



Belmayne Educate Together Secondary School

Roll Number 68346 T

Belmayne Avenue

Dublin 13

Anti-Bullying Policy

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Introductory Statement

Belmayne Educate Together Secondary School (BETSS) believes in a whole school approach to managing bullying. This Anti-Bullying Policy has been developed as an initial policy following consultation with staff & the Board of Management of this newly developing school.

BETSS promotes a happy and caring school climate where pupils are encouraged to reach their full potential. The emphasis is placed on quality teaching and learning, positive behaviour and the pursuit of standards of excellence in all areas of school activities.

The school motto of Stand Proud, Aim High, Be Respectful and No Excuses encompasses our belief that every member of the school community can make an excellent contribution when they interact in a positive environment free from threats, harassment, fear and intimidation.

This policy addresses bullying behaviour and harassment. The policy will apply at all times including, school time, school tours/excursions, extra and co-curricular activities.

The purpose of this policy is to protect the rights of each member of the BETSS community. We will work proactively to ensure that bullying does not take place. Bullying can be minimised and prevented by raising awareness to all in our school community about the reality of bullying and its detrimental effects. The policy identifies bullying behaviour, outlines the rights and responsibilities of all members of the school community and provides strategies for dealing with bullying.

Objective of this Policy

The aim of this Anti-Bullying Policy is to set out a framework within which the whole community of BETSS manages issues relating to bullying and to define the school's strategy in relation to the prevention and resolution of bullying behaviour. All staff, pupils and parents should know what the school policy on bullying is and what they should do if bullying arises.

The Board of Management, staff, students and parents (*for the purpose of this document parents refers to parents and/or guardians*) have a responsibility to understand what bullying is. Bullying in BETSS will not be tolerated in any respect.

Statement of Rights and Responsibilities

It is the right of every member of BETSS to work in an environment free from any form of fear and intimidation. It is the responsibility of each and every member of BETSS to ensure that bullying of any form is not tolerated and when observed or experienced, that it is reported to the appropriate person (See agreed procedures for telling, investigating, recording and responding to bullying)

Links to Other Policies

This Anti-Bullying Policy is linked to the following school policies: Code of Positive Behaviour, Child Protection, LGBTQ+ and Acceptable Use Policy (AUP).

Rationale

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 Belmayne ETSS has 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 Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of staff and students and is therefore fully committed to the practices as set out in this policy.

Key principles of best practice in preventing and tackling bullying behaviour

a) A positive school culture and climate which

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community (See Appendix 1-Pg 16 for more detail)

b) Effective leadership

The role of all those in leadership within the school is of great importance in supporting a school-wide approach to preventing and tackling bullying. All teachers should strive to engender an ethos under which **bullying is unacceptable**. School leaders should also involve both staff and students in developing and implementing a vision of the school where diversity is accepted and celebrated. Staff should be fair, respectful, clear and consistent in their disciplinary measures.

c) A school-wide approach (involving school management, staff, parents and students) in dealing with the problem of bullying behaviour is a key element of effective practice.

Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community. Parents will recognise that a school that openly discusses bullying is acting positively and therefore feel able to work with their school to ensure there is a coherent, school-wide approach to tackling the issue.

Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the students often feel a sense of hopelessness and futility against the power being exercised by the person engaged in bullying behaviour. A high degree of school-wide vigilance and openness is important in ensuring that bullying behaviour can be adequately tackled. The promotion of relevant home/school/community links is important with regard to countering bullying behaviour and should be encouraged as a normal part of the school's effective operation. It may be necessary for the school to seek the assistance of other local persons and formal agencies such as NEPS, HSE, social workers, community workers, Gardaí etc.

d) Education and prevention strategies that build empathy, respect and resilience in pupils will be embedded in the school curriculum. These will explicitly address forms of bullying, including cyber-bullying, and motivations for bullying, including identity-based bullying (such as racist, homophobic and transphobic bullying).

e) Effective supervision and monitoring of pupils

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/devices within the school.

f) Support for staff

All staff will be familiar with the school's anti-bullying policy enabling them to effectively and consistently apply the policy when required. Support for staff will include bullying/anti-bullying review being

included on staff meeting agendas. Agreed strategies will be discussed and reviewed regularly. Temporary and substitute staff will be briefed on the school anti-bullying policy before they commence work by the Deputy Principal/Principal.

g) Consistent recording, investigation and follow up of bullying behaviour will take place and all recordings are stored securely with confidentiality in mind. Report forms are in Appendices.

h) On-going evaluation of the effectiveness of the anti-bullying policy will occur on a regular basis with yearly student surveys and student council discussions.

