1(a) 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 Jesus and Mary Secondary School have 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.

1(b) Rationale

- To create a school environment that is a happy and safe place.
- To support the schools Code of Behaviour.
- To prohibit discrimination on the nine specific grounds of account to Equality Registration and the exemptions that apply.
  - = ***Gender***
  - = ***Martial Status***
  - = ***Family***
  - = ***Sexual Orientation***
  - = ***Religion***
  - = ***Age***
  - = ***Disability***
  - = ***Race***
  - = ***Membership of the travelling community***
- To have procedures for dealing with complaints.
- To ensure staff are trained, and supported to respond appropriately and sensitively to bullying incidents report concerns.
- To provide information for staff, pupils, parents to enable them deal with bullying.
- To promote emotional literacy, defined as people being able to "recognise, understand, handle and appropriately express their emotions." Sharp 2001.
- To recognise that bullying perpetrated outside school, may spill into the school environment.
- To comply with current legislation and Department of Education guidelines.
  = Child Care Act 1991
  = UN Convention of the Rights of the Child 1992
- **Education Act 1998**
  = The responsibilities of the Board of Management (Section 14-21)
  = Information for student and student involvement (Section 27)
  = Section 29 (Provision for Appeals)
- **Education Welfare Act 2000**
  = Provision for Codes of Behaviour (Section 23)
  = Provision relating to expulsion and appeals (Section 24-27)
- **Equal Status Act 2000 2004**
  = Provision relating to discrimination and harassment.
- **EPSON Act 2004**
  = Provision for education plans for students with Special Needs (SEN)
- **Safety Health and Welfare at Work Act 2005**
- **The Post Office (Amendment) Act 1951**
  = Nuisance malicious telephone calls (Appendix 20)
- **Criminal Damage Act 1991**
- **Non Fatal offences against the Person Act 1997**
  Harassment (Appendix 20)
- **Department of Education and Science Guidelines of Countering Bullying Behaviour in Post Primary Schools 1993**
- **Child Protection Guidelines and Procedures for Post Primary School.**
- **Circular M33/91: Guidelines towards a positive policy for school behaviour and discipline (including a Code of Behaviour and Discipline for Post Primary Schools M44/05).**
- **Dealing with bulling schools: a Consultation with Children and Young People (Ombudsman for Children 2013)**
- **The 'Cool School' Bullying Sociogram, classroom observation, interview technique.**

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

- A positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

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

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

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

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

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

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

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*):

Subject Teacher

Class Tutor

Deputy Principal

Principal

Guidance Counsellor

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*):

Prevention Strategies: Our school policy stresses the need to prevent not just control bullying. It is not sufficient to discipline the bully, and give support to the victim. It is necessary to consider how the school can raise awareness of bullying, see what preventative strategies can be taken, with a view to recognising positive behaviour, and modifying negative behaviour.

Actions:

Pastoral Care and School Ethos – Class Tutor

-An **anti-bullying code** is displayed on school corridor noticeboard outside guidance counsellor's office.
-An **anti-bulling charter** is included in student's journal.
-All school **breaks** and **activities** are **supervised** by teaching and non teaching staff on a rota basis.
-All **subject teachers**, class tutor, SPHE, guidance, RE, CSPE, learning support teachers will **monitor possible bullying.**
-First Year students are invited to be involved in a mentoring/buddy system **"Big Brother/Big Sister"** Programme.
-The school regularly monitors students **Internet usage** and **block sites** deemed unsuitable.
-**SPHE/CSPE/RE** programmes teach Rights, Responsibilities, Sensitivity and Respect, Active Citizenship.
-**Home Economics teaches** Family Relationships, Conflict Management.
-**Positive Learning Programme** rewards positive behaviour, encourages high standards in work and behaviour.
-**The Class Tutor System** monitors pupil's behaviour, pupil/teacher relationships, attendance, and personal issues for students.
-**The Welfare Committee**, Guidance Counsellor, actively support students at risk, victims of bullying, bullies.
-**Staff Training** on Restorative Justice, prevention and dealing with bullying.
-Staff, student, parent **training** on **cyber-bullying prevention**.
-**Parents** are welcome **to comment** on the policy at any time.
-The following is posted on the **school website** for parents:
-How can I tell if my child is being bullied? Appendix 14
-How can I tell if my child is a bully? Appendix 15
-How do I inform the school of my concerns? Appendix 16

School Policy on Cyber-Bullying Prevention

- Mobile phones are switched off during school hours.
- The school has an 'Internet Acceptable Use Policy'.
- The school has a Code of Conduct for use of the Net and access is screened by a variety of blocks which are updated regularly.
- Teachers must teach safe Internet Use and strictly apply all policies.
- Teachers teach awareness of –
  * the impact of cyber-bullying;
  * responsible use of ICT
  * sanctions for mis-use
  * who provides support if cyber-bullying takes place.
- Victims should keep emails and texts as evidence, for tracing and possible Garda action.
- The Principal, ICT Coordinator meets with staff, parents to ensure that all adults, as well as students understand how to use technology safely.
- Teachers discuss "netiquette", e-Safety and digital literacy.
- Passwords should include capitals, lower case, symbols and numbers.

The Jesus and Mary Secondary School believes that parental support and understanding is safe use of the Net is an essential component in managing cyber-bullying. The use of the Web is an essential part of modern life and the young are the pioneers.

Behave and perspective are essential as is a whole school approach to ensuring safe use of the Internet. The responsibility for this is both the school's in educating the pupils for safe use of the Net, and the parents' in understanding that they need to monitor and manage their children's use of the Net.

Useful websites for community use:

www.childnet.com

www.digizen.com

www.thinkuknow.co.uk

Supporting the person being cyber-bullied

- Give assurance that the pupil has done the right thing by telling someone.
- Make sure the pupil knows not to retaliate or return the message.
- Ask the pupil to think about what information they have in the public domain.
- Help the pupil to keep relevant evidence for any investigation (e.g. by not deleting messages they have received, and by taking screen capture shots and noting the web addresses of on-line cyber-bullying incidents).
- Check the pupil understands simple ways to prevent cyber-bullying e.g. by changing contact details, blocking contacts or leaving chatrooms.
- If you know the person responsible ask them to remove the content.
- Contact the social networking site to make a report to get the contact taken down.
- Confiscate mobile phones, being used to cyber-bullying and ask the pupil to tell who they have sent messages onto.
- In case of illegal content, contact the Gardaí who can determine what needs to be kept for evidential purposes.

Key Safety Advice

The whole school community has a part to play in ensuring cyber safety. Understanding children and young people's online lives and activities can help adults respond to situations appropriately and effectively. Asking children and young people to show adults how technologies and services work is a useful strategy that can provide an important learning opportunity and context for discussing online safety.

For children and young people

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send **2:** can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush –**3:** keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report **4:** someone who is behaving badly.
5. Don't retaliate or reply**:**
6. Save the evidence – learn how to keep **6:** records of offending messages, pictures or online conversations.
7. Make sure you tell:
   - an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
   - the provider of the service; check the • service provider's website to see where to report incidents;
   - your school – your teacher or the • anti-bullying coordinator can help you.

Finally, don't just stand there – if you see cyber-bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

For parents and carers

1. Be aware, your child may as likely cyber-bully as be a target of cyber-bullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand **2:** the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.
3. Use the tools on the service and turn on **3:** in-built internet safety features.
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.
6. Report cyber-bullying
   - Contact your child's school if it involves another pupil, so that they can take appropriate action.
   - Contact the service provider.
   - If the cyber-bullying is serious and a potential criminal offence has been committed, you should consider contacting the Gardaí.

Prevention Strategies

1. Teachers concern report.
2. Class observation form.
3. Bullying sociogram.
4. September Review. First Year Bullying Survey.
5. Anti-bullying questionnaire, are report forms designed to help investigate bullying.
6. Incident Report Form, Bullying Incident Report Form are designed to help report incidents objectively and supply sufficient information. **NB** All reports must be entirely factual. Personal opinion and speculation must not be included.

The Anti-Bullying policy is consistent with other school policies –

- ✓ Child Protection;
- ✓ Code of Behaviour/Discipline Policy;
- ✓ Internet Safety: Acceptable Use Policy;
- ✓ Health and Safety;
- ✓ Critical Incident Policy;
- ✓ Admissions Policy;
- ✓ Guidance Counseling Policy;
- ✓ Induction for new staff and students;
- ✓ SEN Policy;
- ✓ SPHE, CSPE Policies.

Prevention Strategies: Appendix 4.

What to do if you think you are being bullies: Staff suggestions

- Cyber-bullying information is posted on the school website, on the schools anti-bullying noticeboard. Appendix 1,2,3,4,5,6,17,18,19.
- Ant-bullying Policy and Cyber-bullying information is posted on the school website, on the schools anti-bullying noticeboard – see Policy Appendix 14,15,16,1,17,18,19,21,22,23,24,25,26.
- The buddy /mentor programme "Big Brother/Big Sister" Programme, SPHE teachers, ICT coordinator, Art teachers, Student Council will support a "Friendship/Anti-bullying week" note Cyber-Bullying Awareness Day is February 11th .
- Restorative Justice Principles in our Discipline Policy concentrate on restoring and repairing relationships. (see Appendix 12)
- Jesus and Mary Secondary School will liaise with and use the following services as required: -
  - ✓ National Education Welfare Board (NEWB)
  - ✓ NEPS – National Education Psychological Services
  - ✓ HSE
  - ✓ ISPCC
  - ✓ Community Youth Workers
  - ✓ Gardaí

.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Procedures for Noting and Recording:

- Incident Report Forms
- Teachers concern Report Form
- Class Observation Form
- September Review: First Year Bullying Questionnaire
- Anti- Bullying Questionnaire
- Bullying Incident Report Form.

Procedures for Reporting Incidents

WHO TO TELL

You can tell any member of staff such as:

- Any teacher
- A Special Needs Assistant (SNA)
- The Caretaking Staff
- The Secretary
- Your Tutor
- The Deputy Principal
- The Principal
- Guidance Counsellor
- Big Brother/Big Sister/Prefects

HOW TO TELL

- Approach a staff member
- Make a phone call to the school
- Hand a note up with homework
- Write a letter
- Get a parent or friend to tell on your behalf
- Teachers/staff members who experience bullying should report directly to the Principal/Deputy Principal
- Complete the confidential questionnaire
- Report it to the school Counsellor

Bystanders Responsibilities

- If you see another student being bullied TELL someone! GET HELP!
- Students have a responsibility to cooperate with teachers/staff members at all times.
- Students should not support others who attempt to prevent teachers/staff members from carrying out their investigations.

Serious incidents of bullying (e.g. an assault or long term isolation should be reported to the Principal straight away.

Reporting Procedure

- Incident Report Forms, Bullying Report Forms are available in Teachers Handbook, or Principals office.
- The staff member fills out the Incident Report.
- The students fill out the Incident Report.
- The Incident Report is passed on the Class Tutor when the incident occurs in the classroom.
- The Class Tutor informs the Deputy Principal, and in serious incidents informs the Principal directly.
- All other bullying incidents are reported directly to the Deputy Principal, and in serious incidents to the Principal.
- Parents will be informed by the Principal.
- The Principal will inform staff teaching the bullied pupil.
- The appropriate strategy and plan of action to stop bullying will be decided.
- After three incidents a file will be opened with the School Welfare Team, and a permanent record is on the student's main file.
- The Incident Report Forms are kept in a Bullying file in the Deputy Principals office for five years after all involved in the incident have left the school.
- The Principal, Deputy Principal, Guidance Counsellor have access to these files

Guidelines for dealing with a single incident of bullying.

Action taken by	**Procedure**	**Support and/or sanction may include**
Subject teacher or any teacher.	Challenge the behaviour as being unacceptable.	Serious talk with student(s) regarding Effects of their behaviour.
	Speak to both students separately and try to resolve the using the Restorative Approach.	Verbal warning, student/s involved warned to stop. Seek verbal agreement regarding future behaviour.
	Keep a record.	Outline a fair outcome if appropriate: e.g. verbal apology, a written apology, return of property.
	Teacher will follow up progress with: victim and bully, bystanders or others involved.	

Guidelines for dealing with a subsequent incident of bullying.

Action taken by	Procedure	Support and/or sanction may include
Class Tutor involved. Welfare Committee may be involved.	Incident investigated by the Class Tutor using the Resorative Approach. Principal/Deputy Principal informed.	Serious talk with student(s) regarding behaviour and future behaviour. Sign written agreement regarding future behaviour.
	Both sets of parents informed by the Class Tutor.	Parents/Guardians sign written agreement regarding future behaviour.
	Keep a record.	Speak with school Counsellor.
	Class Tutor follows up progress with victim and bully, bystanders or others involved.	Detention/other agreed sanction from school's C.O.B. eg. * removal from class group; * break, lunchtime detention; * Community work; * withholding participation in school trips, sports event. Monitor future behaviour.

Guidelines for dealing with persistent/serious bullying incident/behaviour.

Action taken by	Procedure	Support and/or sanction may include
Principal/Deputy Principal involved. Welfare Committee may be involved.	Parents and student meet with Principal/Deputy Principal.	Detention/suspension/other agreed sanction From Discipline for Learning Policy.
The incident may be referred to the Board of Management at the discretion of the Principal. .	**Use:** Restorative Approach. Feedback to Class Tutor.	Parents are met and conditions set regarding student's future behaviour. Couselling offered.
	Record kept. Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.	Referral to Child Psychologist/ Garda Juvenile Liaison Officer. Contact with other support agencies eg. regarding Anger Management. The future of the student in the school may be considered.

Please note that false allegations of bullying are a very serious breach of DFL and will be dealt with under this policy.

Dealing with Bullying Incidents using the Restorative Justice Principles: see Appendix 12.

Step one: - meet with the targeted pupil

The facilitator will talk to the targeted pupil about his/her feelings. No questions are asked about the incidents but information is needed about who was involved.

Step two: - convene a meeting with the people involved, separately.

Be aware students may need time to calm down.

(i) before any meaningful discussion can take place;

(ii) before change of behaviour can occur.

Question misbehaviour, establish the facts and **listen.**

Allow students explain their negative actions by using some, or all of the following questions:

- What triggers their misbehaviour?
- What were you thinking when you did this?
- How does the misbehaviour affect other students?
- How does the misbehaviour affect your teacher?
- How does the misbehaviour affect the teaching and learning relationship?

Judge only when certain. (How I perceive a situation can determine how I act).

Step three:- Explain the problem, tell the individual pupil(s) or group of pupils about the way the target is feeling.

Step four:- Share responsibility.

The facilitator does not attribute blame but does emphasise the joint responsibility of all to help the targeted pupil feel respected, happy and safe. Encourage mutual understanding and apology.

Step five:- Ask the group for their ideas, suggestions which will help the targeted pupil feel respected, happy and safe.

Step six:- Leave it up to them.

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. S/He arranges to 'catch up' with each of the group in a few days (or sooner if appropriate) to see how things are going.

Step seven:- Meet them later.

A few days later and then regularly for a number of weeks the facilitator discusses with each pupil, including the targeted pupil, how things are going. In some situations a simple non-verbal signal can be used to indicate how well the plan is going such as a thumbs up.

This monitoring should continue until the facilitator is confident that the bullying has stopped. All monitoring needs to be recorded.

Guidelines for Deputy Principal/Principal when dealing with complaints, disclosures, suspicions of bullying.

STAGE ONE: The no blame approach a restorative approach.

- The Deputy Principal/Principal will conduct an investigation following a report or incident of bullying which will include interviewing the victim(s), witness(es) and alleged perpetrator(s).

- Convene a meeting with the students involved. Friend(s) of the victim may also attend.

- Explain the position to the alleged perpetrator(s) without allocating blame.

- A written undertaking will be sought from the parties involved that the unacceptable behaviour will end. The situation will be kept under observation and review.

- Contact parents of the students involved if necessary. Parents will also be contacted if written undertakings are not given.

- If the bullying involves cyber bullying, it is open to the victim(s) parents/guardians to report the matter to Gardaí. The following legislation may be used by the Gardaí: Section 13 of the Post Office (Amendment) Act 1951 or Section 10 of the Non-Fatal Offences Against the Person Act 1997. See Appendix 20.

STAGE TWO: Repeated Bullying

- The Principal or Deputy Principal will initiate pastoral strategies in the interest of the victim(s) and/or perpetrator(s), including contact with outside agencies if appropriate. Parents **will** be contacted and will be expected to arrange counselling for their child to help with their repeated bullying. Documentary evidence will be required by the school management to confirm that the student has engaged in the counselling.

- If the bullying involves cyber bullying, it is open to the victim(s) parents/guardians to report the matter to the Gardaí. The following legislation may be used by the Gardaí: Section 13 of the Post Office (Amendment) Act 1951 or Section 10 of the Non-Fatal Offences Against the Person Act 1997. See Appendix 8.

- Impose disciplinary sanctions as appropriate with reference to the Code of Behaviour.

- The situation will be kept under observation and review and support will be arranged for the victim.

STAGE THREE:

Where a student continues to bully after engaging in the counselling in stage two, his case will be referred to the Board of Management. **The Board may consider sanctions up to and including expulsion.**

Rules and Responsibilities

Board of Management

1. Review cases of consistent and serious incidents of bullying in the school.
2. Review the Anti-Bullying Policy.

The Principal

- ✓ Responsible for overall implementation, the contacting of parents, and the school Board of Management.
- ✓ Ensures that all staff – in particular subject teachers, class tutors, welfare committee, staff on break time supervision discuss development of positive strategies, procedures and sanctions to help both the bullied and the bullies.
- ✓ Ensures appropriate staff training is available.
- ✓ Reviews strategies, procedures, sanctions regularly.
- ✓ Informs parents and relevant staff.
- ✓ Refer and liaise with outside agency support if necessary.
- ✓ Implement positive strategies.
- ✓ Counsel bully and victim of bullying.

The Deputy Principal

- ✓ Responsible for day to day implementation and contacting parents.
- ✓ Counsel bully and victim.

The Welfare Committee

- ✓ Identify students at risk.
- ✓ Implement positive strategies.
- ✓ Inform Class Tutor, relevant subject teachers, staff members.
- ✓ Counsel bully and victim of bullying.

Class Tutor/Subject Teacher/Ancillary Staff and Volunteers

- ✓ Teach respect, positive attitudes, and anti-bullying strategies.
- ✓ Teach Conflict Management.
- ✓ Be observant and talk to pupils.
- ✓ Be responsible, know and follow all relevant policies and procedures.
- ✓ Report all incidents; keep clear records on 'Incident Report' Forms.
- ✓ Deal with incidents according to school policy and use the referral system.
- ✓ Discuss with Deputy Principal and Principal when and where extra staff might be needed.
- ✓ Challenge stereotypical views, encourage pupils to appreciate, view positively the differences in others, whether arising from race, culture, gender, sexuality, ability or disability.

Success

- The anti-bullying policy is implemented in a clear and transparent way.
- Students, teachers, parents report incidents.
- Incidents are dealt with effectively and consistently.
- The school climate is respectful, tolerant and courteous.
- Good relationships among all partners in the educational community.
- Suspension and expulsion are seen as a last resort.

Monitoring Implementation

Teachers, Class Tutors will be observant of student behaviour and monitor relationships between students.

- September Review First Years Bullying Survey is implemented annually.
- The anti-bullying survey is implemented occasionally to check if there are any incidents of bullying.
- The anti-bullying e-mail address is checked by the Deputy Principal.
- Special Needs Assistant(s) and the Welfare Committee will monitor students who may be at risk.
- Staff meetings, parent meetings, SPHE groups are mechanisms for monitoring bullying behaviour.
- The Principal and Welfare Committee will consider reports of bullying to determine:
  - ✓ What can be learned from the incident.
  - ✓ How the incident was handled with a view to improving the school's strategies.
  - ✓ Identify patterns in bullying behaviour.

Review

The policy will be reviewed annually using the following evaluation tool.
Ongoing review and evaluation will take cognisance of changing information, DES/NEW Guidelines, legislation and feedback from parents/guardians, students, teachers and others.

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

- **Counselling**
- **Believing**
- **Listening**
- **Monitoring**
- **Supervising**
- **Build Self-Esteem**
- **Assertiveness Training.**

Advice for young people on how to handle cyber-bullying and be cyber-safe.

If you are being cyber-bullied, it is important to remember the following:

- Do not ignore the bullying, tell someone you trust.
- Remember it is not about you. Often people who bully others do so to make themselves feel better because they are unhappy. Do not blame yourself, it is not your fault.
- Do not delete the offensive text, email, phone call, video clip or image; this should instead be kept as evidence.
- Do not respond to unwanted texts, instead turn off your phone for a few days or change your number.
- If you are receiving unwanted calls, do not hang up straight away as this may feed the callers wish to scare you, instead walk away and hang up a few minutes later.
- Think about purchasing an application which would allow you to control who calls or sends you texts, such as vMad Bully Stop from Carphone Warehouse.

Some tips on staying Cyber-safe:

Facebook

+ Do not accept **'friend invites'** from people you do not know: exercise the same caution you would with a stranger you meet on the street.
+ Make sure your privacy settings are so that only your friends can view your personal information and photos. If your profile is set to **'**public' anybody can view your photos and anything you or your friends write online.
+ Be sensible about what personal information you include in your profile. Keep it general and exercise great caution in listing details of your home address, mobile number, email address, the school or sports club you attend.
+ Do not assume just because your profile is 'private' that your conversations are too. If someone hacks into your friend's profile, then they will also be able to view all your information.
+ Make it a rule of thumb not to divulge anything online that you would not be happy to say out loud in a crowded room.

General cyber-safety:

* Do not respond to 'flames' (unwanted emails) or open files from people you do not know.
* If you are using instant messaging, chat rooms or other social networking sites, remember to never give out personal information or photo's, instead use a nickname.
* By cyber-savvy and bear in mind that the person you are communicating with may not be who they say they are.

Restorative Justice

The basic Principles of "Restorative Justice" are:

1. **Foster awareness in the student** of how other have been affected.

2. **Avoid scolding or lecturing.** This often results in the student reacting defensively. It distracts them form noticing other people's feelings.

3. **Involve the student actively.** Instead of simply doling out punishment, which the student is expected to accept passively, in a Restorative intervention the student is asked to speak. They face and listen to those who have been affected by their inappropriate behaviour.

4. **Accept ambiguity.** Often fault is unclear and people can agree to accept the ambiguous situation.

5. **Separate the deed from the doer.** We can recognise a student's worth, their virtues and accomplishments while disapproving of their wrongdoing.

6. **See every serious instance of wrongdoing and conflict as an opportunity for learning.** Negative incidents can be used constructively to build empathy and a sense of community in the hope that there is a reduction of negative incidents in the future.

7. **Restorative practices must be systemic, not situational.** Every attempt on an individual level to use these principles needs to be well supported by the broader system. How can the system be transformed in ways likely to minimize the chance of further harm?

Challenges of Restorative Justice in a school.

To enhance school culture so that the school community understands that:

* Student's mistakes, even extreme ones, are inevitable and we need a way of processing these that is beyond punishment so that learning occurs.

* We need to encourage our students to think for themselves, so that their behaviour is not motivated by avoidance of punishment.

* Education is about relationships, not control, and relationships have inevitable conflict, which requires healing.

* Teachers are part of a process of restoration, not just retribution.

* Schools can deal with the extreme misbehaviour if properly supported by ethos, leadership and strategic planning.

* Parents can learn over time that we all have a commitment to the 'needy child' and that the child's negative coping is not necessarily contagious.

* The language of Restorative Justice needs to be brought into our schools so that dialogue can occur.

* Persistent attempts at interventions, that do not appear to work, do not equate with failure.

Restorative Justice

The following affective questions are asked in an 'interview' situation in order to solve the problem:

1. What happened?
2. How did it happen?
3. What was your part in it?
4. Who do you think was affected?
5. How were they affected?
6. How were you affected?
7. What needs to happen to make things right?
8. If the same situation happens again how could you behave differently?

Affective Statements

* Focus on specific behaviours or incident without blaming.
* Use 'rational' questions to draw out who was affected and how they were affected.
* Reflect on the impact that the behaviour or incident has had on you and others.

The child is actively involved in the process. In some cases the perpetrator and the 'victim' may be present at the one interview while the above questions are asked.

A Restorative Interaction Feedback sheet

Prior to meeting

* What are the key issues?
* What outcome/s do you want?
* What are the barriers?

Restorative Principles	Single Statements
1. Separate the deed from the doer.	We are here to discuss a specific issue.
2. Talk about the effect of the behaviour on yourself and others.	It is important to understand the impact this behaviour is having on others.
3. Use 'Collaborative Language.'	We really need to work together.
4. Joint problem solve to enhance responsibility.	Together we need to come up with a couple of key strategies that could make a difference.
5. Use future talk.	Tomorrow we will try – We shall monitor how the strategies are working and meet as often as we can.
6. Make a realistic and achievable plan.	Let's write down the things we have agreed ……..

Bullying Incident Report Form

1. Name of pupil being bullied and class group:

Name:_____ Class Group: _____

Victim Information

Male ☐ Female ☐ School Year: _____

Is the child looked after? ☐ Is the child a refugee/asylum seeker? ☐

Ethnicity:

White ☐ British ☐ Irish ☐ Traveller ☐ Gypsy/Roma ☐ Any other white background ☐

Asian ☐ Indian ☐ Pakistani ☐ Bangladeshi ☐ Any other Asian background ☐

Black ☐ Caribbean ☐ African ☐ Any other black background ☐

Mixed ☐ White & Black Caribbean ☐ White & Black African ☐ White &Asian ☐

White & Asian ☐ Any other mixed background ☐

Chinese ☐ Any other ethnic background ☐

2. Type of bullying behaviour (Tick relevant boxes)

Type	Tick	Comment
Harassment		
Graffiti		
Extortion		
Intimidation		
Physical Aggression		
Taking/Hiding Belongings		
Damage to property		
Name Calling		
Malicious Gossip		
Isolation and Exclusion		
Tormenting 'Looks'		
Cyber-Bullying		
Other – Please specify		

Possible Intervention Strategies – Staff Suggestions

Below are a number of strategies that staff can suggest to students as a way of helping to deal with a bullying situation. They will have to be explained and in many cases will need to be practised.

N.B. Whatever strategies are tried, the member of staff MUST follow it up and check how effective (or not) it has been, also they MUST still report the incident.

1. **Be assertive not aggressive:** If the person being bullied acts in an aggressive way, then this can make the matter worse. Practice in speaking in a positive manner can help. Perhaps the help of the drama teacher could be sought?

2. **Call for help:** Ask for help for anyone around. This is where the "bystander" intervention comes into place. Work encouraging all students to take an active part in helping others will be a part of the ongoing work which will be carried out throughout the year. If outside school then draw the attention of any adult e.g. a shopkeeper.

3. **Escape:** Rehearse getting out of situations, without losing face and then talk to an appropriate person if possible ask for "bystanders" to help you escape.

4. **Saying NO:** Everyone can learn to do this but it does take practice. Remember though not to be aggressive. Rehearse this in groups.

5. **Broken Record:** Choose a simple sentence and repeat it, e.g. **"No I don't want to".** Again this must be practised so that it can be said with confidence. A variation of this is to add another sentence to the "Broken Record."

6. **Fogging:** This means being vague and not allowing yourself to react. Bore the bully by agreeing with what they say. Use words like 'probably' or 'you think so'. This last one is useful for name calling. (Again practice with help).

7. **Positive Self Talk:** Role play walking though groups of people saying things about themselves that they like. This acts as a barrier to the bullying. It is not walking away but it is also not ignoring. Look the bully in the eye, but do not smile. This is in fact a non-verbal challenge.

8. **Walking Away:** This is not quite the same as "Escape". Practise in groups – "No I do not want to "and then walk away to the side. This is better than backing away.

9. **Tell Parents:** This should be encouraged so that everyone can work together.

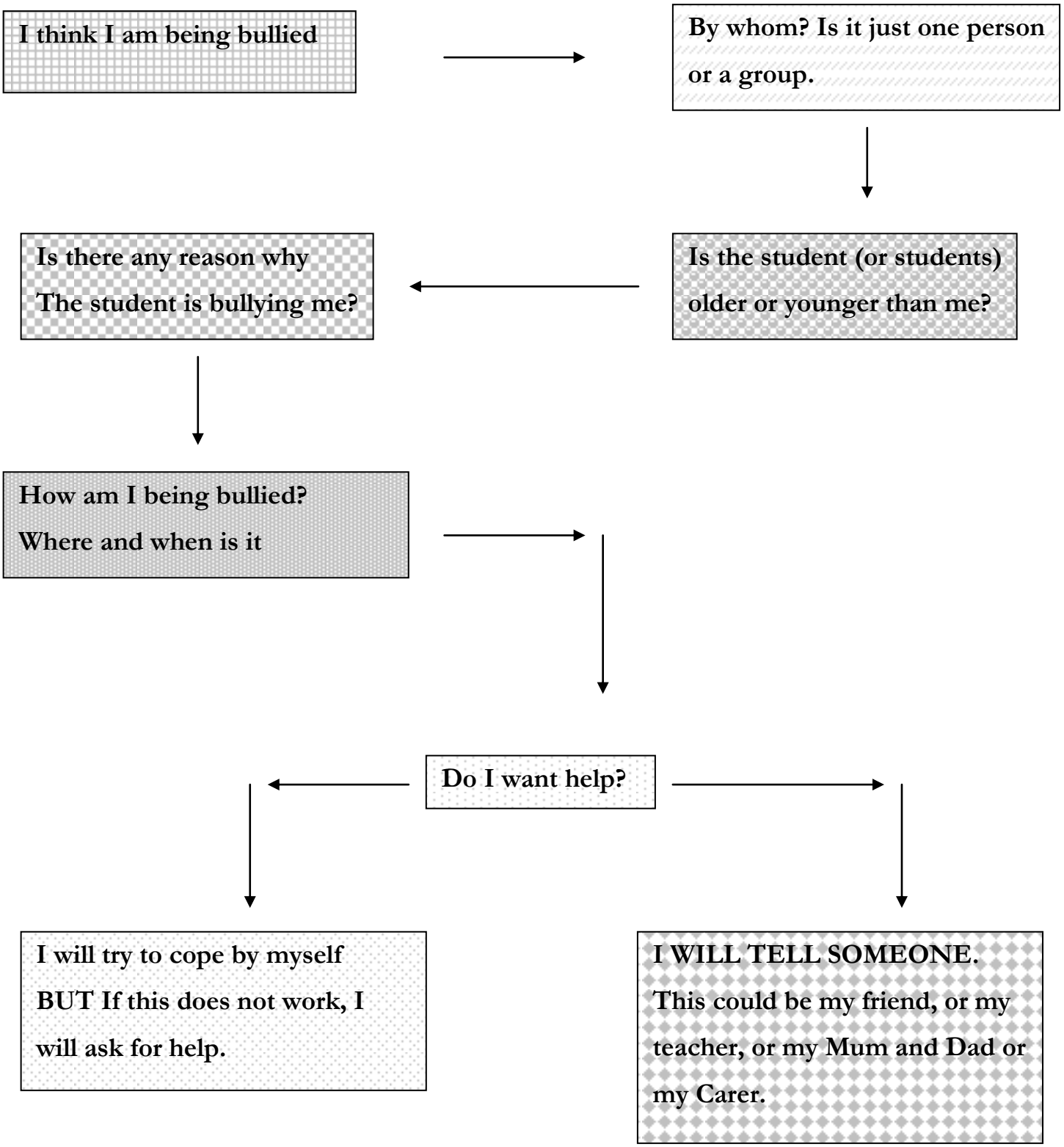
The above are some suggestions that can be tried. There are others such as avoiding places where bullying can take place or always staying with others.

Prevention Strategies:

What to do if you think you are being bullied.

If you think that you are being bullied then this chart will help you decide what to do. Look carefully at each question and write down the answer on a sheet of paper.

Follow the arrows.



7b. Support for parents.

HOW CAN I TELL IF MY CHILD IS BEING BULLIED?

There are some signs to look out for if you have suspicions.
These can include:

- **Unexplained bruises.**
- **Afraid and anxious when going to or coming from school or work.**
- **School performance getting steadily worse for no obvious reason.**
- **Being generally nervous, tense, and unhappy.**
- **Not explaining suspicious incidents/vague explanations.**
- **Signs of being isolated from others of the same age.**
- **Signs of regular interference with personal property, books etc.**
- **Frequently asking for (or perhaps stealing) money.**

Although these can also indicate problems other than bullying, it is important that you do not ignore them. Try to encourage the child to talk about what is going on, either to you or to another trusted adult.

HOW CAN I TELL IF MY CHILD IS A BULLY.

Here are some indicators of bullying behaviour.

- **A tendency to bully family members.**
- **Being a victim of bullying.**
- **Regularly witnessing bullying behaviour in their environment.**
- **Being frequently short-tempered and/or aggressive.**
- **Having past experiences which can still cause negative feelings.**
- **Bringing home items that you know were not bought.**
- **Speaking of others in a negative way, perhaps on the basis of their appearance or beliefs or social status.**
- **Showing an interest in violent behaviour.**
- **Showing little sensitivity towards others.**
- **Having low self-esteem.**
- **Being the subject of pervious complaints or suggestions of bullying behaviour.**

HOW DO I INFORM THE SCHOOL OF MY CONCERNS/ (PARENT)

- **Contact the school.**
- **Make an appointment to meet with someone in authority in the school.**
- **Don't exaggerate. Be honest and stick to the facts as you understand them.**
- **Make some notes beforehand to make sure you don't forget to mention any important points.**
- **Recognise that you may be upset when you speak to the teacher.**
- **Accept that your child may not have told you all the facts and that there may be another side to the story.**
- **Ask for a copy of the school's policy on bullying.**
- **Find out what action the school intends to take.**
- **Arrange for a follow-up meeting with the teacher to measure any improvement in the situation.**
- **After the meeting you may wish to make a note of what was agreed and send a copy to the teacher.**
- **If you are not happy with the teacher's response, make an appointment to see the Principal.**
- **If you still feel dissatisfied having spoken to the Principal, contact members of the Board of Management who are there to represent your interests. Remember to keep copies of all letters you send and receive.**
- **If your child is happy to have you attend you can request that all interviews with him/her on this issue are conducted in your presence.**

APPENDIX

Cyber-bullying

What is it?

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.

Cyber-bullying is deliberately hurting someone's feelings using information and communication technology such as:

- **Emails**
- **Mobile phone- text/picture/video clip messages**
- **Instant messaging**
- **Social networking sites**
- **Chat rooms**
- **Blogs**
- **Online gaming sites**
- **Online polling sites**

PROTECT YOURSELF FROM CYBER-BULLYING

- **Hide your personal details**
- **React appropriately to hurtful or nasty messages**
- **Block the sender or hurtful or nasty messages**
- **Set networking sites and profiles to "PRIVATE"**
- **Save nasty links, texts, messages and emails**
- **Never respond to bullying messages**
- **Never open messages from someone you don't know**
- **Always ask permission before revealing someone else's details**
- **Only give details to trusted friends you know in real life**
- **Do not give your password to anyone(with the exception of parents/guardians)**
- **Change your password often**
- **Follow netiquette – communicate clearly, use emoticons and be polite.**

ALWAYS REPORT CYBER-BULLYING IMMEDIATELY TO A TRUSTED ADULT.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

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

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

11. This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the patron if requested.

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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

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

Date: _____ **Date: _____**

Date of next review: _____

Recording 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))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
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:

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

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 2

Application fo the Anti-Bullying Policy

Anti-Bullying Charter

Rights	Responsibilities
I have a right to...	**I have a responsibility to ensure that...**
❖ be safe in this school.	❖ this school is a safe place.
❖ be physically safe.	❖ others are physically safe.
❖ expect my property is safe in school.	❖ the property of others is safe.
❖ be free from all forms of verbal bullying.	❖ others are free from verbal bullying.
❖ be free from emotional bullying.	❖ others are free from emotional bullying.
❖ be protected from cyber bullying, homophobic bullying or any other hurtful remarks regarding my person, gender, ethnicity, religion or culture.	❖ others are free from cyber bullying, homophobic bullying or any hurtful remarks regarding person, ethnicity, religion and culture.
❖ be different.	❖ others are treated fairly and with respect.
❖ seek help when I am bullied.	❖ my information is honest and accurate.

I have a right, a responsibility and a duty to tell the Principal, Deputy Principal, teacher, other staff member or a parent/guardian if I am, or anyone I know is affected by bullying.

Anti-Bullying Contract

I agree that everybody should enjoy our school equally, and feel safe, secure and accepted regardless of colour, race, gender, popularity, personal ability, intelligence, religion or nationality.

By signing this contract I agree to:

1. Value student differences and treat others with respect.
2. Not become involved in bullying incidents or be a bully.
3. Be aware of the school's policies and support system with regard to anti-bullying.
4. Report honestly and immediately all incidents of bullying to a teacher/staff member/parent/guardian.
5. Be alert to bullies and bullying in places around the school where there is less adult supervision such as bathrooms, corridors, sports areas, school grounds, school outings and bus to and from school.
6. Support students who have been or are subjected to bullying.
7. Talk to teachers and parents about concerns and issues regarding bullying.
8. Provide a good role model for younger students and support them if bullying occurs.

I acknowledge that whether I am being bully or see someone being bullied and if I don't stop or report the bullying, I am breaking the school anti-bullying contract.

Signed: _____ _____

Student Date

Parent/Guardians responsibility:
I commit to encourage my child to always respect others. I have instructed my child not to bully. I have advised my child to report any bullying.

Signed: _____ _____

Parent/Guardian Date

The Bullying Sociogram

This can be given to each student in a class setting to try and give the Class Tutor/Investigating party a better understanding of the incident.

Bullying Sociogram

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

Class Observation Form

This Class Observation Form is used by teachers to investigate who is causing the bullying behaviour.

Teacher: **Class:** **Date:**

Time	Name of Pupil	Behaviour	Directed Towards

Anti-Bullying Questionnaire

Name: _____

Class: _____

Are you being bullied? Yes No

Where: _____

When: _____

By Whom: _____

Do you know someone who is being bullied in this school?

Who: _____

Where: _____

When: _____

By Whom: _____

Any other comments: _____

_____

_____

Anti-Bullying Questionnaire

Name: _____

Class: _____

Are you being bullied? Yes No

Where: _____

When: _____

By Whom: _____

Do you know someone who is being bullied in this school?

Who: _____

Where: _____

When: _____

By Whom: _____

Any other comments: _____

_____

_____

Anti-Bullying Questionnaire

Name: _____

Class: _____

Are you being bullied? Yes No

Where: _____

When: _____

By Whom: _____

Do you know someone who is being bullied in this school?

Who: _____

Where: _____

When: _____

By Whom: _____

Any other comments: _____

_____

_____

Anti-Bullying Questionnaire

Name: _____

Class: _____

Are you being bullied? Yes No

Where: _____

When: _____

By Whom: _____

Do you know someone who is being bullied in this school?

Who: _____

Where: _____

When: _____

By Whom: _____

Any other comments: _____

_____

_____

Cyber Bullying Survey

This survey refers to incidents of social media bullying (cyberbullying) since First year.

1. **Are you Male ☐ Female ☐**
2. **Which Year are you in?**

   1st ☐ 2nd ☐ 3rd ☐ TY ☐ 5th ☐ 6th ☐

3. **Have you ever felt excluded in this school since First year?**

   Yes ☐ No ☐

   If yes describe: _____

   _____

4. **(a) Have you ever been cyberbullied, embarrassed, insulted or threatened via snapchat, askfm etc or in this school?**

   ☐ Often ☐ Occasionally ☐ Never ☐ in this school

   (b) If yes what website?

   ☐ Facebook ☐ Askfm ☐ Snapshot ☐ Instagram ☐ Other

   If yes did you know the person or was it an anonymous profile ?

   Comment: _____

5. **Have embarrassing pictures of you been uploaded on Facebook/Instagram without consent that upset you?**

   Yes ☐ No ☐

   If yes what did you do about it? _____

6. **Who would you talk to if you were a victim of Cyberbullying?**

   A friend ☐ A teacher ☐ Nobody ☐

   A parent ☐ A helpline ☐

7. **Are you aware of anyone else being bullied by social media/cyberbullying? Yes ☐ No ☐**

   If yes what did you do? _____

8. **Do you know anyone who has sent hurtful, possibly anonymous messages or has cyberbullied anyone else? Yes ☐ No**

   If yes what have you done? _____

Thank you for your cooperation.

FIRST YEAR CLASS TUTOR SEPTEMBER REVIEW

1. What has been good about your first month?

_____

_____

_____

2. What have you found difficult during your first month?

_____

_____

_____

_____

3. Have you been hurt/hassled by any student?

_____

_____

_____

_____

4. Have you experienced any of the following:

(a)	**Pushing**	**YES** ☐	**NO** ☐
	Shoving	**YES** ☐	**NO** ☐
	Punching	**YES** ☐	**NO** ☐
	Kicking	**YES** ☐	**NO** ☐
(b)	**Name Calling**	**YES** ☐	**NO** ☐
	Abusive Telephone Calls/Texts	**YES** ☐	**NO** ☐
(c)	**Damage to your property**	**YES** ☐	**NO** ☐
(d)	**Being deliberately isolated/excluded/ignored**	**YES** ☐	**NO** ☐
(e)	**Slagging/Teasing**	**YES** ☐	**NO** ☐
(f)	**Demands for money or belongings**	**YES** ☐	**NO** ☐

5. Please give names and details of the above:

_____

_____

_____

6. Have you seen any other First Year being hurt/hassled by any other student?

YES ☐ **NO** ☐

7. If 'YES' please give names and details:

_____

_____

_____

Copy of questionnaire sent to parents with reports

As part of the Jesus and Mary Secondary Schools Anti-bullying Policy and procedures we ask you to take the time to read and answer this .

Confidential Questionnaire.

Parent/Guardian name(s) _____

Name: _____ Class: _____

Are you concerned that your child is being bullied?

Yes ☐ **No** ☐

If your answer is YES please write your phone number here:

_____

This may be returned to the Principal in a sealed envelope.

Types of Bullying Behaviour

General	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, siplay or ciruculation of written workds, pictures or other materials aimed at intimidating another person • Emotional/Psychological • Grafitti • Extortion • Intimidation • Gestures • The "Look" • Invasion of personal space • A comination of any of the types listed.
Cyber	• **Denigration:** Spreading rumours, lies or gossip to jurt a person's reputation • **Harassment:** Conintually sending vicious, mean or disturbing messages ti ab ubduvudyak • **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 • **Exculsion:** Purposefully excluding someone from an online group • **Cyberstalking:** Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent teleoibe/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive emails • Abusive communication on social networks eg Facebook/Askfm/Twitter/Youtube or on games consoles • Abusive website comments/blogs/pictures • Abusive posts on any form of communication technology