

Aims of the Anti Bullying Policy

- **To create a positive school culture and climate that is inclusive and welcoming of difference;**
- **To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour;**
- **To raise awareness amongst the entire school community that bullying is unacceptable behaviour;**
- **To ensure effective supervision and monitoring through which all aspects of school activity are kept under observation;**
- **To provide procedures for investigating and dealing with bullying behaviour;**
- **To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;**
- **To work with and through the various local agencies in countering all forms of bullying and anti social behaviour; and**
- **To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy**

Adoption Statement

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St Mary's Secondary School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

Introductory Statement

- This anti-bullying policy sets out, in writing, the framework within which the whole school community of St. Mary's Secondary School manages issues relating to bullying and the school's strategy to prevent bullying behaviour.
- Parents and students have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.
- In accordance with the requirement of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of St. Mary's Secondary School has adopted the following anti-bullying policy within the framework of the school's 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.

Scope

The policy addresses bullying behaviour, harassment and sexual harassment.

This policy applies to all members of the school community including teaching staff, SNA's, students, parents, guardians, ancillary staff and visitors in accordance with the Employment Equality Acts 1998 and 2004.

The policy will apply to a number of time periods/activities including:

- School time (including break times)
- Going to and from school
- School tours/trips
- School yard
- Extra-curricular activities
- Social networking/media and cyber technology sites such as Twitter, Facebook and texting that has a negative impact on school life.

Furthermore the policy applies outside the school if the behaviour impacts upon any person's participation in our school. It deals with negative behaviours and attitudes which arise or occur in school and which affect the progress and sense of emotional wellbeing of students or other people at the school. The policy will outline the necessary steps to be taken when a bullying incident is reported. Bullying behaviours such as cyber bullying which break the law may be referred to the Gardai.

Commitment to key principles of best practice

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 staff 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 all to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across 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-

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

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour; and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

Definition

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.

For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, defined as follows:

- Harassment: any form of unwanted conduct in relation to any of the nine grounds named in the equality legislation that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.
- Sexual harassment: any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading or offensive environment for the victim.

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.

A non-exhaustive list of bullying behaviours is included at Appendix 1. Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

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

It is not bullying when: A) Students of about the same age and strength have the occasional quarrel or conflict. B) A member of staff offers constructive or fair criticism of a student's behaviour or work performance.

Aim in investigating and dealing with bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved, rather than to apportion blame; Every effort will be made to ensure that all members of the school community understand this approach from the outset.

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or parents. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

If a student informs you of an incident of bullying affecting either themselves or a friend, follow these steps:

- Listen; encourage the student to tell their story as this is a very important first step.
- Take notes; record all the details such as date, time, location, names of those involved, witnesses etc. student's own words must be recorded.
- Reassure; tell the student that help is available, action will be taken to investigate, it is not their fault and that they will not have to face this on their own.
- Satisfy yourself that no student is in immediate danger.
- Confidentiality is respected and the student's privacy is protected, but a teacher must not give guarantees not to tell anyone.
- Inform the Year Head without delay.
- All serious incidents of bullying (e.g. an assault or long term exclusion) must be reported to the Principal straight away.

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way students will gain confidence in reporting. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

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 in keeping with reference to school policy.

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

- Teacher to whom report is made • Guidance Counsellor • Year Head • Deputy Principal • Principal

Reporting bullying behaviour

- Any pupil, parent(s)/guardian(s) or member of staff may report an incident where a student may be being bullied to any member of school staff who will in turn pass it on to the relevant teacher who will conduct the initial investigation;
- Any pupil, parent(s)/guardian(s) or member of staff may report an incident where a member of staff may be being bullied to the principal or member of the B.O.M who will conduct the initial investigation;
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Education and Prevention strategies

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

Education

Awareness

- A school-wide approach to the fostering of respect for all members of the school community
- School wide awareness raising on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community and highlight the unacceptability of bullying behaviour.
- The implementation of whole school awareness measures including
 - the use of school monitors to display powerpoints on the promotion of friendship, and bullying prevention;
 - annual Friendship Week,
 - parent(s)/guardian(s) seminars;
 - use of student surveys;
 - regular school or year group assemblies by principal, deputy principal, year heads

Inclusion

- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- Senior pupils are involved as a resource to assist in counteracting bullying through the Meitheal and Prefect programmes.
- Involvement of the student council in contributing to a safe school environment and help to support pupils and encourage a culture of peer respect and support. The Student Council is involved in developing the whole school anti bullying programme and in promoting its work.
- Anti-Bullying code for the school is displayed publicly in classrooms and in common areas of the school.

