



## Anti-Bullying Policy

### 1. Introduction

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 Loreto College Foxrock school has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013. This policy reflects the Loreto Foxrock Mission Statement which states that "In the spirit of Mary Ward, Loreto Foxrock is a caring, enabling, learning community where staff and students work together with mutual respect to fulfill their God-given potential with integrity, compassion and a sense of humour in the generous pursuit of a just world". It also embraces the values of the Mary Ward Schools Compass relating to embracing and affirming diversity and thinking and acting justly.

### 2. Key Principles

The Board of Management recognises the very serious nature of bullying and the negative impact 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.
- 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.

## 2.1 Relationships, people and situations included in this policy

This policy applies to all members of the school community. The situations where relationships may be subject to this policy are varied and include the following:

- School time and including break times
- Going to and from school
- School tours and trips, including games and other extra-curricular activities
- The behaviour of any member of the school, even outside the normal school times where the behaviour of any member of the school community adversely affects another member or members of that community.

The relationships, people and situations that this policy addresses are varied and are complex. It extends beyond the classroom-based situations where the predominant relationship is between teacher and student.

## 2.2 Bullying outside the school gates

The school reserves the right to apply its anti-bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the principal, and/or the Board of Management the alleged bullying has:

- created a hostile environment at school for the student,
- infringed on the rights of the student at the school and/or
- materially or substantially disrupted the education process or the orderly operation of the school.

## 3. 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.**

In summary, the definition of bullying can be simplified into three words:

**Deliberate, Hurtful and Repeated.**

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 additional 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*. Types of bullying include (but are not limited to):

General Bullying Behaviours

Sexual Harassment

Harassment

Relational Bullying

Cyber Bullying

Identity Based Bullying

(Equality legislation names nine areas for discrimination based on identity: gender (including trans-gender), civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community)

Descriptions and examples all these types of bullying listed above are found in Appendix 1. Appendix 1 is non exhaustive and may include any behaviour which **makes a student feel uncomfortable or unwelcome.**

#### **4. Relevant Teacher (Year Head)**

The member(s) of teaching staff who have responsibility for investigating and dealing with bullying are referred to as the 'relevant teacher(s)' (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post Primary Schools*). While the class teacher is usually the initial point of contact if an alleged bullying incident or situation is observed the 'Relevant Teacher' who carries out further investigation is the Year Head or the Deputy Principal. The Relevant Teacher will investigate alleged and confirmed cases of bullying using a calm, sensitive, factual solution focused approach. The primary aim for the Relevant Teacher is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than apportion blame). If an incident is of a more serious nature, it will be necessary to report directly to the principal, who may take an active role in the investigation.

The school also has a 'Student Support Team' which meets every week at a set time and includes the Principal, Deputy Principal, Guidance Counsellor, AEN Co-ordinator, Year Head and any teacher required for a specific situation or student. This team may be convened at short notice if the bullying situation is of such a serious nature to warrant such a response.

## 5. Education and Prevention Strategies

The education and prevention strategies that will be used by the school (including strategies specially aimed at cyber-bullying and identity-based bullying - including in particular homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post Primary Schools*):

The school aims to take a proactive, preventative role in the first instance. This involves a multidisciplinary approach on the part of the management, staff, parents and students. In keeping with the school mission statement and the Loreto ethos there is a strong emphasis on embracing diversity, mutual respect and justice in all relationships in the school community. Staff members are aware of the practical tips for building a positive school culture and climate from the *Anti-Bullying Procedures for Primary and Post Primary Schools* (Appendix 2).

### Pastoral Care

There is a strong emphasis on pastoral care within the school. Each Year is assigned a Year Head(s) and each class a Tutor. Tutor time is timetabled each day. Tutors and students read and discuss the Anti-Bullying Policy close to the start of each academic year. All students are encouraged to visit the Guidance Counsellor if and when they need to. All first years meet with the Guidance Counsellor in the Autumn Term. Sixth Year students are selected and appointed as senior prefects. A significant part of their role is to take on the pastoral care of junior students.

### ISAs

We call our SNAs Inclusion Support Assistants (ISAs). Students are made aware that ISAs are there as a support for all students. As a result, some students are more open to support from the ISA Team and develop positive relationships with the ISAs. The ISA Team observe and supervise students outside class time and observe them in a more social setting than the classroom. As a result, the ISA Team may be in a position to raise potential bullying issues before they develop, and this allows the school to put measures in place to pre-empt potential issues. ISA's work closely with the first-year students during the Autumn term. The ISA Team actively encourages students to participate in extra-curricular activities. The ISAs monitor all students who are perceived to be at risk of isolation or any identity-based bullying (in particular, due to an additional educational need, race, religion or LGBTQIA+ status).

### Anti-Bullying Ambassadors

The Anti-bullying Ambassadors (ABAs) are a student led group that through various initiatives create awareness and promote positive and inclusive behaviours in the school. They are a visible student representation of school's stance against bullying. They promote a culture of 'being an upstander'. They aim to create awareness of the responsibilities and impact of the bystander. Since they formed in 2017 the ABA's invite all first years to make a pledge 'to making our school a happier place for everyone by treating every member of our school community with real kindness and respect'. As a sign of their commitment each student signs the Pledge book and then adds their handprint to the School Pledge Wall.

