abusive telephone/mobile phone calls ● Abusive text messages ● Abusive email ● Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube/Instagram or on games consoles ● Abusive website comments/Blogs/Pictures ● Abusive posts on any form of communication technology.
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<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.) In addition, the Equal Status Acts 2000 - 2018 prohibit discrimination in the provision of accommodation services against people who are in receipt of rent supplement, housing assistance, or social welfare payments.</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> ● Spreading rumours about a person's sexual orientation ● Taunting a person of a different sexual orientation ● Name calling e.g. gay, queer, lesbian...used in a derogatory manner ● Physical intimidation or attacks ● Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> ● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background ● Exclusion on the basis of any of the above.

<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying.</p> <p>Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation, exclusion and ignoring ● Ignoring ● Excluding from the group ● Taking someone’s friends away ● “Bitching” ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● The “look.”
<p>Sexual</p>	<ul style="list-style-type: none"> ● Unwelcome or inappropriate sexual comments or touching ● Harassment.
<p>Special Educational Needs and/or Physical Disability</p>	<ul style="list-style-type: none"> ● Name calling ● Taunting others because of their disability or learning needs ● Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying ● Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues ● Mimicking a person’s disability ● Setting others up for ridicule.
<p>High Achiever</p>	<ul style="list-style-type: none"> ● Name calling ● Taunting others because of their abilities ● Setting others up for ridicule ● Isolation, exclusion and deliberately ignoring.

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

Effects of Bullying on Individuals

Physical	<ul style="list-style-type: none">● Physical ill health● Damage to personal belongings or loss of property● Physical injury
Social	<ul style="list-style-type: none">● Loss of confidence● Loneliness● Low self-esteem● Social isolation● Social anxiety● Fear.
Psychological	<ul style="list-style-type: none">● Generalised anxiety● Anger● Depression (strong predictor of peer victimisation)● Suicidal thoughts or behaviour.

Possible Indicators That a Student is Being Bullied

<p>Physical indicators</p> <ul style="list-style-type: none">● Unexplained bruising, cuts etc.● Loss of/ damage to personal property● Hunger or thirst● Frequent minor illnesses, headaches, tummy● Bedwetting● Loss of appetite● Obsessive behaviour, physical appearance, weight● Stammering● Requests for extra money.● Aggression /Violence.
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Emotional/ Psychological Indicators

- Outbursts of anger, temper, irritability at home
- Bullying brother and sisters, parents
- Well behaved child suddenly troublesome

Signs of depression

- Changes in: mood, appetite, sleep pattern
- Tiredness, neglect of appearance
- Expressions of sadness, worthlessness
- Nightmares, crying at night
- Restless, dangerous, wild, disruptive behaviour
- Cynicism, black mood
- Implied or overt threats of suicide.

School Related Indicators

- Reluctance to go, wanting to be accompanied
- Returning in bad form
- Changing route
- Avoiding certain days/lessons
- Nervousness in class
- Punctuality problems
- Poor concentration
- Deterioration in school work
- Expressions of hopelessness
- Fewer phone calls, friends calling, invitations
- Reluctance to take part in activities
- Abusive phone calls, texts, social media messages etc.

The Relevant Teacher for Investigating and Dealing with Bullying.

The Relevant Teachers in this school are:

- Principal
- Deputy Principal
- Year heads
- Care Team.

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

Actions to Prevent Bullying Behaviour

Publishing and Publicising the *Anti Bullying Policy*

- The school runs an anti-bullying themed week once a year to promote awareness and increase vigilance
- The *Anti Bullying policy* will be published on the school web-site www.asmlimerick.ie, in the students' journal, teacher handbook and in the school *Code of Behaviour*.
- The *Anti-Bullying Policy* will be promoted at various occasions e.g. parents' nights, first year enrolment, open nights and other forums and platforms.
- The development and review of an *Acceptable Use Policy* in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- Involvement of the S.R.C. in the development and awareness of the policy.

