



St. Patrick's Comprehensive School

Shannon, Co. Clare

Anti-Bullying Policy

September 2022

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1. Introducing the guidelines

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. Patricks Comprehensive School has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour & School Values. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

1.1 Aims

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

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

1.2 Scope

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.

The School reserves the right to apply its anti-bullying policy in respect of an incidence of bullying that occurs at a location, activity, function or programme that is not directly school related if, in the opinion of the principal and/or Board of Management, the alleged bullying has created a hostile environment at school for the victim; has infringed on the rights of the victim whilst at school; and/or has materially or substantially disrupted the education process or the orderly operation of the school.

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*.

Examples of Bullying Behaviours:

General behaviours which apply to all	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 A combination of any of the types listed.
Cyber-bullying	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual

	<ul style="list-style-type: none"> • Impersonation: Setting up social media accounts &/or posting offensive or aggressive messages under another person's name. • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent or anonymous telephone/mobile phone calls • Abusive telephone/mobile phone calls • Abusive text messages • Abusive emails • Abusive communication on social networks e.g. Facebook/Ask.fm/Twitter/YouTube or on games consoles <ul style="list-style-type: none"> ○ Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
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).
Homophobic and Transgender	<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
Race, nationality, ethnic background and membership of the Traveller community	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
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group (with malicious intent) • Taking someone's friends away (through malicious acts) • Spreading rumours • Breaking confidence

	<ul style="list-style-type: none"> • Talking loud enough so that the victim can hear • The “look”
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some students’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some students’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

1.3 Relationship to school’s mission, vision, aims.

Mission Statement:

St Patrick’s Comprehensive School is committed to excellence.

We provide equality of opportunity for all students in a disciplined and caring environment.

We encourage individual students to achieve their full potential and to relate positively to one another and to the community in which they live.

This policy has been developed in line with our mission statement which has the care of students at its core. The school believes that respect for the individual is essential to the smooth and efficient running of a school where effective teaching and learning can take place and individual students are supported in achieving their full academic and personal potential. This Anti-bullying Policy conforms with and complements our school's promotion of respect for the individual and collective responsibility for the wellbeing of our school community.

1.4 Rationale

St. Patrick’s Comprehensive School values the rights and responsibilities of all staff and students. In order that effective teaching and learning can take place the school has formulated this Anti-Bullying Policy. Students are expected to always show respect and courtesy for each other, for their teachers, for the staff of the school and for all members of the wider community. Staff are expected to always treat the student body, parents/guardians and their colleagues with dignity and respect. Parents/guardians are expected to model the principles of the school’s Anti-bullying Policy in all their engagements with the school community.

1.5 Goals

- To create a safe learning environment.
- To encourage positive behaviour.
- To correct unacceptable behaviour by offering guidance and support.

- To ensure that all members of the school community are treated with equity and fairness.

2. Policy Content

2.1 Roles and Responsibilities

St. Patrick's Comprehensive School acknowledges the contribution of all members of the school community. Each member has responsibility for the promotion of good behaviour and a role in dealing with and minimizing negative behaviour.

1. All members of staff have a responsibility to model good behaviour and to correct misbehaviour.
2. All members of staff have a responsibility to uphold the school's Anti-bullying Policy.
3. St Patrick's Comprehensive School have adopted a Restorative Practice approach to breaches of the Code of Good Behaviour & School Values/ Anti-bullying Policy. All staff have a responsibility to apply restorative practice techniques consistently when working with students.
4. All members of staff have a pastoral role; actively understanding and supporting student wellbeing promotes positive behaviour and negates negative behaviours.
5. The class teacher monitors behaviour during class, on the way to class and after class. The class teacher is expected to be alert to the signs of bullying behaviour and to act in accordance with the school's Anti-bullying Policy.
6. The Year Head has overall responsibility, in consultation with the Principal, for pastoral, academic and behavioural issues in their year group. The Year Head liaises with parents, class teachers, the Pastoral Care Team; the SEN Teams and with external agencies to support students in accessing teaching and learning and modifying their behaviour as needed. They also liaise with the Deputy and Principal regarding more serious breaches of behaviour.
7. The Deputy Principal may at any time be consulted regarding cases of misbehaviour but generally intervenes in more serious cases.
8. The Principal may intervene at any time and may issue suspensions and recommend students for expulsion.
9. The Pastoral Care Team are available to support students experiencing difficulties or presenting with challenging behaviours. The Pastoral Care Team will support the work of Year Heads and will liaise with parents/guardians and external agencies as appropriate. Students who present with challenging behaviours and/or repeatedly breach the school's code of behaviour/anti-bullying policy will be referred to the Pastoral Care Team to examine their behaviour and to support them in learning how to modify their behaviour.
10. Students are responsible for their own behaviour and must always endeavor to uphold the Code of Behaviour and the Anti-bullying Policy of our school.
11. The co-operation of parents/guardians is considered fundamental to the implementation of the school's Code of Behaviour/Anti-bullying Policy. By enrolling their student in the school parents/guardians indicate agreement with and support for the aims and ethos of the school.
12. Parents/Guardians are expected to monitor behaviour, attendance and academic reports on VShare regularly – these are critical communication links between school and home. Parents/Guardians are expected to monitor and address negative behaviour incidents reported

on VSware with their students to support the school in preventing the repetition of such behaviours.

13. In line with our school ICT Acceptable Use Policy parents/guardians are expected to be familiar with and monitor their students ICT use and to be proactive in identifying and preventing incidents of cyber-bullying.
14. Parents/Guardians are expected to engage positively with the school in all matters in relation to ICT Acceptable Use Policy/Anti-bullying Policy and to recognise the challenges for the school in addressing ICT/cyber-bullying issues that occur outside school time.
15. The Board of Management is the ultimate decision-making body of the school. The school acknowledges its role in the development and operation of our Code of Behaviour. All policies are developed with the authority of the Board of Management and must be approved by its members before becoming official school policy. While members of the Board of Management are not involved in the day-to-day procedures, they are the body to whom parents and students over 18 can initially appeal in cases of suspension or expulsion.

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 Relevant Teacher(s) in St. Patrick's Comprehensive School are in order:

Year Heads: Mr. Daly, Ms. Dineen, Ms. McDonnell, Ms. Hickey, Ms. Golden, Ms. Colleran and Ms. Shannon.

Deputy Principal: Ms. Brooks

Principal: Ms. Costello

Others as identified by school management as having an involvement in investigation and support procedures include all members of the Pastoral Care Team.

Any teacher may act as a relevant teacher as warranted by circumstances.

At times parents/guardians and school staff may notice warning signs of bullying and below is a list of some of the signs that you may notice:

- Asking to be driven to school, when they normally walk/take a bus
- Unwillingness to attend school
- Truancy/ "Mitcing"
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work or extra-curricular activity
- Returning home with torn clothes or damaged possessions

- Missing possessions
- Missing lunch money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls, text messages or online communications
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating

2.2 Education & Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

<p>School-wide approach</p>	<ul style="list-style-type: none"> • St. Patrick’s Comprehensive School adopts a Restorative Practice approach in dealing with issues of negative behaviour. The school recognises the importance each member of the school community has on our school culture and climate. With this, the duty lies on each member of our wide community to prevent and tackle bullying behaviour. • All staff will model and promote the school’s four key values: Respect, Empathy, Trust and Integrity. Staff are expected to always model respectful behaviours in our community to aid the teaching of these core values to our students. • Catching students 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 and use Restorative Practice techniques in providing education to the pupil(s) involved. • Use VShare rewards and other systems of positive encouragement to promote desired behaviour and compliance with school rules and routines. • Positively encourage pupils to comply with the school rules on mobile
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	<p>phone and internet use.</p> <ul style="list-style-type: none"> • Follow up and follow through with pupils who ignore the rules and provide discussion around responsible actions and implications of said actions. • Actively promote the right of every member of the school community to be safe and secure in school. • All staff can actively watch out for signs of bullying behaviours. • Ensure there is adequate playground/school yard/outdoor supervision. • Identifying clear protocols for our parent(s)/guardian(s) to encourage them to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents, e.g. communication with the Parents Association. • The provision 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 students' use of mobile phones. • The listing of supports and the identification of other supports available to the student and school on the school website. e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org • Bullying prevention and awareness measures will focus on educating students on appropriate online behaviour, how to stay safe on-line and on how to develop a culture of reporting any concerns about cyber-bullying. • Staff will always be encouraged to contribute towards the development of a sense of community within their own classroom and throughout the school to: <ul style="list-style-type: none"> ○ Promote the value of diversity ○ Address prejudice and stereotyping ○ Highlight the unacceptability of bullying behaviour
Curricula	<ul style="list-style-type: none"> • Students will also explore these values through Social, Personal and Health Education (SPHE) lessons. • The school will explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school. • Explicitly teach pupils about the appropriate use of social media – whilst also displaying relevant informative content on display boards and the school website/social media account(s). • Every effort will be made, through curricular and extra-curricular programmes, to provide pupils with opportunities to develop a positive sense of self-worth. • Approaches to decreasing the likelihood of bullying for pupils with special educational needs (SEN) include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post- primary and

	cultivating a good school culture which has respect for all and helping one another as central
Student-centred approach	<ul style="list-style-type: none"> • The student council will partake in the development of key respect messages in classrooms, in communal areas and around the school. • Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas. Students should strive to become positive role models for younger year groups. • School staff can get pupils to aid in identifying bullying “hot spots” and “hot times” for bullying in the school. <ul style="list-style-type: none"> ○ 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. • Provide a “buddy bench” where students can meet others who may be feeling isolated. • Support the ongoing work of the student councils. • A culture of reporting concerns will be promoted and praised while placing a particular importance on “bystanders” gaining confidence in “telling”. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying, they are not considered to be telling tales, but are behaving responsibly. • Ensuring that students know who to tell and how to tell, e.g.: <ul style="list-style-type: none"> ○ Direct approach to teacher at an appropriate time, for example after class. Hand note up with homework. ○ Make a phone call to the school. ○ Student Support Team/Student Council/Pastoral Support Team. ○ Get a parent(s)/guardian(s) or friend to tell on your behalf. ○ Administer a confidential questionnaire once a term to all students. ○ Ensure bystanders understand the importance of telling if they directly witness and/or are aware that bullying is taking place. • The following resources pertaining to Internet safety will be made available on the school website – www.stpatrickscomprehensive.ie: <ul style="list-style-type: none"> • A copy of this Anti-Bullying Policy document • Anti-Bullying Procedures for Primary and Post-Primary Schools published by the Department of Education and Skills • Get With It – A Guide to Cyber Bullying published by the Office for Internet Safety – www.internetsafety.ie

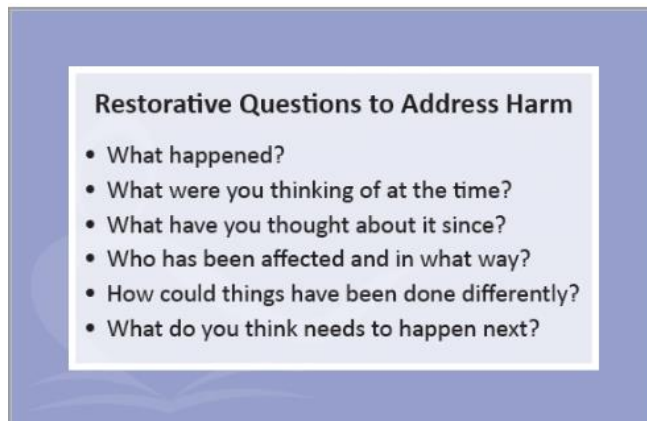
	<ul style="list-style-type: none"> • “Get With It – A Parents’ Guide to New Media Technologies” published by the Office for Internet Safety – www.internetsafety.ie • EU Kids Online – Final Report
Advised support from home	<ul style="list-style-type: none"> • Consistently tackle the use of discriminatory and derogatory language by students – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN. • 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. • Actively involved parents and/or the Parents’ Association in awareness raising campaigns around social media. • Identifying clear protocols for our parent(s)/guardian(s) to encourage them to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents, e.g. communication with the Parents Association.

2.3 School procedures for investigation, follow-up & recording of bullying behaviour.

2.3.1 Investigation:

1. All reports, including anonymous reports of bullying will be investigated and dealt with by the class teacher and/or principal teacher. In that way, pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It will 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. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the principal teacher;
2. The class-teacher and/or principal teacher will investigate a reported incident of bullying behaviour. The primary aim for the class-teacher/principal teacher in investigating and dealing with the 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. St Patrick’s Comprehensive School uses Restorative Practices to develop empathy and understanding and to promote positive relationships.
3. In investigating and dealing with bullying, the class-teacher and/or principal teacher will exercise their professional judgement having engaged in professional conversations with relevant staff to determine whether bullying has occurred and how best the situation might be resolved.

4. Parents/guardians and pupils will be 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. However, it is important that both parents and pupils understand that the techniques and approaches of Restorative Practice require significant time investment. As a Restorative School we are committed to investing the time required to better delivery a more effective and impactful resolution.
5. The class teacher and/or principal teacher investigating bullying behaviour will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents/guardians;
6. Incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved.
7. All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved may be asked for information in relation to an incident or set of incidents.
8. When analysing incidents of bullying behaviour, the class-teacher and/or principal teacher will seek answers using Restorative Practice . This will be done in a calm manner that sets an example for students in relation to appropriate methods for dealing effectively with conflict in a non-aggressive manner.



9. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group if appropriate, but this may not be recommended in every case. At the group meeting, each member will be asked for their account of what happened to ensure that everyone in the group is clear about each other's statements.
10. Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

11. Individuals may be asked to provide written information in relation to bullying incidents in the school.

2.3.2 Record Keeping Procedures for Investigations into Bullying Behaviour:

1. Written/typed records will be kept for all investigations into reports of bullying behaviour. The class-teacher and/or principal investigating bullying behaviour will use her/his professional judgement in relation to the records to be kept pertaining to the report of bullying, the actions taken and any discussions with those involved regarding the bullying behaviour. Copies of these notes will be stored on pupil files in the secretary's office.
2. If it is established by the class-teacher and/or principal teacher that bullying has occurred, the principal teacher will keep appropriate written/typed records which will assist their efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. A copy of the records taken will be stored in the Bullying file in the principal's office.
3. The recording template included in Appendix 2 will be used by the principal teacher in cases where they consider that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after she/he has determined that bullying behaviour occurred. A copy of the completed form in Appendix 2 will be stored in:
 - a. Pupil files of the student engaged in bullying behaviour
 - b. The Victim's pupil-file
 - c. The Bullying file in the Principal's office

2.3.3 Follow-up

1. In cases where it has been determined by the class-teacher and/or principal teacher that bullying behaviour has occurred, the parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken by the school and how they can assist their child to avoid further incidents of bullying behaviour. If the principal teacher has not been involved in the investigation up to this point, they will be informed of the outcome of the investigation by the class-teacher. The principal, in collaboration with the class-teacher, will carry out all of the remaining steps in this procedure.
2. Where the class teacher and/or principal teacher has determined that a pupil has engaged in bullying behaviour, it will be made clear to the student how they are in breach of the school's anti-bullying policy and efforts will be made to help them to see the situation from the perspective of the victim. A student's failure to immediately cease bullying behaviour may be viewed by the principal teacher as a serious risk to the safety of others and may require disciplinary sanctions.
3. It will be made clear to all involved (each set of pupils and parents) by the principal teacher that, in any situation where disciplinary sanctions are required,

this is a private matter between the pupil being disciplined, their parents and the school.

4. Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the victim of bullying is ready and agreeable. This can have a therapeutic effect.
 5. If the principal teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying behaviour has occurred, it must be recorded by them in the recording template at Appendix 2.
 6. In determining whether a bullying case has been adequately and appropriately addressed, the class teacher and the principal teacher must, as part of their professional judgement, take the following factors into account:
 - a. Whether the bullying behaviour has ceased.
 - b. Whether any issues between the parties have been resolved as far as is practicable.
 - c. Whether the relationships between the parties have been restored as far as is practicable; and
 - d. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
2. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures which is published on the school website.
3. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

2.3.3.1 Referral of Serious Cases to the Health Service Executive (HSE)

Serious 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 the HSE Children and Family Services and/or the Gardai as appropriate.

2.4 Support for students affected by bullying

- In-school supports and opportunities will be provided for students affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience, e.g. ;
 - Pastoral care systems
 - Buddy/Peer mentoring system
 - Year Head system
 - Group work

- Circle time – Friendship Skills Programme
- Restorative Practice
- If students require counselling and/or further supports, 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.
- Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
 - Established intervention strategies may include:
 - Teacher interviews with all students
 - Negotiated agreements between students 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) to support school interventions.
 - No Blame Approach.
 - Circle Time
 - Restorative Practice
 - Implementing sociogram questionnaires

3. Supervision & Monitoring of Students

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.

4. 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.

5. Adoption

This policy was adopted by the Board of Management on 26/9/22[date].

Signed: _Sean T Ruane *

(Chairperson of Board of Management)

Signed: Mary Costello*

(Principal)

**Actual signed version is available in the Principal's Office*

6. Publication of Policy

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

7. Review

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.

8. Appendix

- 8.1 Simplified Version of the procedure for students
- 8.2 Template for recording bullying behaviour
- 8.2 Checklist for annual review of the anti-bullying policy & its implementation
- 8.3 Online Bullying Report Form
- 8.4 Useful Links

8. Appendix

8.1 Simplified Version of the procedure for students

1. *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.*
2. Students must ensure that an incident of bullying is reported to the class teacher on the day on which it occurs or as soon as practically possible. Students must give an accurate account of the incident(s) they report. Incidents which occur in the yard should be reported in the first instance, to the supervising teacher and then reported again to the class-teacher.
3. The class-teacher will investigate reported incident(s) of bullying by asking what, why, where, when, and who questions.
4. If bullying behaviour has occurred, the class-teacher will inform the principal who will make a record of the incident and contact the parents/guardians of those involved.
5. A student who is unwilling or unable to stop bullying behaviour immediately will be suspended by the principal teacher.

Appendix 8.2 Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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

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

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

Person(s) who reported the bullying concern

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

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

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 8.3 Checklist for annual review of the anti-bullying policy and its implementation

Completed & signed copy available at the Front Office and with the Principal

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.

Yes /No

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?	

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Signed Sean T Ruane Date 26/9/22

Chairperson, Board of Management

Signed Mary Costello Date 26/9/22

Principal

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

To: _____

The Board of Management of St Patrick’s Comprehensive School wishes to inform you that:

- o The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of 26/9/22.

- o 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 Sean T Ruane Date 26/9/22

Chairperson, Board of Management

Signed Mary Costello Date 26/9/22

Principal

Appendix 8.4: Online Bullying Report Form

Appendix 8.5: Useful Links