Prevention

- Continued involvement in the Meitheal Programme
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- Ensure the Acceptable Use Policy in the school ensures that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- In relation to Acceptable Use Policy in the school
 - All Internet sessions are supervised by a teacher
 - Students have been instructed to only access the internet for education purposes and under the direction of the class teacher.
 - Students have been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on people and the need to respond to it both through prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.

Culture of Telling

- We encourage a culture of telling, with particular emphasis on the importance of bystanders. In this way pupils gain confidence in 'telling'. It is made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in "Sexual Orientation advice for schools"

Procedures for Investigation, follow-up and recording of Bullying behaviour

The primary aim in investigating and dealing with bullying is to resolve any issues, repair the harm and to restore, as far as is practicable, the relationships of the parties involved and the environment.

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

Reporting bullying behaviour

All members of the school community are encouraged and expected to disclose bullying behaviour to the relevant teacher or individual as befits the incident.

Bullying	Relevant Individual	Initial Investigation
Of a student by student	Any member of staff	Year Head Guidance Counsellor
Of a student by a member of staff	Principal	Principal
Of a member of staff by a student	Principal	Principal
Of a member of staff by a member of staff	Principal	Principal
Of a member of staff by a parent	Principal	Principal
Of a parent by a member of staff	Principal	Principal
If member of staff is Principal	BOM	BOM

Investigating and dealing with incidents: Style of approach

Procedures for Student to Student Bullying

- In investigating and dealing with bullying, the (relevant) individual will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s), pupils and staff 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;
- Those investigating should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all concerned. People who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the person carrying out the initial investigation should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined that bullying behaviour has occurred among students, 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. The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved that in any situation where disciplinary sanctions are required for a student who has been involved in bullying behaviour that this is a private matter between the person being disciplined, his or her parent(s)/guardian(s) and the school;

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. Relevant teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff or parents. When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

Determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) All serious incidents of bullying (e.g. an assault or long term exclusion) must be reported to the Principal straight away.

When the recording template is used, it must be retained by the Year Head in the file of the student/s involved and a copy maintained by the principal.

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased;
 - Whether any issues between the parties have been resolved as far as is practicable;
 - Whether the relationships between the parties have been restored as far as is practicable;
 - Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

Procedures for Student to Staff Bullying

- Report to Principal
- Principal to speak to students involved.
- Explain unacceptable behaviour as in policy.
- Explore a working solution.
- Request meeting with parents.

Procedures for Staff to Student Bullying

- Report to Principal
- Principal will discuss the allegation with the teacher involved
- Explore a working solution.

Procedures for Staff to Staff Bullying

Procedures to be followed in accordance with the Dignity at Work Act.

Intervention strategies for dealing with cases of bullying behaviour

- Initial investigator interviews with all concerned
- No Blame Approach
- Restorative interviews
- Peer mediation where suitable training has been given
- Accessing the Code of Behaviour

- Negotiating agreements between parties and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions

Programme of Support

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

- All in-school supports (including year heads, class tutors, SPHE, Guidance, RE, CSPE, and Learning Support teachers) and opportunities (including encouragement/invitation to join extra-curricular activities) will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience to counteract bullying behaviour.
- Option of meeting with School Guidance Counsellor for all parties to the bullying incident
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Continued monitoring of behaviour
- In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.
- Where the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan.

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.

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.

This policy was adopted by the Board of Management on 31-03-2014

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

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

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

Appendix 1

Examples of bullying behaviours

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	

Homophobic and Transgender	<ul style="list-style-type: none"> • Spreading rumours about a person’s sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The “look”
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person’s disability • Setting others up for ridicule

Appendix 2

List of school policies, practices and activities relevant to bullying

Policies:

- Code of Behaviour.
- Child Protection.
- Internet Safety: Acceptable Use Policy.
- Health and Safety.
- Critical Incident Policy.
- SPHE/RSE Policy.
- Guidance and Counselling Programme.
- Attendance Policy.
- Admissions Policy.
- Induction for new staff and students.
- Dignity in the Workplace.
- Pastoral Care

Practices:

- Class Tutor system.
- Promoting Respect
- Principal availability and accessibility
- Solution focused
- Openness to change
- Student voice

Activities:

