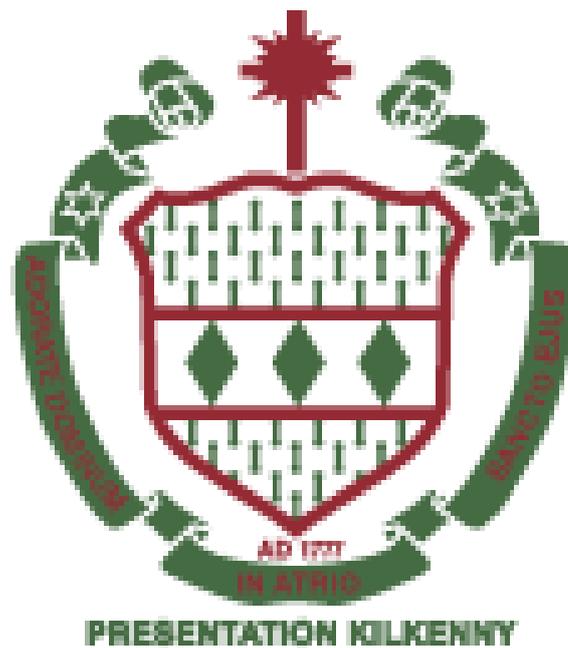


Anti-Bullying Policy

Presentation Secondary School, Kilkenny



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Date of adoption by BOM:

Date for next review:

SECTION 1:

This policy was devised and formulated by the school community, including the Board of Management and parents and staff of Presentation Secondary School, (PSS), Loughboy, Kilkenny in accordance with the Rules and Regulations of the Department of Education and Science and the JMB. PSS recognises the role of the entire school community in identifying and reporting bullying behaviour, and acknowledges its own role in taking appropriate action when bullying behaviour becomes apparent.

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, Loughboy has adopted this 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 *Anti-Bullying Procedures for Primary and Post-Primary Schools* are included in full as a supplement to PSS's Anti Bullying Policy and form part of that policy.

SECTION 2:

The Board of Management of PSS 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 raising 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.

Management and staff of PSS acknowledges the practical tips for Building of Positive School Culture and Climate in Appendix 2 of the DES Report which help prevent and tackle bullying behaviour and are included as Appendix 1 to this policy.

SECTION 3:

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 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.

Different types of bullying which can occur among students are set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. Outlined below are some of these. This is not an exhaustive list and is continued in Appendix 4.

o **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

o **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

o **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

o **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying

behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

o **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

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

o **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

THE IMPACT OF BULLYING BEHAVIOUR

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as PSS early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

INDICATORS OF BULLYING BEHAVIOUR

The following signs and symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- Unwillingness to go to school, refusal to attend, truancy;
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
- Pattern of physical illnesses e.g. headaches, stomach aches;

- Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
- Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
- Spontaneous out-of-character comments about either pupils or teachers;
- Possessions missing or damaged;
- Increased requests for money or stealing money;
- Unexplained bruising or cuts or damaged clothing; and
- Reluctance and/or refusal to say what is troubling her.

There may be other signs depending on the individual and her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

CHARACTERISTICS ASSOCIATED WITH BULLYING

It is important to recognise that any pupil can be bullied or can engage in bullying behaviour.

➤ THE PUPIL WHO ENGAGES IN BULLYING BEHAVIOUR

A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. “Prejudice-based” or “identity-based” bullying can be a significant factor in bullying behaviour.

Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.

Pupils who engage in bullying behaviour can be attention seeking: setting out to impress bystanders and responding to the reaction their behaviour provokes. They can lack the ability to empathise. They can appear unaware or indifferent to the other person’s feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.

However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others. It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

➤ THE PUPIL WHO IS BULLIED

Any pupil, through no fault of their own, may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil’s continuing response to the verbal, physical or psychological aggression.

Pupils who are bullied often experience difficulties in speaking up about bullying. The difficulties include:

- Fear of reprisals;
- Concerns about being perceived as a “tell-tale” for reporting bullying;

- Concerns about “getting into trouble” with the principal or teacher for reporting bullying;
- Not having evidence to back up a bullying allegation;
- Not knowing how the matter will be dealt with by the school; and
- Not feeling fully confident of being believed.

➤ **MORE VULNERABLE PUPILS**

While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.

