



# Anti-Bullying Policy

**Staff**

\_\_\_\_\_

**Parents' Association**

\_\_\_\_\_

**Coiste**

\_\_\_\_\_

**Board of Management**

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**Policy adopted**

\_\_\_\_\_

**Policy reviewed**

\_\_\_\_\_

(as necessary and particularly to comply with any relevant legislative changes)

## Anti-bullying Policy

1. 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 St Louis Secondary School 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. 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 (Appendix C, Appendix D)
    - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment (Appendix B)
    - promotes respectful relationships across the school community (Appendix 2)
  - Effective leadership;
  - A school-wide approach (Section 5)
  - A shared understanding of what bullying is and its impact (Appendix A)
  - 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 (Section 5)
  - Effective supervision and monitoring of pupils;
  - Supports for staff (Section 7)
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies (Section 6)
  - On-going evaluation of the effectiveness of the anti-bullying policy (Appendix 4)

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.

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*.

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*):

Margaret Conlon  
James Sherry  
Student Support Team

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*):

**St Louis Secondary School has adopted for implementation, as part of its anti-bullying policy, the following education and prevention strategies:**

- Information is provided for parents and teachers on bullying behaviour (types, examples, indicators of, impacts of)--- APPENDIX A
  - Guidelines are available to students on what to do if they are being bullied (including who to tell, how to tell, and the role of bystanders) --- APPENDIX B
  - Professional development on bullying is provided for all members of staff. Specific training is provided for the relevant teacher(s), as offered by PDST. Details available from school Principal
  - Parents are informed about the Anti-Bullying Policy at the information night for parents of 1st year students. Students who enrol later or in other year groups are informed at enrolment
  - Extracts from The Anti-Bullying Policy are included in the School Journal, and can be accessed on the school website
  - A copy of extracts from the policy is posted on the noticeboard in each classroom
  - Students and parents are asked to sign the Code of Behaviour which includes the Anti-Bullying Policy at enrolment and re-sign when amendments are made.
  - Regular reminders of the Anti-Bullying Policy and its procedures are given at assemblies
  - Awareness of bullying is raised through (a) school wide delivery of lessons on bullying from evidence based programmes e.g Cool Schools;(b) full implementation of the SPHE, CSPE and Religious Education programmes and (c)fostering within the teaching of all subjects an attitude of respect for all
  - Extra-curricular activities e.g music, drama, sport, debating etc provide students with opportunities to develop a positive sense of self-worth
  - An Anti-Bullying Committee is in place in the school. Its functions include 1.Prevention of bullying in the school, and continuous monitoring of the issue of bullying through (a) the organisation of an Anti-Bullying month(which includes poster and poetry competitions) and (b)administering a confidential questionnaire to all students once a term
2. Promotion of awareness of the issue of bullying and our Anti-Bullying Policy amongst students, staff and parents. Covering letter and appendix for parents/students (Appendix A, Appendix B) to be distributed prior to Anti-bullying month. Presentation made to staff at staff meeting
3. Continuous development and updating of the school's Anti-Bullying Policy
- Coiste (Student Council) members are on alert for incidents of unacceptable behaviour. Guidelines in the Coiste handbook and training is provided by the Coiste Liaison person
  - A Peer Mentoring Group of 4th Year students is linked with 1st Year students to help with issues of bullying
  - Anti-Bullying awareness is also highlighted by :
    1. Drama
    2. Visual displays throughout the school
  - Supervision of corridors takes place during break times

- All adults in the school have a responsibility to model the school's standards of behaviour in their dealings both with students and with each other, since their example is a powerful source of learning for students. Management and staff will:
  - (a) Model respectful behaviour to all members of the school community at all times
  - (b) Explicitly teach students respectful language and behaviour
  - (c) Agree, and display, key respect messages(students will be involved in the development of these messages)
  - (d) Consistently tackle the use of discriminatory and derogatory language in the school(including homophobic and racist language, and language that belittles students with a disability or SEN)
- The school's Pastoral Care Team (Class Tutors, Year Heads, Guidance Counsellor, Chaplain, Home School Liaison Officer) provides students with opportunities to discuss/disclose issues of bullying
- The school considers the additional diverse and complex needs of students with Special Educational Needs with regard to programme implementation.
- The school is committed to the implementation of the Key Principles of Best Practice for Building a Positive School Culture and Climate (included with this policy) (Appendix 2)
- The school is committed to implementing an Inclusion Code of Practice (APPENDIX C), and an Anti-Racism Code of Practice (APPENDIX D) to address issues of prejudice and stereotyping
- The school is committed to implementing its Acceptable Use Policy to ensure that access to technology within the school is strictly monitored  
(see School Policies)
- In certain cases it may be necessary for the school to seek the assistance of formal agencies such as NEPS, HSE social workers, community workers, Gardaí, etc.

