St. Louis Secondary School Anti-Bullying Policy 2024-2025
Mission Statement

As a Catholic school, St. Louis Secondary School, Dundalk, aims to educate the whole person and to encourage the qualities of respect, truth, responsibility, happiness and excellence in a caring inclusive atmosphere.

Aims of the school

- To provide a social and academic environment which fosters learning
- To strive to ensure that Christian attitudes and values are knit into the fabric of school life
- To provide through the curriculum, teaching methods and allocation of resources, teaching and learning situations which enable all pupils to:

  - Develop their intellectual capacity to the full.
  - Stimulate their curiosity and imagination.
  - Develop their aesthetic awareness; assist in their physical and moral development, and acquire an appetite for further knowledge and skills in later life.

- To prepare each pupil to be a responsible member of our democratic society, equipped to play an active part in its development.
- To be a caring community in which the individual is given a sense of significance and importance and a consciousness of the needs of others.
- To be a participating partner in the wider community, welcoming parents and other friends of the school to share in our work.

It is a basic right of each pupil in this school to receive her education free from unprovoked hurt. Being bullied can have a devastating effect on the victim, ranging from absenteeism and underachievement in school to depression and even suicide. As a school there are procedures in place to deal with the problem in a consistent manner. This policy provides guidelines for the prevention of bullying and for intervention if the problem occurs.

Aims of St. Louis's Anti-Bullying Policy

1. To promote and develop the ideals, values and beliefs of the school as set out in the school mission statement.

2. To ensure pupils, staff and parents understand and accept a common definition of what constitutes bullying behaviour.

3. To develop a preventative and reactive approach to deal with bullying at management, class and individual level.

4. To raise an awareness and understanding of bullying through the curriculum during SPHE & assemblies with Year Heads.

5. To create an atmosphere where students, staff and parents feel that if they report bullying, they will be listened to, and swift, sensitive action will be taken.

6. To have a secure environment in which all members of the school community respect and support each other.

7. To develop an ethos which makes it clear to everyone that bullying behaviour is unacceptable in any form.

Definition of Bullying: this can be defined as unprovoked, systematic, emotional or physical hurt caused to an individual by the behaviour of another.

Forms of bullying include: physical, verbal and psychological.
No definition is all inclusive as bullying can take many subtle forms.
Sometimes it can be overt and easily identified while in other cases it is insidious, hidden and thus difficult to identify and deal with.

Preventative Approach:
St. Louis is actively involved in the Anti- Bullying Centre's FUSE programme.
The school has a structured anti-bullying programme involving the following:

➢ Creation of a positive anti-bullying ethos and raising awareness about bullying.
➢ **The code of behaviour is outlined in school journals, in its origins form and in a student-friendly version to support access & inclusion.**
➢ Whole school preventative measures.
➢ **Restorative Practice is promoted when resolving conflict.** RP questions are also published in the journal for use by staff & students to resolve issues fairly & equitably.
➢ Procedures for supervision and monitoring to provide a safe environment - **see supervision guidelines 2021 including external supervisors**
➢ Procedures for noting and recording incidents- s**ystematic use of Appendix 3 to record bullying complaints & investigations.**
➢ Strategies for investigating and resolving bullying problems.
➢ Specific curricular work with students.
   Rights & Responsibilities in CSPE
   Development of Global Citizenship Education to reinforce rights & impact of inequalities around the globe.
   Global Goals displayed in all rooms.

Wellbeing indicators visible in every classroom & in journals to highlight Active/Responsible / Connected/ Resilient / Respected/Aware

➢ Strategies for supporting victims and bullies - link to Guidance team, Care Team supports, CAMHS & other external supports e.g Tusla , NEPS
➢ Parent education- **use of our school website & social media platforms to inform parents of training opportunities & resources.**
➢ Evaluating the policy- annual review for BoM

At every opportunity students are reminded of the St. Louis ethos of respect and courtesy towards fellow students and teachers. Staff model this behaviour for students.

Bullying and all members of the St. Louis School Community:

All members of the school community i.e. students, staff and parents are entitled to interact in an environment free from bullying and aggression.

