

# Anti -Bullying Policy (as incorporated into the Code of Behaviour at Mount Mercy College)



## Section 1.

**Scope of policy:** *This policy applies to the whole school community in their relationships with students – students, teachers, management, board of management, parents, office, housekeeping and caretaking staff.*

### **Rationale:**

1. *Department of Education and Science requires schools to have a written policy on bullying*
2. *The Trustees, CEIST have a statutory obligation to ensure that a policy is in place that reflects the principles and values of the religious and educational philosophy of the school.*
3. *Involving and encouraging all members of the school community in developing, formulating and reviewing this policy on bullying promotes partnership, ownership and implementation of a living policy.*

### **Mission Statement:**

*In Mount Mercy College, we strive to promote self-worth and self confidence in a Christian environment. We aim to enable students to develop their full potential with emphasis on the academic, cultural, social, spiritual, aesthetic and technological areas and to foster a sense of caring and justice.*

### **Code of Discipline and Pastoral Care:**

*A core value of the community at Mount Mercy College is a commitment that each Student is provided with a Learning Environment where each student is treated with respect and dignity and where effective teaching and learning can take place.*

*Our Code of Behaviour and Pastoral Care emphasises a positive and caring atmosphere where mutual respect between Parents, Students and Staff is promoted. Our school rules provide a framework within which each student is expected to co-operate.*

**Links to Mission Statement:** *“The School is dedicated to the pursuit of excellence in all areas of education. Our aim is to generate and maintain an inclusive climate of learning within which every pupil is enabled to develop and fulfil her own unique potential.”*

**Links to Ethos:** *“From the inspiration of the sisters of Mercy, who founded the school, we have inherited our commitment :*

*to learn to think independently,  
to tolerate and value diversity,  
to respect ourselves and each other, and  
to be responsible for ourselves and to society.”*

## Section 2.

**Objective:** “We aspire to fulfil this commitment by fostering an atmosphere of respect, understanding, and encouragement between all who teach, work and learn in the School, so that the development and contribution of every individual can be acknowledged, and all can work together to benefit personal growth and the common good.”

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 Mount Mercy 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 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;**  
**shared understanding of what bullying is and its impact;**
  - **Implementation of education and prevention strategies (including awareness raising measures) that:**
    1. builds empathy, respect and resilience in pupils; and
    2. explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- a) **Effective supervision and monitoring of pupils;**
  - b) **Supports for staff;**
  - c) **Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and**
  - d) **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:

**DEFINITION OF BULLYING:**

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 will 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.

*A student who experiences bullying at Mount Mercy College is encouraged to talk to her Class Teacher/Year Head in the first instance, or any teacher she feels comfortable with.*

### Section 3.

#### **Education & Prevention strategies:**

**Including strategies specifically aimed at cyber-bullying, homophobic & transphobic bullying that will be used by the school are as follows:**

#### **1. ROLES OF SCHOOL PERSONNEL**

The relevant teachers for investigation and dealing with bullying are as follows: The investigation of incidents will normally be conducted by the Year Head and/or one of the Deputy Principals.

If a Deputy Principal is present, they will record the notes from the meeting. They will not chair the meeting or participate in it.

The Deputy Principals will be responsible for maintaining the formal record of all bullying incidents within their year groups that are reported to them. Year Heads will maintain records of investigations specific to their year group.

The Principal will be involved in the implementation of sanctions which may require suspension or expulsion.

#### **2. WHOLE SCHOOL PROACTIVE APPROACH TO PREVENTION AND EDUCATION**

We undertake a programme to develop the school environment to avert incidents of bullying. We will endeavour to make our school a community in which bullying does not occur and where it does it will be dealt with appropriately.

We commit to:

- *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 develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it – prevention and intervention. This will be conducted on a regular basis to ensure all staff are upskilled in relation to bullying.*
- *Professional development with specific focus on the training of the relevant teachers.*
- *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. Office and caretaking 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. student leader system, mentoring 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 in common areas of the school – **who to tell, how to tell.***
- *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 when they enrol at Mount Mercy College. Each year group has an annual assembly at the commencement of the new year with the Principal, Deputy Principal, Yr. Head & Class Teacher.*
- *The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship and bullying prevention; 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 reporting, with emphasis on the importance of bystanders. In that way pupils will gain confidence in reporting. 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 report to and how to report.*

### **3. Education and Preventative measures in general**

#### **Classroom Programme**

Pupils in their first year will be informed that the school does not tolerate bullying and of the procedures for dealing with bullying. This will be done, especially, through the 1<sup>st</sup> year S.P.H.E programme. The programme will work to establish the ethos of reporting bullying.

- The Student Leader Programme will encourage fifth year students to provide support for first year students to help them in adapting to their new environment.
- Workshops for first years to create a greater awareness of bullying behaviours.
- A cross-curricular approach will be developed in the school to cover the issue of bullying with all years in a variety of subject approaches, the issue of cyber-bullying
- Display key respect messages in classrooms, in assembly areas and around the school. Involve students in the development of these messages.
- Teach students about the appropriate use of social media.

### **Implementation of Curricula:**

- *The full implementation of the SPHE & CSPE curricula and the RSE programme.*
- *Continuous Professional Development for staff in delivering these programmes*
- *School wide delivery of lessons on bullying from evidence-based programmes.*
- *School wide delivery of lessons on **Homophobic and Transphobic Bullying; Diversity and Interculturalism***
- *Delivery, from time to time, of the Garda SPHE Programmes - post-primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying.*
- *The school will specifically consider the additional needs of SEN pupils regarding programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.*
- *The school will implement the advice in “**Sexual Orientation advice for Schools**” booklet.*
- **Education & Prevention strategies contd..... Links to other policies:**
- *List school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour; Child Protections Policy; Supervision of Pupils; Acceptable Use Policy; Attendance; Sporting Activities; Mobile Phone & iPad Policy.*

### **School Culture**

We aspire to promote the following characteristics in the culture of the school:

- The modelling of respectful behaviour by all members of the school community.
- Noticing and acknowledging desired respectful behaviour by providing positive feedback – ‘catching them being good’
- Addressing, in as far as possible, the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling to children with a disability.
- Using Vsware to record and promote positive behaviour.
- Actively promoting the right of every member of the school community to be safe and secure in school.

### **Supervision**

*(with reference to section 8 of the DES policy template)*

- Highlight and teach school rules in child friendly language
- Actively watch out for signs of bullying behaviour
- 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.

### **Consultation/Whole – School Community**

- Consultation with the Parents’ Council and Students Council
- Consultation with School staff
- Regular assemblies with year groups to increase awareness of bullying.

## **4. Cyberbullying**

### **Definition**

‘Cyber bullying refers to bullying which is carried out using the internet, mobile phones or other technological devices.

A section on cyber-bullying has been included in this policy since the task group has identified several key differences from traditional bullying that requires a difference in approach:

- Cyber bullying can happen at any time in any place and for many young people, home is no longer a haven from bullying.
- Online communication between young people is often hidden from adults. Young people are increasingly communicating in ways that are unknown to adults and free from supervision.
- The anonymity that the internet affords has consequences. In most cases, cyber bullies know their targets, but their targets don’t always know the identity of their cyber bullies. This can lead to children and young people being suspicious of, and alienated from, all their peers.
- Young people posting messages on the internet do not feel as responsible for their actions as they might otherwise. They are not immediately confronted with the consequences of their actions and they don’t fear being punished for them. The nature of the medium means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. Young people may not be aware that the nature of cyber bullying offence which could impact on them in the future.
- Young people are often fearful of reporting incidents, as they fear that adults will take away their mobile phone, computer and/or internet access.

## **Section 5**

### **1. School Response**

Incidents of which the school has been made aware will be treated in accordance with the principles and procedures of this Anti-Bullying policy, the schools Behaviour Code, the Child Protection Policy, the Internet Acceptable Usage Policy (the Health and Safety Statement and the Policies on Dignity in the Workplace and other relevant policies.

As part of the whole school approach, the following preventative measures are in place in Mount Mercy:

- All mobile phones must be powered off and left in lockers during school hours (Mobile Phone Policy)
- Computer and Network Usage Policy must be signed by students and Parents/Guardians in the school journal.
- There is a cross curricular education programme covering the following issues:
  - The Principles of Netiquette
  - The Legal Consequences of Prosecution
  - The damaging effects of cyber-bullying for the victim and for the aggressor’s reputation
- All social network sites are clocked on school computers

### **2. Reporting and Recording Procedures and investigation**

- Any student who believes s/he has or is being subjected to Cyber Bullying as well as any person who has reason to believe a fellow student is being subjected to Cyber Bullying should immediately report the matter to the Principal, Deputy Principal ,Year Head or class teacher.

- A relevant Year Head shall investigate any reports of such conduct which they receive in line with the general procedures outlined in this Anti-Bullying Policy. Any member of the school community who is found to have engaged in cyber bullying will be subject to appropriate discipline and sanctions.
- In relation to incidents which occur within the school and within school hours, the school's behaviour code will apply as usual. *In relation to incidents of cyber-bullying which occur outside the school and outside school hours, the school will engage with such incidents in so far as they impact on life within the school and in accordance with the provisions of the school behaviour code.* Where the school considers that any such incidents have a wider and more serious consequence, they will be reported to the Gardai and the school will advise parents of this avenue of approach.

### 3. Following up and recording:

- *In determining whether a bullying case has been adequately and appropriately addressed, the relevant year head/deputy principal 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 relationship 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 later 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 Pupils.*

### Recording of bullying behaviour:

- *Mount Mercy College will always strive to be objective and factual in the recording of bullying incident*
- ***Pastoral Care Team:*** *The school has an excellent pastoral care system in place, and reports of all incidents (wherever they may have been reported) will be filtered through the Class Teacher, who is the primary person for pastoral care of the student in her/his class.*
- ***Chain of support:*** *Student / Leader / Class Prefect / Class Teacher / Year Head / Deputy Principal and Principal / Board of Management*
- *Guidance Counsellors / Learning Support and Special Needs Assistants are available as support to the Pastoral Care Team.*
- ***Procedures for Noting and Reporting Incidents of Bullying:*** *Reported incidents of Bullying behaviour will be dealt with as follows:*
  - *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 (normally the Class Teacher).*
  - *While all reports, including anonymous reports of bullying must be investigated and dealt with by the year head, the year head must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.*
  - *The relevant year head/deputy principal must inform the Principal of all incidents being investigated.*

#### **Informal-determination that bullying has occurred:**

- *If it is established by the relevant year head that bullying has occurred, the relevant year head 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 year head will develop a protocol for the storage of all records retained by the relevant teacher*

## **Section 6**

### **Homophobic and Transphobic Bullying**

#### **Definition**

“Homophobic and transphobic bullying is a specific type of bullying which is targeted at those who are, or who are believed to be, LGBT (Lesbian, Gay, Bisexual, Transgender).” 5.3.2.

In line with the general approach of this policy specific prevention strategies to target Homophobic Bullying are as follows:

1. Identify key staff for support
2. Link with LGBT youth services
3. Be sensitive to the needs of students who regard themselves as being transgender
4. Make links with youth groups
5. Support LGBT staff
6. Display Stand Up and other LGBT posters
7. Tackle anti-LGBT language, incidents and graffiti on school grounds
8. Teach new SPHE resource
9. Include LGBT topics across the curriculum
10. Tackle anti-LGBT incidents in the classroom
11. Specific mention of anti-LGBT bullying in the bullying policy
12. Publicise this section of the bullying policy to parents and students. Celebrate – “Stand Up! LGBT Awareness Week against Homophobic and Transphobic Bullying” each year.

### **5. PROCEDURES FOR INVESTIGATING & 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, normally the Year Head.*
- *Teaching and non-teaching staff such as secretaries, special needs assistants (SNA’s) 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:**  
**Reporting to the Incident**  
**In compliance with section 6 of the DES policy template 2013)**

Principles underlying our response:

1. We work with both the student engaged in bullying behaviour and the student(s) who have/has been victimised separately, establishing for each that behaviour is unacceptable. It is important for the student who has been victimised that the unacceptable nature of the behaviour is validated and their suffering and hurt acknowledged. It is important also that the student who engages in such behaviour is encouraged to understand the hurtful nature of that behaviour and the necessity to change it.
2. We try not to label either student as a bully or a victim, since this is to reduce the individual to a behaviour or a state. They are more than this. We work with the understanding that each individual has the capacity to change and adapt behaviour.
3. We work on the belief that both the student who has been victimised and the student who has engaged in the bullying behaviour may have issues and concerns that need to be listened to and addressed.
4. We believe that both students require help to move on.
5. We work to establish a working peace between both parties – to give each the space to lead their separate lives within the school in safety and without fear.
6. We work to help both parties to improve their self-esteem so that the student engaged in bullying does not need to bully and the student victimized learns to stand up for themselves.
7. We believe that there must be consequences for behaviour which breaks the behaviour code.

**Stages of Response**

*We take an incremental approach to addressing bullying situations in Mount Mercy.*

1. An informal stage where the emphasis is on developing the awareness of all parties of the effects of bullying and an understanding of the dynamics involved. (records and details will be kept by the year/head, deputy principal involved.)
2. Restorative practice. This phase focuses on restoring the relationships between the parties involved with a view to establishing good relations based on mutual respect.
3. Use of the behaviour code and sanctions: the use of sanctions will be determined by the seriousness of the situation and the response to the interventions at 1 and 2 above.
4. Referral to the Board of Management. This stage is reached only after previous interventions have not been successful in addressing a situation, or in rare incidents where the issue is of a degree of seriousness as to warrant this response.

**Stage 1 – The Informal Stage**

The response strategy is determined by the seriousness of the situation and by the stage in the bullying process at which we have become aware of it. If the process of bullying is identified early enough, a resolution may be arrived at quite easily and quickly.

However, if the incident is very serious or the pattern is well established by the time it is unearthed or reported, it takes longer to unravel the move to a resolution.

**The Pastoral Approach**

In general, we take the pastoral approach first, giving the help and understanding to both parties in order to establish peace or to reinstate good relations. Both parties will be seen separately by the relevant Year Head. The relevant deputy principal may be asked to sit in on this meeting as an observer only.

Both parties will be asked by the relevant year to write out their account of the bullying incident.

### **Stage 2 – Towards Resolution**

Our approach in Mount Mercy will be based on the Restorative Practice Model.

In approaching a resolution, we understand that resolution will mean different things in different situations: for some it may be reconciliation between friends, for others, it may be an agreement to go their separate ways and to tolerate each other. We proceed with the understanding that the student who has been victimised must be consulted on the desired outcome in order to redress the imbalance of power. In general, interventions will only be made with the prior knowledge of the student who has been victimised. However, on occasion it may be necessary for the school authority to intervene unilaterally, if it is judged necessary in the best interests of health and safety and the well-being of individuals.

Both parties will only be brought together in order to establish an agreement when things have moved on sufficiently and when the student who has been victimised is ready for such meeting. A follow up meeting between both parties may be desirable to assess progress. It is important for both to see that the dynamic between them is being monitored. The principles outlined in the Restorative Practice Model are utilised in this stage of the response.

### **Stage 3 – The use of Disciplinary Measures:**

Any consequences to be imposed are generally held over until the situation has moved on significantly in terms of resolution. If it is appropriate, the student involved in bullying should be made aware of how he/she has breached the code of discipline and what sanctions are to be enforced. In accordance with the code of discipline, sanctions will be enforced according to the seriousness of the issue. As in the normal course of disciplinary procedures in the school, this is a matter for deputy Principal/Principal. On occasion, it may be more appropriate to adopt an approach akin to community service where those involved in bullying behaviour undertake a service to the school community – or to individuals – which encourages and promotes a more positive attitude and builds towards greater reconciliation in specific situations.

The student victimised should also be apprised of the action to be taken in relation to those who have bullied.

Students who have been found to have been engaged in bullying behaviour will be asked to acknowledge their role and the hurtful nature of the behaviour and to apologise to the victim. The format of this apology may change from situation to situation, but in each case should be witnessed and noted by the Year Head and Deputy Principal.

### **Stage 4 – Referral to the Board of Management**

Should the behaviour persist or indeed escalate, or as it becomes clear that the previous interventions failed to encourage or support a change of behaviour on behalf of the students involved in bullying, the situation will be referred to the Board of Management in accordance with the disciplinary procedures outlined in the relevant sanctions of the School Behaviour Code. In considering any such referral, the

Board will have regard to whether the student in question has acknowledged his/her role in the hurtful nature of the bullying behaviour.

Should an incident be of a sufficiently grave nature (as described in section 5.4.e of the school behaviour code and cognisant of the definitions outlined in section 1.2 above), it may be appropriate to implement stage 4 of this process without recourse to the preceding stages of the process.

### 6.3.3 Involvement of Parents.

Following the four pillars outlined in section 2.2 above, the school believes that it is essential to involve parents of both the student who bullies, and the student victimized. Parents will be contacted by the relevant year head (see section 4 above). Parents will be made aware of developments in the investigation and courses of action to be taken. It is important that parents are made aware of developments so that they can be given an opportunity to discuss the strategies being considered. Parents themselves are encouraged to be proactive in contacting the school with any information their children tell them regarding bullying incidents.

### 6.3.4. Complaints Procedures

Should a parent be unhappy with the response of school personnel to an incident of bullying, they should, in the first instance complain to the principal and if not satisfied with how the complaint is dealt with at that level, to the Board of Management, and if not satisfied with the Boards response a complaint may be forwarded to the Ombudsman for Children ('OCO').

Parents will be informed of this right by the school and of the process for doing so.

Procedures for complaint within the school follow the agreed procedures for complaint as outlined in the procedures of Voluntary Secondary Schools, 2000.

## **Formal – Appendix 3 (From DES Procedures)**

The relevant year head 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.
- 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 to the Principal. These should be in line with the school's Code of Behaviour.

The recording template will be placed in the student's file or, in exceptional circumstances, in a file in the Principal's office.

### **Established intervention strategies:**

- *Teacher interview 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.*
- *Group discussion.*
- *Restorative interviews.*
- *Implementing sociogram questionnaires.*
- *Peer mediation where suitable training has been given (normally by Counsellor / Chaplain)*

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

**The school's programme of support for working with pupils affected by bullying is as follows:**

- *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.*
  - a. *Pastoral Care System*
  - b. *Student Leaders / Peer mentoring system*
  - c. *Class Teacher / Year Head system*
  - d. *Care team / Student Support Team*
  - e. *Group work with SPHE time*
- *If pupils require counselling or further supports, the school will endeavour to liaise with parent(s)/ guardian(s) and assist in the organization of same if necessary.*
- *Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.*

### **Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

### **Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

This policy was adopted by the Board of Management on: 13/03/23 [date].

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed Aileen Mc Latchan  
(Chairperson of BOM)

Signed [Signature]  
(Principal)

Date: 13/03/2023

Date of next review April 2024



## APPENDIX 3 – 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"/>

### 5. Name of person(s) who reported the bullying concern \_\_\_\_\_

### 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)
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### 8. Brief Description of bullying behaviour and its impact

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**Details of Actions taken**

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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.

### EXAMPLES OF BULLYING BEHAVIOURS:

- *Harrassment 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 / Ridicule*
- *Slagging/Teasing*
- *The production, display or circulation of written words, pictures or other materials aimed at intimidating another person*
- *Offensive graffiti*
- *Extortion*
- *Intimidation / Threats*
- *Insulting or offensive gestures*
- *Invasion of personal space*
- *Cyber Bullying, abusive texting, abusive emailing*
- *Isolation & Exclusion*
- *Insulting of sexual orientation / inappropriate comments*
- *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
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- **Cyber Stalking:** Ongoing harassment and denigration that causes a person considerable concern for their safety.
- Silent telephone/mobile phone calls
- Abusive telephone/mobile phone calls
- Abusive text messages
- Abusive Email
- Abusive communication on social networks e.g. Facebook; Ask.FM; Twitter; YouTube; SnapChat or on games consoles
- Abusive website comments: Blogs; Pictures; SnapChat
- Abusive posts on any form of communicative technology
- Any other behavior which could be described as cyber bullying, taking into account the speed at which cyber activity changes

## **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)

### **1. Homophobic & Transgender:**

- Spreading rumors about a person's sexual orientation
- Taunting a person of a different sexual orientation
- Derogatory name calling which focuses on sexual orientation
- Physical intimidation or attacks
- Threat

### **2. Race, Nationality, Ethnic Background & Membership of the Traveller Community:**

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveler background.
- Exclusion on the basis of any of the above.

### **3. 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
- Interfering in friendship groups

- *Spreading rumours*
- *Breaking confidence*
- *Talking loud enough so that the victim can hear*

4. **Sexual:**

- *Unwelcome or inappropriate sexual comments or touching*
- *Harrassment*

5. **Special Educational Needs, Disability:**

- *Name Calling*
- *Taunting others because of their disability or learning needs*
- *Taking advantage of some pupils' vulnerabilities and limited capacity to recognize 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*