- School Talent Show
- Friendship Week
- Meitheal
- Liturgical Celebrations
- Fair Trade
- People are People
- Extra-curricular activities

Appendix 3 Template for 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))*

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

Pupil concerned			Playground	
Other pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other			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 4 Implementation arrangements, Roles and Responsibilities

- **Principal and Deputy Principal:** The Principal and Deputy Principal shall have overall control and responsibility for the implementation of the policy including its publicity at staff meetings, meetings with parents and assemblies. The Principal will be responsible for its ratification. Management will liaise with staff on a regular basis regarding bullying behaviour. A file of incident reports shall be collected as a record of bullying behaviour. When a bullying incident has been reported Management together with the Year Head will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant authorities.
- **Pastoral Care Team:** The Pastoral Care Team will be involved in developing awareness of anti-bullying and of the importance of reporting. The Pastoral Care Team shall also be responsible for the care of both the injured party and the accused so as to attempt to eliminate further episodes of bullying behaviour. The Pastoral Care Team shall be responsible for communicating incidents of bullying behaviour to the relevant teacher, tutor or parent.
- **Year Head together with Management** will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant authorities. The Year Head will be responsible for the recording of all information regarding all incidents and meetings.
- **Subject Teacher:** Will report any bullying behaviour to the relevant member of staff, Management or Pastoral Care Team. The teacher must document incidents of bullying behaviour within their classroom or outside of it e.g. corridors etc. Teachers will fully participate and facilitate meetings and promotion of the anti-bullying policy. All teachers must be constantly vigilant of any bullying behaviour with the children under their care.
- **SPHE Coordinator:** The SPHE coordinator shall along with the SPHE teachers promote the awareness of what bullying is in SPHE classes.
- **Guidance Counsellor:** The Guidance Counsellor shall be responsible, along with the Pastoral Care Team, for highlighting awareness of anti-bullying initiatives and of bullying behaviour within the school and related activities. He/she will also have the responsibility of reporting incidents and dealing with the counselling of the relevant student/s.
- **Board of Management:** Shall have the overall responsibility for implementing the anti-bullying policy. They will facilitate the promotion and awareness of it throughout the school. 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.
- **The Board of Management** confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.
- **Student:** The student will have the responsibility of complying with the anti-bullying policy. The student will also have the responsibility of reporting incidents of bullying that they are subject to or have witnessed. The student will also have the responsibility to participate actively in anti-bullying initiatives. The student along with parent/guardian will have the responsibility of signing the anti-

bullying policy and returning to the school and therefore agreeing to be bound by it.

- Parent/Guardian: The parent or guardian will have the responsibility of upholding the recommendations within the policy and accepting the sanctions held within it. Where incidents of bullying are occurring to their child, they will have the responsibility of reporting this to the Principal, Deputy Principal, Year Head or member of the Pastoral Care Team.
- Staff members: shall have the responsibility of reporting all incidents of bullying behaviour that they have witnessed or are aware of in keeping with the Anti-Bullying Policy.

These roles and responsibilities shall be clearly outlined to existing staff and shall be communicated to all new staff at induction. Students shall be made aware of their own individual roles and responsibilities.

Supervision Duties (non-covid)

