Anti-Bullying Policy

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. Dominic’s College, Cabra, Dublin 7 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 and with Children First National Guidance for the Protection and Welfare of Children 2017.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of the whole school community and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:
	1. **A positive school culture and climate which**
		* is welcoming of difference and diversity and is based on inclusivity
		* encourages pupils to disclose and discuss incidents of bullying behaviour in a non- threatening environment
		* promotes respectful relationships across the school community
	2. **Effective leadership**
	3. **A school-wide approach**
	4. **A shared understanding of what bullying is and its impact**
	5. **Implementation of education and prevention strategies (including awareness raising measures) that**-
		* build empathy, respect and resilience in pupils
		* explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying;
	6. **Effective supervision and monitoring of pupils**
	7. **Supports for staff**
	8. **Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and**
	9. **On-going evaluation of the effectiveness of the anti-bullying policy.**
3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

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

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

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

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

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

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

**Examples of bullying behaviours**

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| **General behaviours which apply to all students** | * 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.
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| **Cyber** | * **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/Snapchat/ Twitter/Instagram/You Tube/Tic Tok or on games consoles
* Abusive website comments/Blogs/Pictures
* Abusive posts on any form of communication technology
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| **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). |
| **Homophobic and Transgender** | * 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
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| **Race, nationality, ethnic background and membership of the Traveller community** | * 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
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| **Relational** | This involves manipulating relationships as a means of bullying. Behaviours include:* 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”
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| **Sexual** | * Unwelcome or inappropriate sexual comments or touching
* Harassment
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| **Special Educational Needs****Disability** | * 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
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1. The relevant teachers for investigating and dealing with bullying are as follows:

The Relevant Teachers in this school are:

The Year Heads

The Deputy Principals The Principal

**Any teacher must act as a relevant teacher if circumstances warrant it.**

1. 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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

**School-wide approach**

* A school-wide approach to the fostering of respect for all members of the school community including minority groups. The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
* There is visible signage throughout the school expressing a stance of zero tolerance of bullying. Students on the Student Council designed these posters.
* Use of the intercom to acknowledge all types of student achievement and effort among the student body. We also use the intercom to raise awareness of all school events that feed into our school community so that there is a level of awareness among the students about events happening. This often involves issues that are happening in society at different times of the year and are an issue for our Social Justice Committee also. We also raise awareness of cultural events that show respect for our diversity and inclusiveness including cultural events that are celebrated by different cultural groups and religions, examples of these include: Eid, Diwali, Catholic feast days and other occasions of celebration and commemoration.
* The school has a Social Justice Committee who meet on a regular basis. This year this committee surveyed students about their heritage and backgrounds. As a result of this survey a map of the world was designed and manufactured to showcase the different backgrounds and cultures that form our school community. This map is displayed in a central part of the school for all to see in Halla Lydia and demonstrates how all our students are all connected by being part of St. Dominic’s College. The school community can see all these diverse backgrounds and appreciates and respects difference, habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
* Sport is a huge part of our school curriculum, wellbeing and extra-curricular area. Wellbeing promotes sport and other such activities, such as our After School Clubs, which give students an opportunity to socialise outside the classroom and to gain an opportunity of trying new interests and being creative. It expands the notion that school is a community which does not necessarily close at 3.40pm each day. The BOM and Dominican Congregation have invested heavily in sport to promote this among our students.
* End of year school trips as well as those daily trips that support the curriculum are seen as very important in our school community. The students love these occasions and learn from them. The trips also allow students to bond and foster a sense of belonging. They also develop positive relationships with peers and teachers outside of the classroom.
* There have also been Wellbeing events which bring students together and allow for greater social interaction and foster a sense of belonging. Examples include Coffee mornings, Sports Day and Wellfest Day, end of term treats. The school has invested in more outdoor seating to promote more social interaction and inclusion. The school has invested in new PE kits and students feel proud to belong to St. Dominic’s. For a full list of Wellbeing measures see our current SIP plan.
* Supports for some students who are struggling include the following: Learning Club for first years and some second years, extra SEN classes, Co-teaching classes, 1-1 interventions with a Year Head, Study Skills sessions to help with managing the stress of school work. There is also an attendance talk and booklet for 5th year students. The Wellbeing committee also organise ‘drop everything and relax/read/review’ to help students cope with the stress of school and work. Study skills sessions for all year groups were given this year also.
* The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour. This is catered for in SPHE classes.
* 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. This is catered for in SPHE classes.
* Whole staff professional development on bullying to ensure that each staff member develops an awareness of what bullying is, how it impacts on pupils’ lives and the need to respond to it-prevention and intervention. CPD for staff was given this year on gender issues. Colman Noctor gave a talk on Gender Identity to all staff.
* The school engaged this year with a lesson plan that the Department of Education developed in collaboration with the DCU Anti-Bullying Centre. The lesson activity aimed to help our school to reflect on the link between our school’s values by allowing students consider the school’s mission statement and participate in updating and reflecting what the value statement means and how these values can prevent and address bullying.
* Professional development with specific focus on the training of the relevant teacher(s)
* School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
* 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. Staff members model respectful behavior to all members of the school community at all times.
* The school has a number of students who access the SNA scheme. SNAs can play a supportive role with their students in supporting them both in the classroom but often at times during breaks and in a small number of cases in relation to developing relationships with their peers.
* The Big Sister programme supports some students in their transition to secondary school,

this can often help some particularly shy or anxious students. This programme also helps older students who mentor these younger students, to develop their leadership and empathy skills.

* Organisation of Stand Up Awareness Week.

Stand Up! Awareness Week is an annual campaign run by BeLonG To Youth Services, which gives second-level schools the opportunity to celebrate and recognise their LGBTQI+ community. It is a time when we show solidarity with young people and our colleagues to ensure they feel seen, heard, and safe, and to ensure everyone knows that biphobic, homophobic, and transphobic language and bullying will not be tolerated. St Dominic's has been participating in Stand Up! Awareness Week since 2020. Our themes have included language & terminology, building community and accessing support. Our committee consists of students from 2nd to 6th year who are passionate about fostering an inclusive and safe environment for LGBTQI+ staff and students in our school. Staff volunteers facilitate the students' planning and participating in educational initiatives each year to help increase visibility, as well as knowledge and understanding, for the LGBTQI+ community.

* School activities for Stand Up Week include raising school awareness and giving information through posters around the school, SPHE classes focusing on LGBTQI+vocabulary and the raising of the flag, intercom announcements, assembly discussions about how and where to access support and SPHE classes focusing on inclusion and stereotyping.
* For Stand up week SPHE teachers can use the Growing Up book, which has lesson plans and worksheets, which documents issues of discrimination, prejudice, and Gay Pride.
* Our motto of Veritas which is in the school journal promotes uniqueness, and value of self and respect for oneself and others. The school acknowledges the uniqueness of each individual and their worth as a human being. The school values all faiths and respects their traditions.
* An open door policy for students struggling with issues of identity is available and the students are aware of this. Every adult is approachable to listen and support the student. The concept of the “One Good Adult” is a very valued ideology in our school and is part of our current school improvement plan. All staff watch out for bullying behaviour. All staff consistently tackle the use of discriminatory and derogatory language in the school, this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
* Organisation of Intercultural Day to celebrate diversity of backgrounds and cultures in our school by the Social Justice committee and supported by the principal and another staff member.
* Organisation of Random Acts of Kindness week, staff and students participate in this.
* We adopt a Restorative Practice approach in trying to create a positive and inclusive school culture when the need arises. A member of school personnel is a restorative practice practitioner and mediates when the need arises.
* The school recognises the contribution of all students to the school community. The Gradam award is an award to any student who shows a good school spirit, a willingness to help teachers and fellow students and who is overall a great addition to their class and school.
* Student Leadership is extremely important in the school and has increased exponentially in the last few years. Photographs of student involvement in Leadership roles are displayed on school corridors e.g. Student Leadership team which includes Head Girls, Deputy Head Girls, Student Council Chairperson, Social Justice Chairperson, Student Voice Forum on teaching and learning, Class & Deputy Class Captains, Eco Team, Sports Teams, Social Justice etc.
* Student leadership opportunities are a training experience and preparation for the world
* ahead of each student. Student leadership roles are open to all students and there are also randomly selected opportunities for students to become involved as some students find it difficult to nominate themselves.
* Student Voice is very important in St. Dominic’s. Students on the Student Council contribute their opinion on school policies. Students on these forums help to devise school

questionnaires and surveys for SSE. All students use their voice when completing school surveys and this data is then acted on via our School Improvement plans and our Digital plans. The Wellbeing Committee also has a wellbeing suggestion box in place and students can contribute their suggestions to this box. The principal joins the meetings on a regular basis to update the Student Council.

* The school newsletter and the social media platform Twitter is used by the school to acknowledge the achievements of students both inside and outside the classroom. Students can see themselves and their fellow students being celebrated for their contribution to school life.
* Involvement of the student council in contributing to a safe school environment through activities that help to support pupils and encourage a culture of peer respect and support

e.g. organising Safer Internet Day last year.

* The school’s anti-bullying policy is discussed with students at assemblies and with the Parents Association and is available on the school website. The staff are regularly informed of our Anti Bullying policy, procedures, and relevant roles at staff meetings.
* There is a 1.25 hour screen recording on our website for all parents from clinical psychologist Jennifer Ryan in which she details the reasons for bullying, why it happens, the effects on the victim, and the tools to deal with it. [https://stdominics.ie/anti-bullying/.](https://stdominics.ie/anti-bullying/) This talk was organised by the Parent’s Association. The Parent’s Association have also organised mental health talks from the organisation Jigsaw who convey the idea of the “One Good Adult” approach to helping our students cope with their mental health.
* We communicate a lot with parents as they are central to our work and a good home school relationship is essential for each student to make progress and be happy.
* Teaching strategies such as collaborative learning, peer tutoring, peer assessment and self - assessment as well as different teaching methodologies and differentiation help students to belong in the classroom and foster an enjoyment of working together.
* Effective use of praise by the teacher helps to develop a positive self-concept in the student. We aim in our school improvement plan to use positive language especially when a student gets an answer wrong. In this plan we also watch how students are relating to each other in our classrooms and other areas. We watch out for signs of bullying so everyone feels safe. Teachers acknowledge positive behavior of students and use Vs ware to document this.
* The use of digital technology and use of our Chromebooks help for more interactive learning. Digital devices are also used by some students in class who find writing by hand more difficult.
* The school takes particular care of “ At Risk” students and uses its monitoring system through the Student Support team to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual students in a sensitive manner. Guidance Counselling is also available in the school.
* The school will implement the necessary measures to address gaps in learning as a result of the Covid 19 pandemic. Issues arising from the surveys, that the school conducted, point to an increased level of anxiety among student due to the Covid 19 pandemic. The school will bring in speakers to help students in this area. This is only one measure and more measures will be implemented based on the surveys sent to parents, students and teachers. This was part of our SSE process for this year.
* The implementation of regular whole school awareness measures **e.g.** regular school or year group assemblies by the principal, deputy principal, year heads. Staff give constructive feedback to pupils when respectful behavior and respectful language are absent.
* Bullying highlighted in SPHE classes, etc.
* Encourage a culture of telling, with particular emphasis on the importance of bystanders. 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.
* 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. 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.

The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils’ use of mobile phones.

* The listing of supports currently being used in the school and the identification of other supports available to the school e.g. BeLonGTo [www.belongto.org](http://www.belongto.org/)
* A counselling service available to all students.

**Implementation of curricula**

* The full implementation of the SPHE and CSPE and RSE curricula.
* The SPHE curriculum allows for further study of gender discrimination separate to the LGBTQ1+ awareness, this includes prejudice, discrimination and homophobic bullying week and other types of bullying.
* Continuous Professional Development for staff in delivering these programmes. Teacher(s) have engaged with the **Digital Citizenship and How to teach it** course in conjunction with Webwise. Modules include online wellbeing, news and information literacy, communications, ethics and empathy. Digital Citizenship is now a module in 4th year. The content of this module includes modules such as Being Online, Wellbeing Online and Rights online.
* The school is a partner school with DCU Anti-Bullying Centre(ABC) who conduct the Fuse programme. The Fuse programme is taught in conjunction with the SPHE programme to all second year students. Modules include cyberbullying, online safety and cybersecurity. Students are taught to recognise, respond and report. An evaluation of the Fuse programme is conducted by our school each year. First and third year students study all aspects of Bullying in the SPHE programme.
* The business ***Key Conversations*** have delivered lessons on bullying, cyber bullying, social media awareness, friendships and health life balance. This was delivered to all years.
* Empathy workshops provided to all first years by the Guidance Counsellor. Modules include Understanding Empathy, Practising Empathy, Overcoming barriers to Empathy, Empathy in Action. This is one of the measures mentioned in our school improvement plan as a way of improving how students relate to each other.
* The transition to first year from 6th class is also helped by a Wellbeing class consisting of 3 modules. Each student completes an 8 to 10 week programme with modules on mindfulness, personal development, chess, and guidance. A new module “ transitioning to secondary school” is being completed with every student at the start of this academic year. This programme includes areas such as orientation, transition, friendship, growth mind-set, homework and study and school ethos, this programme aims to ease any anxiety at this huge time of change.
* School wide delivery of lessons may include some of the following – (Cool School Programme: A Friend in Deed, link person, Tackle your feelings, )

**Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let’s Fight it Together, Webwise teachers resources, **Homophobic and Transphobic Bullying** (Growing up, LGBTQI+, Stand Up Awareness Programme, SPHE toolkit 2023, **Diversity and Interculturalism.**

* The Student Council and the Student Digital Team were selected this year, to lead a Safe Internet Day in conjunction with Webwise, who are promoting internet safety and online wellbeing. This is an annual event and this is the second year of its production,

activities include the teaching of Coco’s law-which is the Harassment, Harmful Communications and Related Offences Act 2020 and the legal consequences of it for young

people. Screenshots about this law will be given to all Year Heads to put on their digital classroom.

Other activities on the Safer Internet Day day were role plays on cyber bullying using the Webwise bank of resources as well as videos on image sharing.

Students also had to fill in an iPhone template and write kind words about their peers in the class. Each student got to keep this template. Resources from the Webwise site were also used.

* 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.

**Links to other policies**

* Other school policies, practices and activities that are particularly relevant to bullying include - Code of Behaviour, Child Protection Policy, Acceptable Use Policy, Critical Incidents Policy, Guidance Policy, SEN policy, RSE policy.
1. 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**

**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);**

**The school’s procedures must be consistent with the following approach.**

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

**Reporting bullying behaviour**

* Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
* All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher/yearhead.
* Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher/yearhead.
* If a student is being bullied or is aware of someone being bullied, they have a responsibility to report it to any member of staff. This is responsible behaviour rather than one of “telling tales”. The situation will be treated confidentially.
* Parents/Guardians should contact the Year Head regarding incidents of bullying behaviour which they might suspect, or, that have come to their attention through their children.
* The Year Head, in consultation with the appropriate member of staff, will determine what other action will be taken.

**Investigating and dealing with incidents: Style of approach**

* In investigating and dealing with bullying, the relevant teacher/yearhead will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
* Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
* Teachers should take a calm, unemotional problem-solving approach.
* 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 pupils concerned. Students who are not directly involved can also provide very useful information in this way.
* When analysing incidents of bullying behaviour, the relevant teacher/yearhead 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.
* 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 relevant teacher /yearhead/schools supports.

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

* In cases where it has been determined by the relevant teacher/yearhead that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give 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 students.
* Where the relevant teacher /yearhead has determined that a pupil has been engaged in bullying behaviour, it should be made clear to them how they are in breach of the school’s anti- bullying policy and efforts should be made to try to get them to see the situation from the perspective of the pupil being bullied.
* It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, their parent(s)/guardian(s) and the school.

**Follow up and recording**

* In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher/yearhead must, as part of their 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)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.
* The school has a dedicated Restorative Practice teacher and this service will be used to discuss the issue with the students involved with a view to reaching an amicable solution.
* Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school’s complaints procedures.
* In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to

make a complaint to the Ombudsman for Children.

**Referral of serious cases to TÚSLA**

Children First National Guidance 2017 and the Anti-Bullying Procedures provide that in cases of serious instances of bullying where the behaviour is regarded as possibly abusive, a referral may need to be made to Túsla or An Garda Síochána as appropriate. Where school personnel have concerns about a child arising from alleged bullying behaviour but are not sure whether to report the matter to Túsla, the Designated Liaison Person shall seek advice from Túsla in accordance with the procedures set out in Chapter 5 of the Child Protection Procedures for Primary and Post-Primary Schools 2017.

**Recording of bullying behaviour**

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school’s procedures for noting and reporting bullying behaviour are as follows:

 **Informal- pre-determination that bullying has occurred**

* All incidents must be reported to the relevant year head via email or written account.
* While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher/year head, the relevant teacher/ year head must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
* The relevant teacher/year head must inform the senior management team of all incidents being investigated.

**Informal-determination that bullying has occurred**

* If it is established by the relevant teacher /year head that bullying has occurred, the relevant teacher/year head 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.

* In the event of a year head resigning, retiring or moving to other duties the exiting year head will pass on any relevant information to the incoming successor in the role.

**Appendix 3**

The relevant teacher/year head must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:

a) in cases where they consider that the bullying behaviour, despite ongoing and adequate interventions designed to address the particular issue, has not been fully successful in resolving it within a time frame of 20 school days after they have determined that bullying behaviour occurred.

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.

When the recording template is used, it is retained by the relevant teacher/yearhead in question and a copy is kept in the Anti Bullying folder. These records are stored securely by the deputy principals. The relevant teacher/yearhead concerned brings this information to the weekly year head meeting in order to bring it the attention of all concerned. The principal will relay this information to the board of management.

**Established intervention strategies**

* + Teacher interviews with pupils involved
	+ Negotiating agreements between pupils 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)s to support school interventions
	+ No Blame Approach
	+ Circle Time
	+ Restorative interviews
	+ Restorative conferencing
	+ Implementing sociogram questionnaires
	+ Peer mediation where suitable training has been given

Rigby Ken, Bullying Interventions in Schools: Six basic approaches, ACER press are referenced in the Action plan on bullying 2013.

[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

* + - The traditional disciplinary approach
		- Strengthening the victim
		- Mediation
		- Restorative Practice
		- The Support Group Method
		- The Method of Shared Concern

School Programmes and counselling services are also available.

1. The school’s programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

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| * All in-school supports and opportunities 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 e.g.
	+ Pastoral care system,

Guidance counselling, Chaplain support, SEN Team,Tighín Ódhran- special ASD class which includes a sensory room* + Tutor and/year head system
	+ Student Support Team
	+ The SNA team

-Head Girls, Deputy Head Girls, Class Captains, Deputy Class Captains* + Big Sister/ Little Sister.
	+ Prefect system
	+ Social Justice Committee
	+ Wellbeing Committee, Tutor system.
	+ Parents Association
	+ Board of Management

The SNA team will be informed of relevant information of students with SEN, with whom they work with, who have been bullied. The SNA team will be informed by the Deputy Principal of this information. The SNA team role is in a supervisory capacity.(See **Appendix 2** for School Initiatives – Education and Prevention Strategies)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.Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a relevant teacher/yearhead. |
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1. **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.

1. **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.

1. This policy was adopted by the Board of Management on June 20 2023
2. This policy has been made available to school personnel, published on the school website and (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.
3. This policy and its implementation will be reviewed by the Board of Management once in every school year. (**See Appendix 1**) Written notification that the review has been completed will be made available to school personnel, published on the school website and (will be otherwise readily available 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 the patron and the Department.



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

Date: June 20 2023 Date: June 20 2023 Date of next review: Autumn 2023

**Appendix 1**

**Checklist for annual review of the Anti-Bullying Policy and its implementation**

The Board of Management (the Board) must undertake an annual review of the school’s Anti- Bullying Policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist an examination and review involving both quantitative and qualitative analysis as appropriate across the various elements of the implementation of the school’s 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 Anti-Bullying Procedures for Primary and Post-Primary Schools? | YES |
| Has the Board published the policy on the school website and provided a copy to the Parents’ Association? | YES |
| Has the Board ensured that the policy has been made available to school staff (including new staff)? | YES |
| Is the Board satisfied that the school staff are sufficiently familiar with the policy and procedure to enable them to effectively and consistently apply the policy and procedures in their day to day work? | YES |
| Has the Board ensured that the policy has been adequately communicated to all students? | YES |
| Has the policy documented the prevention and education strategies that the school applies? | YES |
| Have all of the prevention and education strategies been implemented? | YES |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined? | YES |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy? | YES |
| Has the Board received and minuted the periodic summary reports of the Principal? | YES |
| 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? | YES |
| Has the Board received any complaints from parents regarding the school’s handling of bullying incidents? | NO |
| Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation? | NO |
| Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed? | NO |
| 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? | N/A |

