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Signed: \_\_\_\_\_

Date passed at BOM meeting: \_\_\_\_\_

Forwarded for ratification to the KWETB: \_\_\_\_\_

Who the policy was communicated to: \_\_\_\_\_

\_\_\_\_\_

## Introductory 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 Avondale Community College** has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which was published in September 2013.

This anti-bullying policy sets out, in writing, the framework within which the whole school community of Avondale Community College manages issues relating to bullying and the school's strategy to prevent bullying behaviour.

## Relationship with Mission Statement

Avondale Community College's mission statement is

***“Learning to grow through respect and trust”***

It strives to develop a safe, supportive and inclusive educational environment, which will enable each member of the school community to realise his/her potential.

## Rationale

This anti-bullying policy has been drawn up to increase the awareness of bullying behaviour in the school community. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. We in Avondale Community College believe that all within the school community have a responsibility to care for each other and provide a supportive and safe environment, free from the fear or reality of being bullied.

It is a priority issue identified by the staff, students and parents. This policy is based on the Legal and Regulatory Context on the document *“Anti-Bullying Procedures for Primary and Post-Primary Schools* and on our school mission statement.

This policy is consistent with other policies in Avondale Community College:

- Admissions Policy
- Code of Behaviour
- Child Protection
- Dignity in the Workplace Policy
- Equality Policy
- Expected Use of ICT Policy
- Guidance / Student Support
- Health and Safety Policy
- Induction for New Staff Policy
- Learning Support Policy
- SPHE/ RSE Policy

**GOALS**

The Board of Management is 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.

**SCOPE**

*To what will the policy apply?*

The policy addresses bullying behaviour, harassment and sexual harassment.

*To whom will the policy apply?*

This policy applies to all members of the school community in Avondale Community College, in accordance with the Employment Equality Acts 1998 and 2004. The nine grounds as outlined under legislation are **gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller Community**.

The school reserves the right to apply its bullying policy in respect of bullying that occurs at a location, activity, function or program that is not school related if in the opinion of the principal and/or the Board of Management the alleged bullying has created a hostile environment at school for the victim, has infringed on the rights of the victim at the school and/or has materially or substantially disrupted the education process or the orderly operation of the school.

All members of the school community are subject to this code, particularly the following relationships:

- Student to Student
- Student to any Staff member
- Staff member to Student

- Parent / guardian to Staff member
- Staff member to Parent
- Staff member to Staff member

**THIS POLICY APPLIES:**

- In class
- Between classes
- On the school premises
- On the way to and from school
- On any school related activity
- To anything done in the school’s name
- To any behaviour, done in the view of the Principal, that adversely affects the school’s reputation

**Definition of Bullying**

According DES *Anti-Bullying Procedures for Primary and Post-Primary Schools*) we consider bullying behaviour as “Unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons)and which is repeated over time.”

Bullying is typically a repeated action by an individual or a group against others. A once-off incident may be bullying if it leaves the person in ongoing fear and affects their daily well-being.

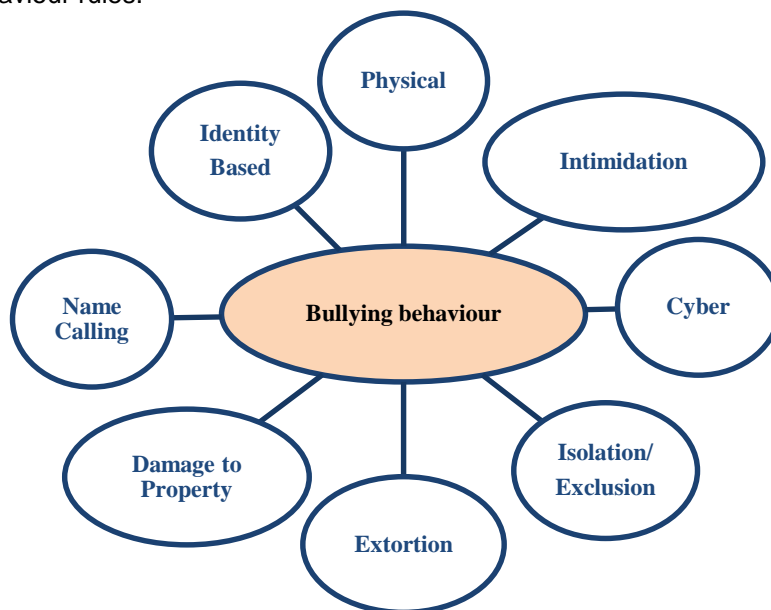
This should not be confused with the good natured banter that goes on as part of the normal social interchange between students or the normal professional classroom management by teachers.

