

2023/24



Anti Bullying Policy

Ó Fiaich College, Hoey's Lane, Dublin Road, Dundalk, Co. Louth, A91WK75

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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 Ó Fiaich 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 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;
- promotes respectful relationships across the school community;

Key elements of a positive school culture and climate:

- i) The school acknowledges the right of each member of the school community to enjoy school in a safe and secure environment. The school regards bullying as a serious infringement of this right and a serious threat to the self-confidence, self-esteem and mental health of individuals who are bullied. The school does not tolerate bullying and every incident is thoroughly investigated having due regard for the wellbeing of the targeted pupil(s) and the perpetrator(s).
- ii) The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- iii) The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- iv) The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- v) The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- vi) The school has the capacity to change in response to pupils' needs.
- vii) The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.

- viii) The school takes particular care of "at risk" pupils 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.
- ix) The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- x) The school recognises the role of parents in equipping the pupil with a range of life-skills.
- xi) The school recognises the role of other community agencies in preventing and dealing with bullying.
- xii) The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- xiii) The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- xiv) 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.

- 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-
 - o build empathy, respect and resilience in pupils;
 - o explicitly address the issues of cyber-bullying and identity based bullying including in particular, homophobic and transphobic bullying.
- 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);
- 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.

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

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 or because of size/weight.

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.

False accusations of bullying of one member of a school community against another will be regarded as a very serious example of misbehaviour under this policy.

Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

Physical aggression: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

Intimidation: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

Isolation/exclusion and other relational bullying: This occurs where 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 bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

Racist bullying: The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group. Other members of the same group, family or community are in consequence made to feel threatened and intimidated as well. Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth. Racist bullying can have a big impact on the person who is being bullied. It can make them feel confused, ashamed, rejected, fearful or embarrassed. It can also have a big impact on how safe they feel at school, and even if they want to go to school.

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many

forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic/racist text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

Damage to property: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. 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 targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

More vulnerable pupils

While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBTQI+) pupils and those perceived to be LGBTQI+ and pupils of minority religious faiths.

There can be an increased vulnerability to bullying amongst pupils with special educational needs and particularly those who do not understand social cues and/or have difficulty communicating. Some pupils with complex needs may lack understanding of social situations and therefore trust everyone implicitly. Such pupils may be more vulnerable because they do not have the same social skills or capacity as others to recognise and defend themselves against bullying behaviour. Research suggests that children with disabilities and with special educational needs (SEN) are more likely to be bullied than others. Bullying can also have a more severe impact on such children. As a high proportion of students in O Fiaich College have special educational needs, we need to be particularly focused on educating our students regarding bullying behaviour.

Homophobic and transphobic bullying (bullying targeted at those who are or who are perceived to be LGBTQI+) has also been found to be prevalent with evidence that such pupils have particular difficulty in speaking up or reporting the bullying behaviour.

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.
- Staff training in restorative practices should be provided to help staff deal with bullying incidents
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Explicitly teach pupils about issues such as bullying, homophobia and homophobic bullying, racism, cultural differences, disabilities and vulnerable pupils
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
 - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

4. 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*):

Principal, Deputy Principals, Year Heads, TY Co-ordinator.

Please See Appendix 5

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

Education:

- Anti-bullying education is part of the SPHE and RSE programmes. The SPHE curriculum makes provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying.
- The English and Irish departments teach terms linked with bullying and use literature to address the theme of bullying. Texts are selected to be inclusive of our culturally diverse society.
- Teachers generate a positive and friendly atmosphere in the classroom through the use of teamwork and by promoting positive behaviour and good manners
- Students are made aware of the anti-bullying ethos as outlined in the school charter during Tutorial class. The student journal contains anti-bullying information. Students sign the school charter in their journal at the beginning of each school year. Induction ceremonies are held for new first year students and our anti-bullying policy is explained during their induction. Assemblies take place regularly throughout the year and students are encouraged to report bullying incidents.
- Parents are made aware of the bullying policy through the school charter and through Home Visits by the Home School Liaison Coordinator. Parents sign the school charter at the beginning of each school year. In September 2024, an Anti-bullying charter, which parents will sign, will be included in the school journal.
- New teachers to the school receive an information pack that includes information about the bullying policy.

- An anti-bullying awareness week takes place each year in October. The aim is to foster an attitude of respect for all and to empower the school community in dealing with the issue of bullying. Competitions (poster, poetry and essay writing) in a range of subject areas are used to highlight the unacceptability of bullying behaviour. Groups such as *Information Education Programmes* and *Dundalk Outcomers* are invited in to conduct workshops with groups of students on bullying. Teachers and some PLC students give presentations on cyber-bullying during this week.
- Ó Fiaich College has a strong caring system. The Pastoral Care Team (which comprises Guidance Counsellors, Home/School Liaison Coordinator, Year Heads, SEN Co-ordinator, members of SCP) organises anger management and coping with school groups for our pupils in conjunction with the NEPS psychologist.
- A Belong To week takes place every year as part of SASS. The aim is to promote positive awareness of LGBTQAI+ young people, tackling homophobia and homophobic bullying, and building allies among young people and youth workers.
- Students in our school come from a wide range of ethnic backgrounds. Multi-cultural events take place throughout the year to promote the value of diversity and to address prejudice and stereotyping. Students are encouraged to appreciate and celebrate different cultural practices. Over the years, teachers have organised events such as French breakfasts or international dress day.
- A wellbeing week is organised by the Pastoral Care Team every year. Students are encouraged to 'walk in the shoes' of people who are finding life difficult. SPHE classes are devoted to the theme of improving mental health during this week. Outside Agencies and community groups such as AWARE and Belong To are invited to speak to pupils. Senior classes are given workshops on relaxation and overcoming anxiety. A fun day takes place in the gym when each class is given the opportunity to have fun on bouncy castles, slides and games. Throughout wellbeing week, a power point display plays on the TV at reception, photographic displays, posters and inspirational quotations are also in evidence around the school.
- Every year four Transition Year students are selected to act as Peer Educators with the Peer Education Programme North East. The selected students attend five training sessions provided by Positive Youth Education (*Individual Education Programmes* facilitate this

programme in conjunction with the secondary schools involved and the Health Service Executive) on how to be peer mentors in the areas of smoking, alcohol and drugs. The aim of the Peer Education Programme is to train the trainers and enable Peer Educators deliver information learned back to peer groups in relation to substance misuse and to specifically look at the harmful effects of Smoking, Alcohol and Drug use while also developing their personal skills. The training includes personal development, teamwork, presentation skills, time management, facilitation skills, programme planning and evaluation. When the training is complete the 4 students on the programme deliver lessons to the first-year students during their SPHE classes as follows:

- Week 1 – Introduction & Self Esteem
- Week 2 – Smoking
- Week 3 – Alcohol
- Week 4 - Drugs

At the end of the four weeks the Programme is evaluated by the first-year students, the TY Peer Mentors and the SPHE Department. All feedback and Evaluations are returned to the Programme Coordinators.

- A variety of sports are played in the school. Sporting activities provide excellent opportunities for learning how to control aggression. Students from different backgrounds learn to co-operate with and support each other.
- Ó Fiaich College takes seriously the responsibility of teaching students about their rights and responsibilities online and making sure they are aware that the internet is not a private place. Early in the year, students receive a lesson on cyber-bullying, with an emphasis on protecting themselves online and what to do if they are the victim of cyber-bullying. The screen over room 19 is used regularly throughout the year offering students advice on how to avoid and deal with cyberbullying.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), canteen staff, bus escorts, caretakers and cleaners must be informed of the need to report incidents they witness or are aware of to a teacher.
- Students are briefed prior to work experience placements on correct procedures to follow on reporting alleged bullying incidents during work placement.

- Students may report bullying using the email address nobullying.ofi@lmetb.ie It is checked on a weekly basis.

Supervision and Monitoring

- Students are supervised on the school grounds during break times by teachers.
- Students are at an increased risk of being bullied during the change of classes and at the end of break and lunch times.
- The **Computer and Internet, Acceptable Use Policy** sets out the rules that students are bound by regarding the use of computers and the Internet in school.
- Prefects are scheduled to be in various locations around the main building during break and lunch times. They can inform teachers if they see students being bullied.

Recommendations to Staff and Parents

Adults who interact with children and young people, in formal and informal settings, have a huge role to play in preventing bullying and also in supporting children and young people who are: being bullied, have bullied someone else or have witnessed someone being bullied.

Adults need to:

- Be good role models for children and young people and lead by example
- Teach young people to respect and value difference and diversity
- Make it their business to know what bullying is and understand the different types and forms of bullying
- Educate themselves in relation to social media and take an active interest in how children and young people are using the internet, social media and mobile phones
- Know, and lookout for, the signs that a child or young person may be being bullied
- Offer support and listen to what a child or young person wants you to do to help
- Make it clear that bullying is not acceptable behaviour

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*):

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);

It is very important that all involved (including each set of pupils and parents) understand this approach from the outset;

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the Year Head. 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. When a student informs of a bullying incident through the Nobullying email, then this information will be passed onto the Year Head.

An alleged incident report form (***see appendix 2***) will be filled in

- a. If a teacher witnesses an incident.
- b. If a teacher is approached by a student regarding an incident.

This incident report form will be filled in preferably by the victim/student or by the teacher concerned if the student has difficulty writing. If a student approaches a teacher when they are travelling to class, that same teacher can arrange a time and place that is suitable for the child to discuss the matter with them in a safe and unrushed environment. The child has chosen this teacher to report this incident to because they feel comfortable talking to this teacher.

Blank forms will be kept in the staffroom. Filled in forms will be kept in the relevant Year Head’s office;

- 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 Year Head;
- If there is an alleged incident when students are on work experience the student must report the incident as soon as possible to the Work

Experience teacher who will fill out an alleged incident report sheet (Appendix1) and a copy of this kept on file. It may be necessary to contact the employer and investigate the incident further.

Investigating and dealing with incidents

- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parents 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 when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- Incidents are generally best 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 Year Head 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. The Year Head may ask another teacher or a member of management to be present when interviewing student(s);
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group, if appropriate. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after the interview by the Year Head;
- 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 Year Head 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 parents 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 Year Head 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)/guardians(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;

Sanctions for bullying behaviour

- The sanctions for physical and verbal bullying will be those contained in the Code of Behaviour for dealing with these occurrences i.e. yellow card, red card and in-house suspension.
- The sanctions for psychological, isolation and cyber-bullying will be that the Year Head or Course Co-ordinator will speak to the pupils concerned regarding their behaviour. They will be made aware of the consequences of their actions and their parents may be called in or informed in writing. Repeat offenders will be dealt with by the sanctions included in the Code of Behaviour and efforts will be made to emphasise the importance of their commitment to the school charter which they have signed.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the Year Head 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; and
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal;

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date, if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;
- 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:

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the Year Head using the Alleged Incident Report Sheet (Appendix 2).
- All reports including anonymous reports of bullying must be investigated and dealt with by the Year Head. The Year Head must keep a written record of the report, the actions taken and any discussions with those involved regarding same. The Alleged Incident Report Sheet (Appendix 2) may be used for this purpose.
- In cases where the Year Head considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the Year Head in the recording template at Appendix 2. The *Record of bullying behaviour* form must be retained by the Year Head and a copy provided to the Principal or Deputy Principal.

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

- Students that have been bullied may be referred to the Guidance Counsellors by the Year Head. If the Guidance Counsellors feel that it is necessary, then the pupil concerned may be referred to the in-school

counsellor or outside agencies who may work on self-esteem or other issues as necessary.

- If it comes to the attention of the Year Head that a particular student may be getting bullied in class, then the Year Head can request the help of the Form Tutor to inform all this pupil's teachers to document evidence of this in their classes. This is an effort to watch out for the victim and to catch the bully.
- Students with mental health issues are referred to their general practitioner and informed of relevant support organisations.
- The Year Head /Form Tutor will inform all subject teachers regarding students that have engaged in bullying behaviour in an effort to watch out for further incidents.
- Students who repeatedly engage in bullying behaviour will be referred to the Guidance Counsellors by the Year Head. If the Guidance Counsellors feel that it is necessary, then the bully may be referred to the in-school counsellor. If it is considered that further help is needed, the student will be referred to the HSE.
- Anger management courses are provided by the School Completion Programme and the in-school counsellor.

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

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

11. A copy has been placed on the college Server/SharePoint and a folder with a hard copy is placed in the Deputy Principal's office. At the beginning of each academic year a copy of the policy will be emailed to all teachers and SNAs. A copy of this policy will be made available to the Department and the patron if requested.

12. 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.

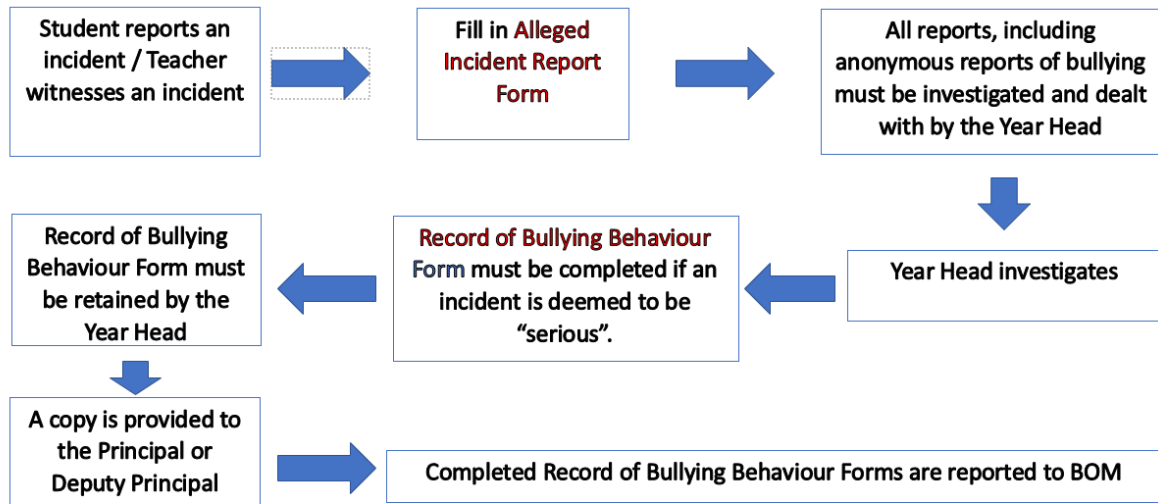
Signed: _____ Signed: _____
(Chairperson of Board of Management) (Principal)

Date: _____ Date: _____

Date of next review: _____

APPENDIX 1

Procedures for reporting bullying behaviour



APPENDIX 2



**Ó FIAICH COLLEGE DUBLIN ROAD,
DUNDALK, CO. LOUTH**
ALLEGED INCIDENT REPORT SHEET
This form is to be handed to Year Head

Date _____ **Time** _____ **Teacher** _____

Account of the Incident

(include names of those involved, what happened, potential witnesses)

Student's Signature _____

Action taken by Year Head

Year Head Signature _____

APPENDIX 3



Record of bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

School yard/Sportsground	
Classroom	
Corridor	
Toilets	
School Bus	
Local shop	
Online	
Other	

5. Name of person(s) who reported the bullying concern.

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

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

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ Date _____ (Year Head)

Date submitted to Principal/Deputy Principal _____

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 antibullying policy will be required.

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

	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 _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal

APPENDIX 5

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*):

Principal: Pádraig McGovern

Deputy Principal: Audrey Flood, John Caraher, Conor Rafferty

Year Heads: Barry McCourt, Gerard Dunne, Claire Reilly, Brendan O'Malley.

TY Co-ordinator: Patricia Ketterick/Martin Coyne

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

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management's annual review of the school's antibullying 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 _____ Date _____
Chairperson, Board of Management

Signed _____ Date _____
Principal