Definition of Bullying

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 conduct 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 are dealt with, as appropriate, 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 or other public forum where that message, image or statement can be viewed and/or repeated by other people may 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 Positive Behaviour.

Types of Bullying

General Behaviours which apply to all:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Harassment:** based on any of the nine grounds contained in equality legislation, including: sexual, homophobic, racist intimidation.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of aggressive body language with the voice being used as a weapon.
- **Name calling:** persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice

characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school equipment and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

Deliberate Isolation/exclusion and other relational bullying:

This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by:

- writing insulting remarks about the pupil in public places,
- passing around notes about or drawings of the pupil
- whispering insults about them loud enough to be heard.
- the production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- offensive graffiti
- extortion: demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour
- insulting or offensive gestures
- invasion of personal space
- a combination of any of the types listed

Relational bullying

This occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. This involves manipulating relationships as a means of bullying. Behaviours include:

- Malicious gossip
- Ignoring
- Excluding from the group
- Taking someone's friend away
- Breaking confidence

Cyber-bullying

This type of bullying is carried out through the use of information and communication technologies such as text, social network sites, email, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying:

- Denigration: spreading rumours, lies or gossip to hurt a person's reputation
- Harassment: continually sending vicious, mean or disturbing messages to a person

- Impersonation: posting offensive or aggressive messages under another person's name
- Flaming: using inflammatory or vulgar words to provoke an on-line dispute
- Trickery: fooling someone into sharing personal information which is then posted on-line
- Outing: posting or sharing confidential or compromising information or images
- Exclusion: purposely excluding someone from an on-line group
- Identity Theft- setting up fake profiles of students/school staff
- Cyber stalking: on-going harassment that causes a person considerable fear for his/her safety, such as: silent phone calls, abusive telephone calls, texts or emails, abusive communications on social networks, abusive website comments, blogs or pictures

Identity-based bullying

BETSS is an inclusive school. We strive to provide a secure, accepting, safe and stimulating environment where everyone is valued. The following will not be accepted:

- **Homophobic / Transgender bullying**- Spreading rumours about a person's sexual orientation /Taunting a person of a different sexual orientation /Name calling /Physical intimidation or attacks/ Threats
- **Racist/nationality/ ethnic background or bullying based on a person's 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
- **Bullying of those with disabilities or special educational needs**-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.

The means of bullying are constantly changing and types of bullying behaviour can be expanded in light of the experience of the school (See Appendix 4 for more examples & Indications of Bullying)

Where does bullying take place?

Bullying can take place anywhere therefore **supervision requires** a whole school approach to being vigilant at all times. This involves all members of the school community, teaching and non-teaching staff.

- **Outside/inside the school**- Due to the size of the building with its many hidden or obscure areas, this may provide an environment conducive to bullying. Certain games students engage in may provide opportunities to single out, leave out or harass another student. The noise level masks much of what is going on.
- **The classroom**: Bullying can also take place in the classroom. It can occur subtly through glances, looks and sniggers. However, it may take the overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby pupils are allowed to make derogatory remarks about their classmates or other teachers.
- **The Toilets/Changing Areas**: This is another area where bullying is likely to take place "**one at a time**" rule should apply where possible.
- **Sporting Activities**: Playing sports can afford an opportunity to bully or be bullied. The hard tackle or dirty foul can be masking another agenda. Likewise it gives an opportunity to ignore/exclude by not passing the ball or obstructing a player. Teachers need to be sensitive when teams are being picked to ensure fairness so far as practicable.

- **The Corridors:** It is possible to be bullied while on the corridors as classes move from one classroom to another or to areas like the PE Hall, moving to science labs/technology or Art room, or if students are sent on a message.
- **School Outings:** Bullying can also take place on trips outside of school, while walking or on tour buses, attending sports events, cultural trips, etc.
- **Outside School:** Factors having their origin in differences or conflicts between parties outside the school may contribute to increased incidents of bullying inside the school. Students can be bullied on their journey to and from school. They can also be bullied while waiting to be admitted to class in the mornings and having been dismissed in the evenings. The local shops, sports clubs, homes and local neighbourhood can also be scenes of bullying.

