KYLEMORE COLLEGE

Roll Number 70240P

Kylemore Road

Ballyfermot

Dublin 10

Anti-Bullying Policy

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1. 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 Kylemore College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools, which were published in September 2013.

This policy comprehends bullying that is either perpetrated by students or experienced by students in the College. The matter of intra-staff bullying is addressed in the following CDETB policies.

- Bullying Prevention Policy – Complaint Procedure for CDETB Staff.
- Harassment/Sexual Harassment prevention policy – complaint procedure for CDETB staff.

The Board of Management of Kylemore College adopts the ***Anti-Bullying Procedures for Primary and Post-Primary Schools*** issued by the Department of Education and Skills (September 2013) as the basis for the way in which the Kylemore College community addresses the issue of bullying.

2. Links to other policies

The Anti-Bullying Policy is linked to the following school policies:

- Code of Conduct
- Attendance Policy
- Child Protection Policy
- Acceptable Usage Policy (AUP)
- SPHE CSPE and RSE
- Guidance Plan

3. Key principles of best practice in preventing and tackling bullying behaviour

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

I. A positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity.

- encourages students and staff to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- promotes respectful relationships across the school community.

II. Effective leadership.

III. A school-wide approach.

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

V. Implementation of education and prevention strategies (including awareness raising measures) that:

- build empathy, respect and resilience in students.
- explicitly address the issues of cyber-bullying and identity-based bullying; including homophobic and transphobic bullying. Effective supervision and monitoring of students.

VI. Supports for staff.

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

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

4. 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 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.

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

Those who bully others in a non-physical way often do not realise that their actions may have serious legal consequences for them. The reality, however, is that bullying may constitute a criminal offence.
For example, bullying may constitute a criminal offence under Section 10 of the Non-Fatal Offences against the Person Act 1997.
Section 10 of this act deals with harassment and provides that a person may be guilty of this crime if s/he:
'… without lawful authority or reasonable excuse, by any means including by use of the telephone, harasses another by persistently following, watching, pestering, besetting or communicating with him or her.
'For the purpose of this section, a person harasses another where-

(a) he or she, by his or her acts intentionally or recklessly, seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other, and

(b) his or her acts are such that a reasonable person would realise that the acts would seriously interfere with the other's peace and privacy or cause alarm, distress or harm to the other'.
Section 10 harassment is an arrestable offence and, if convicted on indictment, carries a jail term not exceeding 7 years. On conviction also, a court may make an order that the guilty party may not, for a specified period, communicate by any means, or come within a specified distance of a person's home or workplace.
Section 2 of the Prohibition of Incitement to Hatred Act (1989) makes it a criminal offence for a person *to publish or distribute written material, to use words, behave or display written material ... or to distribute, show or play a recording of visual images or sounds, if the written material, words, behaviour, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred*.
Those convicted on indictment under this provision may be sentenced to a maximum of two years imprisonment and/or a fine of up to £10,000.00.

Even where bullying does not amount to a criminal offence, the perpetrator may be held liable for damages in civil court proceedings. For example, statements made on social media sites are covered by the provisions of the Defamation Act 2009, which at

Section 2 defines a defamatory statement as 'one which tends to injure a person's reputation in the eyes of reasonable members of society'.

Many, young and not so young, seem to feel that by posting anonymously on social networking sites, they can guarantee that their identity is protected. This, however, is not the case. Indeed, in many cases the content of messages makes it easy to identify the perpetrator. In any case, where the Gardaí have grounds for believing that criminal activity may be occurring, applications can be made to the courts requiring the internet service provider or others in possession of relevant information to divulge a perpetrator's identity.

Where it is felt that bullying may amount to a criminal act, the School/College will seek legal advice and the matter will be reported to the Gardaí.

5. To whom should concerns about a student being bullied be reported -relevant teachers for investigating and dealing with bullying?

Students, parents, non-teaching staff or members of the wider community should feel welcome to report their concerns to any member of the teaching staff – including the Principal, the Deputy Principal.

In this regard, any member of the teaching staff is deemed to be a relevant teacher in the context of Section 6.8.3 of the ***Anti-Bullying Procedures for Primary and Post-Primary Schools.*** The procedure for investigating bullying behaviour in Kylemore College are detailed in Appendix 1.

6. Education and prevention strategies to combat bullying – Section 6.5 of DES Procedures

6.1 Kylemore College makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student a staff member or any other person that is the subject of such behaviour. In this context, all members of the school community have a duty to bring to the attention of the Principal or Deputy Principal any incident of cyberbullying or harassment that they know about or suspect.

6.2 While, when investigating and dealing with bullying the primary focus is on resolving differences and building/ restoring, as far as is practicable, the relationships of the parties involved. Kylemore College nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the ***"Kylemore College Code of Behaviour",*** against those who bully others.

Relevant teachers for investigating bullying behavior:

- Class Teacher
- Form Tutor
- Year Head
- Programme Co-ordinator
- Assistant Principal
- Wellbeing Team
- SST
- Deputy Principal
- Principal

6.3 The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth.

6.4 The focus of the College's prevention strategy will be to build empathy, respect and resilience in students.

6.5 Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying, homophobic and trans-phobic bullying. This will include the display of LGBT posters (as appropriate) and discussions with parents about statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT and (as appropriate) participating in LGBT awareness events.

Kylemore College recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss

areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The College will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.

The College is committed to exploring the potential of the ***Schools for Health in Ireland Framework*** to assist it in ensuring that the school is inclusive, welcoming of diversity and addresses these issues effectively in the interests of all members of the school community.

Furthermore, it is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

6.6 Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.

6.7 The College will, in all its communications with students and their parents, commencing with the induction of the student into Kylemore College, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff.

More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis.

6.8 The College will adopt a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to the College) to prevent and combat bullying. In this context, the College is committed to engaging with parents. Firstly, the College will involve them in the development of policies and practices to combat bullying. Secondly the College will hold information sessions for parents to ensure that they understand the way the College deals with bullying, and to provide them with reliable information on how they may contribute

towards combating bullying. In this regard, it is important that parents realise that anyone can be a bully and anyone can be a target of bullying. It is not just other people's sons and daughters that can bully. Here, also, it is important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and ***that every youthful disagreement should not be treated as a full-blown bullying episode.***

6.9 The College will establish links with school bus drivers and others who come in daily contact with its students in order to enlist them in countering bullying behaviour by reporting it to parents and/or the College.

6.10 Where necessary the College will seek the assistance of and work with The CDETB Psychological Service in Winstead, the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support those affected.

6.11 In combating bullying, the College will take particular account of the needs of pupils with disabilities or with SEN. This will involve promoting inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.

6.12 The College will devote a staff development session/ CPD (for teaching and non-teaching staff – as appropriate) raising the awareness of bullying among staff, building an understanding of what bullying is and providing guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. This session will also provide opportunities for exploring the potential that exists within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.

A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the ***Anti-Bullying Procedures for Primary and Post-Primary Schools*** consistently and effectively.

6.13 The College is committed to surveying the student body regularly (at least once every school year) to identify the extent of bullying and, in so far as is possible, the students that are affected by it.

6.14 The College's RSE and SPHE programme will specifically address the issue of bullying with each year group, each school year.

6.15 The College will, each year, hold a Safe Internet Awareness Day and an Anti-bullying awareness week to highlight the whole issue of bullying and staying safe using modern technology.

6.16 The Cairde Team will assist in recognising bullying behaviour, for bringing concerns about bullying behaviour to the attention of a teacher and for supporting vulnerable students in relation to bullying. The Cairde Team will be provided with training to assist them in this regard.

7. Curricular and Co-curricular

The SPHE, CSPE and RSE programmes are implemented in the College.

Cyber bullying and Safer Internet Day are covered as part of Junior Cycle Information Technology

Cross curricular links are made across subject departments in the college

Bullying behaviour is addressed at tutorial time and year group assemblies.

"Our Expectations" is displayed on notice boards in every classroom and in all student diaries

Classroom rules in all student diaries are clearly set out by all class teachers.

