



POLICY TO COUNTER BULLYING BEHAVIOUR

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*Presentation Secondary School,
Milltown, Co. Kerry*



School Mission

Our school is a Catholic school which aspires to the full development of all its members according to Christian Principles. Every effort is made to ensure that each student develops according to his/her talents and potential: physically, spiritually, emotionally, intellectually.

We aim to develop fully integrated people who are aware of their own dignity as persons, who have Christian values, who are reliable, trustworthy, honest, truthful, caring, prayerful, devoted to duty, lovers of God and of neighbour; people who are prepared to reach out to those less fortunate than themselves.

The Policy and Procedures for dealing with incidents of bullying behaviour have been developed in a collaborative and consultative way with all the partners in the school community and have been adopted by the Board of Management and staff of Presentation Secondary School, Milltown.

Policy Aims

The School has a primary responsibility for the care, welfare and safety of our students. We carry out this duty through our ethos, school mission, pastoral care and other policies. Together these aim to provide a caring, supportive and safe environment in which all our young people can learn and develop their full potential, valuing individuals for their unique talents and abilities.

Our goal is to raise awareness of bullying as an unacceptable form of behaviour and to establish a high degree of collective vigilance.

We aim to create an atmosphere of openness, which encourages subjects of bullying behaviour to disclose and to dispel the culture of secrecy in which the student often feels a sense of hopelessness and futility against the power being exercised by those involved in bullying behaviour.

We also seek to protect our students by helping them to learn about the risks of possible abuse and helping them to acquire the confidence and skills they need to keep themselves safe.

The overriding concern of all adults in our school community must be the care, welfare and safety of the child/student.

There are five sections to this policy:

- 1) Considerations in outlining a positive school policy on countering bullying
- 2) Definition of Bullying
- 3) Anti-bullying statement which is the rationale for the policy
- 4) The procedures for dealing with complaints, disclosures and suspicions of bullying
- 5) The Anti-Bullying Charter which is displayed in every classroom in the school.

Considerations

At Presentation Secondary School Milltown we strive to create the best environment for learning and for psycho-social growth and development of each student. As a caring school community, we hold that all cruel and abusive behaviour, which is persistent and pervasive, is unacceptable and repugnant to the ethos of our school. Bullying behaviour, by its very nature, may cause psychological harm and damages the educational process.

In formulating this policy Presentation Secondary School...

- ... values the uniqueness of each individual and his/her worth as a human being.
- ...acknowledges the right of each member of the school community to enjoy school in a secure environment. The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- ...has a clear commitment to promoting equity in all aspects of school life.
- ... responds to the needs, fears or anxieties of individual members in a sensitive manner.
- ...takes particular care of "at risk" students and aims to provide early intervention when necessary.
- ... promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in group and community.
- ... promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- ...acknowledges that cyber/text bullying is of growing concern. Software has been installed to ensure that social networking websites are not accessible from school computers and use of mobile phones/camera phones is not permitted during the school day. Whilst there are limitations on the actions a school can take to prevent such cyber/text bullying outside of school, every effort will be made to educate our students and encourage positive use of new technologies and positive behaviour towards each other. Where such bullying encroaches into school time incidents will be dealt with in accordance with this policy.
- ...recognises the need to co-operate with and keep parents informed on procedures to improve relationships within the school community.
- ...has the capacity to change in response to student's needs.
- ...disapproves of vulgar, offensive, sectarian, racist or other aggressive behaviour or language by any of its members.
- ...uses various aspects of the curriculum to promote positive attitudes and values among the student body and the school community as a whole.
- ... recognises the rights of parents to share in the task of equipping the student with a range of life-skills.
- ... recognises the role of other community agencies in preventing and dealing with bullying.
- ...acknowledges that all staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school in accordance with our ethos, school policies and DES legislation.