This policy applies to all relationships i.e. student/student; student/teacher; teacher/student; teacher/teacher; parent/teacher and teacher/parent.

All members of the school community are expected to comply with the principles of this policy document.

St. Louis has a Dignity in the Workplace Policy Document which entitles all staff to work in an environment free from bullying and aggression. Parents & guardians are requested to note this in relation to meetings with members of the school's staff whether at parent teacher meetings or any meeting arranged or otherwise in the school.

Anti-bullying policy 2021-2022

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

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
   ● A 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 conduct, 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:
Year Heads for relevant students in 2024-2025
1st Yr Ms R Mallon & Ms G Finn
2nd Ms Á McEnaney
3rd Yr Ms O Drumgoole until march 2025
TY Coordinator M Galligan
5th Yr & 5LCA Ms E Byrne
6th Yr Ms S Higgins

SNAs play an important role in the school , often observing students in lessons and free time. They are a wonderful help when they report / investigate it to support staff/ management teams: C O'Neill, D Hamill, K Gogarty, J Maddy, L Reilly
T Farrell

Supported by
Guidance Counsellor D Mee
Guidance Counsellor S Quinn
AEN Coordinator J Mallon
HSCL Marie Meehan
SCP Aoife Gonnelly
Deputy Principal Ms M Gilmore /Mr Justin Daly from 9th December 2024
Principal M Dolan

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 :

Ut Sint Unum St Louis & Le Chéile ethos of inclusion & celebration of diversity Guidelines-for-Students-of-Other-Faiths	Year Heads Deputy Principal	Annual induction sessions August
40+ different nationalities identified among student cohort Aug 2024	BoM via admissions policy	Admissions policy & procedures annually in term 1

BeLong to https://www.belongto.org #NewVoices 2021!	PR O Drumgoole Principal Whole-school show of solidarity	Annual term 1
Accept request for changes to commonly used first names/gender /pronouns	All staff	In consultation with students & parents teacher endeavour to respect students' wishes
Digital Media Literacy materials in Wellbeing hours in Junior Cycle	P Fitzsimons -Digital Coordinator	Introduced as part of wellbeing - needs to be reviewed for 400 hours 2022-2025
Safe Internet Day https://www.webwise.ie/saferinternetday	Students & staff Digital Coordinator	Annual 8th February 2022
Multicultural events - annual	Student led EAL & student council B Murphy	Annual March
Yellow Flag development committee	Head Girl team & student council C Woods	New project Le Chéile Middle Leader Raised by student council
Amber Flag programme https://www.pieta.ie/how-we-can-help/prevention-programmes/amber-flag-initiative/	Amber Flag committee D Mee	Annual projects re mental health & wellbeing Flowvember
Cairde Training	5th Yr Mentors who act as big sisters to incoming first year students	Annual training during the late summer
Leadership Training	St Louis Network B Murphy	Annual training for Student leaders from each class
FUSE anti bullying programme Cooperating school https://antibullyingcentre.ie/fuse/	ABC in DCU S Higgins 2nd Yr Wellbeing Teachers M Gilmore M Dolan	2nd Year students

Bully4U	Facilitators	Term 1 forStaff & Students 2nd & 3rd yr
SPHE shortcourse materials - 100 hours	SPHE Teachers	JC 1-3 1 hour per week
Philosophy short course materials in 2nd & 3rd year	Philosophy Teachers	JC 1-3 1 hour per week
TY self-development and group bonding course Create the Great in you	**Week 1** Meet & Greet (Introductions) Explore the concept of ***mentoring, leadership, resilience, goal setting and limiting beliefs*** that stop people from reaching their fullest potential. Explore group expectations and develop a social contract with the participants (peer-led). Group Discussion - An opportunity to express your views. look at ***3C Thinking*** which is ***communication, collaboration and creativity*** and how it can benefit you as a student. Split into teams and learn the stages of a new group and team ***(Tuckman)***. **Week 2** Brainstorming / Icebreaker ***Resilience Workshop*** - Explore the importance of resilience & how your feelings can impact on the decisions we make on the Resilience Scale. Explore your gremlins and working style	6 weeks for all TY students

	and limiting beliefs. **Week 3** Mentoring Workshop and how to lead, learn and listen - *What is mentoring*, what are the key qualities of a mentor, what are the key skills of a mentor. How to *set achievable goals, vision* and implement plans into your daily lives. **Week 4** Case Study - As a group, explore problems within the context of the case study. It is your chance to learn from your peers & devise solutions to overcome the obstacles presented. **Week 5** Interpersonal Skills Communication, Collaboration & Creativity. Group discussions and throughout the course of the programme plan your group presentations and learning as a group or individual. **Week 6** Celebration Group presentations of their findings and learnings in a reflective space.	
Consent Workshop to prevent bullying / sexual violence & coercion in relationships	**Consent Workshop** MODULE 1 Wk. 1: Sexual consent and	All TYs new in 2021 -2022 reflecting concerns from parents/ students / society

	the law. Wk. 2: What constitutes sexual violence. Wk. 3: Impact on victims and consequences for perpetrators. Wk. 4: Influences in the real-world exploring topics such as sexting, pornography. MODULE 2 Wk. 1: Relationships, 'the good, the bad and the ugly'. Wk. 2: Exploring Gender Stereotypes including toxic masculinity and hyper masculinity. Wk. 3: Media and music industries. Wk. 4: Virtual World Realms.	following Me too movement
5th Yr Guidance D Mee	https://www.antibullyingpro.com/resources https://docs.google.com/presentation/d/1X1G2RRBRqxe_1PlaM1VQO1AsR-mgpQZO/edit?usp=sharing&ouid=105443560511340140715&rtpof=true&sd=true https://www.therapistaid.com/worksheets/bullying.pdf	5th YR weekly lesson 1 hour

	With Fifth Year,we have a meditation at the start of every class on self compassion,empathy for self and others,loving kindness etc with the aim of helping to boost relationship with self,normalise struggle and develop a bigger lens of understanding for each others' humanity.	

KEY PRINCIPLES OF BEST PRACTICE
Positive school culture and climate

A cornerstone in the prevention of bullying is a positive school culture and climate that is **welcoming of difference and diversity and is based on inclusivity and respect.** A school policy on bullying is most effective when supported by a positive school climate which encourages respect, trust, care, consideration and support for others.

Central to a positive school culture is respectful relationships across the entire school community. This encompasses relationships amongst peers (e.g. pupil to pupil, teacher to teacher) and relationships between groups (e.g. teachers and pupils, parents and teachers etc.).

The misconception that bullying is a normal phase of development and that it teaches pupils to toughen up needs to be challenged. The school must endeavour to create an environment where pupils feel comfortable and free to discuss and disclose incidents of bullying. This may also require challenging prevailing attitudes so that pupils realise that they also have a responsibility for the safety and welfare of fellow pupils.

Schools should therefore encourage and strengthen open dialogue between all school staff and pupils. Schools should ensure that they provide appropriate opportunities for pupils to raise their concerns in an environment that is comfortable for the pupil. This dialogue should encompass issues that happen outside school, including cyber-bullying. In order to accomplish this, schools may also need to consider how best to address topics that are masked by prejudice and silence such as homophobic bullying.

Key elements of a positive St Louis culture and climate are outlined :
- St Louis, Dundalk acknowledges the right of each member of the school community to enjoy school in a secure environment.