Speakers are brought into the school from outside for relevant topics such as cyber bullying and mental health

The college operates a Student Council and each class is assigned a student representative.

Two Wellbeing weeks take place throughout the academic year and students are involved in structured activities and workshops to facilitate the development of a positive school culture.

Through co-curricular and extracurricular programmes, the college provides students with opportunities to develop a positive sense of self-worth.

The following programmes are implemented in the college across Junior and Senior Cycle:

- Belonging Plus/ You Are Here
- Fuse Anti Bullying and Online Programme
- Helping Hands
- Botvin Life skills Programme

- Barnardo's STAR Model of Internet Safety
- Friends for Life
- My Friends Youth
- Check and Connect
- Mind Out

Staff who deliver these subjects and programmes have opportunities for continuous professional development.

8. Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by the College for dealing with cases of bullying behaviour - see Section 6.8 of DES Procedures

8.1 Where a member of the teaching staff has a concern about a student being bullied, either as a result of a personal observation or as a result of receiving a report from a third party, s/he may deal with the matter in accordance with the procedures set out in Appendix 2, the teacher may refer the matter to the Principal/Deputy Principal or designated teachers as listed in Appendix 1.

8.2 In dealing with bullying behaviour in any way, teachers should inform the relevant teachers.

8.3 Where a teacher is concerned that a particular bullying episode is causing serious upset to a student, staff member or other person, s/he should bring it to the attention of either the Principal or Deputy Principal at the earliest possible opportunity.

8.4 The College reserves the right to investigate allegations of bullying (and to take disciplinary action where necessary) where bullying is perpetrated by a member of the school community and it impinges on the work or well-being of a student in the school, even where the bullying acts are committed outside of the college.

8.5 The College reserves the right, in accordance with Section 6.3.5 of the ***DES Procedures*** to seek the assistance of agencies such as Psychological Services, NEPS, the HSE, and the Gardaí, where it deems such assistance is necessary to dealing effectively with bullying behaviour. In any case, where the College deems bullying behaviour to be potentially abusive (see sections 6.8.12, 6.8.13 and 6.8.14 of the ***DES Procedures***) it will consult with the HSE's Children and Family Services to assist it in drawing up an appropriate

response or to obtain advice or to make a formal child protection report to the HSE or the Gardaí (as appropriate) in accordance with the DES ***Child Protection Procedures for Primary and Post Primary Schools.***

8.6 Concerns about or allegations of bullying will be investigated and addressed in accordance with Section 6.8 9 of the ***Anti-Bullying Procedures for Primary and Post-Primary Schools.*** These are summarised as follows.

a. In investigating and dealing with bullying the focus will be on resolving the interpersonal issues and restoring/ building, as far as is practicable, the relationships of the parties involved.

b. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

c. All reports of bullying, including anonymous reports, will be dealt with in accordance with Appendix 2 or 3.

d. It will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour to a teacher or to a member of the Cairde Leadership Team.

e. All non-teaching staff such as clerical and administrative, study supervisors, special needs assistants (SNAs), caretakers, cleaners, sports' coaches, those taking extracurricular activities and those driving school buses will be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a relevant member of the teaching staff as per appendix.

f. Incidents of bullying will be investigated in a calm, unemotional problem-solving manner.

g. Incidents of bullying will generally be investigated outside of the classroom situation to ensure the privacy of all involved.

h. All interviews will be conducted with due sensitivity, irrespective of whether they are allegedly involved in bullying behaviour or in a position to provide information about the behaviour being investigated.

i. Those investigating bullying behaviour will calmly seek answers to questions in accordance with Appendix 6.

j. Where the relevant teacher investigating a bullying issue determines that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and to explain the actions being taken (by reference to the school policy). The school will give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.

k. Where the relevant teacher determines 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 college anti-bullying policy and every reasonable effort will be made to try to get him/her to see the situation from the perspective of the person/s being bullied.

l. Where the College deems it necessary to impose disciplinary sanctions, it will be made clear to all involved (both the bullied and those doing the bullying) and their parents) that this is a private matter between the student being disciplined, his/her parents and the College.

m. As a follow up to a bullying issue being resolved, the relevant teacher should meet separately with the relevant parties to review progress. Subsequently, <u>but only</u> if the student who has been bullied is ready and agreeable, consideration should be given to meeting with both parties simultaneously as this can have a therapeutic effect.

n. Where the relevant teacher 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, the bullying incident must be recorded by the relevant teacher in the recording template at Appendix 4.

o. 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/ Deputy Principal or relevant teacher.

p. Where a parent/guardian or a student who is more than 18 years old is not satisfied that the College has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, s/he will be advised of his/her right to make an appeal to the College Committee/ CDETB. Such appeals shall be submitted, in writing setting out the grounds for the appeal, to the Chairperson of the Board within 15 school days of the parent/guardian informing the College principal that s/he is of the opinion that the College has not dealt with the bullying case in accordance with the ***Anti-Bullying Procedures for Primary and Post-Primary Schools.***

Where a parent/guardian, having exercised his/her appeal to the CDETB, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children.

Those involved in investigating and resolving bullying behaviour will note and report in accordance with Appendix 3A and/or 3. In doing so, they will comply with relevant data protection legislation.

- The relevant teacher will use his /her professional judgement regarding the records to be kept of information received, the actions taken and any discussions with those involved with the bullying behaviour.

- Where the relevant teacher establishes that bullying has occurred, s/he must keep appropriate written records to 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 3 to record the bullying behaviour in the following circumstances:

  a) Where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour occurred: and

b) Where it is necessary to report serious bullying behaviour immediately to the Principal or Deputy Principal **(see 9. 3)** or where a relevant teacher at any time passes on concerns or allegations of bullying to the Principal or Deputy Principal **(see 9.1).**

In each of the circumstances at (a) and (b) above, the recording template at ***Appendix 3*** must be completed **in full** and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable.

At any point in either investigating or resolving a bullying matter, the relevant teacher may seek the advice and support of the Principal and/or Deputy Principal while retaining responsibility for dealing with the matter.

Also, at any point in either investigating or resolving a bullying matter, the relevant teacher may hand the matter over to either the Principal or Deputy Principal. In doing so, however, s/he must complete the recording template at ***3,*** retain a copy of the completed template in his/her files and provide a copy to the Principal or Deputy Principal, as applicable.

9. Programme of support for working with students affected by bullying - see Sections 6.8 15, 6.8.16 and 6.8.17 of *DES Procedures*

9.1 The College will put in place a programme of supports for students who have been bullied. This programme will involve the following elements.

- Students who have been bullied will be:

  offered appropriate help to deal with bullying behaviour and build resilience.

- Students who have been involved in bullying behaviour will be:

  provided with strategies to stop the violating the rights of others.

- Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents.

10. Supervision and Monitoring of Anti-Bullying in Kylemore College

- 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.
- The implementation and effectiveness of the College's anti-bullying policy will be an agenda item for all staff meetings.
- Data gathered through the reporting templates (Appendix 3) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys – see Section 7.13
- At least once in every school term, The Principal will provide a report to the Board of Management setting out the following:

    - the overall number of bullying cases reported (by means of the bullying recording template (see Appendix 3) since the previous report to the Board.

    - confirmation that all cases referred via the recording template (Appendix 3) have been or are being, dealt with in accordance with the school's anti-bullying policy and the ***Anti-Bullying Procedures for Primary and Post-Primary Schools.*** The minutes of Board of Management' meetings will record the Principal's report but in doing so will not include any identifying details of the students involved.

11. Prevention of Harassment

The Board of Management confirms that the College 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.

12. Policy Adoption and Review

This policy was adopted by the Board of Management on _____.

13. Policy Dissemination and Publication

This policy will be made available to school personnel, published on the school website and provided to the Parent Committee.

14. Policy Review

- The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation in accordance with the procedures set out in Section 7.2 of the ***Anti-Bullying Procedures for Primary and Post-Primary Schools*** using the checklist included in the procedures – see Appendix 6
- The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.
- 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' Council.
- Details of the review will be recorded in the minutes of the Board of Management' meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patron and the DES. In the case of the DES, it is appreciated that the Inspectorate will place a strong focus on the actions the College takes to create a positive school culture and to prevent and tackle bullying

Signed: _____ (**Chairperson of Board of Management**)

Date: _____ **Date of next review**: _____

Signed: _____
(Principal)

Date: _____

Appendix 1: Ladder of referral in dealing with incidents of Bullying Behaviour.

Procedure

Dealing with the victim:
• Chat to vulnerable student as a starting point
• Use questions that are nondirective & psychologically safe for the student
  ○ Preferring home or school
  ○ Name-calling
  ○ Being made to feel unwelcome
  ○ Whether the class is friendly or unfriendly
• Inform teachers of what to look out for, so it is no longer hidden
• Keep the target safe through empathic listening, trust building, being believed and empowerment
• School to build trust with targets of bullying
• Empower the victim by giving confidential support, encourage student to inform their parents
• If unwilling to do so, for fear of upsetting parents, they are allowed a confidential timeframe where they are supported on their journey to empowerment
• Build a support network around the student e.g. teachers, parents, sna, older sibling or relative in school, older friend in school community
AND
Challenging the perpetrator:
• **Challenge behaviour** by referring to Anti-Bullying Policy. Stress behaviour is unacceptable.
• After intervention in an incident/responding, **stand beside** student causing the problem.
• **Diffuse** confrontation.
• **Speak** to student/s after class.
• Do not deal with student(s) in front of class group.
• **Verbal warning** to students involved. Students are warned to stop behaviours of concern.
• **Record** incident/ place note in student diary and complete Appendix 3A or Appendix 3 as appropriate.
• **Report of incident** to be given to Form Tutor / Year Head
• **Parents** to be informed.

Procedure	Disciplinary measures /Sanctions	Support	Outcome Expected
As above	**Possible Sanctions** ***Verbal Warning*** given by form tutor/ year head Whether or not there is admission of involvement it should be made clear that*:* 1. The specific behaviour you have discussed should cease immediately. 2. That the young person is made aware that disciplinary implications already apply in the situation. 3. Agreement should be sought about not taking revenge against the victim or others whom the offender suspects has provided information. 4. If agreement is not forthcoming a warning should be given which extends to the friends of the bully. ***Contact Parents*** ***Suspension*** ***Behaviour monitored*** over an agreed period of time. ***Discipline Committee***	Measures need to be taken to ensure the safety of the victim and to supervise the behaviour of any others involved. **Parents** of all parties concerned need to be informed of proposed plan. **Staff** Class Observation for a two-week period may be carried out to monitor progress. **Class** Bullying Sociogram may be carried out again to continue raising awareness of bullying as an unacceptable behaviour and to monitor progress. **Student** Students may be advised to attend counseling. Recommendations for referral to Guidance Counselling or Care Team are services that may be offered by Kylemore College.	Outline a fair outcome such as: Apologising Agreeing to mediation. Agreement reached with a parent present. Agreement to speak to a counsellor. Paying for damage. Returning money or the equivalent value of property. Suspension Exclusion Restoration/ building of relationship

Appendix 2 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' Association 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 playground/school yard/outdoor 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 playground/school yard/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 the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Appendix 3 - Template for Recording Bullying Behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

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

_____
_____
_____

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

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.

Appendix 3A - Template for Recording Bullying Behaviour/ Youthful Disagreements

1. Name of pupil being bullied and class group

Name _____ Class_____

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

_____
_____
_____

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

7a. Where behaviour is regarded as cyber-bullying, please answer the following questions

Is this a once off incident/event	
Has any intervention been tried?	
Has the abused been reported to the service provider or website administrator?	
Is their evidence available e.g. screenshots, printouts?	
Do the Gardaí need to be informed?	
Does a device need to be confiscated or a computer isolated as evidence?	
Does the material need to be taken down from social media website?	
Have parents of both students been alerted?	

Who has taken responsibility for the above steps?	

8. Brief Description of behaviour and its impact

9. Details of actions taken

10. Follow up

Has the Bullying stopped?	
Does the target/victim feel safe?	
Is further action required?	
Have those involved changed their behaviours/acknowledged the harm caused?	
Has the case contributed to the learning of the class/year/group in some way?	
Have passwords been changed, privacy settings checked & friends list cleared?	
Any further note such as the impact on this incident or recommendations?	

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** Revised on 14/10/2021

Appendix 4 Checklist for Annual Review of the Anti-bullying Policy and its Implementation

The Board of Management (the Board) 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.

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

Signed: _____
Chairperson, Board of Management

Signed: _____
Principal
Date: _____

Appendix 5- Interview Technique

This section deals primarily with an interview with someone accused of bullying others. However, the general approach and structure may also be used with victims and bystanders adjusting the content as necessary.

Interviewing an alleged bully. Background considerations

- Young people who are bullying others may respond in different ways when confronted. It is important to be aware of how an involved person might feel and the attitudes that may be displayed. The fear of being caught, labelled a bully, punished or expelled may inspire defiance, or a visible display of power. Students who feel concerned may decide never to admit wrongdoing.

- Some young people may feel ashamed of their involvement in bullying behaviour and may feel guilty. Because of a desire to save face, they may deny all knowledge of involvement. Other pupils when challenged may respond by saying nothing, or by agreeing with everything that is said. The likelihood is that the student will offer temporary compliance, without fundamentally recognising a change of behaviour.

- Occasionally, bullies have no feelings of shame, guilt, or empathy with their victim's suffering. Expecting a response on the basis of remorse may not be productive. In such a case the consequences of bullying behaviour must be made very explicit.

- Even when there is an anti-bullying policy in place, some young people may be unaware that their bullying behaviour is wrong. This will have to be explained clearly, especially to those who tend to respond aggressively to problematic situations.

- In school environments where bullying has not been effectively addressed, many of the bullying behaviours which students inflict on each other may be socially acceptable. Pupils may be modelling the behaviour of others or may behaving in accordance with accepted hidden traditions. This occurs, for example where there is a covert acceptance by students and staff of bullying of 1st Year students, new students, or of vulnerable students.

- The challenge to a teacher is to disarm these attitudes, fears and beliefs and the non-confrontational approach suggested here may help to diffuse tension.

Key Elements of an interview

Privacy

Pupils usually disclose more in private because they feel safer. Dealing with incidents in public can cause unnecessary embarrassment for the victim, increasing vulnerability, and may encourage confrontation and denial on the offender's side. Privacy is also important for witnesses and other members of the class. They may be experiencing subtle pressure to support one side or the other, or worse still, threats may have been made.

In a case where group bullying is suspected, teachers will find it helpful to enlist the help of a colleague to interview members of the group individually.

Non – confrontational approach

After welcoming the pupil and thanking them for their co-operation let him/her know that you see yourself as facilitating problem solving, rather than as a person who dishes out punishment. Take a non-confrontational approach and use "I" statements. This will reduce tension and build trust. Avoid labelling of the young person as a "Bully". Refer to the behaviour rather than the person. Be calm, constructive, and adopt a problem – solving approach, and allow enough time for the interview. Most young people respond to patience, and the opportunity to talk, rather than to pressure, anger, or impatience.

Examples of opening statements

These are designed to inspire confidence in the young person that he/she will be treated fairly. You may wish to use some or all of them, depending on your own style.

- There seems to be some difficulty between yourself and Mary. I am here to help resolve the situation. I need your co-operation to get it sorted out, because I feel your contribution to the solution is going to be extremely important. Your help is going to make all the difference. Allow time to respond.

- If you have made a mistake in your behaviour, even if it is a serious one, I want to help you work things out. The most important thing from everyone's point of view is that it never happens again. I think it is very important that it is settled here and now. Allow time to respond.

- This talk is between the two of us for the moment, and I don't want to involve the school principal, or parents at this point.
  NB. (Serious cases may need to be referred on straight away)

- We have dealt with a lot of different kinds of situations and we usually manage to sort things out, even serious problems. Allow time to respond.

At this point it should be clear to the teacher whether the young person is responding to the approach being taken. Every opportunity to co-operate is being extended to them in as friendly, non-threatening, and constructive manner as possible. Check that the young person understands what you are saying, and what your approach is. Ask whether they

would like anything clarified or repeated. Give them time to think over what you have said.

Seeking further information

The following questions will provide the teacher with contextual information.

- □ How do you get on with the other student/s?
- □ Did you know one another before this incident took place?
- □ How long do you know one another?
- □ Is there a history to what happened, or did it come out of the blue?
- □ Do you think it will be easy to get back on good terms with the other person?

Offer a choice between writing down what happened and talking about it. Writing is less confrontational, especially for the young person who might regard any one-to-one interaction with a teacher as adversarial.

Let's have a look at the incident now. I need to understand your involvement. Can you help me fill in the details from your point of view? This is what I need to be clear about.

- □ What happened?
- □ When and where did it take place?
- □ Who was involved?
- □ What part did you play?
- □ Was there more than one person involved on either side?
- □ Were there any witnesses?
- □ Did this take place more than once?
- □ Have you been involved in anything like this before?

Focus on students taking responsibility for their own actions rather than attributing blame to others or the group. Don't accept standard techniques for saving face such as "I was only messing", or "We were all doing it". Bypass these comments and ask the young person to talk about their specific role at the time. For example, ask:

- □ What did you actually say or do?
- □ How would someone else who witnessed the incident describe your actions?
- □ Would you do the same thing again, or act differently?
- □ What did you do wrong?
- □ Do you understand what was wrong about it?
- □ What is the problem about what you did?
- □ How do you feel about the situation?
- □ Are you worried about what is going to happen?
- □ What do you think is fair in the situation?
- □ This is what I think is fair:(Outline a fair outcome such as, apologising, agreeing to mediation, signing an agreement with a parent present, agreement to speak

with a counsellor, paying for damage, returning money or the equivalent value of property, suspension)

Invite a comment from the young person at this stage. A co-operative attitude should be praised on the spot. If all concerned agrees the solution to the problem, the matter may be concluded.

What if there is complete denial?

Cases will arise from time to time where there is complete denial of involvement. Repeat the evidence as you see it and try again. It may be necessary to protect the confidentiality of the source of your information.

Stay focused on what you believe actually took place.

Do not accuse the young person of lying.

- □ This is the situation as I see it. (Give details)
- □ Anybody who examined it would think the same about your responsibility.
- □ I do not accept that I am hearing the full story from what has been said so far.

Explain your role again and let the young person know that this is a very positive opportunity for them to be forthright and honest. If there is still denial, explain that you are not going to let the matter rest until it has been resolved, and outline what the next steps are according to school policy.

Complete denial: outline next steps according to school policy

E.g.

- □ Reporting matter to the Principal
- □ Initiating a wider investigation.
- □ Contacting Parents
- □ Contacting outside agencies such as Juvenile Liaison Officer or the Gardaí. CDETB Psychological Services may have a role if it appears that there are psychological difficulties.

Whether or not there is an admission of involvement, it is critically important to be unequivocal about the immediate and future behaviour of the young person.

It should be made clear that;

- □ The specific behaviour you have discussed should cease immediately.
- □ That the young person is made aware that the disciplinary implications already apply in the situation.
- □ Agreement should be sought about not taking revenge against the victim or others whom the bully suspects may have provided information to teachers.
- □ If agreement is not forthcoming, a warning should be given which also extends to friends of the bully.

- □ Measures need to be taken by the school to ensure the safety of the victim, and to supervise the behaviour of any others involved. A case discussion involving school management and other relevant personnel will decide on possible sanctions.
- □ If bullying continues, management have to choose between suspension/expulsion or referral of the offender for clinical psychological assessment. An assessment will point to whether the young Person has psychological /Psychiatric difficulties contributing to the behaviour not, and whether anger management training might be a useful next step.
- □ Discuss with the parents the possibility of counselling their child.
- □ Keep a record of the interview.