Supervision and Monitoring

- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities.
- Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- Supervision will also apply to monitoring student use of digital technology within the school.
- Bullying "black spots" within the school will be identified and monitored during break times.
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.
- Social networking sites will continue to be blocked. The *Anti-Bullying Policy* operates in conjunction with the school's *Acceptable Use Policy*.
- Base rooms are assigned to each class group for break times. Pupils from different class groups are not permitted to enter base rooms other than the one assigned to them.

Preventative Measures and Student Involvement

- Whole School Approach
 1. A school-wide approach to the fostering of respect for all members of the school community
 2. The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour
 3. The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities
 4. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions
- An Anti-Bullying week is held in the school every year. Activities include:
 1. Poster and poetry competitions
 2. Drama
 3. Visual displays throughout the school
- A Safe Internet Day takes place annually. Activities include:
 1. A poster competition
 2. The creation of visual and audio/visual resources to be displayed around the school and used in classes
 3. The promotion of Webwise's resources
 4. A Safer Internet Day Expo for Junior Students
 5. Visits and presentations to local primary schools

6. Social media campaign

- All first year students are introduced to the safe and ethical use of the internet as part of their Wellbeing Programme. Students learn about online safety and digital media literacy. They also take part in discussions around using school accounts, the *Acceptable Use Policy*, *Code of Behaviour* and the *Anti-Bullying Policy*.
- A team of senior students engage with Webwise Ireland as Youth Advisory Panelists and/or as Safer Internet Day ambassadors
- A presentation is given by a bullying expert to staff, students and parents.
- Where issues of bullying type behaviour are reported such incidents are recorded and reported by teachers to the relevant teachers i.e. Year Heads. Year Heads report to and liaise with senior management. The involvement of senior management does not reflect on the severity of the behaviour.
- The *Anti-Bullying Policy* is available to all staff, students and parents in the school office and is referred to in the school journal and website.
- Anti-Bullying awareness is an important element in certain areas of the curriculum e.g. Religious Education, CSPE and SPHE.
- Departmental Supports and Pastoral Systems
 1. All first years take part in the “Friends for Life” programme.
 2. The HSCL coordinator works with parents to support positive approaches to behaviour.
 3. The SCP team engages with students to support and educate them around issues of bullying.
 4. A CARE Team, who meet weekly, is in place in the school. Some of its functions entail the:
 - Prevention of bullying in school.
 - Continuous monitoring of the issue of bullying.
 - Promotion of awareness of the issue of bullying and our *Anti Bullying Policy* amongst students, staff and parents.
 - Organisation of staff training in the management of bullying.
 - Continuous development and updating of the school’s *Anti Bullying Policy*.

Dissemination of Information

- Regular reminders of the *Anti Bullying Policy* and its procedures referred to at Year Head meetings with year groups and by class teachers. This ensures that students know how to tell and who to tell
- Parents are informed about the *Anti Bullying Policy* at the induction night.
- The implementation of regular whole school awareness measures e.g. a dedicated notice board in a key area in the school together with an annual whole school Anti Bullying and ARK Week.

Education and Training in Relation to Bullying Awareness

- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly
- Restorative practice is used in the school as a positive approach to conflict resolution.
- There is ongoing teacher training on the issue.
- The *Anti Bullying Policy* and *Code of Behaviour* will be taught to all year groups at the beginning of each academic year. Students are asked to sign the *Code of Behaviour* which

includes the *Anti Bullying Policy*.

- A peer mentoring group of senior students is linked with 1st years to support pupils and encourage a culture of peer respect and support.
- The Friends for Life Programme is delivered to all 2nd Year students.

Inclusion in the Curriculum

SPHE: In post -primary school, Social, Personal and Health Education (SPHE) must be timetabled as part of the Junior **Cycle** core curriculum. Social, Personal and Health Education provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is dealt with in the first and second year curriculum of Junior Cycle Social, Personal and Health Education. Online resources dealing with the various forms of bullying, facilitated by Webwise (PDST), are utilised in S.P.H.E classrooms throughout Junior Cycle. At least six lessons of RSE are provided to Senior Cycle students in the Religion classroom where there is an emphasis based on positive relationships.

