



The staff of St. Clare's Comprehensive are dedicated to providing a safe and secure environment for all students and staff. All members of the school community have access to the following policy statement in relation to bullying and the associated procedures that have been drawn up.

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 St. Clare's Comprehensive School 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.

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

- A positive school culture and climate which-
- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness measures) that build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- 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. .

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 from any school stakeholder towards a student or member of staff are included in the definition of bullying:

- . deliberate exclusion, malicious gossip and other forms of relational bullying,
- . cyber-bullying and

. identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

<p>EXAMPLES OF BULLYING BEHAVIOURS</p> <p>GENERAL</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 • Emotional/Psychological • Graffiti • Extortion • Intimidation • 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 rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images

	<ul style="list-style-type: none"> • Exclusion: Purposefully excluding someone from an online group • Cyberstalking: 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 eg Facebook/Askfm/Twitter/Youtube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
HOMOPHOBIC AND TRANSGENDER	<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 • Physical intimidation or attacks • Threats
RACIAL	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
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"
SEXUAL	<ul style="list-style-type: none"> • Unwelcome sexual comments or touching • Harassment

The relevant teacher(s) for investigating and dealing with bullying in this school is (are) as follows:

- Principal
- Deputy Principal
- Guidance teachers
- Year heads
- Tutors (& Roll call teachers)
- Care team personnel
- Any teacher may act as a relevant teacher if circumstances are appropriate.

The school aims to prevent bullying through a range of strategies. These include

- The inclusion of a module dealing with bullying in Religious Education classes and in SPHE
- Good relationships would be maintained through out the school community so that students would find it easy to report incidents of bullying.
- Being vigilant for signs of bullying.
- Making sure that new/temporary staff are informed of policy when coming to the school
- Encouraging parents to report bullying to the school
- Reporting incidents to the Mentors, Teacher, Year Head, Deputy Principal or Principal.
- Immediately investigating all instances of bullying.
- Supervision during break times
- Use of mentor and prefect systems as a constant support to our junior students.
- Mentors to distribute Anti-bullying questionnaires at least once every half-term and to give presentations to their classes on bullying.
- Mentors to organise an annual one week anti-bullying campaign.
- Anti-bullying sociograms to be distributed to classes through S.P.H.E. classes at least twice a year.
- Anti-bully questionnaires to be distributed to parents accompanying any school correspondence e.g. School reports
- An Anti-bullying Charter/Contract signed by every student and parent
- An Anti-bullying charter specific for those students travelling on the buses.
- Prefects on the buses (Silent mentors)
- A class observation form may be used as a tool to gather information regarding a concern.
- False allegations require consequences as these can be damaging – Making a false allegation of bullying against a student or member of staff is deemed to be a serious action. Those found to be making such an allegation will be obliged to retract their allegations in writing and will be subject to a series of sanctions which may include suspension and /or expulsion.
- A 'report' box is to available at each of the main exits to the school- this is highlighted in the journal and by notices in the classrooms.
- Promoting good net-technique and raising awareness of cyber-bullying

Circulating, publishing or distributing (including on the internet) material associated with school activities including but not limited to material in relation to staff and students where such circulation undermines, humiliates or causes damage to another person is considered a serious breach of school discipline and may result in disciplinary action. As part of such disciplinary action the Board of Management reserves the right to suspend or expel a student or students where it considers the actions to warrant such sanctions.

Procedures for investigating and following up bullying behaviour		
1. Initial report/disclosure of bullying behaviour		
Action taken by	Procedure	Support and/or sanction <i>may</i> include
Subject teacher, tutor, or any teacher.	Challenge the behaviour as being unacceptable.	Serious talk with student(s) re effects of their behaviour.
Member of the Care Committee	Speak to both students separately and try to resolve the issue using an established intervention technique eg Restorative Approach)	Verbal warning. Student/s involved warned to stop.
If the teacher feels that they can resolve the situation.	Keep a record (informal)	Seek verbal agreement re. future behaviour.
Always consult with an appropriate colleague or management	Teacher will follow up progress with: victim and bully, bystanders or others involved.	Outline a fair outcome <i>if appropriate:</i> e.g. an apology, return of property etc.
	N.B. If the incident has not been resolved within 20 days the relevant teacher must record the behaviour on the incident template below (Appendix F)	Support of parents to deal with issue

Subsequent report /disclosure eg second incident by the same student

Action taken by	Procedure	Support and/or sanction <i>may</i> include:
<p>Relevant teacher Tutor, Year Head involved</p> <p>Member of the Care Committee may be involved.</p>	<p>Incident investigated by the Year Head</p> <p>Principal/ Deputy principal informed.</p> <p>Both sets of parents informed by the Year Head</p> <p>Keep a record.</p> <p>Year Head follows up progress with victim and bully, bystanders or others involved.</p>	<p>Serious talk with the student re: behaviour and future behaviour.</p> <p>Sign written agreement re future behaviour.</p> <p>Parents/Guardians sign written agreement re future behaviour.</p> <p>Speak with school counsellor.</p> <p>Detention /other agreed sanction from school's Code of Behaviour Monitor future behaviour.</p> <p>Involvement of parents</p>

Where bullying behaviour persists / serious incident of bullying

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

SIGNS OF BULLYING

The Student

- Refuses to go to school
- Is unhappy going to school
- Mitches school
- Deteriorates in academic performance
- Complains frequently about headaches or tummy ache
- Shows visible signs of distress e.g. stammering, nightmares, bedwetting, not eating, vomiting, has aggressive outbursts.
- Is constantly worried or anxious.
- Avoids team games.
- Has possessions missing or damaged.
- Steals or looks for money frequently.
- Has few or no friends.
- Does not mix well, prefer to be alone.

These signs do not necessarily mean that a student is being bullied. However, if behaviours are repeated or occurring in combination it is advisable to find out what is affecting the student.

Procedures for Noting and Reporting Bullying.

All records must be maintained in accordance with relevant data protection legislation.

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgment in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.

If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

The relevant teacher must use the recording template at **Appendix F** to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

Non teaching staff is to be encouraged to report any incidents of bullying witnessed by them.

Established intervention strategies

- Teacher interviews with all students
- Negotiating agreements between students and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parents to support school interventions
- No Blame Approach
- Restorative interviews
- Restorative conferencing (groups)
- Implementing sociogram questionnaires

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

- Pastoral system
- Use of tutor/Year head structures
- Care team
- Individual counselling for students where appropriate
- Group work where appropriate

A programme of support for pupils who have been bullied will ensure that they receive counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

A programme of support for those pupils involved in bullying behaviour will also be part of the school's intervention process. Pupils involved in bullying behaviour will receive assistance on an ongoing basis where necessary. For those with low self-esteem, opportunities will be developed to increase feelings of self-worth. Learning strategies applied within the school will allow for the enhancement of all pupils' self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers.

Internal Supports available to Schools in Countering Bullying

Team /Personnel Structures	Policy Documents	Material Resources
Board of Management, Principal and staff.. HSCL Officer..	Whole School Plan. Code of Discipline. Acceptable use Policy.	School Development Planning: Guidelines for Post –Primary Schools (1993). Looking at Our School - A Guide to