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.

The following diagram illustrates the types of bullying behaviour that exist. However, each case must be measured in its own right on a case to case basis to clarify if it is bullying or an incident under Code of Behaviour rules.



The following table illustrates some specific examples of each type of bullying. This list is not exhaustive.

<b><u>Type of Bullying</u></b>	<b><u>Example of Behaviour (may be Physical, Verbal or Psychological in nature)</u></b>
<b>Physical Aggression</b>	<ul style="list-style-type: none"> <li>• Pushing/shoving/tripping/poking and tripping people up.</li> <li>• Severe physical assault</li> <li>• Sometimes 'Messing' fights can be a disguise for physical harassment or inflicting pain.</li> </ul>
<b>Intimidation</b>	<ul style="list-style-type: none"> <li>• Using very aggressive body language</li> <li>• Voice being used as a weapon</li> <li>• Facial expression which conveys aggression and/or dislike</li> </ul>
<b>Identity Based</b>	<ul style="list-style-type: none"> <li>• Homophobic or racist comments or behaviour.</li> <li>• Bullying those with special needs or a disability</li> <li>• Bullying based on a person's membership of the travelling community.</li> </ul>
<b>Relational Bullying Isolation/Exclusion</b>	<ul style="list-style-type: none"> <li>• Deliberately isolating/excluding or ignoring a person by some or the entire class group.</li> <li>• May be accompanied by the writing of insulting remarks about the person in public places/passing around notes or drawings of the person/whispering insults about the person loud enough to be heard.</li> <li>• When a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined.</li> <li>• Control 'do this or I won't be your friend anymore' - implied or stated</li> <li>• A group ganging up against one person</li> <li>• Non- verbal gesturing/ /giving them the 'silent treatment'</li> <li>• Malicious gossip or spreading rumours about a person.</li> </ul>
<b>Cyber</b>	<ul style="list-style-type: none"> <li>• Text/social network sites/e-mail ,instant messaging (IM) apps/gaming sites/chat rooms/other online technologies</li> <li>• Being the target of inappropriate or hurtful messages.</li> <li>• Can occur at any time-day or night</li> <li>• Many forms of bullying can be facilitated through cyber bullying.</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive, harassing or threatening text messages, phone calls, emails, social network comments.</li> <li>• Recording or circulating incidents, for example a fight and then posting it online</li> <li>• Uploading photos of any kind without permission</li> <li>• The taking and publishing of unauthorized video footage of any member of the school community</li> <li>• Bullying using Facebook, Bebo, Twitter, YouTube or other social network sites, iPhone or smartphones</li> <li>• Flaming</li> <li>• Happy slapping for example filming a fight and posting it on the internet</li> </ul>
<b>Name Calling</b>	<ul style="list-style-type: none"> <li>• Persistent name calling directed at the same person which hurts/insults/humiliates usually re physical appearance.</li> <li>• Accent or distinctive voice characteristics</li> <li>• Academic ability- weak achievers or high achievers.</li> </ul>

<b>Damage to property</b>	<ul style="list-style-type: none"> <li>• Personal property-clothing/mobile or other device</li> <li>• School books/other learning materials/lockers/bicycles</li> <li>• Contents of school bags/pencil cases scattered on floor.</li> <li>• Items of personal property may be defaced/broken/stolen/hidden</li> </ul>
<b>Extortion</b>	<ul style="list-style-type: none"> <li>• Demands for money-often accompanied by threats or actual damage in case of non-delivery</li> <li>• Student might be forced into theft of property for delivery to the student engaged in bullying</li> </ul>

## Signs and Indicators of Bullying

Students who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self-confidence may be damaged with the consequent lowering of self-esteem. While they may not talk about what is happening to them their suffering is indicated through changes in mood and behaviour. Bullying may have a negative impact on personal well-being. It is important to recognise and respond to changes in behaviour as early as possible.