CSPE: Linkages can be made with the “Human Dignity” and “Rights and Responsibilities” section of the curriculum that will encourage positive behaviour between students.

Guidance and Counselling Service will continue to provide a trusting and confidential facility for students.

The Chaplaincy service will continue to provide a trusting and confidential facility for students.

Wellbeing: 400 hours of Wellbeing are timetabled for 1st Year students and 300 hours for 2nd and 3rd Years students at Junior Cycle. Wellbeing is integral in developing a student's sense of self. The elements of the Wellbeing programme are:

1. Being safe
2. Being healthy and physically active
3. Being positive about learning
4. Being social
5. Being spiritual
6. Being confident
7. Being confident, safe and ethical in using digital technology.

The indicators of Wellbeing are:

1. Active
2. Responsible
3. Connected
4. Resilient
5. Respected
6. Aware.

The implementation of the Wellbeing Programme further enhances the existing school culture of respect and responsibility. Students with a heightened sense of wellbeing are more inclined to identify, challenge and report bullying behaviours.

(For further details, please refer to the *Wellbeing Policy*.)

Other links may include:

- Transition Year
- LCVP
- LCA
- JCSP
- Informal Curriculum e.g. which extra-curricular activities can assist in raising awareness of the unacceptable nature of bullying behaviour and/or incorporate a focus on promoting equality and affirming diversity.

Related School Policies.

- Code of Behaviour
- Child Protection
- Acceptable Use
- Data Protection
- Health and Safety
- Critical Incident
- SPHE
- RSE
- Career Guidance
- Attendance
- Admissions
- Induction for New Staff and Students
- Dignity in the Workplace
- Pastoral Care
- Wellbeing

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame.) Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset. The school's procedures must be consistent with the following approach.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school who will then inform the relevant teacher i.e. Year Head.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teachers (see list on page 8.) All reports of bullying should be recorded and reported to the relevant teacher i.e. Year Head. The involvement of senior management in an investigation in no way reflects the severity of the behaviour.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), student teachers, caretakers and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to management.

Style of Approach in Investigating, Recording and Dealing with Incidents.

Investigating

- In investigating and dealing with bullying, the relevant teachers (see page 8) will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible
- Relevant teachers should take a calm, unemotional problem-solving approach
- Where possible, incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted, using the restorative approach, with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When investigating incidents of bullying behaviour, the relevant teachers should seek answers to restorative questions. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner. Restorative questions include:
 1. What happened?
 2. What were you thinking at the time?
 3. What have you thought about since?
 4. Who has been affected by this? In what way have they been affected?
 5. What do you think needs to happen next?
- If a group is involved, each member should be interviewed individually at first using the restorative questions by the relevant teacher. (see page 8). Statements are usually read back to students to ensure clarity.
- Thereafter, all those involved will be met individually and/or in smaller groupings and/or as a whole group. If it is decided that small or whole group meetings are to take place this will be structured as a restorative circle. The manner in which circle time is used is as follows:
 1. Each individual involved gets a chance to speak
 2. Each individual only speaks when it is their turn
 3. Each individual speaks openly and honestly
 4. Everyone listens when others are speaking.
 5. In the circle each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant teachers, in consultation with senior management, that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken by reference to the school's *Code of Behaviour*. The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support provided to the students.
- Where the relevant teachers have determined that a pupil has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's *Anti-Bullying Policy* and efforts should be made to try to get her to see the situation from the perspective of the pupil being bullied.
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

Follow Up and Recording

- In determining whether a bullying case has been adequately and appropriately addressed, the relevant teachers must, as part of their professional judgement, take the following factors into account:
 1. Whether the bullying behaviour has ceased
 2. Whether any issues between the parties have been resolved as far as is practicable
 3. Whether the relationships between the parties have been restored as far as is practicable
 4. Any feedback received from the parties involved, their parent(s)/guardian(s) or the school principal or deputy principal
- Follow-up meetings with the relevant parties involved will be conducted using the restorative approach.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Extreme instances of bullying behaviour will, in accordance with the *Children First* and the *Child Protection Procedures for Primary and Post-Primary Schools*, be referred to TUSLA and/or Gardaí as appropriate.