<p>National Behaviour Support Service</p> <p>Special Needs Assistants</p>	<p>Child Protection Policy.</p> <p>Attendance Policy.</p> <p>Admissions Policy.</p> <p>Induction for new students / staff.</p> <p>Health and Safety Policy.</p> <p>Dignity in the Workplace.</p> <p>Critical Incident Policy.</p>	<p>Self-Evaluation in Second-Level Schools.</p>
<p>SPHE Co-ordinator and teachers.</p>	<p>SPHE Policy.</p> <p>RSE Policy.</p> <p>Anti-Bullying Policy.</p>	<p>Template for developing an Anti-Bullying Policy (DES 2006).</p> <p>SPHE Curriculum / Syllabus</p> <p>SPHE School Handbook</p> <p>On My Own Two Feet</p> <p>Healthy Living</p> <p>Healthy Times</p> <p>Healthy Choices</p> <p>Relationships and Sexuality</p> <p>Education Resource Materials (Junior and Senior Cycle)</p> <p>Pastoral Care Junior Cycle Workbook</p> <p>Substance Abuse Prevention Programme</p> <p>SPHE Resources in Education Centres</p> <p>Cool School Programme</p>
<p>Pastoral Care Personnel</p> <p>Guidance and Counselling Programme</p> <p>Chaplain / RE Team</p> <p>Year Heads / Tutors</p>	<p>Pastoral Care Policy</p> <p>Guidance and Counselling Plan</p>	<p>Guidance and Counselling Programme</p> <p>RE Syllabus / Curriculum</p>
<p>CSPE Team</p>	<p>CSPE Policy</p>	<p>CSPE Starter Pack</p> <p>- syllabus and guidelines</p>
<p>Student Council Buddy / Mentor System, Parents' Association</p>	<p>Anti-Bullying Policy</p>	<p>Cool School Lessons, booklets and support for Friendship week.</p>

Supervision and Monitoring of Pupils

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

Prevention of Harassment

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

APPENDIX A



St. Clare's Comprehensive School Student Anti-bullying charter

Every student in the school has the right to be treated with respect and courtesy and to have his/her individuality valued. While we recognise that there may be personal differences and disagreements between students, these will not affect students being together as a school community.

- 1. We want St. Clare's Comprehensive school to be a happy and safe environment for all staff and students.**
- 2. We will not tolerate bullying in any of its forms in our school community.**
- 3. We will work as a school community to ensure that we create a safe space where everyone is respected and can do their best in academic, sporting and social fields.**
- 4. We will try to help create a happy and safe atmosphere in all our classes for each other and our teachers**

Signed

Student

Parent/Guardian

APPENDIX B



St. Clare's Comprehensive School Student Anti-bullying charter for uses on bus journeys associated with the school.

Every student in the school has the right to be treated with respect and courtesy and to have his/her individuality valued. While we recognise that there may be personal differences and disagreements between students, these will not affect students being together as a school community.

- 1. Bullying in any of its forms will not be tolerated on buses supplying St. Clare's Comprehensive.**
- 2. All students have a right to safe passage to and from school without fear of harassment or intimidation, be it physical, verbal, psychological or through the medium of isolation.**
- 3. Bullying on buses will be reported and dealt with through the school's discipline structure. Students involved in bullying behaviour on buses will be subject to sanctions including suspension and/or expulsion.**
- 4. Students will adhere to any seating plan/ arrangements made by a driver .**

Signed

Student

Parent/Guardian

APPENDIX C

Bullying Sociogram.(Junior)

Please ask the students in your class to fill this out as part of St. Clare's Anti-bullying policy and procedure.

All answers will be treated with discretion including those who report incidents

Name of student _____

❖ Are you happy with the atmosphere in your class? _____

❖ Name some of your friends _____

❖ Do you understand each of the following terms

	Yes	No
Physical bullying	<input type="checkbox"/>	<input type="checkbox"/>
Verbal bullying	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion	<input type="checkbox"/>	<input type="checkbox"/>
Homophobic bullying	<input type="checkbox"/>	<input type="checkbox"/>
Cyber bullying (E bullying)	<input type="checkbox"/>	<input type="checkbox"/>

❖ Are you being bullied in any way? _____

If yes please give details

❖ Is there anyone in your class being picked on , left out or given a hard time?

Yes No

❖ Is there anyone spreading rumours or gossip, or using notes, phone calls or text messages to make others feel bad about themselves ?

Yes No

Who is bullying?	Describe the behaviour?	Who is it directed towards?

❖ Are pupils from other classes giving anyone in this class a hard time?

Yes No

❖ If Yes- Can you give examples?

❖ What can you do to help students who are having a hard time?

-
-
-

❖ Have you engaged in behaviour that could be considered of a bullying nature?

This inclusion of this question is up for discussion

St. Clare's takes the issue of Bullying very seriously.

Information received through this questionnaire will be acted upon.

Thank you for your co-operation.

APPENDIX D

Bullying Sociogram. (Senior classes)

Please ask the students in your class to fill this out as part of St. Clare's Anti-bullying policy and procedure.

All answers will be treated with discretion including those who report incidents.

Name of student _____

❖ Are you happy with the atmosphere in your class? _____

❖ Name some of your friends _____

Do you understand each of the following terms	Yes	No
Physical bullying	<input type="checkbox"/>	<input type="checkbox"/>
Verbal bullying	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion	<input type="checkbox"/>	<input type="checkbox"/>
Homophobic bullying	<input type="checkbox"/>	<input type="checkbox"/>
Cyber bullying (E bullying)	<input type="checkbox"/>	<input type="checkbox"/>
Racism	<input type="checkbox"/>	<input type="checkbox"/>
Extortion	<input type="checkbox"/>	<input type="checkbox"/>

❖ Are you being bullied in any way? _____

If yes please give details

❖ Is there anyone in your class being picked on, left out or given a hard time?

Yes No

❖ Is there anyone spreading rumours or gossip, or using notes, phone calls or text messages to make others feel bad about themselves?

Yes No

Who is bullying?	Describe the behaviour?	Who is it directed towards?

❖ Are pupils from other classes giving anyone in this class a hard time?

Yes No

❖ If Yes- Can you give examples?

❖ What can you do to help students who are having a hard time?



❖ Have you engaged in behaviour that could be considered of a bullying nature? _____

This inclusion of this question is up for discussion

St. Clare's takes the issue of Bullying very seriously.

Information received through this questionnaire will be acted upon.

Thank you for your co-operation.

APPENDIX E

COPY OF QUESTIONNAIRE SENT TO PARENTS WITH REPORTS

As part of St. Clare's Anti-bullying Policy and procedure we ask you to take the time to read and answer this.

Confidential Questionnaire.

Parent/Guardian name (s) _____

Name _____ Class _____

Are you concerned that your child is being bullied?

YES

NO

If your answer is YES Please write your phone number here

This may be returned to the Deputy Principal in a sealed envelope

COPY OF QUESTIONNAIRE USED BY MENTORS WITH 1ST YRS

As part of St. Clare's Anti-bullying Policy and procedure we ask you to take the time to read and answer this.

Confidential Questionnaire.

Name _____ Class _____

Would you like to talk to someone about Bullying?

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

YES

NO

APPENDIX F

Incident Report

1. Name of pupil being bullied and class group

Name: _____ Class: _____

2. Name of person(s) engaged in bullying behaviour

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

4. Location of incidents (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"/>

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 concerns

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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 travelling 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 _____

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

PROMPT QUESTIONS FOR EVALUATION PURPOSES

- What supervision is needed for the control of school activities on a rota basis?
- Have bullying danger spots been identified in collaboration with students?
- How will teaching staff be involved?
- How will non-teaching staff be involved?
- How will the student support/care structures (including year heads, class tutors, SPHE, Guidance, RE, CSPE, Learning Support teachers) support measures to counter bullying behaviour?
- How will students, in particular, senior students be involved as a resource to assist in countering bullying? In this regard, has a mentoring/buddy system been considered?
- How will the student council, school clubs and societies be involved?
- In relation to Acceptable Use Policy in the school are the following issues addressed:
 - Are all Internet sessions supervised by a teacher?
 - Does the school regularly monitor students' Internet usage?
 - Have students been instructed to use only approved class accounts for email purposes and to use these only under supervision by, or permission from, a teacher?
 - Have students been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication for that have been approved by the school?
 - (Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which has been provided for educational purposes).

Evaluation Checklist

1 Ethos of school:



2 Raising Awareness:



3 Supervision and Monitoring:



4 Procedures for Noting and Recording:



5 Procedures for Investigating and Dealing with Bullying.



6 Programme of work with victims, bullies and their peers.



This policy was adopted by the Board of Management of St. Clare's Comprehensive School on _____ [date].

This policy has been made available to school personnel, published on the school website (is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. 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 (be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ (Chairperson)

Signed: _____ (Principal)

Date: _____ Date: _____

Date of next review: _____