Anti-Bullying Policy of ETSS Wicklow

School Address: The Glebe, Wicklow Town

Roll number: 68345R

School Patron/s: Educate Together

Introduction

ETSSW Anti-Bullying Policy is created within the frame of reference of the Code of Behaviour. We regard bullying as a serious infringement of individual rights and a serious threat to the self- esteem, self-confidence and general wellbeing of students. Therefore, we do not tolerate bullying of any kind. Every report of bullying will be treated seriously and investigated thoroughly, having due regard for the wellbeing of the students involved. Members of staff at ETSSW accept a collective responsibility to work to prevent bullying, aggression and/or harassment by any member of the school community. The school recognises the role of the entire school community in identifying and reporting bullying behaviour and acknowledges its own role in taking appropriate action when bullying behaviour becomes apparent.
The immediate priorities should incidents of bullying occur are:

1. to end the bullying
2. to resolve the issues
3. to restore the relationships involved insofar as is practicable via restorative practise

Student participation in school life is encouraged through all existing school structures. An important aspect of this positive school culture is to be aware of how to recognise bullying and to report it immediately.

ETSS Wicklow is a community of teachers, students, parents, and non-teaching staff that aims to provide the highest possible standard of education for all its students in a safe, stable, non-threatening environment. As bullying is known to cause physical and/or psychological damage and to negatively

affect the quality of the learning and teaching provided, all members of the school are united in recognising their role in supporting an anti-bullying ethos and a whole school anti-bullying environment.

It is the responsibility of every member of the school community to respect the right of others to learn in an atmosphere free from threats towards themselves or their belongings and to assist in the prevention of bullying behaviour. To this end, it is imperative that every member of the school community recognises that bullying or harassing behaviour will not be tolerated and is reported.

Scope

The School Anti-Bullying Policy applies in the following contexts:

 - The relationships between students and other students.
 - The relationships between students and all staff members.

This policy does not apply to the bullying of staff by other members of staff or by parents/ guardians or carers. This issue is dealt with in a separate policy *Dignity in the Workplace*.

Application

  The Policy applies to the following:

  - When students are on the school grounds.
  - Travelling to and from school (all methods of transport).
  - When students are on School tours and trips.
  - When students are engaged in extracurricular activities organised by the school.
  - Online with students within the school community.

ETSS Wicklow reserves the right, in exceptional circumstances, to apply the policy in respect of bullying or harassment that occurs at any other time when, in the opinion of the Principal and/or the Board of Management, there is a clear connection with ETSS Wicklow, and the alleged behaviour is likely to have a significant impact on the work of the school. This could include (but is not limited to), for example, the bullying of a student using a social networking site such as Snapchat, Instagram, X, WhatsApp, Facebook or other such sites.

Anti-Bullying policy document:

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the (National Education & Welfare Board) NEWB and TUSLA[1], the Board of Management of the School adopted the following anti-bullying policy within the framework of the school's overall Code of Positive Behaviour. This policy fully complies with the requirements of the

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[1] https://www.tusla.ie/uploads/content/guidelines_school_codes_eng.pdf

Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013[2].

2. The School and 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 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 to create a safe place for students to learn.

   • Encouragement of students to disclose and discuss incidents of bullying behaviour in a non-threatening environment.

   • Promotion of respectful relationships across the school community.

   • Effective leadership.

   • A whole school approach to anti-bullying.

   • A shared understanding of what bullying is and its impact.

   • Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in students; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.

   • Effective supervision and monitoring of students.

   • Supports for staff e.g training and policy review.

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

   • On-going evaluation of the effectiveness of the anti-bullying policy.

3. **Bullying Behaviour**

   In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools,* bullying is defined as follows:

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[2] https://assets.gov.ie/24429/3b6f3db2de154ebaa1f69a0856c97c8e.pdf

> *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.*

In accordance with the *Cineáltas: Action Plan on Bullying*[3]*,* bullying behaviour is defined as follows:

> *Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.*

https://www.gov.ie/en/publication/52aaf-cinealtas-action-plan-on-bullying/#cinealtas-action-plan-on-bullying

The following types of bullying behaviour are included in the definition of bullying:

- Physical aggression; Verbal aggression; Damage to property/clothes, locker, isolation and Exclusion; Gesture; Intimidation; Extortion.
- Desire for dominance, status, revenge and/or identity-based bullying such as racist, disablist, sexist or LGBTQ+ bullying.
- Deliberate exclusion, malicious gossip, rumours, name-calling and other forms of relational bullying.
- Cyber-bullying.
- Identity-based bullying such as homophobic or transgender-based bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
- In addition, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social media 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.
- Targeted behaviour where bullying is causing deliberate and unwanted harm. Targeted behaviour is not accidental or reckless.
- 'Mess fights' used as a disguise for physical harassment or inflicting pain.
- Repeated behaviour where bullying takes the form of a systemic pattern of behaviour and is repeated overtime.
- Imbalance of power where a young people being bullying finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power.
- Intimidation through aggressive body language.
- Using voice as a weapon.
- Facial expressions conveying aggression and/or dislike.

