



**St Seton's Secondary School
Ballyfermot**

DRAFT Anti-Bullying Policy

January 2022

Scope of Policy

Every student of St Seton's Secondary School, Ballyfermot, has the right to pursue their learning, work and time spent in school free from intimidation from any other person in the school. This Anti-Bullying Policy outlines the responsibilities of the stakeholders (students, teaching and non-teaching staff, visiting staff from outside agencies, parents and visitors) to promote St. Seton's Secondary School, Ballyfermot as a school where respect is fostered and diversity is valued for all members of the school community. This anti-bullying policy addresses issues of prejudice and stereotyping and highlights the unacceptability of bullying behaviour.

This Anti-Bullying policy is informed by Our Mission Statement which aims to celebrate each student and to nurture their spiritual, intellectual, emotional and physical growth in a safe, supportive and respectful environment.

Policy Objectives

- To create an awareness of bullying as a form of unacceptable behaviour.
- To create a restorative school culture which encourages the disclosure and discussion of incidents of bullying behaviour.
- To develop procedures for reporting and recording incidents of bullying behaviour.
- To develop procedures for investigating and dealing with incidents of bullying behaviour.
- To develop programmes of support for those affected by bullying behaviour and those involved in bullying behaviour.

Introduction

As a welcoming Catholic School, under the Trusteeship of the Le Chéile Schools Trust and CEIST (Catholic Education Irish Schools Trust), we value the dignity of every member of our school and endeavour to promote a positive atmosphere in which difference and individuality are respected. We recognise the right of every member of our community to enjoy school in a secure environment. Every effort is made to promote an atmosphere which facilitates this.

As a school community, the promotion and establishment of positive, respectful relationships is actively encouraged amongst all students and staff. There is an emphasis placed on taking personal responsibility and engaging in self reflection to make positive choices that have good outcomes and consequences.

The School will not tolerate bullying or harassment in any form and will apply this policy strictly in the event of any reported incidents. Where a complaint is upheld, those responsible may be subject to appropriate and proportionate sanctions in keeping with the school's code of behaviour, up to and including suspension and/or referral to the Board of Management.

When does the Anti-Bullying policy of St Seton's Secondary School, Ballyfermot apply?

- All students of St Seton's Secondary School, Ballyfermot on the premises of St Seton's Secondary School, Ballyfermot.
- During the school day, including lunchtime.
- On all school-based activities - work experience, school tours and trips (day or overnight), local, national and international; all extra-curricular activities such as sports matches, sports training, clubs and societies.
- Whenever students are representing the school at any event.
- Any incident of alleged bullying which in the opinion of school management materially or substantially disrupts the education process or the orderly operation of the school and/or brings the reputation of St Seton's Secondary School, Ballyfermot into disrepute.

- Any incident of alleged bullying which in the opinion of school management creates a hostile environment at school for the victim.

Protection against intimidation

The School will not tolerate any intimidation, victimisation discrimination of any person for filing a complaint or assisting in an investigation. Students found retaliating against a complainant will be subject to proportionate sanctions for bullying in keeping with the school's code of behaviour.

False or Malicious Complaints

If the results of an investigation find that a complaint is false or malicious, appropriate and proportionate sanctions in keeping with the school's code of behaviour will be implemented.

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1.0 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 St Seton's Secondary School, Ballyfermot Dublin 10 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.

2.0 The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students 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 students to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - promotes respectful relationships across the school community.

**See Appendix A: Table A: Key Elements of 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 educational and prevention strategies (including awareness raising measures) that -
 - build empathy, respect and resilience in students; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying.
- F. Effective supervision and monitoring of students
- G. Supports for staff
- H. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- I. The ongoing evaluation of the effectiveness of the Anti-Bullying Policy.