Education & Prevention Strategies

The relevant teachers for investigating and dealing with bullying are as follows:

- **Class Teacher**
- **Class Tutors**
- **Guidance Counsellor**
- **Progress Leaders**
- **Deputy Principal**
- **Principal**

The education and prevention strategies used by the school are as follows:

- A whole school approach involving staff, students and parents is adopted to prevent bullying in school. Through curricular and extracurricular programmes BETSS provides students with opportunities to develop a positive sense of self-worth.
 - BETSS will work to raise the awareness of bullying so that all members of the school community understand what bullying is and how it is dealt with. A high degree of vigilance is used throughout the school to ensure that bullying behaviour is identified and tackled.
 - Those members of the wider community who come directly into daily contact with pupils are encouraged to play a positive role in assisting the school to counter bullying behaviour by reporting any such behaviour.
 - The school encourages a culture of telling, with particular emphasis on the importance of bystanders. In this way pupils gain confidence in 'telling'. It is made clear to pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
 - The school's Anti-Bullying Policy is discussed with pupils and parent(s) are asked to read and sign an extract from the Anti-Bullying Policy on enrolment from 2018 and annually thereafter on re – registration.
 - Be Respectful Week/Random Acts of Kindness take place and students are involved in structured activities and workshops to facilitate the development of a positive school culture.
 - The issue of inclusion is dealt with in SPHE, CSPE and Ethical Education.
 - The fostering of positive working relationships within the school community is supported by Restorative Practice (RP) workshops. RP will underpin all interactions and conversations and staff and students will be supported in its use where applicable.
- All subjects attempt to foster an attitude of respect for all by promoting the value of diversity, addressing prejudice and stereotyping and highlighting the unacceptability of bullying behaviour
- The Policy is published on the school website and is available to all staff on the shared drive.
 - Supervision takes place before school, during morning break, at lunch-time and after school. All teaching and non-teaching staff are aware of the importance of noting any unacceptable behaviour.
 - The school operates a Student Council and each class is assigned a student representative(s).

- The school has an Acceptable Use Policy (AUP) of Internet and Communications Technology in the school.

Implementation of curricula

- The SPHE, CSPE and the Ethical Curriculum programmes are implemented in the school
- Staff who deliver these programmes have opportunities for continuous professional development.
- Issues relating to bullying are dealt with by the Tutor/Deputy Principal / Principal.
- Bullying behaviour is addressed at tutor time and whole school assemblies if necessary.
- Outside speakers are brought to the school e.g. Barnardos, Jigsaw, Webwise, Connect RP.

Response to Bullying

School's Response

Our commitment to our mission statement means that our school has a very strong anti-bullying ethos. We have developed programmes, structures and roles within the school to ensure that every student and staff member feels safe, happy and able to learn.

Our commitment to this aim means that we:

- Take the issue of bullying very seriously
- Do all we can to be proactive about the issue
- Put support systems in place for students and parents if it does happen
- Include students and parents in decisions about how to resolve the issue
- Review our policy regularly with students, parents and staff

Bullying behaviour, by its very nature, undermines and dilutes the quality of education. The goal of our school is to prevent bullying behaviour from taking a foothold through appropriate classroom management, collective vigilance and the provision of curricula mentioned above. All incidents of bullying behaviour will be dealt with in a fair and equitable manner.

Response of Teaching and Non-Teaching Staff

The school staff at BETSS includes the Principal, Deputy Principal, administrator, classroom teachers, inclusion officers and caretaker. The school staff will foster an atmosphere of friendship, respect and tolerance within the community of the school.

All members of the school community have the right to a safe and peaceful school. Everyone has the responsibility to contribute to creating a positive and inspiring environment for learning and personal development (European Charter for Democratic Schools without violence, 2004)

Student's self-esteem will be developed through celebrating individual differences and personal achievements. The school's expectations of appropriate behaviour will be made explicit to students and parents. Appropriate behaviour and good manners will be modelled, acknowledged and rewarded. A 'whole school' approach will be adopted to ensure that all staff members develop a shared awareness and understanding of appropriate and inappropriate behaviour so that a consistent approach to bullying will be taken. This will include vigilant monitoring of the classrooms, corridors, toilet areas, sporting activities and school outings. It is acknowledged that all members of the school community share a responsibility for preventing and combating bullying behaviour.

The teachers maintain high standards in terms of positive classroom management in the provision of the curriculum. The teachers are positive, enthusiastic and have high expectations of both learning and appropriate behaviour. They foster in their students a sense of self-esteem and develop a relationship with pupils based on mutual respect and trust. Through the formal curriculum and supportive relationships with teachers we aim to nurture a sense of empathy in students by discussing feelings and encouraging them to understand the situation from another person's point of view.

