



ST. MAC DARA'S COMMUNITY COLLEGE

Anti-Bullying Policy

19 March 2024

St Mac Dara's Community College Mission Statement

We, the community of this College, through a caring and collective approach, aspire to provide a broad based education for all, to foster respect and dignity and to promote a safe and just environment by positively encouraging all to realise their potential.

Mac Dara's Community College

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by Tusla (The Child and Family Agency), the Board of Management of St Mac Dara's Community College has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour.

This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (<http://www.education.ie/en/Schools-Colleges/Information/Bullying/Anti-Bullying-Procedures-in-Schools.html>) which were published in September 2013, (Circular 045/2013) and takes account of the Cineáltas Action Plan on Bullying (<https://www.gov.ie/en/publication/52aaf-cinealtas-action-plan-on-bullying/>) published in December 2022. This policy operates in line with the Child Protection Policy.

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

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

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows (Circular 045/2013)

Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society (Cineáltas December 2022)

A list of other kinds of bullying is provided in Appendix 1. This list is not exhaustive.

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,
- identity-based bullying such as homophobic bullying, biphobic and transphobic bullying), racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs
- physical aggression
- damage to property – (damage to clothing, school books, bicycle, lockers etc.)
- extortion – (of lunch money or property etc.)
- intimidation – (aggressive body language)

4. 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*.

1. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

the Class Tutor

- usually, **not always**, receives the first reports of bullying and will **conduct the initial investigation and record** the incident(s)
- will inform the Year Head of the results of the investigation
- Our Pastoral Care System via class teachers, tutors, year heads and senior management monitor and record individual cases of bullying of which reports are kept on file in the Principal's office for reporting at Staff, management and Board of Management meetings.

the Year Head

- may receive the first reports and therefore may investigate but will keep the Tutor informed
- will inform the Deputy Principal/Principal

the Deputy Principal

- may be involved at the request of the Year Head or as a direct result of a request from a student or parent/guardian

the Principal

- may be involved at the request of the Year Head/Deputy Principal or as a direct result of a request from a student or parent/guardian.

All reports of bullying will be referred to the care team for their consideration. The care team consists of the Principal, the Guidance Counsellor, the Chaplain, the Special Educational Needs Coordinator and the SPHE Coordinator.

2. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, HBT (homophobic, biphobic and transphobic bullying) that will be used by the school are as follows:
 3. St Mac Dara's CC have committed to a whole school CPD in Restorative Practice 2021-2024. St Mac Dara's CC have engaged the support services of DCU and are piloting their FUSE Anti-Bullying programme.
- There will be a whole-school approach to education and prevention of all forms of bullying. This will require regular in-service training.
 - The Social Personal Health Education programme (SPHE) adopted by St. Mac Dara's includes modules on bullying which include: promoting positive mental health. These aim to build the students' positive self-image, self-respect, respecting others and respecting difference. Students are encouraged to become an 'ally' of the LGBTQI+ community.
 - Tolerance of difference is a core value of the school. This will be reinforced by all staff, through their interactions with students and by delivery of the various programmes in the school. The college Wellbeing Wall displays information on help available to students and parents and a digital copy is sent to parents.
 - The dangers of using social media and other elements of technology are outlined to students in the course of the SPHE, RSE, IT, and the Religious Education (RE) programmes amongst others.
 - The RE programme also promotes the notion of respect and tolerance through its curriculum.
 - At the monthly student assemblies, the Principal, Deputy Principal and the Year Head will address the topic of bullying regularly and reinforce the college's non-tolerance of bullying in any form.
 - The 6th Year Prefects are instructed to monitor the students and to be alert to any behaviour that may be viewed as bullying and to inform the Year Head if they should be aware of any such behaviour. As a result of Covid, 4th Year Mentors are closely involved with first year students.
 - Staff who receive relevant training will pass on summaries of their training to the remainder of the school staff.

4. 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*):

- Any report of bullying should be passed to the class tutor or the year head.
- The details will be recorded using the template for this purpose and the report will be investigated.
- A student reporting the incident(s) will be asked to write an account giving specific details eg. times, dates, events etc.
- All parties involved in the reported bullying will be given the opportunity to give their version of the event(s).
- Investigation into bullying must be conducted in a manner ensuring privacy, sensitivity and fairness.
- If a group is involved, each member of the group should be interviewed individually at first. Subsequently, if deemed appropriate, they should be met as a group.

5. 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*):

- As part of the anti-bullying programme of St. Mac Dara's the self-esteem of all pupils is at the centre of all opportunities or activities.
- It is the responsibility of all school staff to try to raise pupils' self-esteem in the many areas of school life. However, if a student is deemed to be at risk from bullying or is being bullied, specific members of staff must provide the support necessary for the student to allow the development of friendship and social skills. This will help develop the resilience that can be needed to deal with bullying situations.
- These staff may include members of the Care Team, the counsellor, the chaplain, the tutor, the Year Head, the Deputy Principal and the Principal among others. The teachers delivering the SPHE programme have a particular responsibility especially in relation to the anti-bullying module.
- The counsellor may need to work with the victims of bullying in order to raise their self-esteem and to develop coping strategies. With CPD staff are adopting techniques in managing conflict and restoring relationships.
- St. Mac Dara's holds a Random Acts of Kindness week each year whose aim is to promote friendship and positive activities which encourages students to look out for and help each other. We participate in anti-racism competitions with external agencies during anti racism week e.g. SDCC
- Pupils who engage in bullying behaviour will also be offered counselling and will be shown ways in which they can behave that is respectful of others while meeting their own needs.