3.0 In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)* bullying is defined as follows:

Bullying is unwanted negative behaviour, conducted verbally, psychologically or physically 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
- 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 the definition of bullying, as outlined above, 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 September 2013)

**See Appendix B: Table B: Examples of Bullying Behaviours*

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

The Principal / Deputy Principal / Year Heads / Tutors / Care Team Personnel / Career Guidance Counsellor / School Counsellor. **Any teacher may act as a relevant teacher if circumstances warrant it.**

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

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 students through both curricular and extracurricular activities. Students 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 develop an awareness of what bullying is, how it impacts on students' lives and the need to respond to it - prevention and intervention.
- Consultation with outside agencies.
- School wide awareness raising and training on all aspects of bullying, to include students, 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 ICT and mobile phones within the school.
- Involvement of the student council in contributing to a safe school environment e.g. mentoring, peer learning and other student support activities that can help to support students 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 students and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school upon enrolling in St Seton's Secondary School and an electronic copy is circulated at the start of each school year and upon periodic review of the Anti-Bullying Policy.
- The implementation of regular whole school awareness measures through notice boards / posters / campaigns on the promotion of friendship, and bullying prevention eg annual Friendship Week; parent(s)/guardian(s) seminars; student workshops; student programmes; student surveys/sociograms; 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 students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that students know who to tell and how to tell, e.g.:

- o Direct approach to the teacher at an appropriate time, for example after class.
- o Hand note up with homework.
- o Make a phone call to the school or to a trusted teacher in the school.
- o Get a parent(s)/guardian(s) or friend to tell on your behalf.
- o Administer a confidential questionnaire to all students.
- o 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 students' use of mobile phones.
- The listing of supports currently being used in the school. **See Appendix C: List of Supports Currently Used in the School*

Implementation of curricula

- New Student Induction Programme / Transition & Transfer to Post Primary Education - NCSE Student Support / School Completion Programme
- 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, e.g. Friends For Life, Why Try and ALERT programmes.
- Religious Education Programmes which include Diversity and Multi-denominational awareness.
- Behaviour for Learning Support
- Appropriate and relevant school wide delivery of lessons from a range of resources such as **FUSE Anti-Bullying Programme, Be Kind Online, #UP2US, Be Safe-Be Web wise, BeLong2, Growing up LGBT, Stand Up Week, The Trust Pack - Diversity and Interculturalism**
- Delivery of the SPHE Programmes post- primary level.
- 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 students to respond appropriately.
- Delivery of programmes by other agencies.

Links to other policies

- Code of Behaviour; Child Protections & Safeguarding Policy; Acceptable Use Policy; Data Protection Policy; Attendance Policy; School Trip Policy; RSE Policy; Dignity in the Workplace Policy; Critical Incident Policy.

6.0 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:

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 students, parent(s)/guardian(s)) understand this approach from the outset. In the case of serious incidents of bullying behaviour, the implementation of appropriate and proportionate sanctions in line with the school's code of behaviour may be deemed necessary.

Reporting bullying behaviour

- Any student, teacher or parent(s)/guardian(s) may bring a bullying incident to the attention of any teacher in the school.
- Students should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher by initially completing an Incident Report Form. This should happen as soon as possible and the staff member should outline the concerns raised and any actions taken so far.
- 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.
- Youth workers or outside agencies who are working with students of the school must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and Dealing with Allegations of Bullying Behaviour

All investigations into alleged bullying behaviour will be recorded using the school's Incident Report Form. The relevant teacher must inform the relevant Year Head / Deputy Principal of all incidents being investigated. Following an investigation, if the incident is deemed to be bullying, a Bullying Incident Form will be recorded. A report of the investigation can be made available to the relevant parties involved. The school has a protocol for safely storing all records retained as part of the investigation / report process.

- 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 students 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 students concerned. Students who are not directly involved can also provide very useful information in this way.
- When analysing incidents of alleged 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, if appropriate, all those involved should be met as a group. At the group meeting, each member may be asked for their 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. 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 parent(s)/guardian(s) may be requested to be present while their child has an opportunity to reflect on their behaviour and have their account of what happened recorded. The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the students.

- Where the relevant teacher has determined that a student has engaged in bullying behaviour, it should be made clear to them how they are in breach of the school's anti-bullying policy and efforts should be made to try to get them to see the situation from the perspective of the student being bullied.
- Where the relevant teacher has determined that a student has engaged in bullying behaviour, a Bullying Incident Report (see Appendix D) will be completed by the Year Head / Deputy Principal.
- Every effort will be made to resolve the matter in a supportive and restorative way.
- It must also be made clear to all involved (each set of students and parent(s)/guardian(s)) that in any situation where disciplinary sanctions according to St Seton's Code of Behaviour are required, this is a private matter between the student being disciplined, their 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) or the school
Principal or Deputy Principal
- Relevant parties will be given a copy, in writing, of the outcome of the investigation and any conclusion(s) reached. Any decisions about post-investigation actions to be taken will be communicated to the relevant parties. All relevant parties will be given the opportunity to comment on the findings and to discuss them with the relevant teacher and/or senior management.
- Where a complaint of bullying behaviour is upheld, appropriate post-investigation actions may include formal mediation through restorative practice; behaviour support; counselling; temporary additional supervisory measures; proportionate sanctions in keeping with the school's code of behaviour. Should the disciplinary procedures of suspension and/or referral to the Board of Management be instigated, the implementation of such actions may take place immediately, without the requirement for a further disciplinary hearing or disciplinary investigation.
- 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 students involved are ready and agreeable.
- Parent(s)/Guardian(s) will be offered support via the school's HSCL teacher.
- 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.

7.0 The School's Programme of Support for working with students affected by bullying is as follows:

- All in-school supports and opportunities will be provided for the students 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; Behaviour for Learning Support; Group work such as circle time; Engagement in Restorative Practice etc. This may be for the student affected by bullying or involved in the bullying behaviour.
- If students require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the student affected by bullying or involved in the bullying behaviour. This may involve referral to EWSS, HSCL, SCP, NEPS, CAMHS or other local services (Pieta House, Jigsaw, Candle Community Trust, Familibase, Primary Care etc) that may already be engaged with the child and/or family.

8.0 Supervision and Monitoring of Students

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.

At least once in every term, the principal will provide a report to the Board in accordance with the School's Anti-Bullying Policy and the *Anti-Bullying Procedures for Post Primary School 2013*.

9.0 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 student or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

This policy was adopted by the Board of Management on **XXXX**.

This policy has been made available to school personnel, published on the school website, is readily accessible to parents and students on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, students, 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.

Signed:

Principal

Chairperson BOM

Date:

Date:

Date of next review:

APPENDIX A: Key Elements of A Positive School Culture & Climate

- The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- The school has the capacity to change in response to students' needs.
- The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming students' attitudes and values.
- The school takes particular care of "at risk" students and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents in equipping the student with a range of lifeskills.
- The school recognises the role of other community agencies in preventing and dealing with bullying. The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Table B: Examples of Bullying Behaviours

(This list is not exhaustive)

<p>General behaviours which apply to all</p>	<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 (Pushing, shoving, kicking, poking, tripping people up etc. ‘Mess Fighting’ or horseplay can also be considered physical aggression. Arranging a fight after school is a form of physical aggression potentially leading to physical assault. ● Damage to property - This includes damage to another person’s clothing, school bag, books, bicycle, school locker or any other item of personal property. ● Name calling with intention to hurt, insult or humiliate a person. ● Slagging - when personal comments become increasingly or repeatedly hurtful, humiliating, it could be considered bullying. ● Written Abuse - The production, display or circulation of written words, pictures or other materials aimed at intimidating another person ● Offensive graffiti ● Extortion - Extortion is the demanding of money from another person. ● Intimidation ● Insulting or offensive gestures ● The “look” ● Invasion of personal space ● Exclusion and Isolation - Deliberately and repeatedly excluding or ignoring an individual. ● <i>A combination of any of the types listed.</i>
<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. ● Refusing or ignoring requests to delete particular images or comments when made aware that the content causes distress or embarrassment to another student. ● 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

	<ul style="list-style-type: none"> ● Abusive posts on any form of communication technology. ● Liking or sharing 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 students' vulnerabilities and limited capacity to recognise and defend themselves against bullying ● Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. ● Mimicking a person's disability ● Setting others up for ridicule

List of Supports Used in School

A wide range of resources is drawn from to proactively support the school's approach to Anti-Bullying and response to incidents of Bullying Behaviour. These resources can be accessed as part of a whole school approach, small groups or 1:1 interventions.

- Pastoral Care System (Tutor / Year Head)
- Student Mentors
- Student Leadership Team
- In-School Counselling
- Career Guidance Counsellor
- NCSE Student Support - Behaviour for Learning
- Home School Community Liaison Teacher
- School Completion Programme
- Friends for Life Programme
- Familibase - Counselling Service
- Familibase - Youth Drama Workshops for TYs
- Candle Resource Centre - Traveller Support Group
- Candle Resource Centre - Counselling & Therapeutic Space
- 1st Year Anti-Bullying Classroom Guidance Programme
- 1st Year Induction - Transition & Transfer Programme
- SPHE Curriculum
- RSE Programme
- RE Curriculum
- CSPE Curriculum
- Check & Connect Initiative
- FUSE - Anti-Bullying Programme
- Mind Out Programme for Senior Cycle Students
- Stand Up Week
- Anti-Bullying Workshops
- ISPCC Big Sister Programme
- Manuela Programme for TY
- Webwise Internet Safety Programmes
- Implementation of periodic Anti-Bullying Sociograms
- Implementation of Confidential Questionnaires
- Specific Programmes to Support Students with ASD
- Restorative Interviews and Circles
- Restorative Practice TY Module
- Student Anti-Bullying Ambassador Programme
- Be Body Positive Initiative
- #morethanaseelfie Initiative

Please Note: This list is not exhaustive and other supports may be researched and utilised as they become available or if they are particularly relevant for a particular situation or identified need.

APPENDIX D:

Incident Report Form



Incident Report Form

<p>Name of students involved:</p>	
<p>Report of what Happened?</p> <p><u>What Happened?</u></p> <p><u>What was their thinking at the time?</u></p> <p><u>Who has been affected?</u></p>	

<p>Outcome(s)</p> <p><u>What needs to happen to make things right?</u></p> <p><u>What are the follow up arrangements?</u></p>				
<p>Report Completed By: (Relevant / Lead Teacher)</p>				
<p>Report Referred to:</p>				
<p>Report Referred to:</p>		<p><i>Year Head/DP</i></p>	<p>Date</p>	

Bullying Incident Report Form



Bullying Incident Report Form

(From Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013)

This form should be completed by a Year Head or Deputy Principal / Principal following an initial Incident Report Form and Investigation that confirmed that an Incident of Bullying occurred.

<p>Name of students involved:</p>	
<p>Source of bullying concern/report (Please delete as necessary)</p>	<p>Pupil Concerned / Other Pupil / Parent / Teacher / Other</p>
<p>Location of Incident(s) (Please delete as necessary)</p>	<p>Classroom / Corridor / Toilets / School Bus / Other</p>
<p>Relevant Teacher / Lead Teacher</p>	
<p>Type of Bullying Behaviour (Please delete as necessary)</p>	<p>Physical Aggression / Damage to Property / Isolation & Exclusion / Name Calling / Cyber-Bullying / Intimidation / Malicious Gossip / Other (Specify)</p>
<p>Where behaviour is regarded as identity-based bullying, indicate the relevant</p>	<p>Homophobic / Disability or SEN Related / Racist / Membership of Travelling Community / Other (Specify)</p>

category: (Please delete as necessary)	
Description of Bullying Behaviour	
Impact of Bullying on Student(s) Concerned	
Details of Action Taken	
Signed	
Date	

<i>For Recording Purposes</i>				
<i>Recorded on Master Sheet by:</i>		<i>Year Head / DP / Principal</i>	<i>Date</i>	
<i>Shared with:</i>		<i>Principal / DP</i>	<i>Date</i>	