This list is non-exhaustive and bullying behaviour exceeds the list above and may be deemed to meet the definition of bullying

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[3] https://www.gov.ie/pdf/?file=https://assets.gov.ie/241000/eb57d761-2963-4ab0-9d16-172b2e3be86d.pdf#page=null

The *Cineáltas: Action Plan on Bullying* further states procedures will be updated to take account of gender identity bullying, cyber bullying, racist bullying sexist bullying and sexual harassment. These procedures will also provide guidance as to when an incident of bullying becomes a child protection concern.

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 Positive Behaviour.

In the case that a harmful message is sent in a group chat, this will be viewed as bullying as it is being sent to multiple recipients. Therefore, this will be deemed as bullying.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the School's Code of Positive 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, group chat on a messaging application 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.

It should be noted that when dealing with a reported issue, the school endeavours to deal with the bullying behaviour and harmful actions. The policy aims to resolve the issue and restore relationships in so far as possible as opposed to identifying the student as a bully. It also aims to support both parties so that there is learning and personal development.

4. The relevant teachers for investigating and dealing with bullying are:

   Teachers, Student Support Co-Ordinators, Guidance Counsellor, Deputy Principal, Principal

5. **Prevention**

   The Anti-Bullying model: *Prevention is better than cure*.

   The programme contains the education and prevention strategies (including strategies specifically aimed at cyber-bullying, identity-based bullying including homophobic, and transphobic bullying and faith-based bullying that are used by the school.

   Programmes aim to raise awareness about bullying, to make it acceptable to talk about bullying and harassment and to take action to prevent such behaviour. In particular, the Social Personal Health Education (SPHE) and Civic, Social and Political Education (CSPE) specifications as well as the Educate Together Ethical Education programme are designed to raise empathy, self-esteem and to help students deal with the inevitable conflict that one encounters in everyday life in a positive and proactive manner. All Junior Cycle students are timetabled once a week for SPHE, CSPE and Ethical Education. These syllabi incorporate many issues related to bullying. The Friends First programme is delivered by the SPHE teachers to all Junior Cycle students. All Senior cycle students are timetabled once a week for Ethical Education and they also learn about building positive working relationships.

6. **Whole school Approach:**

A whole school 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. This is addressed through

Prevention: Education and empathy as the foundation for knowledge, respect and inclusion.

Support: Tangible and targeted supports for the school community to work together.

Oversight: Visible leadership to inspire a positive environment for students and the school community.

Community: Built on positive relationships and partnerships.

Methods:

- The fostering and enhancing of the self-esteem of all our students through both curricular and co/extra-curricular activities. Students will be provided with opportunities to develop a positive sense of worth through formal and informal interactions.

- 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 teachers.

- Whole school awareness raising and training on all aspects of bullying, to include students, parents, guardians and the wider school community.

- The school has a clear commitment to promoting equity in general and gender equity inparticular in all aspects of its functioning.

- The school recognises the right of the parents/guardians to share in the task of equipping the student with a range of life-skills.

- Supervision and monitoring of corridors, assembly areas, classrooms, toilets, school grounds, school tours and all co and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to the relevant teachers. Supervision will also applyto monitoring the students' use of communication technology in the school. A policy on mobile phones is in place.

- The school disapproves of vulgar, offensive, sectarian or other aggressive behaviour by any of its members.

- Involvement of the student council in contributing to a safe environment. The student council represents an elected and non-elected member from each class and is actively involved in student policy development and the Anti-Bullying policy review processes. One of its functions is to provide a place for students to voice issues or concerns.

- A tutor system is in place as a support mechanism for all students. This approach helps bind year groups together. The tutor groups are met by their tutor every day. This allows for regular "check-ins" and a supportive structure to deal with bullying issues if they arise.

- Lunch clubs are available during the week, and these can facilitate a means for students who are shy, alone or alienated to become involved in school life and develop socially in school. These whole school activities help support and encourage a culture of peer respect and support.
- A positive school climate and culture is fundamental to student and staff wellbeing:

  400 hours of Wellbeing is timetabled over the three years of Junior Cycle. The Wellbeing Policy and Statement of Practice is central to our Anti-Bullying approach. Wellbeing features in many of the statements of learning, particularly number 11 "Takes action to safeguard and promote her/his wellbeing and that of others".

- Raise awareness with students, parents and guardians: The school's Anti-Bullying Policy is discussed with the Parent-Staff Association and the local Garda has been invited to speak to parents and students during Anti-Bullying week. Parents are expected to take a proactive role in promoting an Anti-Bullying message consistent with the policy.
- Students take part in a school wide Anti-Bullying week during the school year.
- Student support coordinators and the Guidance Counsellor have up-to-date training in Helping-Hands anti-bullying programme to assess power dynamics in the classroom.
- Review methods are conducted via student sociograms, assemblies on bullying, staff meetings, staff training and feedback from the student body. The results of the sociogram are followed up on and any issues of bullying which are reported are dealt with.
- The school disapproves of vulgar, offensive, sectarian or other aggressive behaviour by any of its members.
- Teaching the students about the role of the bystander. It should be made clear to students that in reporting bullying to a trusted adult they are behaving responsibly.
- A group of staff members actively review the Anti-Bullying policy and implement what changes need to take effect. This is facilitated by the Guidance Counsellor.
- The restorative practice team adopt restorative questioning and is often used when investigating bullying issues. Restorative practice aims to promote the potential of renewing relationships after an issue.
- Students receive an LGBTQ+ workshop explaining how to support and be a supportive ally to LGBTQ+ students in their school.
- An LGBTQ+ and ally club takes place during lunchtime and this club provides an opportunity for LGBTQ+ students and their allies to come together and get involved in a club and school events such as Stand-Up week.
- Students and staff participate in a yearly 'Stand Up' awareness week in order to promote inclusion and awareness of LGBTQ+ issues and discrimination.

Ensuring the students know **who** to tell and **how** to tell:

Who	How
Who	**How**
A student being bullied can approach: • A trusted teacher • Tutor • Year Coordinator • Guidance Counsellor • Any staff member • Student council member • Principal / Deputy Principal • A parent / Guardian / Carer • A friend who will get help • A trusted adult	• Direct approach to any staff member • Report on paper via a trusted adult • Hand up note in registration or with homework • Parent tells on student's behalf • Friend tells on student's behalf • In a confidential questionnaire • Via teams with a direct message to a teacher or trusted staff member • Email the school office using their Office365 account.

- A victim's silence is the greatest asset to a person engaged in bullying behaviour. Any student who feels they are a victim of bullying should report the matter to any member of the school staff, teaching or non-teaching, or their parents/guardians. It is vital to report bullying behaviour and allow the staff to help resolve it. At ETSS Wicklow, our strong message is: **DO NOT SUFFER IN SILENCE!**

- Clear procedures and protocols are shared with all students during the school year via the tutor system.

- The listing of support agencies being used by the school are publicly displayed and detailed in each class manual for guidance classes.

In the event that students feel bullied by a teacher or other staff member and does not feel secure contacting another staff member, contact the Principal or Deputy Principal via a parent, guardian or other trusted adult.

7. Signs and Symptoms of Bullying

Bullying is not always easy to spot. Teachers and parents/guardians should be vigilant in keeping an eye out for signs and symptoms that may indicate that a student is being bullied or is engaging in bullying. Signs and symptoms may include, but are not limited to:

- Deterioration in academic performance.
- A change in interpersonal interactions.
- Struggling to focus in class.
- Possessions missing or damaged.
- Refusal to talk to a parent/ guardian/carer about what is troubling him/her/them.

- Reluctance to go to school.
- Generalised anxiety/ difficulties sleeping/ loss of appetite.
- Low mood.

8. Reporting and investigation

Procedures for reporting, investigating, dealing with and following up on incidents of alleged bullying and the established intervention strategies used by the school for dealing with cases of bullying behaviour are outlined below.

Any student or parent/ guardian may bring a bullying incident(s) to any staff member in the school. All staff have a role in relation to preventing anti-bullying behaviour. They are expected to observe and report to the relevant teachers any bullying concerns that they have.

- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher, tutor or student support coordinator.

- All reports of bullying should be recorded on the anti-bullying report form (attached as appendix II) and/ or the differentiated report form for accessibility (appendix III).

- All teachers and non-teaching staff such as secretaries, SNAs, caretakers, and cleaners must report any bullying behaviour witnessed by them or mentioned to them. They are to report this to the relevant Student Support Co-Ordinator.

- The relevant teacher or student support coordinator deals with the report of bullying and meets the students involved. These meetings take place outside the classroom and are best investigated in a calm manner and with appropriate privacy. The students will be interviewed separately.

- All meetings are recorded and detailed using an Anti-Bullying record form(s) (Appendix II).

- The alleged parties should be listened to and in some cases asked to write an account of the alleged bullying. In some cases, where appropriate, with students with AEN, writing may not be the appropriate method of recording events.

- Each party has the opportunity to tell their side of the story and the relevant teacher records all information on the Anti-Bullying record form. The relevant teacher should obtain written accounts of the incident(s) from the student(s) alleged to have engaged in bullying behaviour and from any witnesses noting important facts (who, what, where, when, why, names of witnesses etc). A restorative approach is used in order to restore relationships.

- The relevant teacher ensures that the student understands the issue. In some cases, or if required for students with AEN, a resource teacher or tutor may allocate extra teaching time to ensure they fully understand the incident. Appropriate resources may be used to assist this teaching. In some cases, extra social skills classes may be provided to support AEN students who find some situations difficult to comprehend.

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their 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 parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

- A warning is issued to the student involved and the student is advised that the behaviour must cease immediately. The student is asked not to discuss the issue with other students.

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:

Low level bullying incidents

- Have a serious talk with alleged perpetrators
- Inform the class tutor, Student Support Coordinator and Guidance Counsellor
- Issue a verbal warning
- In appropriate cases, agree a fair outcome: e.g an apology, a detention, in-house suspension
- Remind those involved that all incidents go on their records

Ask students for a written reflection on the incident on the report form.

More serious bullying incidents

- Inform any student accused of a bullying incident that allegations have been made
- Speak to all parties separately in unbiased hearings
- Ask those involved to write reports on report form(s)
- Principal/Deputy Principal informed
- Parents/guardians of the students involved informed
- Consider all available options for fair and proportionate outcomes and impose appropriate sanctions
- Consider asking students to sign written agreements regarding future behaviour
- Consider referring students to appropriate agencies for further help

In the case that the school is made aware of a student who is involved in inappropriate or sexual activity (whether this be related to bullying or not), the parent or caregiver is informed and TUSLA as per child protection and safeguarding guidelines.

Persistent Bullying

- Inform any student accused of bullying incidents that allegations have been made
- Speak to all parties separately in unbiased hearings
- Ask those involved to write reports on form(s)
- Parents/guardians of the students involved informed
- Principal/Deputy Principal to meet with parents/guardians
- The Board of Management will be informed
- Consider all available options for fair and proportionate outcomes and impose appropriate sanctions up to and including the future of the student in the school
- Seek verbal agreements regarding future behaviour
- Parents/Guardians will be asked to sign a written agreement regarding future behaviour
- Guidance Counsellor informed and referral for counselling will be offered
- The student may be referred to child psychologist/ Garda Juvenile Liaison Officer
- Contact may be made with other support agencies

It should be noted that a repeat of the behaviour towards the same OR a different individual is comprehended in the same way i.e. that the behaviour has been repeated.

Accusation Involving Staff Members

- In cases where a member of staff is alleged to have bullied a student, the Principal will investigate the matter and take appropriate action
- In cases where a student is alleged to have bullied a teacher, the Principal will investigate thematter and take appropriate action
- If the alleged incident involves the Principal or Deputy Principal, the chairperson of the Board of Management will investigate the matter and take appropriate action

The primary aim in investigating and dealing with bullying is to restore, as far as is practicable, the relationships of the parties involved rather than to apportion blame. Parents 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. When harm is caused, a restorative practice approach is adopted. Restorative questions and conversations are currently used to help resolve issues that arise with students and their peers. This restorative approach can be used informally, or the student may be asked to take part in a restorative piece in order to resolve conflict effectively.

A student who engages in bullying behaviour after an intervention does so in the knowledge that they have ignored the efforts of the school to help them to learn and to develop. The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including students, parents, carers and guardians) understand this approach from the outset.

9. Department and Education and Skills Formal Referral – Appendix V

The following procedures are to be acted upon if bullying has not ceased after **20 school days** as per circular by the DES.

The relevant teacher must use the recording template provided by the Department of Education to record the bullying behaviour in the following circumstances:

a) In cases where the relevant teacher considers that **the bullying behaviour has not been adequately and appropriately resolved within 20 school days after he/she has determined that bullying behaviour has occurred.** The record form must be stored centrally and a copy retained by Principal or Deputy Principal as appropriate. There will need to be regular check-ins during the 20-day timeframe.

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported. These incidents are serious cyber bullying incidents, an assault of a sexual nature and persistent bullying.

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 practical.
- Whether the relationships between the parties have been restored as far as is practical.
- Any feedback received from the parties involved, their parents/guardians/carers or the Principal or Deputy Principal.

At this stage the student accused of bullying is dealt with under the terms of the School's Code of Behaviour. The student's parents/guardians are informed of the outcome. The Guidance Counsellor is also informed and may discuss the situation further with the parents/guardians. Any accusations against a member of the school community found to be false will be taken very seriously and dealt with appropriately.

10. Records

Records of all bullying incidents are recorded on the Anti- Bullying Form (appendix II). Formal records of all stages of investigations should be kept by the student support coordinator including but not limited to:

- Notes of all interviews held
- The decision-making process
- The decision and the rationale for the decision
- The sanctions applied including any conditions attached thereto.

These reports are all stored in a central file which is in the Main Office. The template for recording bullying behaviour (Appendix II and/or III) will be completed by the relevant teacher and available to the Principal or Deputy Principal.

11. Support for working with students affected by bullying

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- The Action Plan on Bullying published on the Department's website in January 2013 highlights the importance of schools identifying and consistently implementing established evidence-based intervention strategies for dealing with cases of bullying behaviour and preventing its continuation.
- ETSS Wicklow recognises that there are various approaches and intervention strategies that might be used by schools. Given the complexity of bullying behaviour it is generally acknowledged that that no one intervention works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed. We aim to keep abreast of this and staff, year heads, the guidance counsellor, the AENCO and the senior leadership team regularly meet and discuss what is best.
- As each school must decide on the intervention method(s) that are best suited to its own circumstances, ETSS Wicklow has identified and agrees that in as far as possible we will take a restorative approach to preventing, dealing with and supporting students involved in bullying.
- The student who has been bullied will be offered support. This may involve sympathetic listening, the support of a mentor, helpful advice, referral to the Guidance Counsellor or a word with another member of staff.
- The relevant teacher may consider it appropriate to remind all class members of their responsibility in upholding the policy.
- The student responsible for bullying behaviour should be informed of the possible impact of their behaviour on the person the subject of the bullying and the possible consequences for themself if it were to continue. They should receive clear direction in how to change their behaviour. They may also be referred to an outside agency.
- Parents and/or guardians of the students involved will be informed of the issue and the actions taken.
- Reference should be made to the school's *Code of Behaviour* in helping determine how best to help a student who has engaged in bullying behaviour.
- ETSS Wicklow recognises that the following websites and resources listed in Appendix IV may be helpful for tackling bullying.
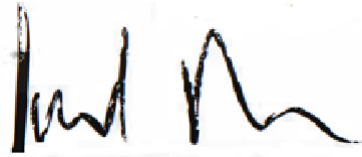
The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified under Equality legislation i.e. gender including transgender, civil status, family status, sexual orientation/sexuality, religion, age, disability, race and membership of the Traveller community.

This policy was adopted by the Board of Management on the **29th November 2024**:

This policy has been made available to school personnel and is readily accessible to parents /guardians and students on request and provided to the Parent-Staff Association (PSA). 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 Student Support Team and the Board of Management once in every school year.Written notification that the review has been completed will be made available to school personnel and be readily accessible to parents/guardians and students on request and provided to the PSA. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Review and evaluation of Anti-Bullying Policy

Danny Haskins, Chairperson   **John Maddock, Principal**

Date: 29th November 2024   **Date**: 29th November 2024

Appendix I: Examples of Bullying Behaviour

General behaviours, which apply to all	Harassment based on any of the nine grounds set out in the equality legislation e.g. sexual harassment, homophobic bullying, transphobic bullying, racist bullying etc.
	- Physical aggression - Damage to property - Name calling or slagging - The production, display or circulation of written words, graffiti, pictures or other materials aimed at intimidating another person - Offensive graffiti - Extortion or intimidation - Insulting or offensive gestures - Invasion of personal space which is unintentional - A combination of any of the types listed