APPENDIX A

Information for parents and teachers on bullying behaviour

**DEFINITION OF BULLYING:**

Bullying can be defined as unwanted negative behaviour-- whether it be verbal, psychological or physical---that is conducted by an individual or group against others (Children First 2011). Cyberbullying refers to bullying which is carried out using the internet, mobile phone or other technological devices.

**TYPE OF BULLYING EXAMPLES** (these lists are not exhaustive)

**Physical Bullying:** Kicking, punching, shoving, hitting, spitting, tripping, theft or damaging of property

**Verbal Bullying:** Threatening consequences, spreading rumours, name calling, teasing, taunting, making sexual/racist/sectarian remarks, highlighting physical appearance/sexual orientation/family background/social circumstances/disability

**Psychological/Emotional Bullying:** Ignoring/isolating, excluding, gossiping, leaving unpleasant notes/letters/graffiti/comments/drawings for others to find, relational( rejection, undermining, conditional friendship...), intimidation, use of facial expression, extortion, getting people into trouble, insulting or offensive gestures, invasion of personal space, breaking confidence

**Cyber Bullying:** Sending offensive text messages/e-mails, posting offensive images or messages on a social networking site, silent phone calls, saying hurtful things in chat rooms, denigration, impersonation, flaming, trickery, outing, exclusion, cyber stalking

**INDICATORS OF BULLYING** (these lists are not exhaustive)

Physical	Emotional/Psychological
Unexplained bruising, cuts etc	Outbursts of anger/temper; irritability
Loss of/damage to personal property	Bullying siblings/parents
Hunger/thirst	Well behaved child suddenly troublesome
Frequent minor illnesses, headaches etc	Changes in mood, appetite, sleep pattern
Bedwetting	Tiredness, neglect of appearance
Loss of appetite	Expressions of sadness, worthlessness, hopelessness
Obsessive behaviour	Nightmares, crying at night
Stammering	Restlessness
Requests for extra money	Dangerous, wild, disruptive behaviour
Reluctance to go to school/need to be accompanied	Cynicism, black mood
Avoiding certain days/lessons	Implied or overt threats of suicide
Nervousness in class	
Poor concentration	
Deterioration in school work	
Reluctance to take part in activities	

IMPACTS OF BULLYING (these lists are not exhaustive)

Physiological	Psychological
Headaches, stomach problems, disturbed sleep, possible visible marks on the body etc.	Anger, worry, fear, anxiety, depression, loss of confidence, low self-esteem, thoughts of suicide etc.

NOTE: Unwelcome or inappropriate sexual comments or touching may constitute a Child Protection issue and will be dealt with by the school's Designated Liaison Person.

Parents are advised to:

- Ensure that channels of communication with your daughter are kept open by listening to her and supporting her at all times
- Watch for signs of distress in your daughter(see indicators of bullying)
- Be aware of your daughter's friends
- Inform the school immediately (Principal, Deputy Principal, Year Head, Class Tutor, Teacher, Guidance Counsellor) if you suspect your daughter is being bullied
- Discourage your daughter from retaliating
- Familiarise yourself with the school's Anti-Bullying Policy
- Update your information on bullying by attending talks, workshops, etc organised by e.g Parents' Association, voluntary organisations, Gardaí...
- Encourage your daughter to participate in sport, cultural activities, youth clubs etc. in order to build resilience, enhance self-esteem and widen her circle of friends
- Model the standards that are expected of your daughter. In order to do this, you need to be familiar with the standards and to understand the importance of expecting her to behave according to these standards. In particular:
  - (a) Be aware that the language you use to refer to other people can influence your daughter's attitude to and behaviour towards these people
  - (b) Understand that your behaviour towards her/ other members of the family/other people (e.g use of threats, bribes, violence etc) can have a significant influence on her behaviour towards others
    - Understand that while exploration is a healthy and necessary part of a young person's developmental process, age is critical in terms of an "age-appropriate experience" in an online environment
    - Be aware that students who witness bullying may also be affected and may suffer in similar ways to those who are being bullied
    - Understand that there are also consequences for individuals who engage in bullying behaviour---higher risk of depression, increased risk of developing an anti-social personality, anxiety disorders, substance abuse, law-breaking behaviour, decreased educational and occupational attainment.



## APPENDIX B

### Guidelines for students on what to do if they are being bullied/ witness bullying

The United Nations Convention on the Rights of the Child says that young people have the right:

- To be protected and live free from violence, abuse or harm
- To be treated with dignity and respect
- To be free from discrimination
  
- Do not suffer in silence...let someone know
- Remember that when you report incidents of bullying you are behaving responsibly
- Be assured that you will receive support
  
- If you are being bullied:
  - (a) Write down what is happening
  - (b) Talk to an adult you trust (parent, teacher...)
  - (c) Hand a note to a teacher with your homework
  - (d) Put a note in the Anti-Bullying Box
  - (e) Fill in the confidential questionnaire given to you by your class tutor
  - (f) Get a parent(s)/guardian(s)/friend/Coiste/Cairde member to tell on your behalf
  - (g) Do not retaliate
  
- If you know someone who is being bullied:
  - (a) Talk to them and tell them that it's ok to tell
  - (b) Seek advice from an adult that you trust
  - (c) Encourage this person to talk to an adult that they trust
  
- If you witness someone being bullied:
  - (a) Do not ignore it
  - (b) Tell an adult that you trust
  - (c) Encourage the person being bullied to tell an adult that they trust
  
- Tips for dealing with cyberbullying:
  - (a) Do not reply to the message
  - (b) Keep the message/image
  - (c) Tell someone you trust
  - (d) Block the sender
  - (e) Report problems to the website or mobile phone operator, [www.hotline.ie](http://www.hotline.ie), [www.childline.ie](http://www.childline.ie), or An Garda Síochána

## APPENDIX C

### INCLUSION CODE OF PRACTICE

St Louis Secondary School is committed to:

- Promoting inclusion throughout the school for all members of the school community by undertaking its responsibility to comply with equality legislation, thereby ensuring that no member of the school community is discriminated against on grounds of gender, marital status, family status, sexual orientation, religion, age, disability, race, membership of the Traveller community
- Promoting equality of opportunity in all curricular and extra-curricular activities and events in order to foster a culture of inclusion and equality
- Raising awareness of, and dealing with issues related to racism, discrimination and homophobia
- Ensuring that inclusion is reflected in all of our policies, documents, practices and procedures
- Ensuring that all staff are provided with information on inclusion, and where necessary provisions are made for training

## APPENDIX D

### ANTI-RACISM CODE OF PRACTICE

St Louis Secondary School recognises that racism is a particular form of exclusion faced by minority ethnic groups which denies them their basic human rights, dignity, equality and respect.

St Louis Secondary school is committed to:

- Promoting awareness of racism through:
  - (a) Communicating the anti-racist ethos of our school in the Mission Statement, and in the messages we communicate
  - (b) Gathering information on the needs and aspirations of minority ethnic members of the school community through networking with organisations which articulate the interests of these groups
  - (c) Developing materials that promote the school in a manner that captures our anti-racist commitment
  - (d) Challenging incidents of racism as they arise within our school
- Adhering to the Employment Equality and Equal Status Acts which seek to prevent discrimination on any of nine grounds, including race and membership of the Traveller community.

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*) :

St Louis Secondary School has adopted for implementation as part of its Anti-Bullying policy the following agreed procedures for dealing with bullying

### **Preamble**

All members of the school community have an obligation to report incidents of bullying behaviour witnessed by them, or mentioned to them to the relevant teacher(s)

This includes teachers and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners, catering staff.

A pupil or parent/guardians may bring a bullying concern to any teacher.

Individual teachers must report to the relevant teacher(s) regarding reports of bullying behaviour

All incidences reported will be investigated, including anonymous reports.

All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned

A restorative approach, in line with the school's anti-bullying policy, will be used when investigating incidents. No one will be subjected to public humiliation. The emphasis will be on seeking a change in behaviour. Every effort will be made to restore the relationships of the parties involved rather than to apportion blame

From the outset it will be made clear to all involved that a restorative approach is being taken.

The identities of all involved will be kept confidential during each step of the procedure.

### **Reporting Bullying Behaviour**

Reporting may be done in the following ways: -

- Direct approach to any teacher, Principal, Deputy Principal, Year Head, Guidance Counsellor, Class Tutor, Coiste member or Cairde member.
- A note handed to a teacher e.g. with homework
- A phone call by a parent or student to the school
- A note can be put into the Incident Report Box at the Deputy Principal's office

### **Investigating an initial report**

The initial report will be recorded on a Preliminary Report Form (Form A) by the person to whom the report is made and given to the 'relevant teachers' who will exercise their professional judgement to determine if bullying has occurred

### **Investigating an incident of bullying behaviour**

The 'relevant teachers' will seek to find answers to 'what, where, when, who, why' the bullying is happening.

Where it is determined that bullying has occurred the following approach will be adopted:-

- Incidents will be investigated outside the classroom
- It will be made clear to the student(s) that she is in breach of the school's anti-bullying policy
- Students involved will be interviewed separately by one of the relevant teachers
- Students may be asked to write an account

- If a group is involved, each member will be interviewed individually at first and thereafter as a group.
- Each member will be asked for her account of what happened to ensure that everyone in the group is clear about each other's statement.
- Efforts will be made to try to get the student to see the situation from the perspective of the pupil being bullied
- Each member of the group will be supported through possible pressures after the interview
- Witnesses will be interviewed and (may be) asked to write an account
- The parents and guardians will be contacted at an early stage to inform them of the matter. They will be kept informed of the actions being taken
- Parents/guardians will be given an opportunity of discussing ways in which they can support the actions being taken by the school
- Parents/pupils are required to co-operate with any investigation and assist the school in resolving issues
- It will be made clear to all involved that where disciplinary sanctions are required this is a private matter between the pupil being disciplined, her parents and the school

#### **Intervention Strategies for dealing with cases of bullying**

The school is mindful that bullying incidences which are deemed sufficiently severe must be reported immediately to the HSE. This is in line with the DES Child Protection Procedures

It is also mindful that where an incident or series of incidents has resulted in harm being caused to a child, there is an obligation to report the matter to the Gardaí under the following acts – Prohibition of Incitement of Hatred Act 1989, Non-Fatal Offences Against the Person Act 1997 and the Criminal Justice (Withholding of Information on Offences Against Children and Vulnerable Persons) Act 2012

Such cases must be reported to the Principal or Deputy Principal using the recording template Appendix 3

The school reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or programme 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, has infringed on the rights of the victim at the school and/or has materially or substantially disrupted the education process or the orderly operation of the school

The following interventions may be employed when dealing with bullying incidences:-

- Class observation sheet
- Inventories and sociograms will be used to gather evidence of the extent and nature of the unacceptable behaviour
- Where necessary a trained mediator will be employed to help resolve the issues.
- Support will be offered e.g. counselling and where appropriate referral to outside services NEPS, HSE Children and Family Social Services
- A restorative approach will be used when investigating incidents.
- Identities will be kept confidential during each stage of the procedure
- Calm / non- aggressive approach by investigating teacher
- When the investigation is complete the student found to be bullying will sign an agreement which will be kept on file for 7 years after all concerned have left the school. In serious cases this agreement will be kept indefinitely.
- Sanctions as per the school's Code of Behaviour will be applied. Where disciplinary sanctions

are required, this is a private matter between pupil being disciplined, her parents and the school

- If the 'relevant teacher' is not satisfied that the issue has been adequately addressed within 20 days after the incident has occurred, she must use the recording template at Appendix 3 to record this fact.

### **Follow up**

After the bullying matter is resolved the 'relevant teacher' will keep in regular contact with all involved in the incident to ensure that the issue does not recur

The relevant parties will be met separately with a view to bringing them together at a later date if the pupil who has been bullied is ready and agreeable

Parents/guardians who are not satisfied that the issue(s) has been adequately dealt with will be referred to the school's complaint procedures

If Parents/guardians are still not satisfied, the school will advise parents/guardians of their right to make a complaint to the Ombudsman for Children

1. If a further offence occurs it will be dealt with by the Principal using the recording template (Appendix 3)
2. The issue will be dealt with and a written warning may be given
3. A further offence will be dealt with by the school's Board Of Management

### **Procedures for recording bullying behaviour/storage of records**

Written records will be kept by the relevant teacher throughout the investigation to help resolve the relationships

All reported incidents are recorded on an Incident Report Form (Form B) by the 'relevant teacher' and the student making the report

Report will be objective and factual

When the investigation is complete and a student is found to be guilty of bullying behaviour they may be asked to sign an agreement and this will be kept on file for 7 years after all concerned in the incident have left the school. In serious cases it will be kept indefinitely

Records are kept in a filing cabinet in the DeputyPrincipal's office

Records will be destroyed 7 years after all concerned have left the school, except in serious cases where they will be kept indefinitely

The 'Template for recording bullying behaviour' (Appendix 3) will be used where the relevant teacher' (a) considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days or (b) where the school has decided as part of its Anti-Bullying Policy that in certain circumstances bullying behaviour must be recorded and be reported immediately to the Principal or Deputy Principal. In each of the circumstances at (a) and (b) , the recording template in Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Deputy Principal.