There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. For example, some studies which compare the impact of bullying on children with and without certain disabilities, such as a speech and language difficulty, show that bullying has a greater impact on self-esteem for those with a disability. Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBT) has also been found to be prevalent with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour.

➤ **WHERE DOES BULLYING HAPPEN?**

Bullying can happen anywhere at any time but there are certain times and places which particularly facilitate bullying.

- **Cyber-bullying:** Access to technology means that cyber-bullying can happen around the clock and the pupil’s home may not even be a safe haven from such bullying. Pupils are increasingly communicating in ways that are often unknown to adults and free from supervision. The nature of these technologies means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. While cyber bullying often takes place at home and at night, the impact can also be felt in school.
- **Areas of unstructured activity:** Bullying in schools frequently takes place in the playground/schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground/schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. The playground/schoolyard provides the opportunity for older pupils to pick on younger pupils. It can also be the setting for bullying by groups. Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because she finally gives vent to her frustration. Toilets, corridors, cloakrooms, locker areas, changing rooms, showers, the gym and assembly hall may be the scene of verbal, psychological and physical bullying. The behaviour of pupils in those areas needs careful monitoring.

- **Bullying in the classroom:** Bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby pupils are allowed to make derogatory comments about their classmates or other teachers. However, teachers need to be alert to the underlying reasons for such comments in case pupils are trying to disclose something which is disturbing them and thus needs further investigation. Bullying may also occur between class periods irrespective of whether the class or the teacher moves.
- **Coming to and from school:** The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying. Bullying can also take place at the bus-stop or on the journey to and from school whether the individuals are walking, cycling or on school buses.

SECTION 4:

- The ‘Relevant Teacher/Team’ for investigating and dealing with bullying in this school are as follows:
 - 1st Year = Ms. Y. Callinan, Ms. G. Cooney, Ms. P. O’Connor
 - 2nd Year = Ms. E. Dooley, Ms. M. Kearns.
 - 3rd Year = Ms. G. Power, Ms. D. Bradley.
 - 4th Year = Mr. K. Cleary, Ms. C. Power
 - 5th Year = Mr. K. Barragry, Ms. E. Dooley
 - 6th Year = Ms. J. O’Hara (sub Ms. M. Fallon)
- This list will change on a yearly basis as the groups move up through the school.

(‘At post-primary level, the school will determine, having regard to its own circumstances, which members of teaching staff have this responsibility.’ Procedures 6.8.3.).

- Year Head
- Deputy Principals; Mrs. Mary Ryan, Ms. Sandra Champion.
- Principal; Mr. Shane Hallahan

A consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. PSS aims to ensure consistent recording, investigation and follow up of bullying behaviour. In this policy, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the “relevant teacher”. We expect that the relevant teacher will normally be the class teacher. However, a pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school’s anti-bullying policy.

SECTION 5:

The prevention of bullying is an integral part of PSS’s written anti-bullying policy. We have documented below the specific education and prevention strategies that we will implement. These include the measures PSS will take to explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying. PSS subscribes to the DES recommendation that effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.

As self-esteem is a major factor in determining behaviour, PSS will, through both their curricular and extra-curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth. Initiatives and programmes focused on developing pupils' awareness and understanding of bullying, including its causes and effects, should deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying. For example, the inclusion of LGBT posters on notice boards, discussions with parents about specific statements of welcome and respect for LGBT members of the school community, teaching the Social, Personal, Health Education (SPHE) resource, *Growing Up LGBT* and participating in LGBT awareness events are just some of the ways in which a PSS can address homophobic and transphobic bullying.

PSS endorses the DES's assertion that the best way to address cyber-bullying is to prevent it happening in the first place. Prevention and any awareness raising measures should focus on educating pupils on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. The prevention and awareness raising measures should also take into account the scope for cyber-bullying to occur as a result of access to technology from within the school.(Refer to our IT policy L8)

The school-wide approach and the role of parents as outlined in Section 6.3 of the DES *Anti-Bullying Procedures for Primary and Post-Primary Schools*. is appropriate to PSS and is best practise in our school. PSS's approach to tackling and preventing bullying also takes particular account of the needs of pupils with disabilities or with SEN. Our approach is to ensure that all relevant school policies and supports that are provided for such pupils work together. We fully endorse and have adopted the DES recommended approaches to decreasing the likelihood of bullying for pupils with SEN which include improving inclusion, focusing on developing social skills, paying attention to key moments such as transitioning from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central.