### Student Council

Through the Student Council students are empowered to take on leadership roles. They are active in the formation and amendment of school policies e.g. Anti-Bullying Policy. The Student Council can raise any student concerns regarding bullying behaviour and with the ABAs to address these concerns. The Student Council is involved in various activities during the school year that promote diversity.

### Student Groups and Themed Weeks

There are a variety of student groups and themed weeks in the school. These initiatives promote the value of diversity and address such issues as prejudice and stereotypes. In doing this they promote the positive self-worth and resilience in all students while developing awareness, empathy and respect for others throughout the student body. The JPIC (Justice, Peace and Integrity in Creation Group) look at humanitarian issues facing other ethnic and minority groups around the world. 'Stand-up Week' involves several initiatives to promote inclusivity and respect for diversity. There are many other groups throughout the school who through their activities promote inclusivity and raise awareness of diversity.

### Teachers

On a daily basis teachers foster a safe respectful environment for learning by knowing and using their students' names, by managing class-room dynamics in seating and grouping arrangements, by being mindful of methodologies that suit varying abilities, by being mindful of the many different personalities ranging from shy to dominant, by being friendly but always maintaining an appropriate professional distance and where practicable incorporating anti-bullying themes in their classes. Examples of this in action are: Teachers of RE promote respect for all religious denominations by educating students on a variety of religious beliefs and cultures. Teachers of Geography, History and Modern Foreign Languages create awareness of other cultures and encourage students to think globally. Geography and History reference colonisation, exploitation and dictatorships which can be used to illustrate the negative aspects of power. In English there is a wide range of literature that may stimulate discussion around bullying behaviours. In Civil Social and Political Education (CSPE) the interdependence of people at local, national and international level is stressed.

### Parents/Guardians

Parents/Guardians play a vital role. They instil values in their children such as the importance of mutual respect, the recognition that bullying is not 'cool' but that 'being an upstander' or 'reporting' where appropriate is the responsible and courageous thing to do. The support of school policies by the Parents/Guardians is vital. They play an active role in the development and amendment of relevant school policies. Parents also participate in school led initiatives such as talks/workshops organised by the school regarding the prevention of bullying.

### Non-Teaching Staff

All staff are encouraged to report any incidents of bullying behaviour witnessed by them or mentioned to them to any member of the teaching staff, or to the Deputy Principal or the Principal.

### School Programmes

A comprehensive SPHE and RSE programme is delivered in the school. It encourages the students to show respect for themselves and others. It recognises the importance of students having a healthy self-esteem, as they are less likely to either be the bully or the victim if they feel good about themselves. The programme highlights the effects of bullying through relevant material. Teachers of SPHE and RSE may work with Student Council, Leadership Team and ABAs to educate about bullying and highlight the adverse effects of bullying. These programmes are also supported in the school by RE, CSPE and Transition Year Programmes. Cyber-Bullying and LGBTQIA+ Bullying are explicitly addressed in the SPHE programme. Classes may attend presentations on bullying. The Transition Year Programme promotes personal development as well as co-operation and group enterprise. It does this through a wide range of co-curricular activities, outings, workshops and talks.

### Inclusion

The school provides a very extensive Additional Education Needs programme led by the AEN co-ordinator, working with AEN teachers and ISAs. A complete timetable of Additional Support teaching is provided to those who need specific tuition including activities to promote positive self-esteem. Great care is given to ensure all are safe from the type of bullying outlined in Appendix One. Students with AEN include any student who needs additional support in relation to learning, English as an additional language, emotional or behavioural issues, or a physical disability.

### School Management

Management ensures that there is supervision in the school. This will be provided before school begins and at the end of the school day and during morning break and lunch break. Staff are made aware of the importance of supervision in all areas of the school. The *Loreto Foxrock Code of Behaviour* and policies such as the *Loreto Foxrock Acceptable Use Policy – ICT and Social Media* support the positive culture that opposes inappropriate behaviour. All Policies are posted on the school website and/or the School Journal. The school management developed an Anti-Bullying Charter in conjunction with the students. The charter is displayed in the school journal and around the school. A student friendly Anti-Bullying Policy Synopsis (Appendix 3) and accompanying flow chart (Appendix 4) is available to students. A teacher flow chart (Appendix 5) and Year Head flow chart (Appendix 6) are available to all staff. The school management is active in organising outside speakers on the promotion of positive relationships and the building of resilience and self-esteem among students. School management supports the work of staff and student groups to counteract bullying in our school and supports staff professional development in the area.

### Extra-Curricular Activity

Students are encouraged to, and facilitated in, becoming involved in a wide range of extra-curricular activities many of which take place at lunchtime, before and after school. Participation in these fosters the bonding process among students and encourages mutual support, appreciation and respect. By having a wide variety of activities, including sport, each pupil can find an activity they enjoy, and which gives them the opportunity to develop positive relationships and a sense of self-worth.