## Identifying actions to prevent bullying behaviour

**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:**

### *Publishing and Publicising an Anti-Bullying Policy*

- Excerpts from the Anti-Bullying Policy will be visible throughout the school in corridors and classrooms.
- It will be published on the school web-site *avondalecc.net*, and in the school Code of Behaviour and in first year induction booklets for students and parents.
- The Anti-Bullying Policy will be promoted at various gatherings including parents' nights, first year enrolment, first year induction booklets, open nights and Year group assemblies.

### *Supervision and Monitoring*

- Bullying "black spots" within the school will be identified and monitored during break times.
- Staff will be vigilant in following the procedures as outlined in this policy.
- The school will address the attitudes of bullying within the school community through the administering of sociograms to all class groups (by Year Heads) twice a year.
- Social networking sites are blocked by school firewall. However, students who can access sites on their own mobile network are required to do so responsibly and not to infringe upon the Anti-Bullying Policy. This Policy operates in conjunction with the school's ICT Acceptable Use Policy.

*Student Involvement*

- In their role of school leaders, prefects shall observe student behaviour. They shall report incidents to AB team / Management/ supervising teacher.
- Senior students continue to assist newcomers to the school through the *mentoring* programme, thus helping the new student to “settle in”.
- The Student Council plays a role in highlighting the Anti-Bullying Policy and organising a Friendship Week, when activities are planned that raise awareness and prioritise anti-bullying interventions.

*Inclusion in the Curriculum*

- SPHE: Anti-Bullying lesson plans will be implemented in SPHE class.
- CSPE: Links are made within the “Human Dignity” and “Rights and Responsibilities” section of the curriculum that will encourage positive behaviour between students.
- ICT classes explore rights and responsibilities when online / Personal Safety / strategies to recognise and avoid online bullying / students’ critical awareness in regard to the internet
- Guidance and Counselling Service: A survey on Primary / Secondary Transfer will include questions on how well they are settling in to school.

*Involving Parents/Guardians and the Wider Community*

- Awareness of the Anti-Bullying Policy will be raised on parents’ nights e.g. First Year enrolment and open nights and in first year parents induction booklets.
- A text will be sent to Parents/Guardians when the questionnaires are being distributed to the students. This will give them an opportunity to discuss their son/daughter’s responses with them.

**The Steps to be taken in Dealing with Bullying Incidents:****Reporting procedures for Students:**

**In the case where a student(s) is being bullied he/she should be able to approach the following people:**

*Who to tell?*

- Parents
- Any staff member with whom the student feels comfortable.
- Student ‘Buddy’
- Friends, who will speak on your behalf Tutor or Year Head
- Guidance Counsellor
- Deputy Principal
- Principal

*How to tell?*

- Get a parent / guardian to make a phone call to the school or to a trusted teacher in the school.
- Get a parent / guardian or friend to tell on your behalf.
- Bystanders can inform an appropriate person.
- Direct approach to your teacher at an appropriate time, e.g. after class, hand note up with homework.
- Write on the confidential questionnaire/ sociogram given to your class or year group

*It is important to note that records of all incidents of bullying and action taken to resolve them will be kept.*