6. 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.

7. 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.

8. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.
9. 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.
10. The prevention of bullying and educational awareness of anti-bullying is supported by our school policies.

5. As a school community we all need to be aware of the signs/symptoms of bullying. These include:

- Anxiety about travelling to and from school (requesting parents to drive or collect them, changing route of travel etc.);
- Unwillingness to go to school (refusal to attend or 'mitching');
- Deterioration in educational performance;
- Pattern of physical illnesses – (Headaches, stomach aches etc.);
- Unexplained changes in mood or behaviour;
- Visible signs of anxiety or distress;
- 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;
- Serious change in pattern of friendship, especially loss of friends.

6. In addition, the colleges uses the following education and prevention strategies:

- The fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.

- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council and other student leadership groups in contributing to a safe school environment e.g. Gluais, Lift.
- The school's anti-bullying policy is discussed with pupils.
- Parent(s)/guardian(s)s have access to the policy as part of the Code of Behaviour of the school on our website.
- The implementation of regular whole school awareness measures e.g. parent(s)/guardian(s) seminars; student surveys; year group assemblies, etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand a note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.

- Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Tell in the confidential questionnaire.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. Ensure parents know who the key contact staff are for their child.
 - The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
 - The listing of supports currently being used in the school and the identification of other supports available to the school (e.g. GLEN (www.glen.ie) BeLonGTo (www.belongto.org))

7. Implementation of school curricula

- The full implementation of the SPHE and CSPE curricula and the RSE Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes.
- School wide delivery of lessons through the SPHE and RSE programmes. Resources are listed in the plans for these programmes.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

8. Links to other policies

The school will ensure that bullying behaviour is managed in partnership with other relevant policies, e.g. Code of Behaviour, Child Protection policy, Supervision of pupils, Acceptable Use policy, Attendance, Extra-curricular activities.

The college strives to ensure that we have a set of procedures to deal adequately with incidents of bullying. 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):

The primary aim 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).

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.

- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents:

Our approach when dealing with reported incidents of bullying puts repairing harm done to relationships and people above the need for assigning blame and applying sanctions. Sanctions may not necessarily be part of the initial response to bullying behaviour. The steps followed by the relevant teacher will include some or all of the following:

- Investigation by the relevant teacher of the instance of reported or suspected bullying behaviour
- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach;
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- Interviewing of students: All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- Use of templates to conduct interviews and investigations: When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- Requesting students to sign a promise to treat all students fairly, equally and respectfully including a list of named students where appropriate;
- Emphasising that the intention of the process 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;
- Explaining that students who report bullying therefore are not getting others 'into trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying behaviour continued;
- Completing a report on the findings of the investigation, any intervention made and any other relevant information;
- Involvement of parents/guardians where a commitment to stop bullying behaviour is not honoured: The parent(s)/guardian(s) of the parties involved will be contacted to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Requesting parents/guardians to countersign a promise to treat all students fairly, equally and respectfully;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- Applying serious sanctions where this additional promise to cease bullying behaviour is not honoured;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
- Seeking support for the student alleged to be engaged in bullying behaviour from the guidance department were deemed appropriate;
- Retaining documentation regarding bullying incidents and their resolution securely.

Follow-up:

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.
- Where a student has been found to be engaged in bullying behaviour, has formally promise to stop and has broken that promise, any of the following sanctions may be imposed:
 - S/he may be required to sign another promise, this time countersigned by a parent/guardian;
 - Parent(s)/Guardian(s) may be contacted by the relevant teacher and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;
 - The student may be suspended;
 - The case may be referred to the Board of Management as a disciplinary procedure;
 - The case may be referred to the Board of Management seeking expulsion of the student.
- As with all cases of extreme inappropriate behaviour, the College will avail of successive sanctions up to and including permanent exclusion, as outlined in the School Behaviour Policy.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal, deputy principal or Year Head of all incidents being investigated.

Informal-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

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

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

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. These records will be kept in the board of management folder relevant to the meeting at which the bullying report is presented.

2. 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).

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system
 - Peer mentoring system
 - Tutor/Year head system
 - Care team / Student Support Team
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

Students who are being bullied will be supported as follows:

- Ending the bullying behaviour;
- Continuing to strengthen the school culture to foster respect for all students;
- Continuing to strengthen the school culture to foster empathy towards and support for bullied students;
- Indicating clearly through awareness raising programmes that the bullying is not the fault of the targeted student;
- Striving to speedily identify those responsible for bullying behaviour and resolving the bullying situations;
- Supporting bullied students through our pastoral care and guidance services;
- Helping bullied students raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in extra-curricular activities).
- Training and empowering student leadership teams in the school to promote respect for all students and to see bullying behaviour as not acceptable.