In PSS our teachers aim to influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives. 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. The Relationship and Sexuality Education (RSE) programme at our school provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour. There is space within the teaching of all subjects 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.

In English, there is a wide range of literature available which are used to stimulate discussion. In Civil, Social and Political Education (CSPE), the interdependence of people in communities at local, national and international levels is stressed. In Geography and History references to colonisation, exploitation and dictatorships will be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

We are also aware that our prevention and awareness raising measures need to be appropriate to the type of bullying and take into account the age and gender of the pupils involved. We are committed to raising the awareness of bullying so that all members of the school community understand what bullying is and how the school deals with bullying behaviour. Among our prevention and awareness measures are the following:

- Senior management, teaching and non-teaching staff are all committed to sending out a positive and consistent message about the about the unacceptability of bullying with a view to student understanding and empowerment.
- PSS will hold an annual Bullying Awareness Week each academic year. From 2014/15 we intend to integrate this into our Energise Week. It is hoped that this awareness week will also help give the parents of a pupil who is being bullied the confidence to approach the school and also helps to send a clear message to the parents of a pupil who is engaged in bullying behaviour that they have a major responsibility in addressing their child's behaviour.
- An anti bullying workshop for all incoming first years is provided each year by an external facilitator.
- Through CSPE, SPHE and Religion classes, initiatives such as poster campaigns, art and poetry competitions on subject of bullying and its effects will be held and displayed in the school. Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take. Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.

Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school.

- An Anti-Bullying Box will be on permanent display in the school where students can feel free to confidentially pass on information to school management about bullying incidents.
- PSS acknowledges that it is the responsibility of school management in conjunction with staff and pupils to develop a system under which good supervisory and monitoring measures are in place both to prevent and deal with bullying behaviour and we have such a system in place. Designated members of staff are on duty before school, at break, lunch and after school, which PSS has identified as “hot-times” and at identified “hot-spots”, the PSS canteen and bathrooms.
- Senior management are also regularly visible on the corridors, class rooms and at identified “hot-spots” the PSS canteen and bathrooms and at “hot-times” before school, break, lunch and after school.
- In PSS there is a formal Pastoral Care Committee which meets weekly and any bullying incident noted or concerns about any vulnerable students are raised and followed up in an appropriate manner. The Deputy Principal will highlight all concerns raised at the next staff meeting to ensure there is a collective and consistent approach from management and staff.

- At the Year Head weekly meeting, Senior Management will also brief on any bullying issues which have been referred to them over the past week.
- All pupils and in particular senior pupils are regarded in PSS as a resource and ally to assist in countering bullying and this message is regularly and clearly communicated to students.
- Our PSS student council, our Le-Chéile and other school clubs and societies are also very important in countering bullying. Non-teaching staff and parents should also contribute and be part of the process to counter bullying behaviour in PSS.
- We believe in PSS that prevention and awareness should be continuous and integral to every school activity and respect for and awareness of the dignity of each member in the school community is constantly emphasised within our school.

PSS believe that appropriate supervision and monitoring policies and practices are in place in our school to both prevent and deal with bullying behaviour.

SECTION 6:

PSS's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by us are laid out below and reflect section 6.8 of the Anti – Bullying Procedures for Primary and Post-Primary Schools.

We agree that a consistent and clear approach to dealing with bullying when it occurs is essential to effective practice. A pupil or parent may bring a bullying concern to any teacher in the PSS. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy. In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". In PSS any teacher who receives notification of, observes, or becomes aware of bullying within PSS is a "relevant teacher". The *Action Plan on Bullying* published on the Department's website in January 2013 highlighted the importance of schools identifying and consistently implementing established evidence-based intervention strategies for dealing with cases of bullying behaviour and preventing its continuation.

The DES report notes that there are various approaches and intervention strategies that might be used by schools. PSS acknowledges that given the complexity of bullying behaviour that that no one intervention strategy works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed.

PSS has therefore decided on the intervention method(s) that are best suited to our school. We acknowledge that these will evolve and change over time and we will continue to review on an annual basis. One of the recommendations in the *Action Plan on Bullying* is that a new national anti-bullying website will be set up and this will be a useful and ongoing resource for PSS.

PSS'S PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING ARE AS OUTLINED BELOW:

- The 'Relevant Teacher'/'Anti-Bullying Team' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end.
- The School, through the 'Relevant Teacher'/'Staff Anti-Bullying Team,' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher'/member of the 'Anti-Bullying Team' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher'/'Anti-Bullying Team' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. It emphasises that its intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher'/'Staff Anti-Bullying Team' member involved will complete a report, to include the findings of its investigation, strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter's/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely in the school.
- The primary aim for the Relevant Teacher/Team in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.
- 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;
- 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.

SECTION 7;

HOW PSS SUPPORTS PUPILS AFFECTED BY BULLYING

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

- Bullied pupils:

- Ending the bullying behaviour,
- Changing the school culture to foster more respect for bullied pupils and all pupils,
- Changing the school culture to foster greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicating that the bullying is not the fault of the targeted pupils through the speedy identification of those responsible and speedy resolution of bullying situations,
- After resolution, enabling bullied pupils to complete a victim-impact statement,
- Making adequate counselling facilities available to pupils who need it in a timely manner,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and participation in extra-curricular group or team activities during or after school).
- Using the 'Le Chéile system' in the school.
- Participation in the Amber Flag Programme.

- Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help them learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth.
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
- participation in the Amber Flag Programme.

SECTION 8

SUPERVISION AND MONITORING OF PUPILS

The Board of Management of PSS 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.

SECTION 9

Prevention of Harassment

The Board of Management confirms that PSS 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.

Review and Ratification

This policy was adopted by the Board of Management on _____

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.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Appendix 1:

PRACTICAL TIPS FOR BUILDING A POSITIVE SCHOOL CULTURE AND CLIMATE

- 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.

This appendix will be displayed on the staffroom notice board.

APPENDIX 2

PRESENTATION SECONDARY SCHOOL: RECORD OF 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

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other(specify)	

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		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 and its impact

9. Details of actions taken

Signed : _____ (Relevant Teacher)

Date: _____

Date submitted to Principal/Deputy Principal _____

APPENDIX 3
CHECKLIST FOR ANNUAL REVIEW OF THE ANTI-BULLYING POLICY AND ITS IMPLEMENTATION

The Board of Management of PSS will undertake an annual review of the school’s anti-bullying policy and its implementation. The following checklist will 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 implemented 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 require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

**Appendix 4: Bullying can take a number of forms. These may include any of the following:
(this list is not exhaustive)**

- **Repeated aggressive behaviour/attitude/body language, for example:**
 - Shouting and uncontrolled anger
 - Personal insults
 - Verbal abuse
 - Offensive language directed at an individual
 - Continually shouting or dismissing others
 - Public verbal attacks/criticism
 - Domineering behaviour
 - Open aggression
 - Offensive gestures and unwanted physical contact
- **Intimidation, either physical, psychological or emotional, for example:**
 - Treating in a dictatorial manner,
 - Ridicule
 - Persistent slagging
 - Deliberate staring with the intent to discomfort
 - Persistent rudeness in behaviour and attitude toward a particular individual.
 - Asking inappropriate questions/making inappropriate comments re. personal life/family
 - Asking inappropriate questions/making inappropriate comments re. social life or schoolwork
- **Interference with property, for example:**
 - Stealing/damaging books or equipment
 - Stealing/damaging clothing or other property
 - Demanding money with menaces
 - Persistently moving, hiding or interfering with property
 - Marking/defacing property
- **Undermining/Public or Private Humiliation, for example:**
 - Condescending tone
 - Deliberately withholding significant information and resources
 - Writing of anonymous notes
 - Malicious, disparaging or demeaning comments
 - Malicious tricks/derogatory jokes
 - Knowingly spreading rumours
 - Belittling others efforts, their enthusiasm or their new ideas
 - Derogatory or offensive nicknames (name-calling)

Negative remarks regarding gender, sexual identity or orientation

Using electronic or other media for any of the above (cyber bullying)

Disrespectfully mimicking a particular individual in his/her absence,

Deliberately refusing to address issues focusing instead on the person

- **Ostracising or isolating, for example:**

Deliberately marginalising an individual

Deliberately preventing a person from joining a group

Deliberately preventing a person from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do.

NOTIFICATION REGARDING THE BOARD OF MANAGEMENT OF PSS'S ANNUAL REVIEW OF THE ANTI-BULLYING POLICY.

To: _____

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

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____
- o This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal