



Anti- Bullying Policy

Anti-Bullying Policy

1. 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 Robertstown National 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.

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) 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;

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without fear of being bullied. The school also has a clear policy on the promotion of RESPECT for everybody where it is made clear that bullying is a form of anti-social behaviour. It is important therefore that the school has a clear, written policy to promote this belief, where pupils and parent(s)/guardian(s) are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

See attached **Appendix 1** – Practical tips for building a positive school culture and climate

(b) Effective leadership

(c) A school-wide approach

(d) A shared understanding of what bullying is and its impact

(e) 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;

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

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

(i) 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:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Physical aggression: It includes pushing, shoving, punching, kicking, poking and tripping people up. It also may take the form of severe physical assault. • Damage to property: Personal property can be the focus of attention for the bully; this may result in damage to clothing, school books and other learning material or interference with a pupil's personal belongings. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden. • Extortion: Demands for money may be made, often accompanied by threats (sometimes carried out), in the event of the victim not promptly "paying up". Victims' lunches may be taken. Victims may also be forced into theft of property for delivery to the bully. Sometimes this tactic is used for the sole purpose of incriminating the victim. • Intimidation: Some bullying behaviour takes the form of intimidation; it is based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting to victims can be the so-called 'look' - a facial expression which conveys aggression and/or dislike. • Abusive Telephone Calls/Text Messages or On-line Bullying: The abusive anonymous telephone call is a form of verbal intimidation or bullying. Inappropriate texting and on-line messag-
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	<p>ing can also be forms of intimidation or bullying. Posting abusive or insulting messages on social media sites is also a form of bullying. The school's <u>Acceptable Use Policy</u> gives guidelines on proper use of the Internet and other electronic media.</p> <ul style="list-style-type: none"> Isolation: A certain person is deliberately isolated, excluded or ignored by some or all, of the class group. This practice is usually initiated by the person engaged in the bullying behaviour. It may be accompanied by writing insulting remarks about the victim on blackboards or in public places, by passing around notes about or drawings of the victim or by whispering insults about them loud enough to be heard. Name Calling: Persistent name-calling directed at the same individual(s), that hurts, insults or humiliates should be regarded as a form of bullying behaviour; most name-calling of this type refers to physical appearance, including race. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes; first, there are those who are singled out for attention because they are perceived to be slow, or weak, academically. At the other extreme are those who are targeted because they are perceived as high achievers. "Slagging": This behaviour usually refers to good natured banter which goes on as part of the normal social interchange between people. However, when this 'slagging' extends to very personal remarks, aimed again and again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if couched in sexual innuendo, then it assumes the form of bullying. It may take the form of suggestive remarks about a pupil's sexual orientation.
<p>Cyber</p>	<ul style="list-style-type: none"> Denigration: Spreading rumors, lies or gossip to hurt a person's reputation Harassment: Continually sending vicious, mean or disturbing messages to an individual Impersonation: Posting offensive or aggressive messages under another person's name Flaming: Using inflammatory or vulgar words to provoke an online fight Trickery: Fooling someone into sharing personal information which you then post online Outing: Posting or sharing confidential or compromising information or images 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

	<ul style="list-style-type: none"> • 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
<p>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).</p>	
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" • Use or terminology such as 'nerd' in a derogatory way
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

This list is not exhaustive.

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

The Relevant Teachers in this school are: (To be determined by school management)

Class teacher

Principal: Ms. Dillon

Deputy Principal: Ms. Murphy

All class teachers have a responsibility in this area

Any teacher may act as a relevant teacher if circumstances warrant it.

5. The education and prevention strategies (including strategies specifically aimed at cyber bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

School-wide approach

- A school-wide approach to 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.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- 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 in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) as part of the Code of Behaviour of the school and a copy can be found in the office and also on request.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term or monthly student surveys; regular school or year group assemblies by principal, deputy principal, year heads 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 note up with homework.

- Make a phone call to the school or to a trusted teacher in the school.
- Anti-bully or Worry Box
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire once a term to all pupils.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- 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

Rights and Responsibilities

In the school's daily and routine life, the ways in which people interact with each other significantly affect each person's sense of self-worth, belonging and well-being.

The fostering of high-quality interpersonal relationships among teachers, students, parents and ancillary staff is a responsibility shared by everyone.

All members of the school community have a role to play in the prevention of bullying.

Responsibilities of Board of Management

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

Responsibilities of School Staff

To acknowledge that bullying is a shared responsibility within the school

To draw upon Restorative Justice practices, taking into account the age of the students

To implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community

To empower students to deal with conflict in constructive ways using Restorative Justice practices

To take all reports of bullying seriously and to report them to the Principal if warranted

To document any serious bullying incidents using the Bullying Incident Report Form.

Responsibilities of Pupils

To show consideration, respect and support towards others

To be able to identify bullying behaviour

To not bully others

To tell if they are being bullied or if they see someone else being bullied

To engage in responsible reporting when witnessing or experiencing bullying behaviour

To feel empathy for targeted members of the school community and, as a result, take safe and sensible action as a bystander.

Responsibilities of Parents/Guardians

To support the school in the implementation of the policy

To watch out for signs that their child may be being bullied

To speak to the class teacher if their child is being bullied or they suspect that this is happening

To instruct their children to tell if they are bullied or if they have seen other students being

bullied

To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem

To never directly approach a student or the parent of a student at the school to intervene in behavioural issues.

Raising Awareness and the Prevention of Bullying Behaviour.

Robertstown National School will promote a preventative approach to bullying by implementing the following:

Developing a whole school Anti Bullying Policy in collaboration with the whole school community of all staff, pupils, parents and Board of Management.

All teachers will implement the schools Social Personal and health Education (SPHE) programme in full. (This includes the Stay Safe, Walk Tall and Alive-O programme).

A copy of the school's Anti-bullying Policy and Code of Behaviour will be given to the parents/guardians of the incoming Junior Infants class at the Induction Day. Parents/Guardians will be required to sign an undertaking which supports the policy.

The Anti-bullying Policy and Code of behaviour will be available on-line to all parents and others on the school website: www.robertstownns.ie

A hard copy of the school's Anti-bullying Policy and Code of Behaviour will be available to parents/guardians and others on request from the school office.

The following anti-bullying initiatives will take place in the school annually:

Each class will devise classroom rules at the beginning of each year which will promote inclusion, acceptance of difference and respect for one another. Children will sign their acceptance of the Class Code.

Anti-bullying posters will be made, discussed and displayed throughout the school.

Class based/school based fun activities which promote co-operation, sharing, friendship between all the children. Circle-time, class discussions on friendship (making friends, maintaining friendships, resolving conflict, responsibilities towards one another etc) will be held.

Additional lessons which deal specifically with bullying will be undertaken in each class e.g. PrimEd Bullying Series, with an emphasis on openness and discussion in this area. (Areas covered will include – What is bullying? Forms of bullying, Cyber bullying, Why do people bully? Bystander bullies, Silent witnesses, Effects of bullying, How does bullying make me feel? What can we do? Preventing bullying, Coping with bullying etc).

The whole school community will be encouraged to become a 'reporting school' whereby the whole school community are encouraged to report/speak out if they are being bullied or if they witness a bullying situation. (When children inform a teacher of a 'bullying situation' which occurred outside of school time, the teacher will advise the child to inform her parents. The child will be encouraged to ask for their support in resolving the situation).

A Children's Advice sheet (attached), which informs children and parents what to do in a bullying situation will be circulated to all parents at the beginning of the school year.

Discussion of the underlying principles of the school's Anti-bullying Policy and Code of Behaviour will form part of the agenda of all BOM meetings.

Where the opportunity arises, guest speakers with an expertise in the area of bullying-prevention, will be invited to address pupils, staff and parents.

Links to other policies

- Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities.

6. 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):

Procedures for Investigating and Dealing with Bullying

Effects of Bullying

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

Characteristics of Bullying Behaviour

Schools need to realise that any pupil can be a victim of, or perpetrator of bullying behaviour.

The Victim / The Target:

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

It is of note that some pupils can unwittingly behave in a very provocative manner which attracts bullying behaviour.

The Bully:

It is generally accepted that bullying is a learned behaviour. Pupils who bully tend to display aggressive attitudes, combined with a low level of self-discipline. They can lack any sense of remorse; often they convince themselves that the victim deserves the treatment meted out. Pupils who bully can also be attention-seeking; often they set out to impress bystanders and enjoy the reaction their behaviour provokes. They tend to lack the ability to empathise. They are unaware of or indifferent to the victim's feelings. Others seem to enjoy inflicting pain. It is of note that many bullies suffer from a lack of confidence and have low self-esteem.

It is not uncommon to find that pupils who engage in bullying behaviour are also bullied. They tend to be easily provoked and frequently provoke others.

The Bystander:

Passive bullying includes being a bystander and watching a bullying incident and doing nothing to stop it, or encouraging another to bully. Bullying is a difficult problem that only gets worse when it is ignored. Research clearly demonstrates that bystanders play a significant and pivotal role in the management and addressing of bullying.

Bystanders are present most of the time (around 85%), where adults are rarely present. Most young people feel uncomfortable but very few know what to do to stop it happening. Bullying behaviour is reinforced where people watch but do nothing.

When bystanders do intervene, the bullying is more likely to stop quickly most of the time.

Indications of Bullying Behaviour / Signs and Symptoms:

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

Anxiety about travelling to and from school – requesting parents to drive or collect them, changing the route of travel, avoiding regular times for travelling to and from school.

- ✓ Unwillingness to go to school, refusal to attend, truancy.
- ✓ Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- ✓ Pattern of physical illnesses (headaches, stomach aches).
- ✓ Unexplained changes either in mood or behaviour; it may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- ✓ Visible signs of anxiety or distress – stammering, withdrawing, nightmares, difficulty sleeping, crying, not eating, vomiting, bed-wetting.
- ✓ 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.
- ✓ Reluctance and/or refusal to say what is troubling her.

Those signs do not necessarily mean that a pupil is being bullied. If repeated, or occurring in combination those signs do warrant investigation in order to establish what is affecting the pupil.

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), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Procedures for noting and reporting an incident of bullying behaviour.

Children are encouraged to report bullying behaviour, no matter how trivial it seems, as soon as possible.

All reports of bullying, no matter how trivial, should be recorded in the Incident Folder and investigated by the relevant teacher(s).

All cases of bullying behaviour should be reported to the Principal/Deputy Principal.

Parents/guardians of victims and bullies should be informed by the Principal/Deputy Principal at an early stage. They are then in a position to support their child before a crisis occurs.

Parents/guardian are invited to discuss their concerns with a staff member if they feel their child is being bullied. Don't hope the problem will go away.

Parents who suspect that their child is being bullied must report it in writing to the Principal within 4 weeks of any alleged incident unless there are excusing circumstances for not reporting it sooner. With the passage of time memories fade and details of incidents can become confused. The Principal reserves the right to exercise her discretion not to investigate a complaint if it has been made too late.

It should be made clear to all pupils that when they report incidents of bullying, they are not telling tales, but behaving responsibly.

Investigating and dealing with incidents: Style of approach

- 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;
- 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;
- 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; Also they can fill out the **Appendix 3 – Think Sheet**
- 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; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage 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;
- 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;
- 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;

Follow up and recording

- 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)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 Children.

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. Consideration needs to be given to where the records will be made e.g. incident book. 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 of all incidents being investigated.

Formal Stage 1-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 Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the Bullying Behaviour Recording template at **Appendix 2** to record the bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

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. Copies of Bullying Behaviour Record to be kept in filing cabinet in Principals office. Records to be passed on to next class at end of school year and recorded on schools database.

Intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time

- Restorative interviews
- Restorative conferencing
- Implementing sociogram questionnaires

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

- 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. (Glossary on Appendix).
 - Pastoral care system
 - Buddy / Peer mentoring system
 - Care team / Student Support Team
 - Group work such as circle time
- If pupils require counselling of 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, e.g. N.E.P.S. / C.A.M.H.S.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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. **Roles and Responsibilities.**

The Board of Management is responsible for ensuring that the policy is in place and is being implemented in the school. The whole school community of staff, pupils, parents, guardians and others are responsible for implementing the policy on an ongoing basis in the school.

10. 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.

11. **Success Criteria.**

The success of this policy will be measured against its success in preventing bullying behaviour in the school. Feedback from pupils, parents/guardians and staff will inform this decision.

12. 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.

13. 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.

14. Review and Evaluation.

The policy will be reviewed on an annual basis by the Board of Management.

15. Approval by the Board of Management.

This revised document was approved by the Board of Management in

Signed: William Byrne Signed: _____
(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____

Date of next review: _____



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Appendix 1

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 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 ignored.
- 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 the 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 2

Bullying Behaviour Record

Name of pupil being bullied and class group

Name: _____ Class: _____

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

Source of bullying concern/report relevant box(es)
relevant box(es))

Pupil concerned
Other pupil
Parent
Teacher
Other

Location of incidents (tick (tick

Playground	
Classroom	
Corridor	
Toilets	
Hall	
Other	

Name of person(s) who reported the bullying concern

--

Type of Bullying Behaviour (tick relevant box(es))

Physical aggression		Cyber bullying	
Damage to property		Intimidation	
Isolation / Exclusion		Malicious gossip	
Name calling		Other (specify)	

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

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

Brief description of bullying behaviour and its impact

--

Details of actions taken

--

Signed: _____ (relevant teacher) Date: _____

Date submitted to the Principal / Deputy Principal: _____

Appendix 3

Think Sheet

Draw or write, what **happened**, what you **thought**, what you **felt** and what you **did** in the boxes below:

What happened?	What I thought?	How I felt?	What I did?

Thinking about what happened, consider alternative thoughts:

What could I have thought?	How would I feel?	What would I do?

Appendix 4

Checklist for annual review of the anti-bullying policy and its implementation.

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

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

Signed _____

Date _____

Chairperson, Board of Management

Signed _____

Date _____

Principal



Pupil Incident Observer Report

Name (Block Letters): _____

Class/Year: _____

A. and B. to be completed by Teacher/Anti-Bullying Coordinator

A. Incident Location: _____

B. Day: _____ **Date:** _____ **Time:** _____

C. and D. to be completed by pupil named above

C. Others who were there: _____

D. Details of exactly what happened: _____

This is all I saw.

Signed: _____ **Date:** ___/___/___



Appendix 7

Alleged Bullying Interview Sheet

This interview should be conducted in an amicable way, seeking information and a promise	
Team Member(s): _____	Time: _____ Date: _____
Interview with: _____	Class: _____
Due to Report/Survey (R/S): _____	
1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y/N)? _____	
2. We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this? _____	
3. We did a survey about bullying and we aren't now worried that a pupil in your class is being bullied. Are you surprised (Y/N)? _____ Explain: _____	
4. Who do you think might be getting bullied in your class? _____	
5. The pupil is: _____	
6. The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this? _____	
7. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y/N)? _____	
8. Why have you been treating her/him this way? _____	
9. Have you ever been bullied (Y/N)? _____ If "Yes", how did it feel? _____	
10. Imagine your Mother being treated this way by big people at her work. How do you think she would feel? _____	
11. If you know she was treated this way how would you feel? _____	
12. Now, can you understand how unfair it is to treat someone like this (Y/N)? _____	
13. Did you know that bullying breaks our school rules (Y/N)? _____	
14. We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardai") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y/N)? _____	
To be completed by team member:	
Promise / School Rules signed (Y/N)? _____	Date: _____
Parents/Guardians contacted (Y/N)? _____	Date: _____
Parent/Guardian signature required (Y/N): _____	Returned with signature (Y/N): _____
Principal informed: _____	Date: _____

Appendix 8

Thinking about my behaviour

1. Think back to what happened. What did I do?

2. What rule was broken?



3. What is my side of the story?

4. What can I do to fix things up? Make things better?





Appendix 9

Friendship / Anti-Bullying Questionnaire

Class	Name	Date	
Would you like to talk to someone about bullying?		Yes	No
Do you know anyone who is having a hard time?		Yes	No



Appendix 10

Sample Questions for Bullying Sociogram

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
- Are you being bullied in any way? (Take details and reassure student that the problem will be addressed)
- Is there anyone in class having a hard time or being picked on?
- Is anyone being left out, or ignored?
- Is anyone spreading rumours, gossip, using notes, phone calls, text messages, or emails to make others feel bad about themselves?
- Is anyone being unfair to others?
- Is there a group of pupils making life difficult for others?
- Are pupils from other classes giving anyone in this class a hard time?
- Can you give examples?
- Who do you think is causing problem?



Appendix 11

Class Observation

Teacher: _____ Class: _____ Date: _____

Time	Name of pupil/s	Behaviour	Directed towards

Appendix 12

Implementation of the DES Procedures on Anti-Bullying Checklist

The following checklist may be useful for school personnel in relation to the implementation of the DES Procedures on Anti-Bullying

Actions to be undertaken by Board of Management	YES	NO	Comment
Initiate policy development or review (see PDST website for supports)			
Publish the policy on the school website			
Provide a copy of the Anti-Bullying policy to the Parents Association			
Ensure that staff and students are familiar with the policy			
Ensure all staff receive training on bullying prevention and intervention			
Ensure that the school has set out ways in which anybody can report bullying			
Ensure that staff, including temporary and substitute staff, have sufficient awareness of the school's code of behaviour and anti-bullying policy			
Conduct an annual review of the policy and its implementation (see Appendix 4 of the Anti-Bullying Procedures)			

Actions to be undertaken by School Management	YES	NO	Comment
Promote and support anti-bullying ethos and school wide approach			
Liaise with BOM			
Support planning for policy development and implementation ensuring consultation with parents, students and staff			
Ensure links between relevant school policies, for example, Code of Behaviour, Acceptable Use Policy,			

Child Protection, procedures and Anti-Bullying Policy			
Appoint relevant teachers in consultation with BOM and staff			
Support relevant teachers in investigating and resolving issues, for example, when meeting parents			
Develop a records management policy in relation to records kept on bullying			
Access supports and training for staff appropriate to their individual role			
Establish and support an anti-bullying team or care team where possible (Post Primary)			
Ensure bullying is regularly addressed at school assemblies			
Ensure measures are in place to ensure that new staff are informed about school policy			
Inform parents of the procedures for contacting the school			
Report to BOM at the end of each term			

Actions to be undertaken by all staff	YES	NO	Comment
Be familiar with the school's anti-bullying policy and other relevant policies			
Staff are aware of issues of confidentiality when dealing with issues of bullying			
Prioritise awareness raising and implement education and prevention strategies			
Role model positive behaviour and attitudes consistent with school policy			
Be vigilant about student's behaviour individually and in groups			
Take proactive approaches in relation to supervision, monitoring of behaviour especially classrooms, corridors, school yards and common areas. An awareness of the importance of being vigilant			
Report all instances of bullying to the relevant teacher and to keep records in accordance with school policy			
Implement relevant intervention strategies as			

agreed in school policy			
Monitor subsequent behaviour to ensure that everyone is safe			
Contribute to annual review of Anti-Bullying measures as initiated by the Board of Management			

Actions to be undertaken by Relevant teachers	YES	NO	Comment
Investigate and resolve incidents in line with interventions specified in the school policy			
Liaise with staff in relation to providing support for students who bully others or who are being bullied			
Maintain and store accurate records of incidents investigated and be familiar with the use of the DES template for recording bully behaviour (Appendix 2 of the Procedure)			
Ensure that the principal/deputy principal is furnished with copies of reports where appropriate			
Consult with School Management and other personnel if appropriate during the process of dealing with bullying			
Liaise with Parents as appropriate			
Monitor the success of interventions with all concerned			
Serous cases of bullying behaviour, in accordance with DES Child Protection Procedures, should be referred to the HSE Children and Family Services, TUSLA as appropriate			

Actions that may be undertaken by Support Personnel as determined by school management (These may include care teams, guidance counsellors, learning support and resource teachers)	YES	NO	Comment
Counselling – giving care and support to students learning to cope with many aspects of growing up			
Advice – suggestions based on experience			
Specifically focussed personal and social development programmes – relating to self-			

awareness, decision making and planning etc			
Referral – to other professionals, or referral by other groups to the counsellor e.g. teachers, BOM, school management and parents			
Consultation – parents, staff, students			
Feedback – to the BOM, school management and staff on the needs of individual students			
Networking – establishing links with relevant agencies and institutions			
Promoting change – assisting curriculum development in the school			
Managing, organising and co-ordination guidance activities into a coherent programme (see the DES and the NCGE, Planning the School Guidance Programme, 2004)			
Contributing to the development and implementation of anti-bullying policy e.g. awareness raising with students and parents; helping to plan anti-bullying/friendship weeks			
Counselling students that are both affected by bullying behaviour and those that perpetrate bullying behaviour in consultation with other staff identification of target groups or students with particular needs within the school who may require further support or targeted teaching			

Actions that may be undertaken by Home School Community Liaison Teachers as determined by school management	YES	NO	Comment
Support parents in a community context			
Promote anti bullying awareness raising in the local community			
Support the Parents Association			
Communication with feeder schools			



Actions that may be undertaken by Care Team / Anti-Bullying Team	YES	NO	Comment
Organise Friendship week			
Organise student surveys / sociogram			
Appoint a member to liaise with Student Council or other student bodies / year groups			
Appoint a member to liaise with other staff			
Appoint a member to liaise with Parents			

Appendix 13

Checklist for Teachers – Is it bullying?

One of the primary characteristics in bullying behaviour is the range of serious effects it can have on the victim and others who may observe it.

These can include physical effects such as physical ill health (Slee 1995) for example headaches or/and stomach pains (Olweus & Limber 2000), physical injury (Olweus & Limber 2000) and aggression or violence (Olweus 1994).

Effects may include social maladjustment such as social isolation (Rigby 1996), loneliness which is a strong predictor of peer victimisation (Hawker & Boulton, 2000), poor social self-concept and low self esteem (Besag 1989), and social anxiety (Hawker & Boulton, 2000).

Psychological Maladjustment may also be a characteristic for example levels of distress and upset (Hawker & Boulton 2000), fear (Olweus 1993; Rigby 1996), generalized anxiety (Rigby 1996, Slee 1995), and high levels of anger (Rigby 1996) (Borg 1998).

Depression is an effect but also another strong predictor of peer victimisation (Hawker & Boulton, 2000) and may sometimes involve suicidal thoughts or behaviour (Slee, 1995) (Hawker & Boulton, 2000).

Other characteristics may include the presence of an imbalance or abuse of power (Craig et al 2000), that the victim is generally defenceless (Roland 1998) and that the behaviour may be unprovoked (Olweus 1994).

Characteristic	Indicator	Yes/No
Effect	Is the person distressed / upset (Hawker & Boulton 2000) Humiliated, in real fear, Angry, Sad, Depressed?	
Aggression	Is there physical, verbal or psychological aggression? (Olweus 1994)	
Imbalance of Power	Is there an abuse of power? (Craig et al 2000)	
Planned or Repeated	(Olweus 1993)	
Defencelessness	Does the person feel helpless? (Roland 1998)	
Unprovoked	Does the person ask "Why me?" (Olweus 1994)	

Appendix 14

Questions based on the DES definition of bullying

Is it Bullying? Checklist

	Consider.....	Yes	No
1	Is the behaviour repeated? Only repeated incidents can be regarded as bullying. Once off incidents fall under the Code of Behaviour. However, see 2 below		
2	Have there been any offensive or hurtful public messages or images placed on a social networking site or other public forum? Can the bullying image, statement or message be viewed or repeated by other people? NB: One such incident qualifies as cyber bullying		
3	Is the behaviour planned?		
4	Is there unwanted negative behaviour inflicted on the victim?		
5	Is the unwanted negative behaviour of a physical, verbal or Psychological character?		
6	Is the behaviour inflicted by one person, or is there a group involved?		
7	Is the victim deliberately targeted?		
8	Do the behaviours involve deliberate exclusion, isolation, malicious gossip or other forms of relational aggression?		
9	Are the behaviours targeting an aspect of the victim's identity? For example physical, verbal or psychological aggression which is directed at their sexual orientation, their race, religion, ethnicity or traveller background.		
10	Are the behaviours targeting the victim because they have Special Education Needs?		



Appendix 15

Emergency Contact List

Garda	Kildare Town	521222
	Newbridge	431212
	Naas	897333
Fire Brigade 1890500333	Newbridge	431370
	Naas	879964
Hospital Ambulance	Naas	897221
	Tallaght	01 4144575
Local G.P.'s	Dr. Flanagan	868433
	Dr. Lynch	868305
	Dr. Morar	893762
Health Board/ Child & Family Centre	Naas	876001
	Celbridge	01 6303100
Chairperson of BOM	Aidan Watson	980462 085 7711063
School Inspector	John Meascal	
State Examination Commission		09064 42700
DES Communications Unit		01 8892388
NEPs Psychologist	Máire Cleary	848504 087 7448679
CAPP (Stay Safe Programme)		01 620 6346
INTO / ASTI / TUI	INTO Head	01 8722533
Clergy / Pastoral Care	Fr. Byrne	860135 087 6858242
	Fr. Kavanagh	890559
Local Counselling Services	Newbridge	446350



Barnardos	01 4530355
The Samaritans	1850 609 090
Childline	1800 666 666
Parentline	1890 927 277
Aware	01 676 6166 1890 303 302
National Suicide Bereavement Support	024 95561
Rainbows	4734175
The Bereavement Counselling Service	01 839 1766
Bereavement Counselling Service	01 676 7727
For people bereaved by suicide	http://homepage.eircom.net/~nsbsn

Appendix 16

Child Protection Guidelines Checklist for School Employees

Designated Liaison Person: Mary Dillon

Deputy Designated Liaison Person: Fidelma Murphy

If a child discloses information to you:

- Listen
- Do not ask leading questions
- Offer reassurance but do not promise not to tell
- Explain that other adults may need to be told – DLP
- Do not stop the child speaking
- Do not over react or comment
- Inform DLP – If you have a reasonable suspicion or reasonable grounds for concern that a child is at risk or has suffered abuse, the DLP should contact the Health Board for advice
- At the earliest opportunity, record accurately what the child has said – Using the child's own words. Record date/time and context of the disclosure. Use child's registration number – Not child's name
- Facts only
- Sketch signs of physical injury if appropriate
- Retain records for a period of 21 years in keeping with the school's Record Keeping Policy

The following should also be reported to the DLP:

- An account from a person who saw a child being abused
- Injury consistent with abuse
- Dysfunctional behaviour
- Implausible explanations for injury or behaviour
- Consistent evidence over a period of time that a child is being emotionally or physically neglected

Health Board Responses:

- School is asked to monitor the situation
- Formal report is requested, sent by DLP and on receipt case is allocated to Social Worker
- Preliminary enquiry – Screening process
- Initial assessment

Possible outcomes:

- Case closed
- Family support
- Child Protection Plan (usually following a case conference)

Reporting Procedures for DLP (Normally the Principal)

- DLP receives report of child protection concern
- DLP records the report – date/time/context. Child's registration number is used for recording purposes
- DLP makes decision on how to proceed based on information received
- DLP informs Chairperson of Board of Management that initial contact is being made with Health Board
- DLP makes contact with Health Board seeking advice (Do not give name of child at this point. Be very clear that you are seeking advice.) Take the name of the person you spoke to an record conversation
- Duty Social Worker makes recommendation. This may involve school continuing to monitor the situation. Record this decision and send written record of this decision to Health Board. Alternatively a formal referral made on standard reporting form may be recommended by Social Worker (Keep a copy on file in a secure place)
- If Health Board not available and case warrants immediate response – Gardai are informed
- Decision made on informing/not informing parents – taking safety of the child into consideration as number one priority. A decision NOT to inform parent/s should only be made where there is a genuine concern for the safety of the child. Be transparent with parent/s and ensure that they are aware that you have a non-negotiable responsibility as DLP to act in the best interests of the child (Refer to Children First)
- If DLP decides not to contact Health Board in relation to the case – person who made original report must be informed in writing
- Continued monitoring of child should be recommended
- Child Protection concerns that have been reported to the Health Board should be included in the Principal's Report to Board of Management Meetings – Child's name is not used

Glossary

Circle Time in school

Circle Time is a teaching strategy which allows the teacher to explore issues of concern. Also, it allows children to explore and address issues which concern them. It provides a structured mechanism for solving problems, in which all participants have an equal footing. Circle Time affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour. Circle Time should not be regarded as a sanction, if the teacher feels there is an issue to be discussed Circle Time is used to discuss the issue/problem at hand.

Sociogram questionnaires - when results are read this tells us how the child is socialising/interacting with their peers, also tells us if a child is being ostracized from others or who they are good friends with. A study of friendships/connections within the classroom.

Care Team

- Leadership Role: Principal - Mary Dillon / Chairperson of B.O.M. - Aidan Watson
- Communication Role: Principal - Mary Dillon / Chairperson of B.O.M. - Aidan Watson
- Student Liaison/ Counselling Role: Claire Poole
- Family Liaison Role: Deputy Principal / Principal - Mary Dillon
- Parents Association Rep: Chairperson of Association
- Board of Management Rep:
- National Educational Psychological Services Rep: Moira Cleary

Student Support Team

Our Student Council are of great support to our pupils and report any concerns, queries or suggestions to the Principal on behalf of the student population.

NEPS - National Educational Psychological Service

NEPS psychologists work with both primary and post-primary schools and are concerned with learning, behaviour, social and emotional development. Each psychologist is assigned to a group of schools.

NEPS psychologists specialise in working with the school community. They work in partnership with teachers, parents and children in identifying educational needs. They offer a range of services aimed at meeting these needs, for

example, supporting individual students (through consultation and assessment), special projects and research.

CAMHS- Child and Adolescent Mental Health Services

Child and Adolescent Mental Health Services (CAMHS) is a free specialist service for children and adolescents with serious emotional, behavioural or mental health difficulties. CAMHS services across Ireland are run by the HSE. The service caters for young people up to 16-years-old, although some CAMHS services extend to 18 years for young people in full-time education.

The range of mental health problems experienced by children and teenagers is broad and can include anxiety, eating disorders, depression, attempted suicide, psychosis, ADHD, complex bereavement, relationship difficulties and school related problems, all of which the CAMHS team has experience with dealing with.

No Blame Approach

A technique which can be used to tackle bullying in school is the No Blame Approach. As the name suggests, one of the most important things about this approach is that it deliberately avoids accusations, blame and punishment. The first step is to interview the victim, with the aim of finding out how he/she feels. The child will be asked to draw a picture or write something to communicate his/her distress. With the child's full knowledge and approval, the next step involves getting together the children involved in the bullying (including bystanders) and perhaps some non-involved children. This group (which does not include the victim) will then be made aware of the victim's distress and will be encouraged to take responsibility for their actions and to come up with ideas for making the bullied person feel happier. It should be mentioned that the No Blame Approach (which may mistakenly be viewed as a technique which condones bullying) can also be described as the Support Group Approach.

Restorative Interviews/conferencing

Restorative Interviews/conferencing approaches use the incident of misbehaviour as an educative opportunity for repairing the harm, by fostering more socially responsible relationships and behaviours that take others' perspectives into account.

This is achieved through carefully structured opportunities for individuals to understand the impact of their actions, recognise their social responsibilities and make amends to those who have been affected.

The young person is also assisted to reintegrate successfully into the school community.