### **BULLYING BEHAVIOUR - Noting and Recording Incidents of Bullying:**

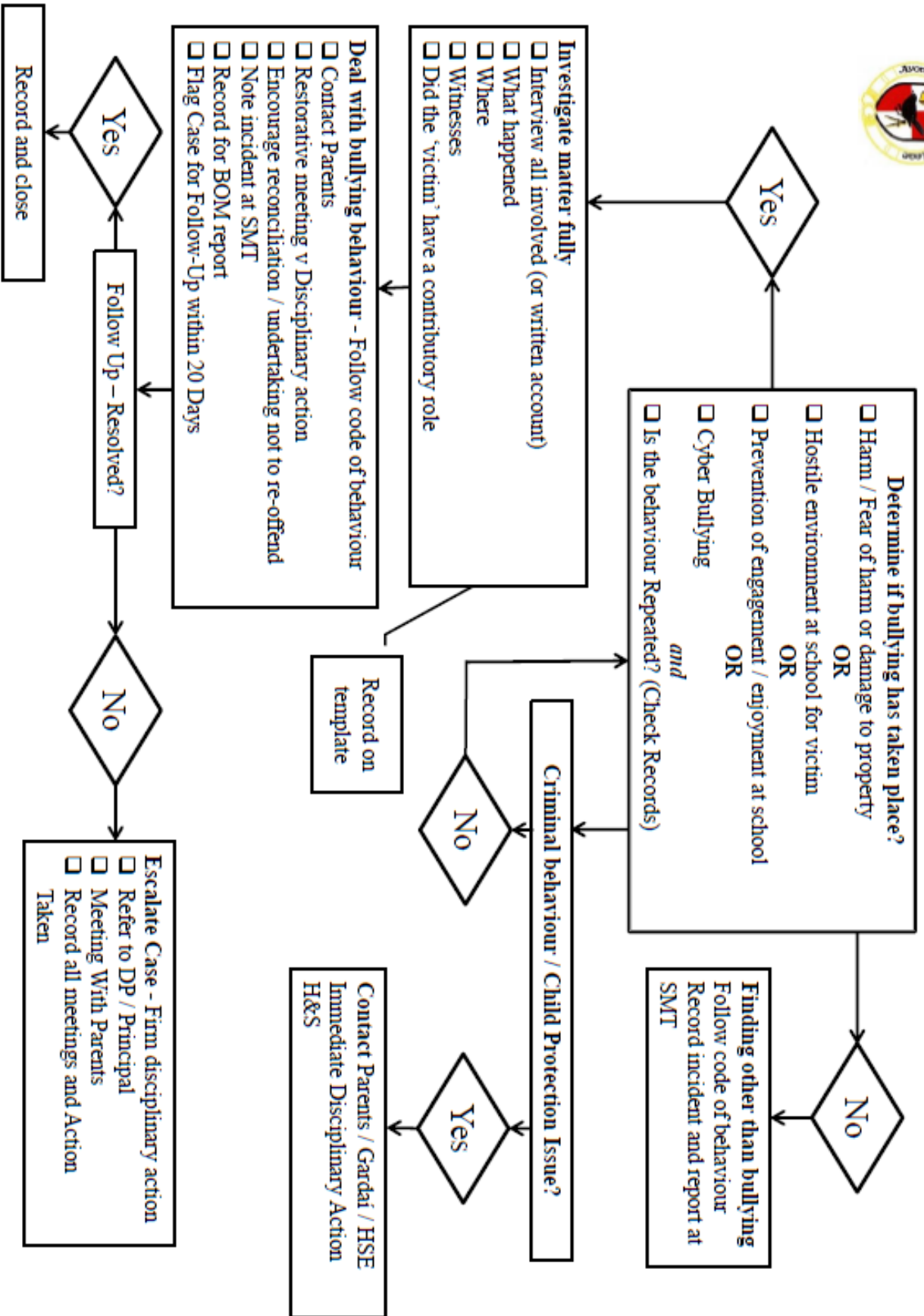
**The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:**

- **Once a report is made to a staff member, he/she will investigate, determine and document as appropriate: (See flowchart)**  
(See Appendix 3: – Templates:  
  
**Initial Investigation form (orange) and**  
  
**Bullying Incident Report form (green) (if necessary)**  
  
***The completed Initial Investigation form (orange) is passed onto the Anti-Bullying Coordinator.***  
  
***The Bullying Incident Report form (green) is passed on to the Year Head.***
- Completed forms will be stored in a folder in the Deputy Principal's Office for viewing by the Care Team and the Principal. (These files are kept separate from the students' main school file)
- Files are to be kept for 5 years after the student leaves the school.  
  