## **6. Procedures to deal with alleged or confirmed instances of Bullying**

The school reserves the right to investigate all bullying incidents with a view to resolution and all involved should understand this approach from the outset. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

### **Stage One: Allegations or observations of potential bullying behaviour and how they are resolved**

#### Allegations

- (a) If a student believes they have been bullied or believe they have observed bullying (bystander) they should inform a member of the teaching staff.
- (b) If an ISA, sports coach, ancillary staff, bus driver, parent or any other member of the school community believes they have observed bullying (or believe bullying has occurred) they should inform a member of the teaching staff.
- If appropriate the relevant staff member may read through the definition of bullying with the student(s)/individual who has reported the incident.

- The incidents reported may be recorded using *Appendix 7: Allegation of Possible Bullying Behaviour Form - for completion by member of teaching staff* and a student(s)/individual may be asked for a written report which could then be attached to the form.
- Only details pertinent to the incident should be recorded.
- The teacher will establish the facts using a solution focused approach: what happened? who did what? where? when? who else was there? and any other relevant questions.
- The *Allegation of Possible Bullying Behaviour Report Form* will then be passed on to the Relevant Teacher (Year Head).

#### Teacher Observation

- If a teacher believes they have observed possible bullying behaviour they should deal with the incident in an appropriate and calm manner.
- The teacher should record what happened: what happened? who did what? where? when? who else was there? and any other relevant information.
- Only factual details pertinent to the incident should be recorded.
- The incident may be recorded using *Appendix 8: Observation of Possible Bullying Behaviour Form - for completion by member of teaching staff*.
- The Observation of Possible Bullying Behaviour Form will be passed on to the Relevant Teacher (Year Head).

#### Resolving an issue of Alleged Bullying

- The Relevant Teacher (Year Head) will use their professional judgement to investigate any alleged or confirmed incidents of bullying.
- The aim is to resolve issues and restore, as far as practicable, the relationships of the parties involved (rather than apportion blame).
- Sensitivity and respect will be shown to both the person making the complaint and to the subject of the complaint. A *No Blame/Shared Concern* approach is used to promote the openness that will be required by members of the school community to explore any impacts that have occurred as a result of behaviours (see Appendix 9 for details on the *No Blame/Shared Concern*).
- All cases will be treated seriously (to encourage 'telling') and investigated with care. Confidentiality should be assured as per the children first guidelines.
- The relevant staff member may read through the definition of bullying with the student(s) who has reported the incident.
- Initially the Relevant Teacher will establish the facts using a calm solution focused approach. The facts will be formally documented and agreed by those involved: what happened, who did what, where, when, who else was there, and any other relevant questions.
- Any relevant documents may be attached to the original Allegation/Observation of Potential Bullying Report Form.
- A restorative approach is taken as per Appendix 10 and 11.
- When it is determined bullying behaviour has occurred parents of all parties involved will be contacted to inform them of the matter and to explain the actions being taken as per this policy.
- Parents and pupils are required to co-operate and assist the school in resolving issues and in restoring, as far as practicable, the relationships of all the parties involved as quickly as possible.

## **Stage 2 (Formal Process): Recurrence of bullying behaviours**

- The Relevant Teacher will use their professional judgement to consider if the bullying behaviour has been adequately and appropriately addressed within 20 school days, this includes if there has been a breach of the Promise Agreement.
- A breach of the Promise Agreement is regarded as a very serious matter.
- If it is established that bullying behaviour has recurred the case will be recorded by the Relevant Teacher (Year Head) using Appendix 12, The Bullying Behaviour Report Form.
- The student(s) will be subject to sanctions according to the School's Code of Behaviour.
- Any escalations of behaviour will also be subject to the appropriate sanctions according to the School's Code of Behaviour.
- Support will be offered to all students involved through our Pastoral Care System and our Student Support Team.
- Referrals may be made to outside agencies if necessary.
- When suspensions result, a student's return to school may be dependent on the student having received counselling regarding the behaviour and may require signing again the Statement of Contract, undertaking to accept the School's Code of Behaviour. The student and her parents/guardians may be required to meet with senior management or the year head.
- Follow-up meetings with the parties involved will be arranged separately. If they are agreeable to having a meeting together to support a positive outcome this will also be facilitated.
- Parents/guardians who are dissatisfied with the process must have access to the school's complaints procedure and must be informed of its existence.
- In the event that a parent exhausts the schools complaint procedures and is still not satisfied, the school will advise parents of their right to make a complaint to the Ombudsman for Children.

## **Procedure for Recording Bullying Behaviour**

The Board of Management ensures that the school has a clear procedure for formal noting and reporting of bullying behaviour and these are documented in the school's anti-bullying policy. Records are kept in accordance with the Data Protection Legislation.

- The initial teacher may record allegations or observation of potential bullying behaviour on the Allegation of Possible Bullying Form (Appendix 7) or the Observation of Possible Bullying Form (Appendix 8).
- The Relevant Teacher must use her/his judgement in relation to records kept on alleged bullying incidents which include discussions and actions taken. If in doubt, he/she should confer with the 'Student Support Team'.
- If the Relevant Teacher concludes that an actual bullying incident or situation has occurred, written records must be kept. This will allow for a more timely and comprehensive resolution of the bullying problem and allow for greater possibility of restoring or at least improving the relationship between the bully and the victim.
- The Relevant Teacher must record on the *Bullying Report Form* (Appendix 12) any bullying behaviour which has not been adequately and appropriately addressed within 20 days of it first occurring. Furthermore, the school has a policy that bullying behaviour must be reported without delay to the Principal or Deputy Principal.
- It is advisable for the Relevant Teacher to keep and maintain proper records in the event of repeat occurrence of the particular bullying behaviour or where there is an escalation in this behaviour.
- Records may also be required if a parent/guardian files a complaint against the school about the procedure followed in dealing with a particular bullying incident. (Standard complaints procedure must be made available to parents wishing to make a complaint).
- Records may also be required if referrals are made to external agencies e.g. NEPS, HSE, TUSLA, Garda.



## **7. Programme of Support for those affected**

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

- Students affected include the victim, the bully, and bystanders.
- The Student Support Team (Principal, Deputy Principal, Guidance Counsellor, SENCO, Year Heads) meet weekly. Members of this group can help the Relevant Teacher (Year Head) follow the seven-step process and identify the best procedures to support the students involved and ensure that 'restorative' justice has been achieved.
- Supports may be put in place by one, some or all of the following: Principal, Deputy Principal, Year Head, Class Tutor, Guidance Counsellor, SENCO, ISA's, Sports Coach, ABA's, Leadership Team, Parents/Guardians and Relevant Outside Agencies.
- Supports may include counselling and/or programmes to develop friendships skills, social skills, self-esteem or resilience
- The school is committed to making all stakeholders aware of its anti-bullying policy and to ensuring that it is a working document that informs the whole school community of the ongoing determination to eradicate all forms of bullying.

## **8. Supervision and Monitoring of Pupils**

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

## **9. Prevention of Harassment**

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

## **10. Date Adopted**

This policy was adopted by the Board of Management on the date noted below.

## **11. Made Available**

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 of Education and Skills and the patron if requested.

## **12. Review**

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education and Skills. A *Checklist for the Annual Review of the Anti-Bullying Policy* is found in Appendix 13.

This Anti-Bullying Policy was agreed on the date noted below.

Signed:   
(Chairperson of Board of Management)

Date: 12/09/2022

Signed:   
(Principal)

Date: 12/09/2022

Date of Next Review:

May 2023

**Appendix 1: Descriptions and examples of different types of bullying (these lists are not exhaustive)**

**General**

Description	Examples of general types of bullying behaviours
General behaviours which apply to all types of bullying	Physical aggression Damage to property Name calling Slagging The production, display or circulation of written words, pictures or other materials aimed at intimidating another person Offensive graffiti Insulting or offensive gestures The "look" of "filthies" Invasion of personal space Or a combination of any of the types listed

**Relational**

Description	Examples
Is when a person in a friendship group deliberately sets out to exclude another member of the group or to damage that person's feelings of belonging to the friendship group.	Manipulating members of the group to isolate/exclude or target the person Spreading rumours Breaking confidences Malicious gossip or "bitching" behind a person's back Ignoring Turning others against the person Talking aloud so the person can hear The "look" of the "filthies" or "dirties" Use of terminology such as "nerd" "gay" or "emo" in a derogatory way

**Sexual**

Description	Examples
Sex belongs on in a relationship of trust, respect, acceptance and understanding. In a society which is increasingly sexualised and where many young people feel pressure to be sexually active, many find themselves bullied sexually, even though they are not ready emotionally or psychologically and may be under the age of consent (17 years).	Being forced to do something of a sexual nature or being put under pressure to do sexual acts including intercourse, when a person is not ready. Unwelcome or inappropriate sexual comments or touching. To spread rumours about sexual activity, perceived or otherwise, of another person. Harassment.

**Identity based**

Description	Examples
Equality legislation names nine areas for discrimination based on identity: gender (including trans-gender), civil status, family status, sexual orientation (LGBTIA+), religion, age, disability (students with AEN), race and membership of the Traveller Community.	Identity based bullying may involve discrimination and prejudice. It may include comments, insults, rumours, taunts, treats, name calling, labelling, exclusion, mimicking, stereotyping, physical intimidation relating to a person's identity, disability, exceptional ability, appearance, accent, culture, mannerism or beliefs. Taking advantage of a person's vulnerabilities or limited capacity to protect themselves against bullying,

## Cyber Bullying

Cyber bullying does not involve face to face or physical confrontation. It does not require any close proximity to the cyber victim. Cyber bullying can also be carried out anonymously. Disinhibition exists where young people say and do things online that they would never do face to face. It is conducted in an environment perceived as free from adult supervision. As the fear of discovery is absent, there is no perceived control on the cyber bully's behaviour that exists in 'real world' encounters. The bully becomes disassociated from the turmoil that their actions are causing the 'victim'. This creates a total lack of 'empathy' with the victim or an understanding of the long-term harm their bullying causes.

Description	Examples
<p>An aggressive, intentional act carried out by a group or individual. Using electronic forms of contact on a <b>once off</b> basis (as 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).</p> <p>It may include the use of SMS (text messages), MMS (photographs, videos), phone calls, mobile calls, email, chat rooms, instant messages, websites, social networks.</p> <p>It includes the use of any form of communication technology including any school accounts/school devices or any device used on the school premises (please see Loreto Foxrock Acceptable Use Policy - ICT and social media).</p>	<p><i>Flaming</i>: using inflammatory or vulgar language to provoke an online fight.</p> <p><i>Harassment</i>: repeatedly sending nasty, mean, insulting or disturbing messages.</p> <p><i>Denigration</i>: "Dissing" someone online. Sending or posting gossip or rumours about a person to damage his or her reputation.</p> <p><i>Impersonation</i>: pretending to be someone else and posting material to get that person in trouble or danger or damage a person's reputation or friendships</p> <p><i>Outing</i>: sharing a person's secrets or embarrassing information or images online.</p> <p><i>Trickery</i>: talking a person into revealing secrets or embarrassing information, then sharing it online.</p> <p><i>Exclusion</i>: Intentionally and cruelly excluding a person from an online group and/or removing, blocking or excluding a person from a 'friend list' for no apparent reason.</p> <p><i>Fraping</i>: Hacking into a person's social networking account to send false/untrue messages or to change details while pretending to be another person.</p> <p><i>Cyber stalking</i>: repeated, intense harassment and denigration that includes threats or creates significant fear.</p>

## Sexual Harassment

Description	Examples of unwanted conduct
<p>Any form of verbal, non-verbal or physical conduct of a sexual nature which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.</p>	<p>Acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material. Or threatening to display such material.</p>

## Harassment

Description	Examples
<p>Unwanted conduct (other than gender) relating conduct that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.</p>	<p>Acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material. Or threatening to display such material.</p>

## 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 e.g. positive points on VShare.
- 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/schoolyard/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/schoolyard/outdoor areas, changing rooms, locker areas, corridors.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/schoolyard or moving classrooms
- Support the establishment and work of student councils.

### **Appendix 3: Student Friendly Anti-Bullying Policy Synopsis**

All students in our school are invited to sign a pledge “to making our school a happier place for everyone by treating every member of our school community with real kindness and respect”. This means every single student in the school has committed to being kind and respectful to all other students. This does not mean just being kind to students ‘like’ you, your friends, people you know. It means being kind to students who are different to you, not in your friend group, even people you don’t know. This focus on kindness and respect to everyone in the school acts as an anti-bullying tool. If any student breaks this pledge, they must be careful that their behaviour is not bullying behaviour.

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. Types of bullying include sexual harassment, relational bullying, cyber bullying and identity-based bullying e.g. LGBTQAI+, Race, Religion, Disability.

**Bullying is unwanted negative behaviour that is:**

**Deliberate (on purpose), Hurtful and Repeated\***

**It includes any behaviour that makes a student feel uncomfortable or unwelcome**

**\*a once off offensive or hurtful online public message, image or statement is regarded as bullying behaviour**

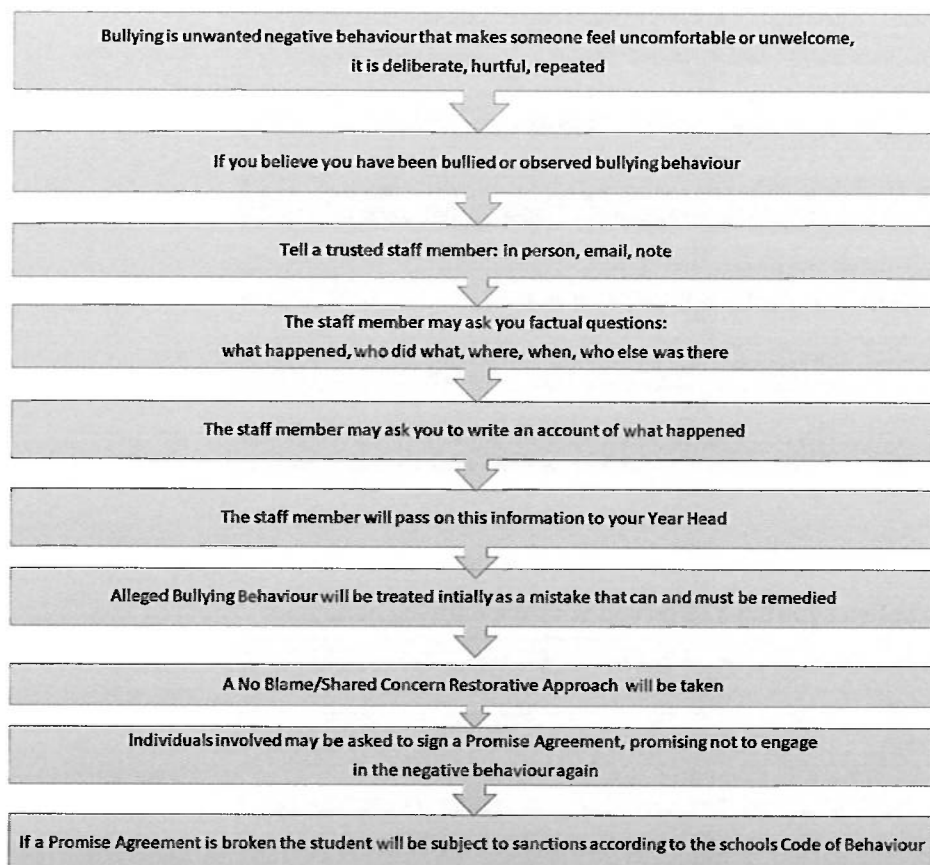
The school’s aim when dealing with Bullying is to resolve the issue and restore, as much as possible, the relationships of the students involved – rather than to blame anyone. The school takes a *No Blame/Shared Concern Restorative Approach* to alleged bullying. This means bullying behaviours are treated as a ‘mistake’ that can and must be remedied. The focus is on allowing the students involved get into the other person’s ‘shoes’ and to be part of the solution in making the other person happier.

Students are encouraged to report bullying, knowing they are not getting anyone in trouble but starting a process to make the school a happier place.

Parents play a vital role in the process as they instil values in their children e.g. the importance of mutual respect, the recognition that bullying is not ‘cool’ but that ‘being an upstander’ or reporting is the responsible and courageous thing to do.

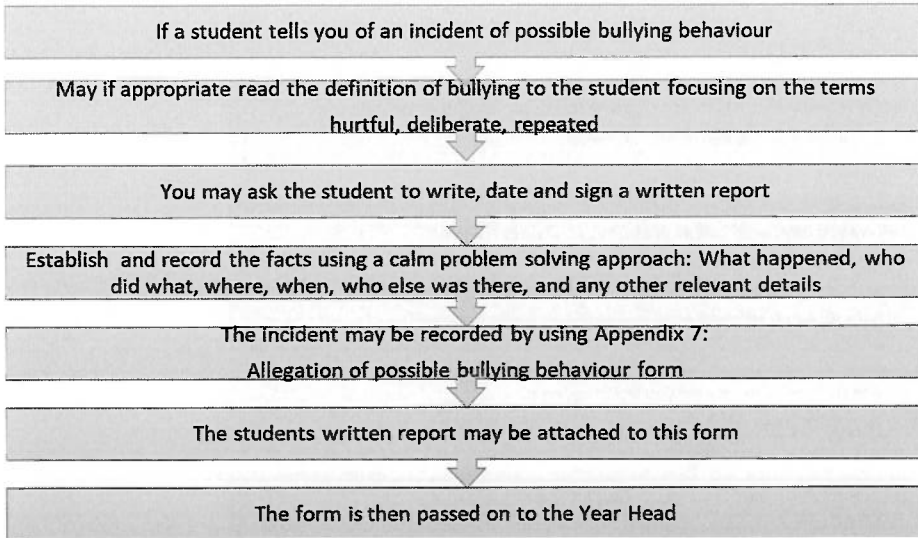
**The full Loreto College Foxrock Anti-Bullying Policy can be found on the school website.**

## Appendix 4: Student Anti-Bullying Policy Flow Chart

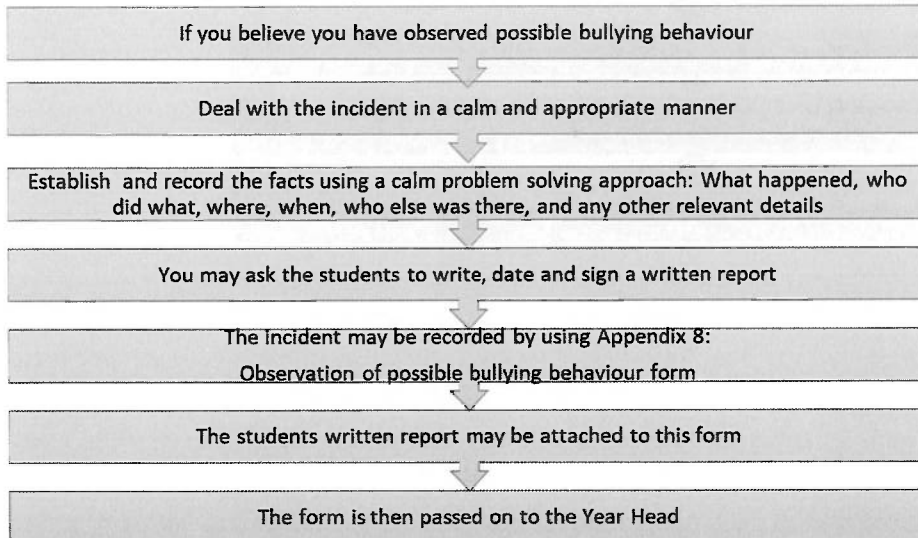


## Appendix 5: Teacher Anti-Bullying Policy Flow Chart

### Situation One: If a student tells you of an incident of possible bullying behaviour

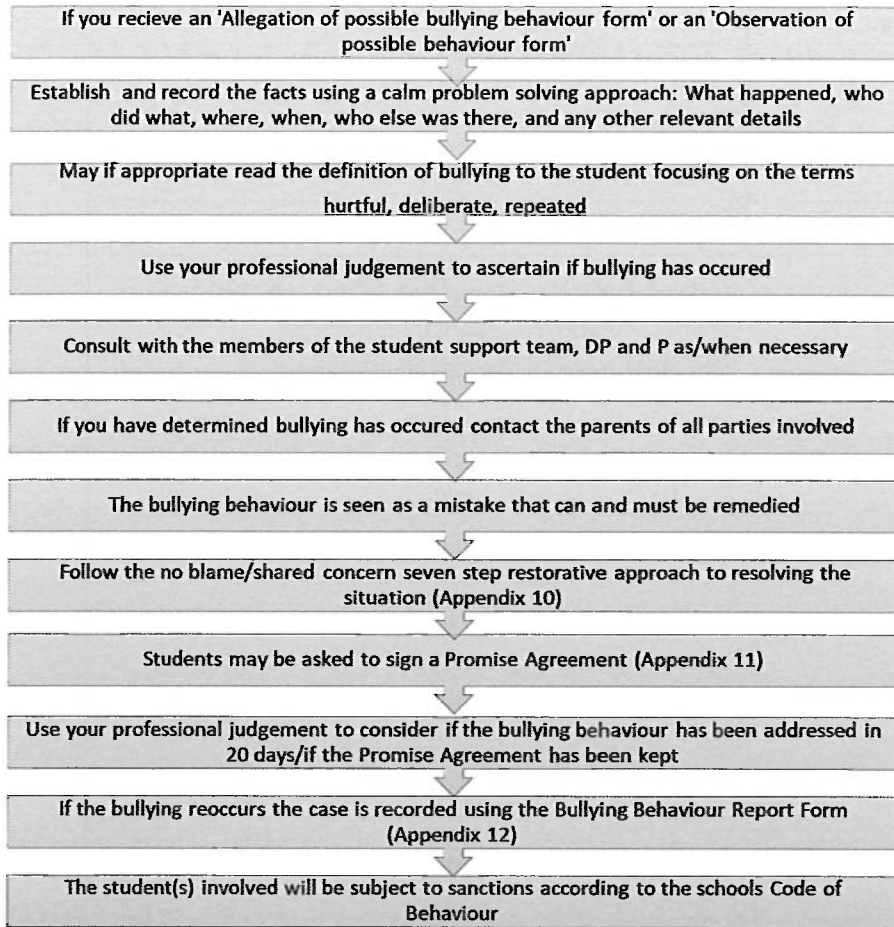


### Situation Two: If you believe you have observed possible bullying behaviour





## Appendix 6: Year Head Anti-Bullying Policy Flow Chart



**Appendix 7: Allegation of Possible Bullying Behaviour Form – for completion by member of teaching staff**

<b>Name of Student/Person making allegation:</b>	
<b>Name of Teaching Staff:</b>	
<b>Date allegation made:</b>	
<b>Was definition of bullying recited to student:*</b>	
<b>Details of the alleged incident:</b>	(who did what, what, where, when, who else was there, any other relevant information) (be careful not to prompt the student)
<b>Please note if you have any suspicions regarding the allegations:</b>	
<b>Is a written, signed and dated account by the student attached:</b>	
<b>To be given to the Relevant Teacher (Year Head) who will sign and date here when received:</b>	

\*Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) which is repeated over time. This can be simplified to three words: **deliberate, hurtful, repeated**. However, once off offensive or hurtful message, image or statement online is regarded as bullying behaviour.

**Appendix 8: Observation of Potential Bullying Behaviour Form – for completion by member of teaching staff**

<b>Name of teaching staff:</b>	
<b>Date observation made:</b>	
<b>Details of the alleged incident and any follow up:</b> (who did what, what, where, when, who else was there, any follow up made)	
<b>To be given to the Relevant Teacher (Year Head) who will sign and date here when received:</b>	

## **Appendix 9: The “No Blame Approach” to Bullying**

### **Background...**

- Developed by Barbara Maines & George Robinson, the philosophy is based on long-standing work with pupils with emotional and behavioural problems; it is a positive approach to punishment.
- Since bullying is an interaction which establishes group identity, dominance and status at the expense of another, then it is only by the development of higher values such as empathy, consideration, unselfishness, kindness, that the bully is likely to change their behaviour and function differently in social settings.
- Investigation and interrogation rarely get to the bottom of the problem or situation.
- Rather, it seems as though this leads to the bullies being hostile, and punishments are futile as they may lead to the reporting member of the school community being hurt. All this attention on the bully leads to a shift of attention from the reporting member.
- The No Blame Approach has been used effectively in primary and secondary schools as well as college environments (Maines and Robinson, 1994).

### **Why it Works...**

*The first thing the approach does is focus on how the victim is feeling; focusing attention on feelings draws attention away from blame. This causes the bully and supports to think about the impact of their behaviour.*

- It draws the bystanders and non-involved students into finding a solution to the problem.
- It is a whole school approach; it relies on group dynamics and the empathy of the group members.
- No one has to hide behind an untrue picture of what happened as no one is going to be blamed for anything that occurred.

### **Why it's Popular...**

- It deals with potentially complex situations in a straightforward way.
- There is no need for extensive and difficult investigations.
- It brings about change quickly, it's easy to use and it works.

### **In Addition...**

- Nothing about this approach is manipulative or requires specific training beyond an understanding of the seven steps of the approach.
- Does not assume that teachers are or can become therapists as the approach is based upon those skills that a teacher already possesses- the ability to work effectively with individuals and groups.