*Everyone has a right to equal treatment and respect regardless of any personal differences. Everyone enjoys freedom of speech without risking discrimination or repression
(European Charter for Democratic Schools without violence, 2004).*

It is the responsibility of the teacher to ensure that the Belmayne Way is followed and that the students behave appropriately. They will respond sensitively and in a caring capacity to students who disclose incidents of bullying behaviour. The reported incidents will be noted, dealt with promptly and followed through irrespective of who is involved. **Teachers will deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Principal as appropriate. Teachers expect that parents will behave in a respectful manner towards them and that all issues will be dealt with in a calm and reasonable atmosphere.**

Board of Management

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise. At every BOM meeting the Principal will provide notice of incidents of Bullying that have been reported:

- Bullying Incident Report forms will be filled in by the student and these forms will be signed by the Year head/Tutor/ Teacher investigating. They will retain a copy of this report.
- The Principal will receive a copy of these reports and will be responsible for keeping and maintaining files.
- Access to the data will be restricted to the Principal & staff member involved in the investigation.

The Board of Management will undertake an annual review of the policy and its implementation by the school. Surveys of pupils, staff and parents will be used to provide important information about the effectiveness of the anti-bullying measures in place. Data gathered from these reports will be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis will be retained and be made available to the Board of Management. Appropriate responses to any issues identified will be drawn up and implemented. Written notification that the review has been completed will be available on the school website. **(Appendix 3)**

Student's Response

BETSS aims to create a positive school culture where learning, teaching and personal development can take place. We expect high standards of behaviour from every member of the community.

Students are expected to show respect for themselves and for all members of the school community. They are taught to be accepting of the differences and needs of others. Students know that bullying is an unacceptable form of aggressive behaviour both inside and outside school. Like other forms of aggression, bullying unfolds in a set of social contexts: between two students, within peer groups, or in the general school environment. It is recognised that most students are bystanders of bullying situations,

aware of what is going on and sometimes participating. As well as those who are bullied and those who bully, there are usually others who are witnesses. The following participant roles have been identified:

- **Assistants** who join in and assist the bully
- **Reinforcers** who do not actively attack the victim but provide an audience thus giving positive feedback to the perpetrator.
- **Outsiders** who do not take sides but allow the bullying to continue by their 'silent approval'.
- **Defenders** who comfort the victim and try to stop the bullying.
- The majority of peers become **Bystanders** because
 - They are afraid of getting hurt themselves.
 - They are afraid of becoming the new target
 - They feel that by intervening they will only make the situation worse.
 - They do not know what to do and do not have the knowledge or the skills to intervene effectively.

Parents' Response

Parents play a vital role in supporting their sons/daughter and the community of the school in countering and preventing bullying behaviour. Invariably, parents are the first to be told about persistent bullying behaviour. The onus is on the Parent to inform the school, thus setting in motion the procedure of reporting and investigation. Prior to making a report to the school, parents are best advised to take a calm problem solving approach and to gather as much information as possible.

In attempting to discourage bullying behaviour parents should:

- Support the school in its efforts to prevent and treat bullying.
- Encourage positive behaviour and discourage negative behaviour both at home and at school.
- Encourage and demonstrate to your son/daughter how to be assertive in order to solve difficulties without resorting to aggression. Advise your son/daughter not to fight back - It can make matters worse.
- Encourage your son/daughter to share, to be kind, to be caring, and to be understanding towards others.
- Take your sons/daughter's concerns seriously. Listen for signs that your son/daughter may be the target or perpetrator of bullying behaviour.
- Always take an active role in your son/daughter's education. Enquire how their day has gone, who they have spent time with, etc.
- Do not dismiss your instincts as being wrong.
- Discuss the school's anti-bullying policy with your son/daughter.

Parents should advise their son/daughter to

1. Walk away or run away from unsafe situations
2. Seek immediate help from a responsible adult and report bullying to school personnel.
3. Ignore the bully; attention is what bullies are seeking

Parents should contact the Tutor or Principal or any member of staff to report incidents of this nature. Ideally, inappropriate behaviour should be dealt with sooner rather than later. A parent's concern will be taken seriously and prompt action will be taken. It is important for parents to understand that teachers may be unaware of bullying behaviour in the classroom or on the corridors because this type of behaviour is generally covert in nature and concealed from adults. Teachers need the support of parents and students to bring all bullying behaviour to their attention so that this behaviour can be altered and classrooms maintain a high standard of appropriate behaviour.

Parents should keep a record of repeated incidents so as to assess the seriousness of the situation. Many students overcome the problem with the proper help and support. However, this policy recognises that many incidents are not resolved immediately. Moreover, it is important that all parties recognise that, once the investigative process is initiated, it will take time to fully review and resolve an alleged incident of bullying behaviour.

Procedures for Reporting / Noting & Recording/ Investigating/ Dealing with Bullying Incidents

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

Where students/parents can get help if problems arise:

Who to tell?	<ul style="list-style-type: none"> ● Teacher/ Tutor / Deputy Principal / Principal. ● Any member of staff with whom the student feels comfortable. ● Student council class representative
How to tell?	<ul style="list-style-type: none"> ● Direct approach to teacher at an appropriate time, e.g. after class ● Hand up note with homework ● Get a parent or friend to contact the school and speak on your behalf by phoning the school and asking to speak to the Teacher/ Tutor/ Principal. ● Teaching staff may administer a confidential questionnaire periodically to students (Appendix 6)

- Teaching and non-teaching staff such as secretaries, inclusion assistants, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- All reported incidents will be recorded, investigated promptly and treated fairly and equitably, giving due regard to individual circumstances.
- Serious cases of bullying will be referred immediately to the Principal.

Noting & Recording/ Investigating Bullying Incidents

- 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.
- All staff will keep a written record of any incidents witnessed by them or notified to them. Reports will be retained by the teacher and referred to the relevant person(s)- Tutor/ Principal
- While all reports, including anonymous reports of bullying will 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 the same. It is imperative that all recording of bullying incidents must be done in an objective and factual manner.
- The relevant teacher must inform the Principal of **all** incidents being investigated.

- Parent(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers will take a calm, unemotional problem-solving approach.
- Where possible incidents will be investigated outside the classroom to ensure the privacy of all involved;
- All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner. The alleged victim and perpetrators will be invited to write down any relevant details and complete a “Bullying Report Form” (see Appendix 2)
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other’s statements;
- Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s) of the parties involved will be contacted at an early stage to inform them of the matter.
- The school will give parent(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;(Appendix 6)
- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school’s anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s) and the school;
- Records will be kept of all incidents and of the procedures that were followed.
- The class teacher/tutor/Principal will monitor progress of the students involved in a bullying incident by liaising with parents and students involved (separately) at follow-up meetings.

Dealing with Bullying Incidents

Step 1:

Where the incident is deemed to be minor, a **verbal warning** will be given to the bully to stop the inappropriate behaviour, pointing out how he/she is in breach of the Code of Positive Behaviour trying to get them to see the situation from the victim's point of view.

Class teacher / Tutor/ Deputy Principal /Principal may follow up by speaking with the victim and bully, bystanders or others involved. **The incident will no longer be considered if there is no recurrence within that academic year and a verbal agreement regarding future behaviour will be sought.**

Step 2:

If the behaviour persists, the Tutor and/or **the Principal and parents/guardians of the victims and bullies will be informed.** Thus, they will be given the opportunity to discuss the matter and support their son/daughter. Appropriate sanctions will be imposed and may include (*this list is not exhaustive*)

- Serious talk with the student with regard to behaviour and future behaviour followed by a contract of behaviour for a defined period of time.
- Signed agreement (student & parent) re future behaviour
- Weekly meeting with parents
- Additional Learning Opportunity - lunch or after school
- Meeting with parents
- Monitor future behaviour with Check & Connect daily with Tutor (RP)
- Communicate with Counsellor/ Student Support Team for student support
- Referral to Child Psychologist/HSE -Children and Family Support Services/Garda Juvenile Liaison Officer.
- Contact with other Support Agencies e.g. Anger Management,
- Withdrawal of privileges- involvement in co curricular/ extra curricular activities for a defined period of time
- Exclusion from the breaks in the appropriate break area.
- Suspension – in school or external
- Expulsion

Step 3:

The incident will no longer be considered if there is no recurrence in that academic year. If there are repeated incidents, perhaps repeated verbal assault or coercion, the matter will be dealt with by the Principal. Parents will be involved and appropriate sanctions applied (as above). In some cases both sets of parents may be asked to meet in the school to resolve the issue and to monitor the situation.

Step 4:

Where the incident is deemed to be more serious (e.g. gross misbehaviour or physical assault), the Principal should be informed immediately and he/she will inform the Board of Management. A record of all proceedings will be kept and parents will be contacted immediately.