(These files may be accessed by students/parents in the future)
- Staff will be informed of necessary developments in bullying incidents by Care Team. This is done at staff briefings and/or by putting up names of students involved on the staffroom green noticeboard. They will be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to a member of the Care Team, if they have concerns.





# Anti-Bullying Policy – Implementation Flowchart



***In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it is the responsibility of the teacher to discuss the matter with the Year Head***

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 parents or the school Principal or Deputy Principal.

Where a parent / guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents should be informed that they have the right to make a complaint through the appropriate complaint procedure.

In the event that a parent / guardian has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

**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*) :**

**Follow-up steps to be taken after an investigation of a bullying incident**

- Support through the Care Team structure in the school.
- The reporting teacher follows up progress with the students involved.
- If necessary the parents will be invited to a meeting with management.
- Where a case is deemed serious, the matter will be referred to the Board of Management.

**Procedures for Student to Staff Bullying**

- Teacher speak to the student involved
- Explain unacceptable behaviour as in policy
- Explore a working solution
- Refer to Year Head
- If necessary the parents will be invited to a meeting with management.
- Refer to Principal /Deputy Principal.

**Procedure for Parent to Staff Bullying**

The matter should be referred to the Principal.

**Procedure for Staff to Student Bullying**

When the student (or a parent on his/her behalf) makes a report to another staff member, the matter should be referred to the Principal.

**Procedure for Staff to Staff Bullying**

Refer to KWETB's Code of Practice for Dealing with Complaints of Bullying and Harassment in ETB Workplaces and Code of Practice for Dealing with Complaints of Sexual Harassment in ETB Workplaces (1 September 2006)

<b>Staff Anti-bullying Representatives in Avondale Community College</b>	
<b>Male Representative</b>	
<b>Female Representative</b>	

**Facilitators:**

**Teacher Support Service**

**Phone 1800411057**

**[www.eas@vhics.ie](mailto:www.eas@vhics.ie)**

**4 Sessions offered free.**

## **Roles and Responsibilities**

*The people who have responsibility for implementing each action and their roles are outlined as follows: (These roles and responsibilities shall be clearly outlined to existing staff and shall be communicated to all new staff at induction.)*

**Principal:** The Principal, supported by Deputy Principal and Year Heads, shall have overall control and responsibility for the implementation of the policy including its publicity at staff meetings, parent / guardian teacher meetings and assemblies. He/she will be responsible for its ratification and the Periodic summary reports to the Board of Management at least once in every school term, the Principal must provide a report to the Board of Management setting out:

- (i) The overall number of bullying cases reported (by means of the bullying recording template at Appendix 3) since the previous report to the Board and
- (ii) Confirmation that all cases referred to at (i) above have been or are being dealt with in accordance with the school's Anti-bullying policy and the Anti- Bullying Procedures for Primary and Post-Primary schools. The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

**Deputy Principal:** shall have the same responsibilities as the Principal. Also he/she shall liaise with staff on a regular basis regarding bullying behaviour. A file of incident reports shall be collected on a **daily basis** so as to develop a profile on bullying behaviour.

**The Anti-bullying Coordinator:** Shall oversee the promotion of awareness among school management, teachers, students, parents/guardians that bullying is an unacceptable form of behaviour.

He/she shall oversee the agreed education and prevention strategies in the policy.

He/she shall liaise with the school's SPHE /CSPE / RE / ICT departments and with the Care Team, will run a Friendship Week.

He/she shall liaise with the various agencies involved in countering forms of bullying.

He/she shall organise the folders with template forms, which will be kept in the staff room.

He/she shall be responsible for the collating of all initial investigation forms.

**Care Team:** shall be responsible for developing awareness of anti-bullying and of the importance of reporting. The 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 Care Team shall be responsible for communicating incidents of bullying behaviour to the relevant teacher, tutor or parent.