### **Limitations of the Approach...**

- Some people suggest that the “no blame approach” be used in only certain bullying situations (i.e. the less serious bullying cases)
- It may be difficult to reward a decrease in misbehaviour, thinking that it is not right to reward a child for behaviour that is expected in another child.
- For the no-blame approach to reduce bullying, the whole school must be committed to it. In pilot studies, lack of training for all members of the teaching staff on issues related to bullying and the no blame approach led to lack of success.
- Lack of training for parents in understanding the need for co-operation with the school's policy on bullying has also been a problem.

## **Appendix 10: The Seven Step Approach to Resolving an Issue of Bullying Behaviour**

The Relevant Teacher will investigate the incident by talking to all parties. His or her first actions will generally be a restorative no-blame or shared concern approach so that all parties are made aware of the impact of the named behaviours. The relevant teacher does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied. This encourages students to report bullying knowing that they are not getting anyone in trouble. A discrete approach is adopted given the sensitivity of the situation. All parties are questioned, and no allegations are made.

### **The Seven Steps:**

- **Step One – Interview with the member of the school community:** teacher arranges to talk with member.
- **Step Two - Convene a meeting with the people involved:** teacher arranges to meet with the person/people who were involved (this will not include the reporting member at this stage).
- **Step Three – Explain the problem:** teacher tells them about what the reporting member is experiencing and feeling.
- **Step Four - Share responsibility:** the teacher does not attribute blame. When it can be acknowledged the individual/group is responsible a response can then be planned.
- **Step Five – Ask the individual/group for their ideas:** the individual/group is encouraged to suggest a resolution which would aid and support the student adversely affected to feel happier.
- 
- **Step Six – Provide a Promise:** the individual/group signs a promise in the presence of the Relevant Teacher that the behaviour will not continue. This promise will be counter-signed by parents/guardians. If the promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter.
- **Step Seven – Where beneficial the members may wish to meet to discuss the situation face-to-face and this will be facilitated by the Relevant Teacher at any stage through the process.**
- **Step Eight – Follow-up meeting:** during the next 20 school days the teacher discusses with the relevant members of the school community, including the reporting member, how things have been going. If the promise is broken, this can no longer be treated as a mistake. Breach of the promise is regarded as a very serious matter and the student(s) concerned may be suspended (outlined in stage 2). The Relevant Teacher (Year Head) will complete the Bullying Behaviour Report Form (see Appendix 12).

## Appendix 11: Promise Agreement



*Name of person making the Promise:*

I know now that behaviour **that is unwanted deliberate, hurtful and repeated** is defined as bullying. I understand that I engaged in negative behaviour which impacted adversely on another student(s). This is not something I would wish to do. ∴ I promise to treat all members of the Loreto College Foxrock Community fairly, equally and respectfully and I promise that I will not engage in such behaviour again.

Signed: \_  
Student

Date:

Signed: \_  
Parent/Guardian

Date:

Signed: \_  
Principal/Deputy Principal/Year Head

Date:

**Appendix 12: Bullying Behaviour Report Form – for completion by the Relevant Teacher (Year Head)**

<b>Name, Year and Class of pupil experiencing bullying:</b>	
<b>Name(s), Year(s) and Class(es) of pupil engaged in bullying behaviour:</b>	
<b>Name(s), Year(s) and Class(es) of bystanders:</b>	
<b>Name of Relevant Teacher (Year Head):</b>	
<b>Source of Bullying Concern:</b> (pupil concerned, other pupil, parent, teacher, ISA, specify other)	
<b>Name of person(s) who reported bullying concern:</b>	
<b>Location(s) of Incident(s):</b> (classroom, corridor, toilets, campus, school bus, specify other)	
<b>Type of bullying behaviour:</b> (physical, damages to property, isolation/exclusion, name calling, cyber-bullying, intimidation, malicious gossip, specify other)	
<b>Where behaviour is regarded as identity-based bullying, name the relevant category:</b> (LGBTQIA+, disability/AEN related, racist, membership of the Travelling Community, specify other)	
<b>Is an Allegation of Bullying Behaviour Form attached:</b>	
<b>Is an Observation of Potential Bullying Behaviour Form attached:</b>	
<b>Is a written, signed and dated report from the pupil experiencing bullying attached:</b>	
<b>If appropriate a written, signed and dated report(s) from other pupils attached:</b>	
<b>Brief description of the perceived bullying and its impact:</b>	(who did what, what, where, when, who else was there, any other relevant information)

<b>Details of actions taken as per the Seven Step Process:</b>	
<b>Was a Promise Agreement completed:</b> (name of pupil and date)	
<b>Is the Promise Agreement Attached:</b>	
<b>Was the Bullying behaviour addressed within 20 school days or was there a breach of the Promise Agreement:</b>	
<b>Were any sanctions imposed:</b> (details, name of pupil and date)	
<b>What supports were given to pupils involved:</b>	
<b>Were any referrals made to outside agencies:</b>	
<b>Dated signature of Relevant Teacher (Year Head):</b>	
<b>Dated signature of Principal/Deputy Principal:</b>	



### Appendix 13: 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.

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Y
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	N
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	N
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N
Has the Board put in place an action plan to address any areas for improvement?	N

Signed:   
(Chairperson of Board of Management)

Date: 12/09/2022

Signed:   
(Principal)

Date: 12/09/2022