Sanctions may include:

- Removing the student(s) from timetabled activities while the issue is being investigated.
- Parental/Guardian support
- Additional Learning Opportunities/Suspension/other agreed sanction from the school's Code of Positive Behaviour in consultation with the BOM

- The Principal may set conditions regarding student's future behaviour that will need to be strictly adhered to.
- Mediation/Counselling
- Referral to Child Psychologist/Garda Juvenile Liaison Officer.
- Contact with other support agencies e.g. anger management
- Exclusion from the breaks in the appropriate break area.
- Suspension – in school or external
- Expulsion
- Offenders and victims of bullying may be referred to counselling where it is deemed this will be of benefit to the student.

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 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) or the school Principal
- In some cases follow-up meetings with the relevant parties involved may 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) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s) of their right to make a complaint to the Ombudsman for Children.

Complaint against a Staff Member/Teacher

In the case of a complaint regarding a staff member or a teacher this should be referred immediately to the Principal and Chairperson of the Board of Management.

Complaint against the Principal

In the case of a complaint regarding the Principal, this should be referred to the Chairperson of the Board of Management.

Complaint by a teacher against a Student

In the case of a complaint by a teacher against a student, the teacher refers the matter to the Principal.

Cyber bullying

While we must provide the highest protection possible for students using new technologies, parents must also foster a balance between protecting children and teaching them to be aware of potential dangers and assessing threats for themselves. Encouraging students to talk about issues they come across online is a step towards building trust in young people's ability to use the internet and mobile phones responsibly and to safeguard themselves and their peers against those who use the internet to threaten their welfare. (Barnardos, 2009)

Cyber bullying involves using the Internet or mobile phones to send hurtful messages or posting information to damage people's reputation and friendships. Cyber bullying is similar to other types of bullying, except that it takes place online and through text messages sent to mobile phones. Cyber bullies can be classmates, online acquaintances, and even anonymous users, but most often they do know their victims.

Preventing cyber bullying in our school

The Acceptable Use Policy (AUP) ensures the following

- Supervision is always in place when students are online.
- Websites are previewed and evaluated.
- Firewalls and filters have been installed on all devices/computers and these are regularly updated.
- Students' internet usage will be monitored if needed by checking user files, temporary files and history files randomly and regularly by teaching staff.
- Students do not have access to MSN or social networking sites such as Facebook and Twitter.
- Parents are asked to regularly check the browser history of their son/daughters device.

The ways that young people can bully online

- Sending someone mean or threatening emails, instant messages, or text messages.
- Sending photos without permission being sought or granted.
- Excluding someone from an instant messenger friends/buddy list or blocking her email for no reason.
- Tricking someone into revealing personal or embarrassing information and sending it to others.
- Using someone's password or breaking into someone's email or instant message account to send cruel or untrue messages while posing as that person.
- Creating websites to make fun of another person such as a classmate or teacher.
- Uploading photos to social networking sites without permission being sought or granted
- Using websites to rate peers.
- Leaving hurtful comments on social networking sites

BETSS teaches students that all types of bullying including cyber bullying are hurtful and wrong. Students are encouraged to treat other students on and offline with respect.

The whole school community is informed and educated with regard to the school's Acceptable Use Policy. All members of the school community are fully aware of the sanctions (In the Code of Positive Behaviour) that will be imposed for the misuse of school devices/computers to cause hurt and distress to other members. Students are made aware of their rights and responsibilities online and offline as part of the implementation of the school's AUP. Students are taught that the Internet is not a private place and they should guard their private information online. The AUP policy promotes the positive use of technology, discusses netiquette and personal safety issues. Our school encourages a 'telling' atmosphere, including the reporting of cyber bullying.

The Parents' response to cyber bullying

- Offer support and reassurance to your son/daughter.
- Help your son/daughter to keep relevant evidence for investigation by printing web pages and by not deleting mobile messages.
- Show your son/daughter how to prevent it happening again by changing password and contact details, blocking contacts and reporting abuse on site.
- Ensure that the student knows not to retaliate or return the message.
- Encourage the student to keep personal information private online.
- Insist that your son/daughter never, ever gives her personal password to another person, even a friend.
- Insist that your son/daughter never accepts as “an online friend” a stranger whom they do not know in real life

Investigating incidents

Parents must take full responsibility for their sons/daughter's inappropriate use of the Internet or mobile phones/devices outside school. All incidents of cyber bullying that have their origins in school will be fully investigated, recorded and dealt with under the procedures laid down in the Code of Positive Behaviour, the Anti-Bullying Policy and Acceptable Use Policy. Sanctions laid down in these policies will be adhered to in response to inappropriate use of media and information technology.