Anti-Bullying Procedures for Primary & Post-Primary Schools

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 Presentation Secondary School, Milltown has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

Key Principles & Best Practice

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A 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;
- Effective leadership;
- A school-wide approach;
- 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;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Definitions 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 conducted, by an individual or group against another person (or persons) and which is repeated over time.

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

- deliberate exclusion, malicious gossip, teasing, taunting, threatening, hitting, extortion and other forms of relational bullying by one or more persons against the subject.
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

The more extreme forms of bullying behaviour, when they are perpetrated by adults rather than children, would be regarded as physical and/or emotional abuse. Such serious incidences of bullying should be dealt with in accordance with the adopted Child Protection Guidelines.

Relevant Teachers

The relevant teacher(s) for investigating and dealing with bullying are as follows: (Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Relevant Year Head
- Deputy Principal
- Principal

Education & Prevention

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows

- SPHE/Life Skills & ICT programmes
- Buddy Mentoring Programme
- Class Tutors
- Kerry Life Education workshops & information evenings for parents.
- Anti-Bullying Awareness Week
- Attendance at numerous mental health awareness seminars/workshops
- Dr. Maureen Griffin – Internet Safety

Bullying is a highly distressing and damaging form of abuse and it is not tolerated in our school.

We seek to address this issue in a firm and positive manner through a range of measures and strategies which will enable all the members of the school community to deal effectively with bullying behaviour.

All students' sign up to our Anti-Bullying Charter (see appendix 1) & policy and staff are vigilant at all times to the possibility of bullying occurring.

We aim to promote a culture of respect & appreciation of others in our extended school community. We will take all possible steps to prevent bullying occurring & will implement the specified procedures where it does occur.

Procedures

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 (Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

Dealing with Complaints, Disclosures, Suspicions of Bullying

No-Blame/Shared Concern Approach

Stage 1

1. Recording Complaints/ Disclosures of Bullying

While there may be different levels of bullying, all incidents should be recorded in writing.

All incidents are recorded on a Bullying Incident Form and filed by the Year Head of the alleged offending student(s). Such forms should be treated as confidential information, stored in a secure place and made available only to appropriate persons.

Bullying behaviour may come to the attention of a staff member in a variety of ways.

a) Direct Verbal Disclosure / Telling

Subjects of bullying behaviour may gain confidence by 'telling' and just talking about what has happened to them. Building confidence may be a vital factor in making progress. A student may simply wish to:

- Discuss what is happening to him/her
- Seek advice
- Express how he/she feels in relation to perceived incidents of bullying
- While doing this with a trusted teacher, he/she may not want any action taken for the time being. The teacher should respect the students' wishes in so far as this may be done without endangering him/her.

b) Suspicions of Bullying

A teacher who suspects that a student may be a subject of bullying behaviour (either through observation, information given by a third party or other means) is requested to fill in the **Bullying Alert Form** (see appendix 2). This should be passed on to the relevant **Year Head** as the 'relevant teacher'.

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

Non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

2. Informing the Year Head

A teacher who receives a complaint/disclosure that a student is the subject of bullying behaviour should report the matter to the relevant Year Head as soon as possible. In assessing the situation they will decide on a course of action. *In cases where the report has come from parents or students and has been given directly to the Principal/Deputy Principal, they will liaise with the Year Head at the earliest possible moment to determine who will take the lead.*

It is important to consider that in some cases of apparent bullying, students who have previously been friends may have fallen out with one another, leading to tensions between them and/or within a group.

The Year Head will interview the student giving consideration to the guidelines in appendix 3.

a) Initial Report

The student should be asked if they would be happy to **write down** the things that have happened and the way they feel. If necessary students can be given help with this but the words used **MUST** be that of the students. This process often helps the student to think carefully about incidents, in particular if it is uncertain if bullying is actually taking place.

Where the student does not feel happy with writing the account themselves the teacher may write it, using **the student's words**, and ask the student to sign the account to verify they are happy with this.

If a student is too upset or uncomfortable with writing an account then the teachers should simply write an account of what they have been told as soon as possible after the interview.

b) Investigation

An investigation should be conducted discreetly to determine the facts and attempt to rectify the situation. A fair hearing must be given to both sides.

In order to prevent repercussions for the subject who may be seen as having told ('grassed'/'ratted') every effort should be made to protect the subject and the bystanders.

It is not advisable to question students publicly or, initially, as a group. A low key approach outside of class is the most effective way of investigating incidents of bullying behaviour.

Under normal circumstances action should not be taken without the subject's permission. Sometimes the plight of the subject is made worse because either the parent or the teacher has presumed to know the answer.

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or parents;

All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way;

- (i) Each student is interviewed individually. **It is important not to make accusations at this stage.**
- (ii) As soon as the student has acknowledged some awareness (not necessarily guilt) relating to what has been happening, the student should be asked directly **what he/she can do to improve matters**. The interviewer's primary concern is not to apportion blame but to produce a constructive response and change the situation.
- (iii) It does not in any way excuse or condone the bullying behaviour. A responsible response is invited and expected.
- (iv) If the interviewee does not come up with suggestions, the interviewer should make some. The interviewer should express strong approval for any constructive proposals. Proposals/plans should be simple, clear and realistic. Another meeting should be arranged to find out what has actually been done in relation to promises/plans made. Close monitoring of what was promised is essential.

- (v) At the meeting no threats are made nor any warnings given. A hostile, blaming attitude on the part of the authority figure may increase the likelihood that the bullying behaviour will continue and may unite the offenders more strongly.
- (vi) Returning to the subject of the alleged bullying the interviewer should let him/her know what steps the offender(s) have offered to take to put things right. However, it would be useful to find out from the subject if he/she perceives that there is anything in his/her behaviour which provokes or elicits bullying behaviour. This should be done in a manner that he/she does not feel that he/ she is being blamed.
- (vii) Once it is evident that good progress is being made or could be made, a meeting of the whole group may be organised at which the issues that have come to light can be discussed by all parties in a supervised and managed environment. The relevant Year Head and the Deputy Principal or the relevant Year Head and another Year Head will facilitate such discussions. Only if all parties are agreeable will such discussions take place at this stage.
 - Principal/Deputy and a Year Head or Two Year Heads will facilitate discussion.
 - The ‘No-Blame’ / ‘Shared Concern’ approach will be explained to all parties. Student will be informed that this stage of the process efforts are to find a solution not apportion blame and sanctions.
 - Each student will give their account, express their feeling in relation to the issues and will have the right to reply. However, at all times the dignity of all present will be respected.
 - At the end of discussions student will be asked for their solutions to the problems. If none are forthcoming the teachers present will recommend some. It is expected that students will agree with these and be content to implement them. However, if there is resistance then these solutions will be put forward as ‘expected behaviour’.
 - Unacceptable behaviour will also be outlined. Students will be informed that should they choose to continue with such behaviour it will be regarded as bullying behaviour and will result in procedures outlined in Scenario A.
 - In cases where the subject may have behaved provocatively, adjustments in behaviour should be facilitated on of both sides. **All discussions will end with a clear statement of what is expected from each person as a result**, what behaviour(s) are unacceptable and that should similar incidents occur in the future Stage 2 of Anti-bullying Policy will be implemented.
- (viii) If this approach appears to have been successful it may be decided that parents need not be contacted at this stage. However, records will be kept in their file and should any further incidents of bullying arise parents will be contacted as per procedures in Stage 2. In some cases it may be deemed necessary to contact parents of some of the parties involved at this stage.

The objective is to change the attitudes of the alleged offender(s) towards the subject or other potential subjects. The use of punishment and contacting parents at this stage is often ineffective as it may breed resentment, increase group solidarity, further endanger the subject, and challenge the offenders to discover ways of bullying which are harder to detect.

**Cases which CANNOT be solved by the No-Blame/Shared Concern Approach
Stage 2**

In severe cases of bullying behaviour or where individuals do not respond to the above method, further action will be required.

At this stage the Principal/Deputy Principal should be informed of the situation and will become involved in the process with the Year Head. In some cases the Principal/Deputy Principal may be involved from the outset.

The alleged offender(s) will be interviewed by the Principal/Deputy Principal and the Year Head will outline and remind the student of previous intervention in Stage 1.

If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

Scenario A

Where in the professional judgement of the Principal/Deputy/Year Head it is determined that the issues appear to be more of unpleasant behaviour on both sides due to a falling out or other difficulties rather than 'bullying' behaviour, the following procedures will be implemented

- 1) The students involved will again be individually interviewed by the Principal/Deputy/Year Head.
- 2) A further opportunity to sit down and discuss the issues/difficulties with all parties will be recommended.
 - Principal/Deputy and a Year Head or Two Year Heads will facilitate discussion.
 - Each student will give their account, express their feeling in relation to the issues and will have the right to reply. However, at all times the dignity of all present will be respected.
 - At the end of discussions student will be asked for their solutions to the problems. If none are forthcoming the teachers present will recommend some. It is expected that students will agree with these and be content to implement them. However, if there is resistance then these solutions will be put forward as 'expected behaviour'.
 - Unacceptable behaviour will also be outlined. Students will be informed that should they choose to continue with such behaviour it will be regarded as bullying behaviour and will result in procedures outlined in Scenario B.
- 3) Parents of all parties will be informed of the discussion and agreed outcomes in relation to their son/daughter.
- 4) Should these discussion appear to be successful then the Principal/Deputy/Year Head will check-in again with all parties within 3-4 weeks to monitor progress (sooner if deemed necessary). In cases where the behaviours previously deemed 'unacceptable' continue procedures outlined in Scenario B will be implemented.

Scenario B

Where in the professional judgement of the Principal/Deputy/Year Head it is determined that **bullying has occurred** the following procedures will be implemented.

- 1) Parents of the offender(s) will be contacted, informed of the situation and their assistance sought.
The offending student may then be interviewed in the presence of his/her parents. This would be particularly important where the offender does not appear to understand the gravity of the offence or where on-going support from parents may be required by him/her.
The school will 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 son/daughter.
- 2) The incident will be recorded on Appendix 2.
- 3) Sanctions deemed fair and appropriate may be applied with a view to assisting the offender to adjust his/her behaviour. Such sanctions might include:
 - Firmly reminding the student of the ethos and rules of the school which are in place to protect all students.
 - An apology written or in person to the subject of the bullying behaviour.
 - Detentions and/or withdrawal of privileges.
 - A written assurance that the bullying behaviour will not be repeated.
 - Exclusion from certain school activities for a specified period of time.
 - Being escorted to and from school by a parent (e.g. where bullying occurs on the way to or from school)
 - A written account of the bullying incident and the student's plans to put things right with the subject. (*Help may be given with this*)
- 4) The offending student(s) are informed that the incidents are being recorded. A formal, verbal warning not to re-offend/repeat unacceptable behaviour will be given.
- 5) The parents of the student subjected to the bullying behaviour will also be informed that action has been taken, but details cannot be divulged. It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents and the school.
- 6) The Principal/Deputy/Year Head will meet with the subject of the bullying behaviour after 20 school days (after Appendix 2) to determine if the issues have been adequately addressed.
- 7) **Appendix 3 – Recording Template** (*Anti-Bullying Procedures for Primary and Post-Primary Schools*)
In cases where the Principal/Deputy/Year Head considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 3** *Section 6.8.10 (iii)*

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - ❖ Whether the bullying behaviour has ceased;
 - ❖ Whether any issues between the parties have been resolved as far as is practicable;
 - ❖ Whether the relationships between the parties have been restored as far as is practicable; and
 - ❖ Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;
- 8) The offending student (and their parents) will be informed that he/she is in breach of the school's anti-bullying policy and that a formal report of the bullying behaviour (Appendix 3) will be forwarded to the Board of Management as is required by DES procedures.

- 9) Referrals to/support from outside agencies not previously involved may be appropriate at this stage. For example NYP, NEPS,
- 10) Consideration will be given to the specific circumstances of each individual case and the nature of & severity of the behaviour/incident(s).
 - Firmly reminding the student of the ethos and rules of the school which are in place to protect all students.
 - An apology written or in person to the subject of the bullying behaviour.
 - Detentions and/or extended withdrawal of privileges.
 - A written assurance that the bullying behaviour will not be repeated.
 - Exclusion from certain school activities for a specified period of time.
 - Being escorted to and from school by a parent (e.g. where bullying occurs on the way to or from school)
 - A written account of the bullying incident and the student's plans to put things right with the subject. *(Help may be given with this)*
 - Suspension
 - Exclusion
- 11) Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.
- 12) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

It is very important that all involved (including each set of students and parents) understand the above approach from the outset;

Programmes of Support

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

Support for the Subject of Bullying Behaviour

The subject's self-esteem/self-confidence may have suffered. He/she may still be fearful of becoming involved in similar incidents. He/she may be hurt, angry and confused.

The subject should be offered regular and consistent support by the counsellors, chaplain or other staff member whom the student trusts. Help of a different nature will be required by different kinds of students.

In cases of some it might be helpful to:

- Encourage him/her student to make friends and stay with friends. Friends can be a good protection against bullying.
- Work with school counsellor and/or a teacher they feel comfortable with to encourage the student to become assertive gradually. Teach him/her to stand his/her ground and to look the offender in the eye. Eye contact and positive body language (head up and shoulders back) are important aspects of being assertive. Teach the child a positive assertive response and get him/her to practice it.
- Follow-up meetings with the relevant parties involved may, where deemed appropriate, be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect;
- Where appropriate referrals will be made to school counsellor, NYP and/or other outside agencies.

Support for the Offender(s)

Interventions will be offered to the student involved in bullying behaviour to enable him/her to make necessary attitudinal and behavioural changes. These may involve working with the school counsellor, NYP, NEPS and/or other outside agencies where appropriate.

It is useful to determine why the student is involved in bullying behaviour. However, the first step is to get the offender to realise that his/her behaviour is unacceptable and is causing distress.

Supervision & Monitoring

4. Supervision and Monitoring of Students

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

Prevention of Harassment

5. Prevention of Harassment

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

Publication & Distribution of Policy

6. **This policy has been made available** to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

Review of Policy

7. **This policy and its implementation will be reviewed by the Board of Management once in every school year.** Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Date Reviewed - 5th September 2019

Next Review Date – September 2020



Anti-Bullying Charter

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*Presentation Secondary School,
Miltown, Co. Kerry*



Bullying is the act of being unkind, overbearing and/or domineering of one or more person(s) to another. Bullying happens when one or more people keep picking on another person over a period of time. It can involve

- ❖ Physically harming a person/beating someone up
- ❖ Constantly verbally abusing a person/name-calling/slugging/jeering a person
- ❖ Deliberately ignoring/excluding a person/making them feel left out
- ❖ Participating in online activities which isolate, intimate and/or humiliate others and prevent them from feeling safe and happy at school.

Bullying is a serious issue which can prevent students from progressing and being happy at school. It can also interfere with their social development and life outside of school.

It is the policy of Presentation Secondary School to ensure, as far as is possible, that no student or member of the school community shall be the victim of bullying.

Teachers in our school have always shown a positive and caring attitude to students in their care and will continue to do so. Great care will be taken when dealing with the victim of bullying and also when dealing with the bully. However, sanctions will apply where necessary.

It is hoped/encouraged that students who encounter bullying in school, either as a victim or as an observer, will seek help by communicating such information to a trusted friend, a teacher, Year Head, the Deputy Principal or the Principal, in an confidential manner. This communication is for the betterment of all parties concerned and to help to maintain the important sense of community that gives this school its strength and character.

Rights	Responsibilities
<p>I have a right to be:</p> <ol style="list-style-type: none"> 1) Safe in school 2) Physically safe 3) Expect my property to be safe in school 4) Free from all forms of verbal bullying 5) Free from extortion 6) Free from emotional bullying 7) Free from any hurtful remarks regarding person, ethnicity, religion and culture 	<p>I have the responsibility to ensure that:</p> <ol style="list-style-type: none"> 1) Our school is a safe & secure place for others. 2) Others are physically safe 3) The property of others is safe 4) Others are free from verbal bullying 5) Others are free from extortion 6) Others are free from emotional bullying 7) Others are free from any hurtful remarks regarding person, ethnicity, religion and culture.

I, as a student in Presentation Secondary School, Miltown, am aware of what bullying is and how detrimental bullying is to an individual and the entire school community.

I will not partake in bullying behaviour of any sort nor will I stand idly by if I am aware of bullying occurring.

Signed :- Date:- Year Group :-

1. Name of pupil being bullied and class group

Name _____

Class _____

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

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal (if applicable) _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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10. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

**Suspected Bullying
Alert Form**

Student Being Bullied - Class -

Suspected Offender - Class -

Other Involved -
.....

Origins of Concern

Direct Verbal Disclosure by Victim Or Suspicious of Bullying

Details

(If you have suspicions that bullying is occurring include why you are concerned (eg. Informed by others, change in behaviour, observation etc)

Signed - Date -

To be returned to the appropriate Year Head(s)

Handling a Disclosure with Sensitivity

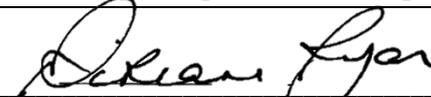
In handling a disclosure of bullying behaviour, a staff member should:

- Listen sympathetically
- Reassure the student that bullying does not mean that there is something wrong with him/her
- Emphasise that the problem lies with the offender not, not with him/her
- Encourage him/her to talk about how he/she feels
- Reassure him/her that he/she has a right to be free from intimidation/harassment by bullies
- Make clear to the student that he/she is not telling tales but behaving responsibly
- Try to boost self-esteem through lots of encouragement
- Not interrogate the subject in a detailed and persistent way as this usually makes him/her feel worse
- Not give the impression that the problem is minor or that he/she has easy solutions. To the child being bullied, the problem usually appears to be of major proportions
- Not advise extremes of either ignoring or retaliating. Do not encourage the student to hit back. Firstly, the subject may suffer physical injury and may be proven physically inferior. The student may injure the offender which may give the offender the opportunity to appear, or to say, he/she was acting in self defence. The fight may provide entertainment for bystanders.
- Pass report onto the relevant Year Head

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.

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> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
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?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
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?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	No
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
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?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Yes
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed 
Chairperson, Board of Management

Date - 05/09/19

Signed 
Principal/Secretary to the Board of Management

Date - 05/09/19

Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: *CEIST*

The Board of Management of *Presentation Secondary School, Milltown* wishes to inform you that:

The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of *5th September 2019*.

This review was conducted in accordance with the checklist set out in **Appendix 4 (6)** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed 
Chairperson, Board of Management

Date - *05/09/19*

Signed 
Principal/Secretary to the Board of Management

Date - *05/09/19*

Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: *Parents Association*

The Board of Management of *Presentation Secondary School, Milltown* wishes to inform you that:

The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of *5th September 2019*.

This review was conducted in accordance with the checklist set out in **Appendix 4 (6)** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed 
Chairperson, Board of Management

Date - *05/09/19*

Signed 
Principal/Secretary to the Board of Management

Date - *05/09/19*

Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: *Student Council*

The Board of Management of *Presentation Secondary School, Milltown* wishes to inform you that:

The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of **5th September 2019**.

This review was conducted in accordance with the checklist set out in **Appendix 4 (6)** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed 
Chairperson, Board of Management

Date - 05/09/19

Signed 
Principal/Secretary to the Board of Management

Date - 05/09/19