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal Procedures

1. Informal- pre-determination that bullying has occurred
 - All staff must record any incidents witnessed by or notified to them via Google Form. (See Appendix 1). A link to this form will be made available to all teachers. All incidents must be reported promptly to the relevant teachers via Google Form.
 - While all reports, including anonymous reports, of bullying must be investigated and dealt with by the relevant teachers, the relevant teachers must keep a record of the reports made, the actions taken and any discussions with those involved regarding same
 - When an informal incident is reported, it must be retained by the relevant teachers and stored appropriately. Due to the sensitive nature of the data, consideration needs to be given to how these reports are stored, who has access to them, and how long they will be retained. This data will be stored on a shared drive that can only be accessed by the relevant teachers. Any additional documentation compiled by the relevant teacher will be stored in the students file.
 - The relevant teachers must inform Senior Management of all incidents being investigated.
2. Informal-determination that bullying has occurred
 - If it is established by the relevant teachers that bullying has occurred, the relevant teachers must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
 - All records are maintained in accordance with Data Protection legislation.

Formal procedures

- The relevant teachers must use a recording template (Appendix 2) to record the bullying behaviour in the following circumstances:
 1. In cases where they consider that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred
 2. Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately and directly to senior management as applicable
 3. The following list of behaviours, in line with the *Code of Behaviour* must be recorded and reported immediately and directly to the principal
 - Serious incidents of Cyber Bullying
 - Physical Abuse
 - Serious incidents of the aforementioned types of bullying

This list is not exhaustive.
- When an incident is formally reported, it must be retained by the relevant teachers and stored appropriately. Due to the sensitive nature of the data, due consideration needs to be given to how these reports are stored, who has access to them, and how long they will be retained. This data will be stored in a filing cabinet that can only be accessed by relevant teachers. Any additional documentation compiled by the relevant teacher which is relevant to the incident will also be stored here. ***The number of formal incidents of bullying behaviour must be reported to the Board of Management.***

Established Intervention Strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- Circle Time
- Restorative interviews
- Restorative conferencing
- Distributing questionnaires

Support for Working with Pupils Affected by Bullying

- The following in-school supports and opportunities will be provided for the pupils affected by bullying. Activities are designed to raise their self-esteem, to develop friendships and social skills and build resilience:
 1. Pastoral care system
 2. Peer mentoring system
 3. Class Teacher/Year head system
 4. Care team
 5. NBSS related modules such as a trained B.F.L.
 6. Group work such as circle time
- If pupils require counselling or further support, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.

This policy was adopted by the Board of Management on _____

This policy has been made available to school personnel, published on the school website and is available as hard copy in the school. A copy of this policy will be made available to the Department and the trustees 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 and published on the school website. A record of the review and its outcome will be made available, if requested, to the trustees and the Department.

Signed: _____ Date: _____

Sr Ena Quinlivan

Chairperson of Board of Management

Signed: _____ Date : _____

Bríd Herbert

Principal

Date of next review: _____

Appendix 1

Template for the Informal Recording of Reports of Bullying Behaviour.

Teacher's Name: _____

Date: _____

Time: _____

Name of Pupil Reported: _____

Type of bullying behaviour (tick relevant box(es))

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

Directed towards: _____

Reported by: _____

Referred to: _____

Other Relevant Information (if necessary):

Appendix 2

Template for the Formal Reporting of Bullying Behaviour.

Name of pupil being bullied: _____

Class Group: _____

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

Pupil concerned	<input type="checkbox"/>
Other pupil	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Outdoor areas in school	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<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		Isolation/Exclusion	
Cyber-bullying		Malicious Gossip	
Damage to property		Name calling	
Intimidation		Other (specify)	

7. Where the behaviour is regarded as identity based bullying, indicate the relevant category:

Homophobic	
Disability/SEN related	
Racist	
Membership of the Traveller Community	
Other (specify)	

8. Brief description of bullying behaviour and its impact

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9. Details of actions taken

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Signed:

Date:

Date submitted to senior management: