

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 G.N.S. 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) 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;

1

Key Elements of our Positive School Climate in St. Louis GNS

- The right of each member of the school community to enjoy school in a safe and secure environment
- The celebration of the uniqueness of each child and her worth as a human being
- The development of programmes and the promotion of self-respect, self-discipline and responsibility amongst all members of the school community
- The prohibition of vulgar, offensive, sectarian and any form of aggressive behaviour or language
- A clear commitment to the promotion of equity within the school community, and the teaching of gender equity
- A commitment to change in response to the needs of the students in our care
- The identification of aspects of the curriculum which promote positive and lasting influences on students' attitudes and values. The areas of SPHE and RSE are particularly relevant
- Particular care is taken of "at risk" pupils and monitoring systems are used to facilitate early interventions as necessary

- The school will always respond to the needs, fears and anxieties of individual members in a sensitive manner
- The school will continue to work in partnership with parents, and to keep them informed on procedures to improve relationships on a school-wide basis
- The school recognises the role of parents in equipping students with a range of life-long skills
- It furthermore recognises the role of community agencies in preventing and dealing with bullying
- The school promotes habits of mutual respect and courtesy, and an awareness of the interdependence of people in groups, schools and communities. This is reflected in our focus on Oral Language
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in and out of school
- Staff members share a collegiate responsibility, under the direction of the principal teacher, to act in preventing bullying/aggressive behaviour by any member of the school community

(b) Effective leadership

- **The school principal should strive to ensure a school ethos in which bullying is unacceptable**
- **She should involve both staff and students in developing and implementing a vision where diversity is accepted and celebrated**
- **The principal should make sure that there is a whole school approach to bullying**
- **She should also ensure that practical steps are taken to challenge and to respond to bullying**
- **The principal is in a strong position to influence attitudes and to set standards in dealing with bullying behaviour**
- **All members of staff should be firm, clear and consistent in relation to disciplinary procedures**
- **Positive motivation and recognition will be used to promote desired behaviour**
- **The school staff will abide by the Code of Professional Conduct for Teachers and formal procedures are in place to deal with complaints**
- **All members of the school community should act as good role models. They should model the standards of the school's Code of Behaviour in their dealings with students, and with each other. The interaction between parents, teachers, students, support staff, school visitors and members of the Board of Management and the Parents' Association should provide the students with a good model of working relationships**

(c) A school-wide approach

- **The school community must understand that bullying occurs in society, in the workplace and at home. It is a significant problem in the general community context**

- The co-operation of local agencies is essential to deal sufficiently with bullying
- It affects the entire school community
- A whole school approach is therefore essential
- Bullying often includes cyber-bullying which happens outside of the confines of the school. When this type of bullying impacts negatively within the school, the school community has a responsibility to deal with it
- As bullying often happens on the way to and from school, the anti-bullying policy should embrace all those who come directly in daily contact with students. This will include school bus drivers, traffic wardens and local business people
- The HSE, Gardaí and community workers will need to be involved on occasion
- The promotion of home/school/community links is an essential part of the school's challenge of bullying
- A high degree of collective vigilance is needed throughout the local community and the school to successfully combat bullying

(d) A shared understanding of what bullying is and its impact

A shared understanding of the definition of bullying amongst all members of the school community is essential to properly combat bullying behaviour. This understanding must be developed and communicated

(e) 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;
- The role of the school in preventing bullying is crucial
 - The school must raise awareness of bullying behaviour, build empathy, respect and resilience, and explicitly deal with both cyber and homophobic/transphobic bullying
 - Students need to be empowered to stay safe on-line and to report any concerns about cyber-bullying. It is important to remember that the increased emphasis on ICT as a learning tool to enhance teaching and learning has extra scope for cyber-bullying
 - The development of a positive sense of self-worth is central to challenging bullying
 - Co-operative learning must be developed to ensure positive approaches to learning in the classroom
 - Additional supports may be necessary for children with special needs
 - Schools may engage in an anti-bullying day or week to send a clear message to parents about the school's stance on bullying of any kind
 - The areas of belonging, integrating, communicating, conflict, friendship, personal safety and relationships will be developed in the Stay Safe Programme, and in various other elements of the curriculum

(f) Effective supervision and monitoring of pupils

- **Appropriate supervision will be provided by the school at all times**
- **This is provided on a rota basis**
- **An awareness of “hot spots” and “hot times” is beneficial**
- **Senior students should be seen as a resource to prevent bullying especially in the Student Council format**
- **Non-teaching staff and parents should have measures and strategies developed to involve them in the campaign against bullying**

(g) Supports for staff

- **Development of the Anti-Bullying Policy collaboratively**
- **Direction to resources**
- **Notification of CPD**
- **Backup by the principal and deputy principal at meetings, interviews, group work and when needed in any other circumstance**

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);

Investigation of Bullying Incidents:

- **The aim of the relevant teacher in investigating bullying incidents is to restore the relationships of the parties as soon as is possible**
- **The main focus is to identify issues and resolve them without apportioning blame**
- **Parents have an important role and responsibility in co-operating with investigations and assisting schools to resolve the issues as soon as is possible**
- **Teachers should be calm, unemotional and have a problem-solving approach when dealing with incidents of alleged bullying**
- **Incidents should be investigated outside the classroom to ensure privacy for all concerned**
- **All interviews should be conducted with sympathy and with due regard to the rights of all pupils concerned**
- **Look for answers to what, when, who, where and why?**
- **Remain calm to ensure modelling dealing with conflict in a non-aggressive manner**
- **With groups, each member should be interviewed individually, then as a group. At the group meeting, each member should be asked for their individual account so that all members of the group are aware of each other's statements**
- **If it is concluded that a student has been engaged in bullying behaviour, it should be pointed out to her that she is in breach of the school's anti-bullying policy and she should be made look at the situation from the other child's point of view**
- **Each member of the group should be supported through the possible pressures that may face them from the other members of the group after interview by the teacher**
- **If bullying behaviour has occurred, it is important that the students' parents are contacted sooner rather than later. The parents should be given opportunities of discussing ways in which they can reinforce or support the actions being taken by the school**
- **Sanctions are a private matter, solely between the student being disciplined, her parents and the school**
- **Follow-up meetings should be arranged separately with a view to bringing the parties together at a later date which can have a therapeutic effect**

Recording and Reporting Bullying Incidents

- All reports including anonymous reports must be investigated by the relevant teacher
- The relevant teacher will use her professional judgement in relation to the recording of these bullying reports
- If bullying has occurred, the teacher must keep appropriate written records to assist in resolving the issues and restoring the relationships of the parties involved
- The requirement to fill in the provided template arises for those cases which have not been adequately and appropriately addressed within 20 school days of establishing that bullying behaviour has occurred
- To determine the above, the relevant teacher should ask the following questions:
 - Has the bullying behaviour ceased?
 - Have any issues between the parties been resolved or are they on a clear pathway to resolution?
 - Have the relationships been restored?
 - What is the nature of the feedback from the students and their parents?
- In St. Louis GNS, incidents of bullying behaviour will be reported to the principal when the student involved has been linked to other incidents of bullying previously, when parents are already involved to any degree in the process and when the teacher feels that the bullying pattern is of a serious nature which necessitates discussion with the principal
- When used, the template must be filled out in full and a copy given to the principal or deputy principal
- Students must be aware that the reporting of bullying behaviour is responsible behaviour
- Support staff should be encouraged to report any bullying behaviour witnessed by them
- If a case remains unresolved at teacher/principal level, parents must be referred to the school's complaints procedures. In the event that a parent has exhausted the school's complaint procedures, the school must advise the parent of their right to make a complaint to the Ombudsman for Children
- Bullying can be part of a continuum of behaviour rather than a stand-alone issue and in some cases, it may escalate to serious physical or sexual assault or harassment. This is where the Anti-Bullying Policy is linked with the School's Code of Behaviour and when a student may need referral to outside agencies
- In very serious incidents where the behaviour is potentially abusive, the school must consult the HSE Child and Family Services with a view to drawing up an appropriate response and management plan and/or a referral to the HSE

Supports for Students Affected by Bullying

- Students involved in bullying behaviour need on-going support
- Low self-esteem should be addressed by programmes and lessons which build self-worth. These students may need counselling to help them address their needs without violating the rights of others
- Students who have been bullied may also need support. These students may also need counselling, and to participate in programmes to develop their self-esteem and build resilience
- Students who observe bullying behaviour should be encouraged to discuss the bullying with teachers

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

- The school's anti-bullying policy will be subject to continuous review

- The school will ensure periodic examination of the prevention and intervention strategies that are in place
- The template reports will be collated and analysed at least once a year to monitor the levels of bullying within the school, and to identify specific trends
- A record of this analysis must be retained and be made available to the BOM
- Appropriate responses to any issues will be drawn up and implemented
- The Anti-Bullying Policy will be an agenda item for staff meetings and BOM meetings from April 2014 onwards

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.

Examples of bullying behaviours

General behaviours which apply to all types of bullying	<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
--	---

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: 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 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 or on games consoles • 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	<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
	This involves manipulating relationships as a means of bullying. Behaviours include: <ul style="list-style-type: none"> • Malicious gossip

Relational	<ul style="list-style-type: none"> • Isolation & exclusion • 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" • Use or terminology such as 'nerd' in a derogatory way
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 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

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

The Relevant Teachers in this school are:		
Primary School		
Principal		
Deputy Principal		
All class teachers		
<p>In general, the class teacher is the relevant teacher except when he/she specifically requests otherwise. Any teacher may act as a relevant teacher if circumstances warrant it.</p>		

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

Sample Education and prevention strategies

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- 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 communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Anti-bully or Niggle box?
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Administer a confidential questionnaire once a term to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they

suspect that their child is being bullied. The protocol should be developed in consultation with parents.

- The development 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.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. Prim-Ed's Cyber- Bullying resource, www.antibullyingcampaign.ie (See Appendix 1)

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Cool School Lessons, #UP2US, Stay Safe Programme, The Walk Tall Programme, On My Own Two Feet.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together, Web wise Primary teachers' resources), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack)**Diversity and Interculturalism**, Yellow Flag Programme.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies

- Code of Behaviour, Child Protection Policy, Supervision of Pupils, Acceptable Use policy, Attendance, Sporting activities

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):

6.8.9. 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);

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach (see section 6.8.9)

- In investigating and dealing with bullying, the (relevant)teacher 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;
- 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 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 analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, 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;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
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 teacher 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 policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the

supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/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 teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - 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 should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- 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.

Recording of bullying behaviour

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- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher 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.

- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

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) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby;

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- All in-school supports and opportunities will be provided for the pupils 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 system
 - Buddy / Peer mentoring system
 - Tutor/Year head system
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counselling of 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.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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 Prompt Questions may be useful in considering this aspect of the policy:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and pupils been consulted in the identification of these danger spots?
- How will the student support/care structures (including year heads, class tutors, SPHE, Guidance, RE, CSPE, HSCL, Learning Support teachers) support measures to counteract bullying behaviour?
- How will pupils, in particular senior pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
- How will the student council and school clubs be involved?
- In relation to Acceptable Use Policy in the school are the following issues addressed:
 - Are all Internet sessions supervised by a teacher?
 - Does the school regularly monitor pupils' Internet usage?
 - Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
 - Have pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school?

(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which has been provided for educational purposes only).

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 April 29th 2014

11. 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 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.