Students engaged in bullying behaviour will be supported as follows:

- Making it clear that students who engaged in bullying behaviour and who stop this behaviour are not blamed or punished;
- Offering support to students to help them learn other ways of meeting their needs that do not violate the rights of others;
- Helping students 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 extra-curricular activities).
- Using learning strategies throughout the school and the curriculum to help enhance students' 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;
- Appropriate contact with student's parents/guardians to ensure student is supported in their efforts to change behaviour;
- 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;
- Use of appropriate referral to school guidance counsellors and/or to outside support agencies.

Where aspects of this approach cannot be used during periods of remote schooling, the emphasis will be placed on clear communication to parents and students and on educating and changing inappropriate behaviour while providing appropriate support for all those involved.

3. 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.

4. 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.

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

6. This policy will be 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.

7. This policy and its implementation will be reviewed by the Board of Management once in every school year (using Appendix 4 of the Anti-Bullying Procedures for Primary and Post-Primary Schools). 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.

APPENDIX 1

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

Examples of bullying behaviours

General behaviours which apply to all	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.• Physical aggression• Damage to property• Name calling• Slagging• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person• Offensive graffiti• Extortion• Intimidation• Insulting or offensive gestures• The "look"• Invasion of personal space• A combination of any of the types listed.
Cyber	<ul style="list-style-type: none">• Denigration: Spreading rumors, lies or gossip to hurt a person's reputation• Harassment: Continually sending vicious, mean or disturbing messages to an individual• Impersonation: Posting offensive or aggressive messages under another person's name• Flaming: Using inflammatory or vulgar words to provoke an online fight• Trickery: Fooling someone into sharing personal information which you then post online• Outing: Posting or sharing confidential or compromising information or images• Exclusion: Purposefully excluding someone from an online group• Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety• Silent telephone/mobile phone call• Abusive telephone/mobile phone calls• Abusive text messages• Abusive email• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles• Abusive website comments/Blogs/Pictures• Abusive posts on any form of communication technology

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Homophobic and Transgender	<ul style="list-style-type: none">• Spreading rumours about a person's sexual orientation• Taunting a person of a different sexual orientation• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner• Physical intimidation or attacks• Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none">• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background• Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none">• Malicious gossip• Isolation & exclusion• Ignoring• Excluding from the group• Taking someone's friends away• "Bitching"• Spreading rumours• Breaking confidence• Talking loud enough so that the victim can hear• The "look"
Sexual	<ul style="list-style-type: none">• Unwelcome or inappropriate sexual comments or touching• Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none">• Name calling• Taunting others because of their disability or learning needs• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.• Mimicking a person's disability• Setting others up for ridicule

Appendix 2

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing

rooms, corridors and other areas of unstructured supervision.

- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

APPENDIX 3



Case of alleged bullying Report

1. Name of pupil allegedly being bullied and class group

Name _____

Class _____

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

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

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

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

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

5. Name of person(s) reporting the bullying concern

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

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

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
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8. Brief Description of bullying behaviour and its impact (continue overleaf if necessary)

9. Details of actions taken (continue overleaf if necessary)

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

8. continued

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Year Management Teams to communicate key elements of the school's anti-bullying policy to students at the start of each school year with reminders every term; Stronger input at parent information evenings to include reminders of key elements of anti-bullying policy for parents.

The plan will be implemented by the teachers supported by the Board of Management and will be reviewed in 2025 or if there are revisions by Circular.

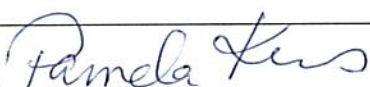
This Policy will be circulated to all staff members and the Board of Management for approval.

Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation 2024 - St Mac Dara's Community College

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Yes
Has the Board published the policy on the school website and provided a copy to the parents' association?	Yes
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Yes
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	Yes
Has the Board ensured that the policy has been adequately communicated to all pupils?	Yes
Has the policy documented the prevention and education strategies that the school applies?	Yes
Have all of the prevention and education strategies been implemented?	Yes
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Yes
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Yes
Has the Board received and minuted the periodic summary reports of the Principal?	Yes
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Yes
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	Yes
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	No
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	No
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Yes
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	Yes
Has the Board put in place an action plan to address any areas for improvement?	Yes

Signed



Chairperson, Board of Management

Date 19 March 2024

Signed



Principal

Date 19 March 2024

~~Principal~~

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

To: Stakeholders of St Mac Dara's C.C.

The Board of Management of **St Mac Dara's CC** 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 **19 March 2024**
- 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 Pamela K.

Date **19 March 2024**

Chairperson, Board of Management

Signed Derek Dool.

Principal

Date **19 March 2024**

Review of policy date: 19 March 2024

Signed: 
(Principal and Secretary to Board of Management)

Signed: _____
(Chairperson of Board of Management.)

Date: 19 March 2024

Date of Next Review: March 2025