The Principal will report to the Board of Management once per term the overall number of cases reported by means of the 'Template for recording bullying behaviour' (Appendix 3)

The Principal will confirm that all cases recorded on Appendix 3 have been or are being dealt with in line with the school's Anti-Bullying Procedures for Post-Primary schools.

The minutes of the Board of Management will record that this report has been made.

Relevant teacher(s) will collate and analyse the data from these reports annually to monitor levels of bullying behaviour and to identify issues and trends in bullying behaviour that require attention.

A record of this analysis will be retained and made available to the Board of Management.

### **Annual Review by the Board of Management**

The Board of Management will undertake an annual review (involving both qualitative and quantitative analysis as appropriate) of the school's anti-bullying policy using the checklist for review at Appendix 4. The Secretary to the Board will ensure that this information will be provided to the Board of Management for the February or March meeting

Written notification (Appendix 5) that the review has been completed will be made available to school personnel, the Parents' Association and published on the school's website.

A record of the review and its outcome will be available to the school's patron and the Department on request

The school will put in place an action plan to address areas of improvement identified by the review

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 Board of Management will ensure, through making provision for training appropriate to the individual's role, that members of staff have sufficient familiarity with the school's anti-bullying policy to enable them to effectively and consistently apply the policy when required. Training sheet to be signed by all teachers and kept in Deputy Principal's Office.

-The Board of Management will make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the school's Code of Behaviour and its Anti-Bullying Policy

-Where necessary, a trained mentor will be employed to help resolve issues of bullying behaviour

-The implementation and effectiveness of the anti-bullying policy will be included as an agenda item for Year Head Meetings so as to ensure that concerns about the policy or the welfare of the individual pupils can be shared and effectively addressed

### **Supports for pupils affected by bullying**

-Counselling will be offered to pupils who are being bullied/have witnessed someone being bullied/are involved in bullying others

-Opportunities will be provided, whenever needed, for pupils to participate in activities designed to raise their self-esteem, to develop their friendship and social skills, and thereby build resilience

-Where there are serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Services (NEPS) will be sought

-Where the incident is serious and where behaviour is regarded as potentially abusive, the school will consult with the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan

-In certain situations, where school investigations to deal with a problem of bullying behaviour do not resolve matters, it may be necessary for the parents of the victim of bullying to seek the assistance of the Gardaí

In the situation where a pupil, having been identified as being involved in bullying incidences, refuses to accept any responsibility for her actions, the Board of Management may decide that, in the interests of the victim, expulsion may be warranted

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.

The following strategies are in place to supervise and monitor student behaviour: Acceptable Internet Use Policy, Supervision on corridors at break and lunchtime, Anti-Bullying Programme and Anti-Bullying Questionnaire

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 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 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. Location**

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
In school elsewhere	
Other	

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

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

Physical Aggression	
Verbal	
Emotional	
Cyber	

**6. Where behaviour is regarded as identity-based bullying, indicate the relevant category:**

Homophobic	Disability/SEN related	Racist	Membership of travelling community	Other (specify)

**7. Brief description of bullying behaviour and its impact**

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**8. Details of actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher)

Date \_\_\_\_\_

Date submitted to the Principal/Deputy Principal \_\_\_\_\_

#### 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.

Y/N

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> ?	
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, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal

**Appendix 5 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 \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson of the Board

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Principal/Deputy Principal

**Form A**

**Preliminary Report Form**

Name of reporting Teacher:

Name of reporting pupil:

Class:

Date reported:

Relevant details:

Forwarded to \_\_\_\_\_ ( 'relevant teacher' )

On        /        /        (date)

Reporting teacher's signature \_\_\_\_\_

**Form B**

**Incident Report Form  
( for completion by 'relevant teacher' )**

Interview date:

Pupil Name:

Class:

Details of Incident:

Signed

Pupil:

Relevant teacher:

Date:

Date:

Follow up: