Desmond College

Anti-Bullying Policy

September 2021

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/TUSLA, the Board of Management of Desmond College 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 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 Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim of the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

3. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students 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 students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- Promotes respectful relationships across the school community;

(b) Effective leadership

(c) A school-wide approach

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

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- Build empathy, respect and resilience in students; and
- Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;

(f) Effective supervision and monitoring of students

(g) Supports for staff

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

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

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.*

The list of examples below is non exhaustive.

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	● **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	• 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: • Malicious gossip • 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"
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• 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

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

The Relevant Teachers in Desmond College are:

Ms. Vourneen Gavin Barry (Principal)
Ms. Elizabeth Cregan (Deputy Principal)

Assistant Principals: Ms. Shirley Supple, Ms. Siobhan O'Connor, Mr. Damien Culhane, Ms. Edel Boohan, Mr. Donal Enright, Ms. Caroline O'Grady, Ms. Marie Corkery

Ms. Kerrie Collins, Career Guidance

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

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that may be be used are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

Education and prevention strategies may include the following:

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 students through both curricular and extracurricular activities. Students 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 develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it-prevention and intervention.
- 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 students, 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 and other student support activities that can help to support students 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 students and all parent(s)/guardian(s)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 students will gain 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.:
    - 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 students.
    - 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 students' 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. GLEN www.glen.ie, BeLonGTo www.belongto.org

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Wellbeing Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes which could include, e.g. Cool School Lessons, #UP2US, 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.**
- Delivery of the Garda SPHE Programmes. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.

Links to other policies

- Other policies which are relevant include;
  - Code of Behaviour
  - Child Protections Policy
  - Supervision of students
  - Acceptable Use Policy
  - Attendance
  - Sporting Activities.

5. 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 students, 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

- 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 students 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 students concerned. Students 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.
- 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 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 students;
- 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 students 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)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, which includes an appeal to the Board
- 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 LCETB and if still not satisfied to the Ombudsman for Children.

Recording of bullying behaviour

Records: Protocol

- Access to the records is open to school management and relevant teachers only.
- Records will be retained for a period of up to five years after the student leaves the school.

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. 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.

Informal-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-Appendix 3 (From DES Procedures)

The relevant teacher will 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) the following circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

- Where the bullying behaviour poses an immediate risk to the health and safety of another student/s or members of the school community
- Where the "recipient" has disclosed that he/she is particularly vulnerable and at "risk"
- Where the alleged "bully" discloses that he/she is at risk

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.

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

- In-school supports and opportunities will be provided for the 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 system
    - Buddy / Peer mentoring system
    - Tutor/Year head system
    - Care team / Student Support Team
    - Group work such as circle time

- If students 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.

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

8. Supervision and Monitoring of Students
The Board of Management will take such steps that are reasonably practicable to prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment
The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students 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 24th May 2014.
It was reviewed and updated on 7th December 2017, 26th June 2020 and 21st September 2021.

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 LCETB, 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 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.

Signed: Simone Walsh
(Chairperson of Board of Management)

Signed: Vourneen Gavin Barry
(Principal)

Date: 21st September 2021

Date of next review: September 2022

INCIDENT REFERRAL FORM

1. Name of student for which there is a concern _____Class_____

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

_____
_____
_____

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

Students concerned	
Other Students	
Parent	
Teacher	
Other	

5. Name of person(s) who reported the alleged bullying concern

6. Name of Teacher/s in the vicinity/other witnesses

7. Type of Behaviour

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

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

9. Brief Description of the incident

Details of any action taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

INVESTIGATION REPORT

(Print on a pink sheet)

1. Name of student for which there is a concern _____Class_____

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

_____
_____
_____

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

Students concerned	
Other Students	
Parent	
Teacher	
Other	

5. Name of person(s) who reported the alleged bullying concern

6. Name of Teacher/s in the vicinity/other witnesses

7. Type of Behaviour

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

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

9. Brief Description of the incident

10. **Outcome of investigation**

11. Action Plan

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

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.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that relevant 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 prevention and education strategies that are reasonably practical 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

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 **TEMPLATE 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

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 students 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 students, in particular senior students, 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 students' Internet usage?
    - Have students been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
    - Have students 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 is been provided for educational purposes only).

Sample investigation, intervention and follow-up strategies

1. Initial report/disclosure of bullying behaviour

Any member of staff may witness bullying or be made aware of it by students, parents or others. Teachers may make an immediate intervention if it is warranted. The incident should be reported to the relevant teacher. Non teaching staff must report to the relevant teacher

Action taken by relevant teacher	**Support and/or sanction may include**
Investigate incident-speak with students separately and try to resolve the issue using an established intervention technique e.g. Restorative Approach. Challenge the behaviour as being unacceptable. Always consult with appropriate colleagues or management Inform parents t an early stage Keep a record (informal) Teacher will follow up progress with: victim and bully, bystanders or others involved. **N.B. If the incident has not been resolved within 20 days the relevant teacher must record the behaviour on the incident template below**	Serious talk with student(s) re effects of their behaviour. Verbal warning. Student/s involved warned to stop. Seek verbal agreement re future behaviour. Outline a fair outcome *if appropriate:* e.g. an apology, return of property etc.

2 Subsequent report /disclosure e.g. second incident by the same student

Action taken by	**Procedure**	**Support and/or sanction may include:**
Relevant teacher Tutor, Year Head, principal may be involved Member of the Care Committee may be involved.	Incident investigated by the relevant teacher Principal/ Deputy principal informed. Both sets of parents informed by the relevant teacher/principal	Serious talk with the student re: behaviour and future behaviour. Sign written agreement re future behaviour. Parents/Guardians sign written agreement re future behaviour. Speak with school counsellor.

	Keep a record informal/formal? Follow up progress with victim and bully, bystanders or others involved.	Detention /other agreed sanction from school's Code of Behaviour Monitor future behaviour.

3 Where bullying behaviour persists / serious incident of bullying

Action taken by	**Procedure**	**Support and/or Sanction**
Relevant teacher Principal or Deputy Principal involved Year head Care Committee may be involved. The incident may be referred to the Board of Management at the discretion of the Principal.	Parents and student meet with Principal / Deputy Principal. Use established intervention strategies Feedback to Year Head. Formal record kept. Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.	Detention / Suspension / other agreed sanction from school's Code of Behaviour. Parents are met and conditions set regarding student's future behaviour. Counselling offered Referral to NEPS, NBSS, child psychologist/ Garda Juvenile Liaison Officer. Contact with other support agencies e.g. re anger management The future of the student in the school may be considered.

Friendship Questionnaire

Name ----------

Class ----------

Would you like to talk to someone about bullying? **Yes**/**No**

Do you know someone who is having a hard time? **Yes/No**

Bullying Sociogram

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you being bullied in any way?
  (Take details and reassure student that the problem will be addressed)
- Is there anyone in class having a hard time or being picked on?
- Is anyone being left out, or ignored?
- Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about themselves?
- Is anyone being unfair to others?
- Is there a group of students making life difficult for others?
- Are students from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing the problem?

Class Observation Form

Teacher_____ Class_____ Date_____

Time	Name of Pupil	Behaviour	Directed Towards

SEXUAL ORIENTATION – ADVICE FOR SCHOOLS

GENERAL POINTS

- Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.
- An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.
- The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.
- If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.
- Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

PRACTICAL SUGGESTIONS

- Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'
- A school could decide on a response to this question, such as 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.
- Schools promote a culture of communication which actively discourages abusive name calling
- Please see GLEN www.glen.ie BeLonGTo www.belongto.org for information and guidance on policy development
- The Resource 'Growing Up' LGBT was developed by SPHE, GLEN and BeLonG to support teachers in teaching about LGBT
- The 'Stand UP' programme developed by BeLonG To is also available to schools

Table A: Key Elements of a positive school culture and climate (DES Anti-Bullying Procedures)

Area of Focus	Y/N Comment
The school acknowledges the right of each member of the school community to enjoy school in a secure environment.	
The school acknowledges the uniqueness of each individual and his/her worth as a human being.	
The school promote positive habits of self-respect, self-discipline and responsibility among all its members.	
The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.	
The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.	
The school has the capacity to change in response to pupil's needs.	
The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming students' attitudes and values.	
The school takes particular care of 'at risk' students and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.	
The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.	
The school recognises the role of parents in equipping the pupil with a range of life-skills.	
The school recognises the role of other community agencies in preventing and dealing with bullying.	
The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities	
The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school	
Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community	

Sample Action Plan to promote a positive school culture and climate

Target: To develop practices to ensure a positive school culture and climate is prioritised across the school

Appendix 2 of the Anti-Bullying Procedures has been referenced to develop our Action Plan

Tasks: What steps do we need to take	Who will do it?	When will it be done by?	Complete Ongoing Deferred
As a staff we will model respectful behaviour to all members of the school community at all times	All staff		Ongoing
We will explicitly teach students at all class levels what respectful language and behaviour looks like, acts like, sounds like and feels like in class and around the school	All staff		Ongoing
We will engage in CPD events in relation to Anti-Bullying and also set aside planning time as a staff for this area	All Staff	June 2014, August 2016, August 2017, August 2018 August 2019	
We will agree key respect messages and display them in classrooms, assembly areas and around the school, The students will be involved in the development of these messages and they will be cross referenced with the Code of Behaviour	Staff representatives per class level		Ongoing
We will consistently tackle the use of discriminatory and derogatory language in the school- this includes homophobic and racist language that is belittling of students with a disability or SEN	All Staff		Ongoing

APPENIX 3
Emergency Contact Details

Ambulance, Fire Brigade, Garda	**999 or 112**
<u>Garda Stations</u>	
Henry St., Limerick	**061 212400**
Roxboro Road	**061 419555**
Bruff	**061 382103**
Mid Western Regional Hospital, Limerick	**061 301111**
St. John's Hospital, Limerick	**061 415822**
Shannondoc (out of hours family doctor service for participating GPs)	**1850-212999**
HSE Information Helpline	**1850-241850**
HSE Resource Officer for Suicide Prevention	**061-461143/ 061-461454**
St. Anne's Day Hospital, Roxboro	**061 315177**
Willowdale Day Hospital	**061 302248**
Kilmallock Day Hospital	**063 98668 / 98675**
Southill Social Work	**061 209985**
Southill FAX	**061 209998**
Roxtown Social Workers	**061 417622**
Roxtown FAX	**061 419063**
NEPS Psychologist	
Clinical Psychologist	
<u>LCETB</u>	
Teresa Crawford, LCETB	**086 8337540**
<u>DES, Communications Unit</u>	
Keith McMullan	**01-8892322/01-8892162 or 01-8896583**
State Examinations Commission	**0902 74621**
Local GP	
Local Clergy	
Chairperson of BOM	
Community Garda	
ASTI	
TUI	
List of Counsellors	
Teenage Pregnancy Support Programme	**061-411643**
Children's Grief Project	**061-313037**

CAMHS	**061-412247 or 483388S**
Adult Counselling Service	**Freephone 1800-234115**
Rainbow Groups	
Humour Fit	
Limerick Drug & Alcohol Service	**061-318663**
Co. Limerick Drug & Alcohol Service	**069-61430/ 061-318633**
Alateen (for teenager of alcoholic parents)	**01-8732699**
Aware (support & info on depression)	**1890-303302**
Barnardos (info on childhood issues)	**Limerick 061-430313, Dublin 01-4530355**
Bereavement Counselling Service	**01-8391766**
Bodywhys (info on eating disorders)	**1890-200444**
CARI (Children at risk in Ireland)	**061-413331**
(counselling for children affected by sexual abuse)	**Helpline 1890 924567, or 01-8611240**

GENERAL

- **Barnardos**
  Barnardos works with vulnerable children and their families in Ireland and campaigns for the rights of all children
  W: http://www.barnardos.ie
  P: 1850 222 300
- **Childline**
  Childline offers a phone service, a text support service (text 'Talk' to 50101) and an online chat service to help support young people. There is also a special text service for young people experiencing bullying (text 'Bully' to 50101)
  W: www.childline.ie
  P: 1800 66 66 66
- **Spunout**
  SpunOut.ie is a youth focused website. It aims to promote general wellbeing and healthy living amongst young people.
  W: www.spunout.ie]
- **Teen-Line Ireland**
  Teen-Line Ireland is a free-phone support service for teenagers who need someone to talk to.
  W: www.teenline.ie
  P: 1800 833 634

Mental Health and Well Being

- **Aware**
  Aware offers depression and related mood disorder support services, in the forms of local support groups, a helpline and various education courses.
  W: www.aware.ie

P: 1890 303 302

- **Console**
  Console, the national suicide charity, supports people in suicidal crisis and those bereaved by suicide through counselling, support and helpline services.
  W: www.console.ie
  P: 1800 201 890

- **Mental Health Ireland**
  Mental Health Ireland aims to promote positive mental health and to actively support persons with a mental illness, their families and carers by identifying their needs and advocating their rights.
  W: www.mentalhealthireland.ie
  P: 01 284 1166

- **GROW**
  GROW is a Mental Health Organisation which helps people who have suffered, or are suffering, from mental health problems. It provides a helpline and support groups nationally.
  W: www.grow.ie
  P: 1890 474 474

- **MyMind**
  MyMind is a community based provider of mental health services.
  W: www.mymind.org
  P: 076 680 1060

- **Your Mental Health**
  This website, developed by the HSE, aims to improve awareness and understanding of mental health and well-being in Ireland.
  W: www.yourmentalhealth.ie – not updated recently but good info

- **Reach Out**
  ReachOut.com aims to provide quality assured mental health information and inspiring real life stories by young people to help other young people get through tough times.
  W: ie.reachout.com
  P: 01 764 5666
- **Pieta House**
  Pieta House is a residential centre for the prevention of self-harm or suicide in Lucan, Co. Dublin. It has outreach centres and centres of excellence around Ireland.
  W: www.pieta.ie
  P: 01 601 0000
- **Samaritans**
  Samaritans offers support for people struggling to cope, including those contemplating suicide, through a helpline.
  W: www.samaritans.org
  P: 1850 60 90 90
- **National Office for Suicide Prevention**

The National Office for Suicide Prevention oversees the implementation of 'Reach Out', coordinates suicide prevention efforts and speaks with agencies and individuals active in suicide prevention.
W: www.nosp.ie/
P: 01 620 1672

- **Headsup**
  Headsup aims to contribute to suicide prevention efforts by providing information and support to young people. Headsup provides a 24-hour text service, which provides details of helplines and support services when people text HEADSUP to 50424.
  W: www.headsup.ie
  P: 01 205 7200
- **Headstrong**
  Headstrong is a non-profit organisation that supports young people's mental health in Ireland through advocacy, research and service development (through the Jigsaw projects).
  W: http://www.headstrong.ie/
  P: 01 472 7010
- **Let Someone Know.ie**
  Let Someone Know is a mental health and wellness information website funded by the HSE for young people.
  W: www.letsomeoneknow.ie

Eating Disorders

- **Bodywhys**
  Bodywhys supports people affected by eating disorders. It offers confidential support and information services for people affected by eating disorders.
  W: www.bodywhys.ie
  P: 1890 200 444
- **Iceberg**
- Iceberg aims to increase awareness of eating distress and eating disorders. The website provides dedicated support for sufferers along the path to recovery.
- W: Eatingdisorderselfhelp.com

Gender and Sexuality

- **Gay Switchboard Dublin** Gay Switchboard Dublin offers non-directive listening support.
  W:www.gayswitchboard.ie
- P: 01 872 1055
- **BeLonG To Youth Project** (14-23 year olds) BeLonG To supports lesbian, gay, bisexual and transgender young people in Ireland. W: www.belongto.org P: 01 873 4184
- **GLEN – Gay and Lesbian Equality Network** GLEN is a policy and strategy focused NGO that aims to deliver positive change for lesbian, gay and bisexual people in Ireland.
  W:www.glen.ie P: 01-6728650
- **Transgender Equality Network Ireland**
  Transgender Equality Network Ireland (TENI) seeks to improve conditions and advance the rights and equality of trans people and their families.
  W:www.teni.ie
  P: 085 147 7166
- **LGBT Helpline** The LGBT Helpline provides a listening support and information service for lesbian, gay, bisexual and transgender people as well as their family and friends.
  W:www.lgbt.ie
  P: 1890 929 539

Internet Safety

- **Hotline.ie**
  The **hotline.ie** service provides an anonymous facility for the public to report suspected illegal content encountered on the Internet.
  W: www.hotline.ie
  P: 1890 610 710

- **Watch Your Space**
  Watch Your Space is a website that showcases and supports the work of young people who are running initiatives, in their schools and youth groups, to beat cyber bullying.
  W: www.watchyourspace.ie
- **Webwise**
  Webwise is the Irish Internet Safety Awareness Centre, funded by the Department of Education and Skills and the EU Safer Internet Programme. It raises awareness of online safety issues and good practice among students, their parents and teachers.
  W: www.webwise.ie
- **Data Protection Commissioner**
  The Data Protection Commissioner ensures that those who keep data comply with data protection principles. The website gives information on individuals' rights and on organisations' responsibilities.
  W: www.dataprotection.ie

Travelling Community

- **Pavee Point**
  Pavee Point works for the attainment of human rights for Irish Travellers and Roma living in Ireland.
  W: www.paveepoint.ie
  P: 01 878 0255

Disability

- **National Disability Authority**
  The National Disability Authority provides independent expert advice to the government on disability policy and practice.
  W: www.nda.ie
- **Enable Ireland**
  Enable Ireland works to *enable* people with physical disabilities to achieve maximum independence, choice and inclusion in their communities.
  W: http://www.enableireland.ie/

Equality

- **The Equality Authority**
  The Equality Authority seeks to achieve positive change in the situation and experience of those groups and individuals experiencing inequality by stimulating and supporting a commitment to equality.
  W: www.equality.ie
  P: 1890 245 545

- **Irish Human Rights Commission**
  The Irish Human Rights Commission (IHRC) promotes and protects the human rights of everyone in Ireland.
  W: www.ihrc.ie
  P: 01 858 9601

Internet Safety Departments

- **Youtube**
  W: http://www.youtube.com/yt/policyandsafety/en-GB/
- **Facebook**

W: https://www.facebook.com/help/420576171311103

- **Twitter**
- W: https://support.twitter.com/groups/57-safety-security