**Year Head:** shall support the Principal and Deputy Principal in implementing the Anti bullying policy. Where necessary they may contact parents and the relevant authorities. The Year Head will be responsible for the collating all information regarding all incidents and meetings.

**Class Tutor:** in conjunction with the relevant Year Head, shall act as a support to victim and bully.

**Subject Teacher:** must report all incidents of bullying behaviour to the relevant Year Head or member of the Care Team. The teacher must document all incidents of bullying behaviour within their classroom or outside of it e.g. corridors etc. This written report shall be submitted to the Year Head. 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:** along with the SPHE teachers, shall promote the awareness of what bullying is in SPHE classes.

**ICT Coordinator:** along with the ICT teachers, shall promote the awareness of what bullying is in ICT classes.

**Guidance Counsellor:** shall be responsible, along with the AB Coordinator and Care Team, for highlighting awareness of anti-bullying initiatives and of bullying behaviour within the school and related activities. He/she also has the responsibility of reporting incidents and arranging counselling for the referred student/s.

**Home School Community Liaison Co-ordinator:** shall organise parenting skill programmes as well as assertiveness and communication skills programmes. He/she will promote the Anti-bullying policy through the first year induction programme.

**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.

**Student:** shall 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.

**Parent/Guardian:** shall 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 relevant Year Head or staff member. The parent/guardian will have the responsibility of signing the anti-bullying policy on behalf of their child and therefore agreeing to be bound by it.

**Staff members:** shall have the responsibility of reporting all incidents of bullying behaviour that they have witnessed or are aware of.

**Ratification and Communication**

Board of Management / Staff / Students / Parents/Guardians

**Implementation Date****Monitoring the Implementation of the Policy**

## 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.

## 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.

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

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association and to KWETB. A copy of this policy will be made available to the Department if requested.

**Reviewing and Evaluating the Policy**

The policy will be reviewed and evaluated every 3 years to ensure it is being adhered to and that it continues to meet the needs of the school. Ongoing review should be in line with any changing information or guidelines (e.g. from the Department of Education and Skills or the NEWB), legislation and feedback from parents/guardians, students, staff members and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

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, and accessible to parents and pupils on request and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to KWETB and the DES.

The following evaluation tools may be used to review and evaluate the Anti-Bullying policy.

Possible methods of review:

Questionnaire,

Random Surveys,

Staff meetings,

Parents meetings,

Feedback from the student body – Registration classes, SPHE class.

Signed: \_\_\_\_\_

(Chairperson of Board of Management)

Signed: \_\_\_\_\_

(Principal)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_

Appendix 2 ANTI-BULLYING AGREEMENT AT INDUCTION TO SCHOOL or for any year  
Template - Bullying Incident Report form

**Anti-Bullying Agreement**

**BULLYING IS UNACCEPTABLE  
AND WILL NOT BE TOLERATED IN**

***Avondale Community College***

- A record of incidents will be kept
- Procedures as described in our Anti-Bullying Policy will be followed
- Everyone involved in bullying will receive help
- Students who persistently bully may be suspended

**You must not:**

- Hurt another person physically or emotionally
- Threaten or intimidate another person
- Deliberately exclude or isolate another person