No.1 8.50 – 8.55	General walk through lower school building checking classrooms and toilets. Encourage students at lockers to move on to class.
No.2 8.55 –9.00	Check that all students have left the locker areas by the arch (area 1) and by back stairs to staff room (area 2) and are settled in classrooms.
No.3 11- 11.15	Organise and monitor an orderly queue in the canteen. It is more helpful to the canteen staff if the supervisor is in place before the students arrive as it is easier for the supervisor to set up the queue and to maintain order so that students can be served quickly and efficiently. Ensure that students leave the canteen and sports hall toilet area in time to be organised for class.
No.4 11- 11.15	Visit the locker areas by the arch (area 1) and back stairs to staffroom (area 2). Ensure that students are behaving in a way that is safe. Visit Lantern Hall, tennis courts, classrooms 9, 10 and new building. Classroom doors should be left open. Repeat circuit as necessary. Check that all students have left locker areas in time to be organised for class.
No.5 11- 11.15	Visit the locker area by TG room (area 3). Ensure that students are behaving in a way that is safe. Visit Junior and Senior toilets, classrooms 1, 2, 3,4,6,15,16. Classroom doors should be left open. Repeat circuit as necessary. Check that all students have left locker areas in time to be organised for class.
No.6 11- 11.15	Visit classrooms 17 to 24. Ensure that students are behaving in a way that is safe. Classroom doors should be left open. Visit sports hall toilets, outside area around by art room, prefabs, back of hall and bridge, raised shrub/tree area and Sports Hall entrance. Check that all students have left the Junior Social locker area (area 4) in time to be organised for class. Students are not allowed on pitch.
No.7 1.05 – 1.30	Organise and monitor the canteen queue. It is more helpful for the canteen staff if the supervisor is in place before the students arrive as it is easier for the supervisor to set up the queue and to maintain order so that the students can be served quickly and efficiently. A committee of 5 th year students serve the food in the canteen. The practice of approaching friends further along the queue and asking them to buy lunches is regarded as skipping the queue and is not allowed. Students are allowed to get lunches for friends provided that the arrangements are made before they come to the canteen. The friend waits at their table until the food arrives. Students must clear tables after use and push their chairs under tables before they leave. A table is set up in the centre of the canteen for sorting delph, cutlery and waste. Disposable cutlery is washed and reused. Cups, plates, bowls etc must be emptied and stacked. Waste must be disposed of in the appropriate bins in line with Green School policy. A close eye needs to be kept on students as they leave their tables to ensure they follow the procedure. Students who fail to do so must be called back. In the interest of health and safety hot food/drink must be consumed in the canteen, call back students who try to take hot food/drink from canteen.
No.8 1.10 – 1.35	Visit the locker areas by arch (area 1) and back stairs to staffroom (area 2). Visit Lantern Hall, tennis courts, classrooms 9, 10. Visit the locker area by TG room (area 3). Ensure that students are behaving in a way that is safe. Visit Junior and Senior toilets, classrooms 1,2,3,4,6,15, 16. Classroom doors should be left open. Repeat circuit as necessary. Students are not allowed take hot food/drink outside of canteen area. Students found with

	hot food/drink must return to canteen.
No.9 1.10 – 1.35	Visit classrooms 17, 18, 19, 20, 21, 22, 23 and 24. Classroom doors should be left open. Visit sports hall toilets, outside area around by art room, prefabs, back of hall and bridge, raised shrub/tree area and sports hall entrance. Repeat circuit as necessary. Only students who are training with coaches are allowed on pitch. Students are not allowed have hot food/drink outside of canteen area. Students found with hot food/drink must return to canteen.
No.10 1.30 – 1.55	Take over canteen duty. Most students will have been served before you arrive. Students must clear tables after use and push their chairs under tables before they leave. A table is set up in the centre of the canteen for sorting delph, cutlery and waste. Cups, plates, bowls etc must be emptied and stacked. Waste must be disposed of in the appropriate bins in line with Green School policy. Keep an eye on what is being put in the bin as cutlery often disappears with the waste. Disposable cutlery is washed and reused. A close eye needs to be kept on students as they leave their tables to ensure they follow the procedure. Students who fail to do so must be called back. In the interest of health and safety hot food/drink must be consumed in the canteen, call back students who try to take hot food/drink from canteen. Ensure all students leave the canteen at 1.50. Check that all students have left canteen and sports hall toilet areas in time to be organised for class.
No.11 1.35 – 2.00	Visit the locker areas by arch (area 1) and back stairs to staffroom (area 2). Visit Lantern Hall, tennis courts, classrooms 9, 10. Visit the locker area by TG room (area 3). Ensure that students are behaving in a way that is safe. Visit Junior and Senior toilets, classrooms 1, 2,3,4,6. Classroom doors should be left open. Repeat circuit as necessary. Students are not allowed have hot food/drink outside of canteen area. Students found with hot food/drink must return to canteen. Check that all students have left locker areas 1 & 2 in time to be organised for class.
No.12 1.35 – 2.00	Visit classrooms 17, 18, 19, 20, 21, 22, 23 and 24. Classroom doors should be left open. Visit sports hall toilets, outside area around by art room, prefabs, back of hall and bridge, raised shrub/tree area and sports hall entrance. Repeat circuit as necessary. Only students who are training with coaches are allowed on pitch. Students are not allowed have hot food/drink outside of canteen area . Students found with hot food/drink must return to canteen. Check that all students have left locker area in lower school (area 4) in time to be organised for class.
No.13 3.55-4.00	Visit the locker areas by the arch and back stairs to staffroom. Ensure that students are behaving in a way that is safe.
No.14 3.55-4.00	General walk through lower school building checking classrooms and locker area. Ensure that students are behaving in a way that is safe.