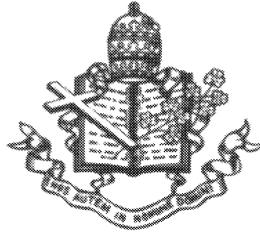


St Vincent's Castleknock College

Anti-bullying Policy



Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St Vincent's Castleknock College has adopted the following anti-bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013¹. This policy operates in conjunction with the Internet Acceptable Use Policy.

This policy was drawn up by staff of St Vincent's Castleknock College in consultation with various stakeholders. It was circulated to relevant stakeholders and ratified by Board of Management. The policy will be reviewed **annually**.

Last modified: May 2018

1) Scope of this Policy

This policy applies to the whole school community in their relationships with students – students, teachers, management, Board of Management, parents, office and all ancillary staff. While this policy addresses issues related to bullying of students (i.e. situations in which one or more students are the victim(s)), the policy applies to teaching and other school staff, parents/guardians, and others insofar as measures under the policy relate to them. It is important that all members of the college community are aware that bullying of all nature is unacceptable and should not be tolerated.

2) Rationale for this Policy

- The Department of Education and Skills (DES) requires schools to have a written policy on bullying.
- Schools also have obligations under the Equal Status Acts, 2000, which relates to discrimination based on grounds of gender, marital status, family status, age, race, religion, disability, sexual orientation, membership of the traveller community. The information booklet Schools and the Equal Status Acts, 2nd Edition published jointly by the DES and the Equality Authority was issued to all primary and post-primary schools in 2005. In this publication, it was recommended that a school's Code of Behaviour should explicitly name the nine grounds and require behaviour that respects diversity across them.
- The Trustees have a statutory obligation to ensure that a policy is in place that reflects the principles and values of the religious and educational philosophy of the school.
- The Board of Management has an obligation to adopt and implement an anti-bullying policy that fully complies with DES guidelines. At least once a term, the Principal must keep the Board up to date about the extent of bullying and how the College is working to combat bullying. The Board must perform an annual review, following the checklist in Appendix 1 (see attached).
- Involving and encouraging all members of the school community – especially all staff, the Parent Representative Association and the Student Council – in developing, formulating and

¹ DES. (2013). Anti-bullying procedures for primary and post-primary schools. Dublin: Author.

reviewing this policy on bullying promotes partnership, ownership and implementation of a living policy.

3) Goals/Objectives of this Policy

- a) To fulfil our mission commitment of fostering an atmosphere of respect, understanding, and encouragement between all who teach, work and learn in the school, so that the development and contribution of every individual can be acknowledged, and all can work together to benefit personal growth and the common good.
- b) To ensure each student's right to enjoy his learning and leisure free from bullying, both in the school and while engaged in school-related activities.
- c) To ensure every member of staff has the right to enjoy his/her work and association with the St Vincent's Castleknock College.
- d) To enable students and staff alike to support each other by reporting all instances of bullying. We will be a school where responsible reporting is the norm.
- e) To offer help, advice and support to victims of bullying.
- f) To restore equilibrium and, where possible, to resolve conflicts between students who have been perpetrator-and-victim, so that the relationship is restored to where it was before bullying took place.
- g) To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.

4) Relationship of this Policy to the Characteristic Spirit of the School

The Mission Statement of St Vincent's Castleknock College is set out as follows:

To have a College which is concerned with the development of the whole person in a Christian atmosphere; which encourages involvement in a balance of religious, intellectual, cultural and sporting activities; and which promotes the growth of self-worth and respect for others in the spirit of St Vincent de Paul.

The philosophy of St Vincent de Paul (1581-1660), the Patron Saint of Christian charity, continues to inform and inspire the students, faculty, staff and extended community of St Vincent's Castleknock College. As a Vincentian College, it is committed to following Vincent de Paul's philosophy, which emphasises respect for the individual, service to the needy, human solidarity and adherence to the belief that self-giving helps make the world a better place.

5) Being a stakeholder in the School confers rights and responsibilities

My Rights	My Responsibilities
To be safe in school	For others to be safe in school
To be physically safe	For others to be physically safe
To be free from all forms of verbal bullying	For others to be free from verbal bullying
To be free from extortion	For others to be free from extortion
To be free from emotional bullying	For others to be free from emotional bullying
To be free from cyber bullying	For others to be free from cyber bullying
To be free from any hurtful remarks regarding person, ethnicity, religion and culture	For others to be free from any hurtful remarks regarding person, ethnicity, religion and culture

At a Vincentian College, it is not enough to demand that all students be treated with respect. Rather, it is the responsibility of every student to contribute to an atmosphere in which respect is shown at all times and bullying cannot thrive. Furthermore, it is the responsibility of every student to report bullying to the authorities, should they witness it. A student should never pass disrespectful remarks and should denounce such remarks if he hears them. Bullying is not just about the bully and the victim; it is about every student playing a role to create an ethos of respect and tolerance.

6) When will the Policy apply?

This policy applies throughout the school year, for all school activities, on the Castleknock College campus and anywhere where our students are under supervision of staff (trips, tours, sports outings, etc). It should also be kept in mind that the College may take a view upon any items published, by any means, if those items could bring the name of the College into disrepute. This is not confined to term-time only.

7) Key Principles of best practice in preventing and tackling bullying behaviour

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 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; and
 - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that
 - build empathy, respect and resilience in students; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including, homophobic and transphobic bullying;
- Effective supervision and monitoring of students;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

8) Definition of Bullying

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, 2013) 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.

The list of examples below is non-exhaustive and may include any behaviour which makes a student feel uncomfortable or unwelcome.

Examples of bullying behaviours	
General behaviours which apply to all types of bullying	<ul style="list-style-type: none"> ○ Any behaviour which causes a student to feel uncomfortable ○ Damage to another student’s property ○ Extortion ○ Harassment based on any of the nine grounds in the equality legislation, eg sexual harassment, homophobic bullying, racist bullying, etc ○ Intimidation ○ Invasion of personal space ○ Insulting or offensive gestures ○ Name calling ○ Offensive graffiti ○ Physical aggression ○ Slagging ○ The production, display or circulation of written words, pictures or other materials aimed at intimidating another person.
Body Image	<ul style="list-style-type: none"> ○ Mocking a student for his size, weight, colour of hair or any other bodily feature ○ Use of expressions such as “fat”, “lanky”, “ginger”, etc are not acceptable.

<p>Cyber²</p>	<ul style="list-style-type: none"> ○ Harassment: the sending of vicious, mean or disturbing message(s) to an individual ○ Denigration: Spreading rumours, lies or gossip to hurt a person's reputation ○ 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 offensive telephone/mobile phone calls/ text messages/ email/communication on social networks, eg Facebook/ Messenger/Ask.fm/Twitter/You Tube or on games consoles /WhatsApp/Snapchat / Instagram, etc ○ Abusive/offensive website comments/Blogs/Pictures Abusive/offensive posts on any form of communication technology.
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> ○ Spreading rumours about a person's sexual orientation or gender identity ○ Taunting a person because of sexual orientation or gender identity ○ Name calling, eg Gay, queer, lesbian, tranny...used in a derogatory manner ○ Physical intimidation or attacks ○ Unwelcome or inappropriate sexual comments or touching ○ Harassment.
<p>Race, nationality, ethnic background, family status and membership of the Traveller community</p>	<ul style="list-style-type: none"> ○ Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background ○ Exclusion based on any of the above ○ Stereotyping ○ Mimicking accents ○ Any name calling or labelling in a derogatory manner.

² Cyber-bullying is defined as using social network sites, internet, email, etc to demean, humiliate, exclude, or otherwise undervalue another person through direct or indirect methods. Any incident involving a College student, current or recent past, as perpetrator or victim, is of concern, but especially when both perpetrator and victim are students, current or recent past. Equally, social comment about a member of staff which falls under the categories listed above will not be tolerated.

Relational	This involves manipulating relationships as a means of bullying. Behaviours include: <ul style="list-style-type: none"> ○ Malicious gossip/Isolation and exclusion/Ignoring/Exclusion from the group/Taking someone's friends away/Spreading rumours/Breaking confidence/Talking loud enough so that the victim can hear ○ Encouraging others to ignore or target an individual or group ○ Use of terminology such as 'nerd' in a derogatory way.
Special Educational Needs – this includes any 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 ○ Targeting exceptionally able students in a negative manner.
Identity Based Behaviours: Including any of the nine discriminatory grounds mentioned in Equality Legislation (2005) [gender (including transgender), civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community].	

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. (See www.education.ie)

The College draws a distinction between incidents which originate from within the school environs and those which occur outside, except when on official school tours. While the same standards apply at all times and in all places, it needs to be recognised that the College cannot be held responsible for students' actions when not on the premises. Although the College is not responsible for the behaviour/actions of students when off-campus, if a student is bullied (eg on a Class Snapchat or on the bus to/from school) the College will investigate the issue. The College takes seriously the responsibility of regularly informing students about internet protocol and best practice in the area of internet usage, including the concept of "public domain". The College values parents' support in reinforcing best practice in this area.

9) Investigating Teachers

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

- Year Heads (Designated relevant persons)
- Guidance Counsellor(s)
- Deputy Principal
- Principal

The school deems that every staff member has responsibility for reporting any incident of unwanted negative behaviour, harassment or bullying.

10) Education and Prevention Strategies – targeting cyber-bullying and identity-based bullying including, homophobic and transphobic bullying

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including 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):

- There is space within the teaching of all subjects, and particularly in the area of learning known as Wellbeing, to foster an attitude of respect for all in accordance with the ethos of St Vincent’s Castleknock College.
- Incoming First Years are briefed on the anti-bullying ethos of the school during their orientation.
- All year groups are informed about anti-bullying during assembly.
- Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage students in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in students.
- The Buddy System also emphasise the importance of our anti-bullying ethos via curricular and extra-curricular programmes, provide students with opportunities to develop a positive sense of self-worth.
- Anti-bullying workshops are provided to junior students.
- The Lesbian, Gay, Bisexual, Transsexual (LGBT +) issues will be highlighted through a poster campaign at a given week in the school year. This poster campaign will be supported by work in the SPHE classes.
- Initiatives such as Anti-bullying week and internet safety talks for students and parents are organised. There is advice for students in Appendix 3 of this policy and for parents in Appendix 4.
- CSPE/SPHE departments have significant roles in informing students about antibullying.
- Enforcement of this policy, including sanctions when appropriate.

11) Reporting Procedure

If a student is the victim of bullying, or if he is aware that bullying is taking place, he is encouraged to share this with a responsible adult. This is responsible behaviour rather than “telling tales”, as it means that the College can resolve the matter and put an end to the unhappiness of one of our students. Sometimes students and parents are afraid that reporting will make matters worse. This is not our experience at St Vincent’s Castleknock College. On the contrary, our experience has been that dealing with the matter leads to a resolution.

- Any student 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 a relevant teacher.

- All members of staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a relevant teacher;

12) College Investigation Procedures

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):

Matters relating to bullying behaviour should be referred to the Year Head of the person being bullied. This referral may be made by a student, a parent, a teacher – or anyone who works in the College. However, the person making the complaint (a student or parents) may report bullying to any adult whom they trust (a teacher, the Chaplain, a sports coach, the Guidance Counsellor, an SNA, a member of the administrative staff, the College President, a prefect, etc). In this case, that person must immediately refer the matter on to the relevant Year Head.

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.

The school has the right to investigate all bullying incidents with a view to resolution. The cooperation of all parties involved is imperative to the successful resolution of any bullying investigation. All involved (including students, parent(s)/guardian(s)) should understand this approach from the outset (see Appendix 5).

- a) When investigating and dealing with bullying, the Year Head will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved. They should then inform the Principal/Deputy Principal of the situation;
- b) The Year Head will take the matter seriously, will take appropriate steps to resolve it, will keep a record, using [Appendix 2](#), and will give a copy to the Principal. The person being bullied, and the alleged offender (s) will be interviewed separately;
- c) Investigations will be conducted with sensitivity and with due regard to the rights of all students concerned;
- d) If a group is involved, each member should be interviewed individually at first. This may take place during the course of a school day without initially notifying parents, notwithstanding our guidelines expressed in point 8 below. Subsequent to this it may be deemed necessary to meet with the group involved. At all times a restorative approach is taken to resolve the issue;
- e) Each member of a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- f) It is appropriate to ask those involved to write down their account of the incident(s);
- g) Where the Year Head has determined that a student has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's Anti-bullying policy and efforts should be made to try to get him to see the situation from the perspective of the student being bullied;
- h) In cases where it has been determined 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 students; The Principal or Deputy Principal may be involved in some cases. The aim is to put an end to the bullying and for relationships to return to where they were before the bullying started;

- i) 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;
- j) Where it has been determined that a student has been engaged in bullying behaviour the school's Code of Behaviour will be applied;
- k) The Year Head will monitor the situation to ensure that the bullying desists. It will often be appropriate to meet with the victim and the student engaged in bullying behaviour separately after about 20 days;
- l) Offenders and victims of bullying may be referred to counselling. Sometimes, if the student who has been bullied is ready and agreeable, the two parties may be brought together at a later date, this can have a restorative effect;
- m) If a teacher reports bullying behaviour to a Year Head and, 20 days later, observes that the bullying behaviour is continuing or decides in his/her professional judgement has not been adequately addressed, then the teacher should fill out a bullying reporting form (Appendix 2) provided by the Department of Education & Skills and hand it in to the Principal;
- n) The Principal must report each term to the Board of Management about the number of cases reported, without identifying the students and/or personnel involved;
- o) At the end of the academic year, the Board of Management reviews bullying in the school using the checklist in Appendix 1. This form is signed by the Chairperson of the Board and the Principal and the form is kept on file;
- p) Where the bullying is deemed to be more serious (eg gross misbehaviour or physical assaults), the Principal should be informed immediately, and he will inform the Board of Management, if necessary;
- q) In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan" (DES, 2013, p 34 – section 6.8.12);
- r) Serious instances of bullying behaviour should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate. (DES, 2013, p 34 – section 6.8.13);
- s) The Child Protection Procedures for Primary and Post-Primary Schools also provide that where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person must seek advice from the HSE Children and Family Social Services. (DES, 2013, p 34 – section 6.8.14).

13) Sanctions

- a) Reports of bullying will be treated with sensitivity. Where disciplinary sanctions are required, this is a private matter between the student being disciplined, his parent(s)/guardian(s) and the school. In line with the College Code of behaviour, sanctions imposed on the person or persons who have been bullying others may include:
 - i. A contract of good behaviour (Monitor card)
 - ii. Detention
 - iii. Withdrawal of privileges
 - iv. Suspension
 - v. Expulsion
 - vi. A combination of sanctions - as may be deemed appropriate.

- b) In order to appeal a decision, a parent/student may request a review by writing to the Principal.
- c) In the case of a complaint regarding alleged bullying by a staff member, this should be referred directly to the Principal.
- d) Where cases, relating to either student or teacher, remain unresolved at school level, the parents will be referred to the school's Complaints Procedure.
- e) In the event that a parent has exhausted the school's Complaints Procedure and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

14) College Programme for Support of Students Affected by Bullying

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

All in-school supports and opportunities will be provided for the students affected by bullying, eg

- a) Students who have been involved in bullying incidents will be advised by Year Head/Principal/Deputy Principal of the availability of the Guidance Counsellor/Chaplain.
- b) Mentoring and support through our: Pastoral care team/Leadership/Peer mentoring system/Year Head system/Care team.
- c) The target of bullying may receive counselling to help him regain his self-esteem where affected.
- d) The student involved in the bullying may also receive counselling to give him the opportunity to learn other ways of meeting his needs without violating the rights of others.
- e) Students who witnessed bullying are encouraged to discuss it with a teacher and if assistance with a Counsellor/Chaplain is required, their availability will be ascertained.

15) 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.

- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in student friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate school yard/outdoor supervision.
- School staff can get students to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the school yard, 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 students are in the playground/school yard or moving classrooms.

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

17) Adoption of the Anti-Bullying Policy

This policy was adopted by the Board of Management on _____ [date].

Dissemination of Policy

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 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.

18) Review of policy

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____ (Chairperson of Board of Management)

Date: _____

Signed: _____ (Principal)

Date: _____

Date of next review: _____

Appendix 1 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 Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

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

To: _____

The Board of Management of St. Vincent’s Castleknock College wishes to inform you that:

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

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 2: Template for Recording Bullying Behaviour

Name of student being bullied and class group

Name _____ Class _____

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

2) Source of bullying concern/report (tick relevant box(es))*

Student concerned	
Another Student	
Parent	
Teacher	
Other	

3) Location of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

4) Name of person(s) who reported the bullying concern

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

Physical Aggression		Isolation/Exclusion	
Cyber-bullying		Malicious Gossip	
Damage to Property		Name Calling	
Intimidation		Other (specify)	

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

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

7) Brief description of the bullying behaviour and its impact:

8) Details of actions taken to date:

Signed: _____ (Relevant Teacher)³ Date: _____

³ A copy of this document should be sent to the Principal and another copy kept on file by Year Head.

Appendix 3: Advice for Students

Advice for Students on Bullying/Cyber Bullying

- It is essential to tell a teacher and your parents of any bullying. It is the only way it will be stopped.
- Always be aware of your online behaviour and how to protect yourself from cyber-bullies.
- Always keep a detailed record of the bullying as evidence for the teacher.
- Do not put too much personal information about yourself online.
- Do not reply to abusive messages/posts.
- If cyber-bullying is impacting on your school life, tell a teacher/parent/guardian.
- If the bully is a “friend or follower” on Facebook or other social networking site, remove them.
- You should block unwelcome messages, videos, photos, etc.
- Keep passwords private.
- Save messages or take a screen shot of all abusive messages.
- Report the issue to the mobile phone or website provider. If sufficiently serious report the matter to An Garda Síochána.
- Respect other people. Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.
- If you receive a rude or offensive message or picture about someone else, do not forward it. You could be assisting a bully and even yourself be accused of cyber-bullying. You could also be breaking the law.
- Think first before you send. It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Parents, teachers, friends or future employers may be able to access photos in years to come.
- Protect your password. It is good practice to change your password on a regular basis and not to disclose it to other people. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. It is also sensible to give your mobile phone number only to trusted friends.
- Block the bully. Most responsible websites and services allow you to block or report someone who is behaving badly.
- Don't retaliate or reply. Replying to bullying messages, particularly in anger, may well be what the bully wants and can easily escalate matters very quickly.
- Save the evidence. It is important to keep records of offending messages, pictures or online conversations. If you are intending to make a complaint, they will help you demonstrate what is happening and can be used by the school, Internet service provider, mobile phone company, or even the Gardai to investigate the cyber-bullying.
- Make sure you report incidents of cyber-bullying. You have the right not to be harassed and/or bullied online and you should report incidents of cyber-bullying which take place.

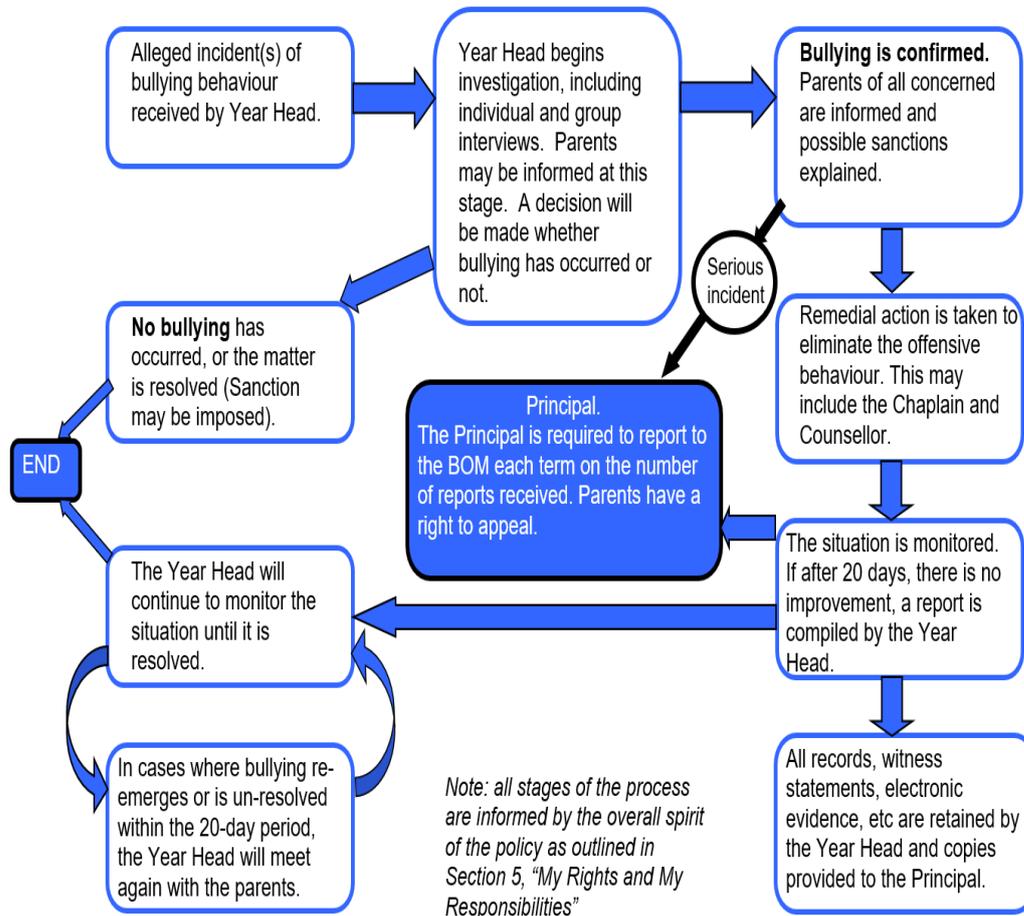
Appendix 4 – Advice for Parents on Bullying

Advice for Parents on Bullying/Cyber Bullying

- Be aware of signs and indicators of bullying.
- Prepare your son for the possibility of bullying and should it occur the importance of speaking about it to you.
- Encourage your son to tell an adult if he is being bullied.
- Take time to understand the social networking sites your son uses.
- Control the use of mobile phones/social media during homework and at bed time.
- Stress the importance of online responsibility and check his social media.
- Continue to work on your son's self-esteem in order to build emotional resilience.
- Encourage your son to include others in his social group and be generally inclusive.
- Use trusted websites for advice on keeping your son safe, ie www.barnardos.ie
- If offensive messages or pictures are received, save the evidence.
- It is important to keep records of offending messages, pictures or online conversations. If you are intending to make a complaint, they will help you demonstrate what is happening and can be used by the school, Internet service provider, mobile phone company, or even the Gardai to investigate the cyber-bullying.
- Make sure you report incidents of cyber-bullying. Your son has the right not to be harassed and/or bullied online and you should report incidents of cyber-bullying which take place.

Appendix 5 – Flow Chart for Investigating Reports of Bullying

Summary of investigation and reporting process



Note: Parents will be kept informed by the Year Head.