- St Louis acknowledges the uniqueness of each individual and his/her worth as a human being.
- St Louis promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- St Louis prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- St Louis has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- St Louis has the capacity to change in response to pupils' needs.
- St Louis identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- The school takes particular care of "at risk" pupils and uses its monitoring systems via weekly Care Team meetings to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- St Louis recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- St Louis recognises the role of parents in equipping the pupil with a range of life-skills.
- The school recognises the role of other community agencies in preventing and dealing with bullying.
- The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school. e.g Global Citizenship Education, Civil Social & Political Education, SVP work in TY & Senior School
- Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school

 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

Procedures for investigating and dealing with bullying

(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 cooperate 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;

(ix) 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;

(x) 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;

(xi) 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;

(xii) Each member of a group should be supported through the possible pressures

that they may face them from the other members of the group after interview
by the teacher;

(xiii) It may also be appropriate or helpful to ask those involved to write down their
account of the incident(s)

(xiv) In cases where it has been determined by the relevant teacher that bullying
behaviour has occurred, <u>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).</u> 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;

(xv) 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;

(xvi) 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;**

(xvii) 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;

(xviii) 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 must be
recorded by the relevant teacher in the recording template at Appendix 3

(xix) 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; and any feedback received from the parties involved, their
     parents or the school Principal or Deputy Principal;

(xx) Where a parent is not satisfied that the school has dealt with a bullying case in
accordance with these procedures, the parents must be referred, as appropriate,
to the school's complaints procedures;

(xxi) In the event that a parent 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.

Investigating inappropriate Social Media

There has been a significant number of reports to JMB in recent weeks relating to explicit, offensive and harmful videos on social media, particularly on TikTok. These videos are typically making reference to the school or individual teachers themselves through a variety of online accounts.
JMB's advice is as follows:

Contact the social media provider and request the immediate takedown of the offending material.
The appropriate channel is generally identifiable via the App website. For example, for TikTok it appears that the relevant information is accessible here:
https://support.tiktok.com/en/safety-hc/report-a-problem
In particular, the following two links appear to be the appropriate channels for reporting issues.JMB recommends that any message you send highlights that the report stems from a school and emphasises any concerns in relation to the wellbeing of staff and/or children.
https://www.tiktok.com/legal/report/reports
https://www.tiktok.com/legal/report/privacy

Consider contacting the Gardai
The law is still catching up with issues relating to cyber-abuse and harmful online content (new legislation is under preparation to help close this legal gap). Nonetheless, misuse of social media can sometimes be a criminal offence and an affected individual can seek to make a complaint to An Garda Siochána. For further information, please refer to slides on the JMB website (Mis)use of Social Media in your School (presentation by Liam Riordan, MHC at 2018 JMB Law Day).

Write to parents
Some schools have deemed it appropriate to take this course of action and have found it to be effective.

The school will require further advice from JMB Data Protection Advisor, Cyril Drury, by email on cyrildrury@jmb.ie

Procedures for recording bullying behaviour

All records must be maintained in accordance with relevant data protection legislation.

The school's procedures for noting and reporting bullying behaviour must adhere to the following:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;

(ii) 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.

(iii) 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) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

Bullying as part of a continuum of behaviour
It is also important to note that bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. To ensure that any such cases are dealt with appropriately, the school's anti bullying policy must provide for appropriate linkages with the overall code of behaviour and provide for referral to be made to relevant external agencies and authorities where appropriate. In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.

Referral of serious cases to the HSE

In relation to bullying in schools, Children First National Guidance for the
Protection and Welfare of Children 2011 (Children First) and the Child Protection
Procedures for Primary and Post-Primary Schools provide that in situations where "the
incident is serious and where the behaviour is regarded as potentially abusive, the school
must consult the HSE Children and Family Social Services with a view to drawing up an
appropriate response, such as a management plan".

Serious instances of bullying behaviour should, in accordance with the Children First and
the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the
HSE Children and Family Services and/or Gardaí as appropriate.

The Child Protection Procedures for Primary and Post-Primary Schools also
provide that where school personnel have concerns about a child but are not sure whether
to report the matter to the HSE, the Designated Liaison Person must seek advice from the
HSE Children and Family Social Services.

Supports for pupils affected by bullying:
A programme of support for pupils who have been bullied is in place.
Such pupils may need counselling and/or opportunities to participate in activities
designed to raise their self-esteem, to develop their friendship and social skills and
thereby build resilience whenever this is needed.

A programme of support for those pupils involved in bullying behaviour must
also be part of the school's intervention process. Pupils involved in bullying behaviour
need assistance on an ongoing basis. For those with low self-esteem, opportunities should
be developed to increase feelings of self-worth. It is, therefore, important that the learning
strategies applied within the school allow for the enhancement of the pupil's self-worth.

Pupils who engage in bullying behaviour may need counselling to help them learn other
ways of meeting their needs without violating the rights of others.

Pupils who observe incidents of bullying behaviour should be encouraged to
discuss them with teachers.

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

Ensuring Maintenance of the policy:
Commitment to anti-bullying is long term and always subject to evaluation and development.
We can never be complacent about this type of behaviour.
Bullying is always on the agenda for Care Team & Assistant Principal meetings
Staff are encouraged to attend relevant CPD in this area.

Ongoing evaluation of the effectiveness of the anti- bullying policy

The effectiveness of the school's anti-bullying policy should be subject to continuous review in the light of incidents of bullying behaviour encountered. The school should make provision for periodic examination of the prevention and intervention strategies in place.
Surveys of pupils, staff and parents can, if properly conducted, provide important information about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.

The template in Appendix 3 for recording and reporting bullying to the school Principal or Deputy Principal is a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports is collated and analysed once a year with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour.

A record of this analysis is retained and made available to the Board of Management.

Appropriate responses to any issues identified are drawn up and implemented.

The implementation and effectiveness of the anti bullying policy is regularly included as an agenda item for Care Team, AP & Staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

OVERSIGHT

At least <u>once in every school term</u>, 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 AntiBullying 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.

Annual Review by the Board of Management
The Board of Management must undertake an annual review of the school's anti- bullying policy and its implementation by the school.

A standardised checklist to be used in undertaking the review is included in Appendix 4 to these procedures. It should be noted that 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.

The school must put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed must 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
A standardised notification which must be used for this purpose is included at Appendix 4.
A record of the review and its outcome must be made available, if requested, to the patron and the Department.

Department Inspectorate
The Department's Inspectorate conducts a programme of school evaluations in primary and post-primary schools. Inspectors evaluate aspects of the school's work, including policies and procedures to support pupils' well-being. Arising from commitments made in the Action Plan on Bullying, the Inspectorate will be placing a stronger focus on the actions schools take to create a positive school culture and to prevent and tackle bullying.

https://youtu.be/DTj25-ow8zs

8. Supervision and Monitoring of Pupils

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

Compulsory Supervision & Additional supervision paid Circular 53/2020
Guidelines:
If you cannot attend your supervision duty you must alert M Gilmore, M Dolan to arrange cover if you have not already done so yourself.

Duties:
- Greet & welcome students
- Check uniforms
- Alert students to designated areas
- Alert students to breaches of safety protocols- masks, distance
- Alert students to responsibility to keep designated spaces clean and tidy - outdoors & baserooms
- Engage gently & respectfully with students as we all know that being heavy-handed with teenage girls elicits a negative response - especially when there's an audience)
- Use positive encouragement /humour when possible - but be consistent & fair to all.
- Report breaches on VSWARE & relevant person on ladder.

Designated Areas 2024-2025
Fatima Gate - morning & afternoon -
Courtyards & Sunken Tennis Court if weather is dry & Corridors if weather is inclement
- 1st, 2nd, 3rd - Courtyards
- Ty Near Canteen
- 5th & 6th Sunken Tennis Courts

Out of Bounds areas - break & lunch
Behind Gym, near De La Salle, behind Dealga unless walking back from toilets - no congregation allowed behind Dealga, the trees at the bottom of the grass
Canteen - check masks & distance here

Entrances at Canteen stairs, Courtyard doors & Main Entrance - we will ask 6th Year to help in these areas- Students should be directed to Canteen stairs during breaks to reduce traffic on Ground Floor

Please do not walk in pairs - spread the impact of supervision by promenading alone
School Hi-Viz Vests are available -please wear so that you are more visible to students & other staff.

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 19th June 2024

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: Vera O'Brien Chair

Signed: Michelle A Dolan

(Chairperson of Board of Management) (Principal)

Date: 19th June 2024

Date of next review: June 2025