Incidents of cyber bullying that take place outside and affect a student in school will be brought to the attention of parents. With regard to serious incidents of this type of bullying behaviour, it may be appropriate to inform the Gardaí.

Mobile phones must be switched off and kept in lockers once the student enters the school classrooms. iPads must not be used during class unless instructed by the teacher. They are not permitted to be used during break or lunch time. Please note the photo gallery and browsing history may be monitored at any time by a member of staff.

BETSS Anti-Bullying Blueprint

What is bullying?

Bullying is unwanted negative behaviour, verbal, psychological or physical conduct by an individual or group against another person (or persons) and which is repeated over time. Examples include: deliberate exclusion, malicious gossip, cyber bullying, physical assault, etc.

In accordance with our Anti-Bullying policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

The BETSS Expectations Matrix: Stand Proud, Aim High, Be Respectful, No Excuses

Bullying goes against the minimum expectations set out in the BETSS expectations matrix and as a community we have a zero-tolerance approach towards bullying.

Our Motto	Attitude we expect all students to display	Minimum Expectation
Be Respectful	Always treat others as you would like to be treated. Be a team player. We are all unique and everyone has something of value to contribute to the world.	<ul style="list-style-type: none">● Listen to others, use appropriate verbal & non-verbal language and be kind.● Keep hands, feet, objects and personal comments to yourself.● Look after & respect all members of the school community.● Follow all staff instructions in lessons, around the school and during school trips.● Never post anything on-line that would hurt, humiliate or disrespect another person.

How does BETSS promote Anti-bullying?

By having a zero-tolerance approach, the BETSS community supports anti-bullying by:

- The promotion of our Belmayne Way expectations.
- Our curriculum, tutor time and assemblies.
- Our restorative values.
- School Council activities & discussions.
- Anti-bullying week.
- A clear & safe reporting system.

What should students do if they experience bullying?

It is important that all students are aware of the support available to them if they experience bullying.

Students and parents/guardians are strongly encouraged to report any form of bullying:

Who to tell?	<ul style="list-style-type: none">● Teacher/ Tutor / Principal.● Any member of staff with whom the student feels comfortable.● Student council class representative
How to tell?	<ul style="list-style-type: none">● Direct approach to teacher at an appropriate time, e.g. after class● Hand up note with homework● Get a parent or friend to contact the school and speak on your behalf by phoning the school and asking to speak to the Teacher/ Tutor/ Principal.● Teaching staff may administer a confidential questionnaire periodically to students (Appendix 6)

Actions the school will take when bullying issues are reported or concerns are raised:

1. Investigate the incident fully.
2. If the incident is deemed to be minor, a **verbal warning** will be given to the bully.
3. Set up a restorative conversation if appropriate.
4. If the bullying behaviour persists or is of a serious nature the school will speak to all the students involved and take statements.
5. The school will ensure that students involved are accountable for their actions.
6. Inform the parents/carers of all parties involved.
7. Record bullying incidents on Vsware.
8. Monitor the number of bullying incidents recorded and plan targeted intervention when needed.
9. Yearly audit of student's perceptions of bullying within BETSS.
10. Act on student voice concerns.

Appendix 1

Practical tips for building a Positive School Culture and Climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Council in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate break time supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school. Hot spots tend to be in the outdoor areas, changing rooms, corridors and other areas of unstructured supervision. Hot times again tend to be times where there is less structured supervision such as when pupils are in outdoor spaces or moving classrooms.
- Support the establishment and work of student councils.

Appendix 2 Online Form for recording bullying behaviour

The following google form is completed by staff investigating bullying behaviour and the records are stored in a corresponding spreadsheet. The link to this form is on the Digital Staff room.

[Record of Bullying Behaviour](#)

Appendix 3 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management 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.

Y/N

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
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?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	Y
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
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?	Y
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N
Has the Board put in place an action plan to address any areas for improvement?	N/A

Signed:
Chairperson, Board of Management

Date:

Signed:
Principal

Date:

Appendix 4

Appendix 4 Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> ● Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. ● Physical aggression ● Damage to property ● Name calling ● Slagging ● The production, display or circulation of written words, pictures 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.
<p>Cyber</p>	<ul style="list-style-type: none"> ● Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation ● Harassment: Continually sending vicious, mean or disturbing messages to an individual ● 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
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> ● Spreading rumours about a person’s sexual orientation ● Taunting a person of a different sexual orientation ● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner ● Physical intimidation or attacks ● Threats

Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> ● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or Traveller background ● Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ● 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" ● Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> ● Unwelcome or inappropriate sexual comments or touching ● Harassment
Additional Educational Needs, Disability	<ul style="list-style-type: none"> ● Name calling ● Taunting others because of their disability or learning needs ● Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying ● Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. ● Mimicking a person's disability ● Setting others up for ridicule

Appendix 5 - Indications of Bullying Behaviour – Signs and Symptoms

The following signs and systems may suggest that a student is being bullied:

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from the school.
- Fear of going out at break/ lunchtime
- Unwillingness to go to school, refusal to attend.
- ‘Mitching’.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour.
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either students or teachers.
- Becoming disruptive or aggressive.
- Possessions missing or damaged.
- Increased requests for money or stealing money to meet extortion demands.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling her/him.
- Becoming isolated in the class.
- Unexplained absences.
- May begin to bully other students.

These signs do not necessarily mean that a student is being bullied. They can also be indicative of other problems. If repeated or occurring in combination these signs do warrant investigation in order to establish whether or not bullying is the root cause.

Appendix 6

Class Observation Form

Teacher: _____

Class: _____

Date: _____

Time	Name of Student(s)	Behaviour	Directed Towards

BULLYING IS UNACCEPTABLE AND WILL NOT BE TOLERATED IN OUR SCHOOL

School-wide approach

- 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 will be made known to all parents/guardians on enrolment.
- 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 parents/guardians seminars; annual or term or monthly student surveys; regular school or year group assemblies by Principal, year heads etc.
- Encourage a culture of telling, with emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell.
- Direct approach to a 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.
- In the new build there will be an anti-bullying postbox for students to report bullying in the school
- Get a parents/guardians or friend to tell on your behalf.
- Administer a confidential questionnaire once a term to all pupils.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- Raising awareness about the issue of bullying:
- Anti bullying workshops for all first year students- Class tutors sit in on the workshop/Notification of Cyber Bullying workshops for parents (Zeeko–Internet safety Workshop)
- Equality/respect for others posters around the college
- Emphasis on equality in all college policies and guidelines
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Internet Safety Barnados Programme, Zeeko, Link with Jigsaw in Clondalkin re Mental Health Workshops for staff and students- Pieta House, Resilience Academy
- School wide delivery of lessons on **webwise.ie site- <https://www.webwise.ie/teachers/resources/>**
- 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.

Links to other policies

- School policies and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections Policy-Safeguarding Statement, LGBTQ+ Policy, Acceptable Use Policy.

Supports for Students Affected by Bullying

Students who have been bullied: these students are monitored and on a regular basis and regular communication takes place between the college and their parents. Where available support and counselling will be applied for from the PSS (Physiological Support Services) available to students who

have been bullied. Students may also be given the opportunity to engage in esteem building activities, such as Leadership and Effective Communications workshops- Jigsaw.

Students involved in bullying behaviour: these students may need counselling to help them to learn other ways of meeting their needs without violating the rights of others. Learning strategies are employed to enhance the feelings of self-worth and tutors and the pastoral care team assist these students on an on-going basis.

Students who observe instances of bullying behaviour: It is made clear to all pupils that when they report incidents of bullying they are not telling tales but behaving responsibly. Students are encouraged to discuss these matters with tutors and teachers.

REFERENCES

- Department of Education and Skills Guidelines on Countering Bullying Behaviour in Primary And Post Primary Schools (1993) available on DES website
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stay Safe and Walk Tall Programmes
- Anti Bullying Unit. Trinity College. Dr. Mona O'Moore.
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
- Code of Practice on the Prevention of Workplace Bullying. HSA 2002
- Working towards a Whole School Policy on Self-Esteem and Positive Behaviour. Jenny Mosley. Positive Press 2001
- Circular 20/90 on Discipline (DES website www.irlgov.ie/educ). Also as Appendix 54 CPSMA Handbook
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998. (DES website). Deals with appeals under the following headings:
- (1) Permanent exclusion from a school
 - (2) Suspension
 - (3) Refusal to enrol
- Education Act, 1998 Section 15 (2(d)) (DES website)
- Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5) (DES website)
- Report to the Minister of Education Niamh Breathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools
- NPC website www.npc.ie
- PSDT website www.pdst.ie
- IPPN website www.ippn.ie
- INTO website www.into.ie
- SDPS website www.sdps.ie

This Anti-bullying policy was adopted by the Board of Management for the first time on 17/12/2019 and reviewed most recently on 19/11/2024.

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: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: 19/11/2024

Date: 19/11/2024

Date of next review: Full implementation of Cinealtas before May 2025