**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

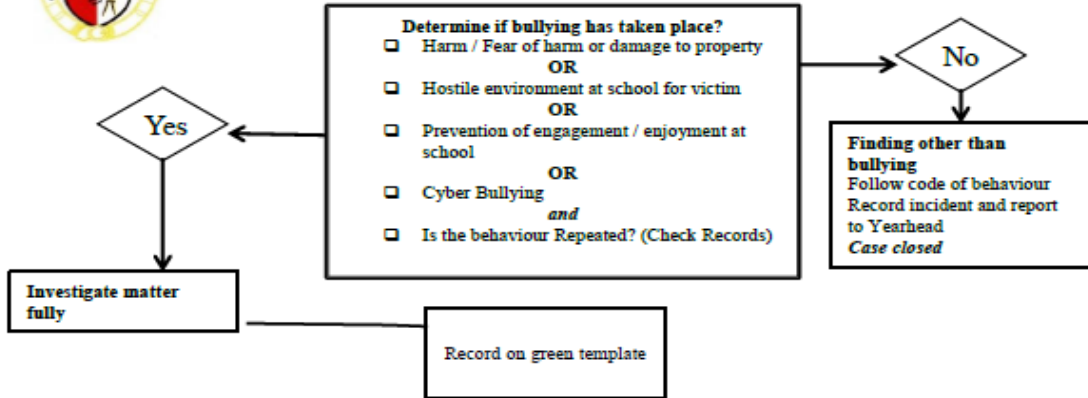
**Parent:** \_\_\_\_\_

**Principal:** \_\_\_\_\_ **Date** \_\_\_\_\_





**Anti -Bullying Policy – Initial investigation form**



Name(s) of Student(s):

Details of Incident:

Only details which are pertinent to the incident/case should be recorded.

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Circle Yes or No above  
Signed by teacher dealing with the incident :

Date: \_\_\_\_\_

**1. Name of pupil being bullied and class group**

Name \_\_\_\_\_ Class \_\_\_\_\_

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Prefect	
Other	

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

Outdoors	
Classroom	
Corridor	
Toilets	
School Bus	
Canteen	
Lockers	
other	

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

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

Physical	Cyber-bullying	
Verbal	Relational or silent bullying	

Psychological		homophobic	
Racial		Other (specify)	
Sexual			

**8. Brief Description of bullying behaviour and its impact**

**9. Details of actions taken**

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Was it resolved within 20 days? YES \_\_ NO \_\_

Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

**Appendix 4 Suggested strategies for staff, when dealing with bullying incidents****Procedures for Dealing with Reported Incidents:**

*The principal of consultation applies across all measures here*

*The procedures for noting and recording as outlined above will apply.*

*The rights of all students will be respected and a fair hearing will be given to all students.*

*Staff will be aware that allegations of bullying need to be fully investigated before action is taken.*

**The school's procedures must be consistent with the following:**

- i. The primary aim for the relevant teacher 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);
- ii. 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;
- iii. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;
- iv. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- v. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- vi. It is very important that all involved, including each set of pupils and parents understand the above approach from the outset;
- vii. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- viii. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

**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;**

- viii. If a group is involved, each member should be interviewed individually at first.
- ix. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;

- x. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- xi. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
- xii. 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;
- xiii. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
- xiv. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;
- xv. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

***In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it is the responsibility of the teacher to discuss the matter with the Year Head***

- xvi. 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 parents or the school Principal or Deputy Principal.
  - xvii. Where a parent / guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents should be informed that they have the right to make a complaint through the appropriate complaint procedure.
- In the event that a parent / guardian has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

**Appendix 5– Questionnaire**

**Anti-Bullying Questionnaire**

You can use this questionnaire to get help for yourself or another student.

Each student must write their name and class and tick “yes” or “no” as appropriate.

**Anti-Bullying Questionnaire**

Name \_\_\_\_\_

Class \_\_\_\_\_

Would you like to talk to someone about bullying **Yes** **No** |

## Appendix 6 Questionnaire for Sociogram

Name \_\_\_\_\_

- Are you happy with the atmosphere in your classroom?
- Who are your friends?
  
- Are you feeling under pressure in any way?
  
  
- Is there anyone in class having a hard time? Explain
  
  
- Is anyone being left out, or ignored?
  
  
- Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails to make others feel bad about themselves? (*Only ask depending on answer to two above*)
  
  
- 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?
  
  
- Who do you think is causing the problem?
  
  
- What can you do to help pupils having a hard time?
  
  
- Have you been contributing to anything that would isolate anyone or make them uncomfortable?

## Appendix 8 - Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	



Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

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

To: \_\_\_\_\_

The Board of Management of **Avondale Community College** wishes to inform you that:

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

Signed \_\_\_\_\_

Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_

Date \_\_\_\_\_

Principal