Cyber	• Denigration: Spreading rumours, lies or gossip to hurt a person's reputation
	• Harassment: Continually sending vicious, mean or disturbing messages to an individual
	• Impersonation: Positive 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
	• Cyber- stalking: On-going harassment and denigration that causes a person considerable fear for their safety
	• Silent phone calls
	• Abusive phone calls or text messages
	• Abusive emails
	• Abusive communication on social networks e.g. Instagram / Twitter / YouTube / Snapchat or game consoles
	• Abusive website comments/ Vlogs/ Blogs/Pictures
	• Abusive posts on any other form of communication technology
Identity Based Behaviours	• Including any of the nine discriminatory grounds mentioned in the Equality Legislation (gender identity including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community.)
Homophobic and Transphobic	• Spreading rumours about a person's sexual orientation and or gender identity
	• Taunting a person of a different sexual orientation and or gender identity
	• Name calling e.g. Gay, faggot, queer, lesbian
	• Physical intimidation or attacks
	• Threats

Race, nationality, ethnic background and the membership of the Traveller Community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion based on 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 • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • Repeated jeering
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment • Gender based discrimination e.g sexism/ misogyny / transphobic / non-binary discrimination
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 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

Appendix II: Standard bullying record form

[Bullying Record form (renewed)](#)

Bullying Record Form (Pre DES 20 day)

Relevant teacher: _____   Date: _____

Student: _____   Class/Year: _____

Other students involved: _____   Date of incidence: _____

Type of bullying (please tick all relevant boxes)

Physical ☐   Verbal ☐   Exclusion ☐·
Racist ☐   Sexist/Misogynistic ☐ Homophobic ☐·
Transphobic ☐   Other identity based ☐ (please state): _____
Cyber ☐   Power exertion ☐   Group ☐·
Other ☐ (please state): _____

Factual description of incidence / date / students involved / any other information

Please circle appropriate field:
Student's words   Teacher's words   SNA's words

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Signature of reporter: _____

Actions taken to date

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Further Actions to be taken

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_____
_____
_____

Teacher: _____ Date: _____

Please refer to the Guidance Counsellor and the year coordinator
PLEASE FILE IN BOTH VICTIM AND PERPETRATORS FILES IN THE MAIN OFFICE

Appendix III: Differentiated bullying record form

Who was there?

Where did it happen?

When did it happen?

What happened?

1. _____

2. _____

3. _____

How did you feel?

How did the other person feel?

What should you do next?

Appendix IV:

Resources for parents, students and schools

- The [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) sets out the requirements on schools in relation to preventing and dealing with bullying behaviour.

- The [Anti-Bullying Centre at Dublin City University.](#)

- The [National Parents Council Primary](#) and [National Parents Council Post-primary](#).

- The Stand Up ! Against Homophobic and Transphobic bullying campaign, organised by [BeLonG to Youth Services](#).

- [“Being LGBT in School”](#) A resource for post-primary schools to prevent homophobic and transphobic bullying and support LGBT was developed by the Gay and Lesbian Equality Network (GLEN) as part of the implementation of the Action Plan on Bullying. It will support schools in the implementation of the department's Anti-Bullying Procedures.

- [Watch your Space](#) is a website devoted to empowering and supporting young people as they take action to address bullying, in particular cyber bullying, in their local communities.

- [Be Safe Online](#) is the government's campaign to highlight ways to help you stay safe online.

- [Webwise](#) has launched several resources aimed at tackling cyberbullying.

- [www.tacklingbullying.ie](#) provides a single point of information and support for young people, parents and teachers affected by bullying.

- [Cineáltas: Action Plan on Bullying,](#) provides a collective vision and clear roadmap for how the whole school education community and society can work together to prevent and address bullying in our schools.

Post 20 Day DES form for recording bullying behaviour incidents

1. Name of student being bullied and class group

Name _____   Class _____

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

_____   _____   _____   _____

_____   _____   _____   _____

3. **Source** of bullying concern/report   **4. Location** of incidents
(tick relevant box(es))*   (tick relevant box(es)*

Student concerned		Yard	
Another student		Corridor	
Parent		Classroom	
Teacher		Online	
Other		Bathrooms	
		Other	

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

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

Physical Aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation/Exclusion		Malicious gossip	
Name calling		Other (specify)	
Unsolicited comments			

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Gender

Religion	Xenophobia	Sexism	Other

8. Brief Description of bullying behaviour and its impact

_____
_____
_____

9. Details of actions taken

_____
_____
_____

Signed_____(Relevant Teacher) Date_____

Date submitted to Principal/Deputy Principal