|  |  |
| --- | --- |
| Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement? | NO |
| Has the Board put in place an action plan to address any areas for improvement? | N/A |



Signed Date June 20 2023 -

*Chairperson, Board of Management*



Signed Date June 20 2023

*Principal*

**Appendix 2**

**School Initiatives - Education and Prevention Strategies**

* Various anti-bullying, internet safety and relationship building programmes conducted by outside agencies. The school is part of the Fuse programme provided by the DCU Anti- Bullying Centre.
* Prefects in 6th year have a training session with an external trainer and internal school personnel.
* The school is participating in the Safer Internet Day Ambassador Programme in conjunction with Webwise
* Key Conversations delivering workshops on Friendships, Anti-Bullying and social media awareness and health life balance
* Teachers have engaged in Digital Citizenship CPD courses designed to create awareness of online wellbeing, news and information literacy privacy, communications, ethics and empathy. 4th year module on Digital Citizenship
* Internet Safety Presentations
* Motivation and Study Skills
* Public Speaking
* Healthy Eating
* Extra-curricular activities to develop self-esteem, co-operation and positive attitudes e.g.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Board Games Club*** | ***Craft Club*** | ***Literacy Week*** | ***Science Week*** |
| ***Athletics*** | ***Gaelic Football/Camoige/******Badminton/Hockey*** | ***Maths Week*** | ***Seachtain na Gaeilge*** |
| ***Badminton*** | ***German Club*** | ***Music*** | ***Soccer*** |
| ***Basketball*** | ***Choir*** | ***Creative Writing*** | ***Book Club*** |
| ***Chess*** | ***Eco Team*** | ***An Club Gaelach*** | ***Badminton*** |
| ***Cross Country*** | ***Hockey*** | ***Carlingford Adventure Centre*** | ***Drama*** |
| ***Debating*** | ***Dungeons and Dragons’ Club*** | ***5th Yr Bonding Trip*** | ***Young Scientists*** |
| ***End of Year School trips for each year group*** | ***Wellfest*** | ***Sports Days*** |  |

* Big Sister Programme
* SPHE classes
* CSPE classes
* RSE classes
* Religion Classes
* Access to SNA scheme
* Guidance Counselling and Student Support Team
* CPD on gender issues and other CPD relevant to Anti- Bullying and Wellbeing.
* Whole school awareness of our Anti Bullying Policy including assemblies.
* Open Door policy for students who are struggling and implementation of the One Good Adult
* Celebration of Intercultural Day
* Social Justice Committee
* Restorative practice
* Celebration of Awards
* Student Leadership including Head Girls, Class Captains, Prefect, Student Council
* Student Voice with input into school policy and SSE
* Empathy workshops for first years
* Programmes which help students tranisition from 6th class to first year
* More outdoor seating and new PE kits
* Making students aware of our Veritas motto
* Extra support for Students via the Learning Club, Study Skills, extra SEN classes, Co-teaching etc.
* Various Transition Year Modules/Initiatives e.g. yoga, Mental Fitness, sign language, mock interviews, hikes etc.
* End of year trips and other trips out
* Wellbeing events such as coffee mornings, end of term treats
* Lessons across all subjects that either explicitly address bullying or that implicitly foster an attitude of respect for all e.g.
	+ Business Studies: Bullying in the workplace, ethical behaviour, mutual respect
	+ English: Bullying as a theme in poetry, novels and drama
	+ History: Links made with discrimination, prejudice and persecution
* LGBTQI+ Stand Up Awareness Week
* Healthfest / Wellfest – This initiative which focuses on well-being and is aimed at helping all at St. Dominic’s College to achieve a healthy balance of mind, body and spirit.
* Random Acts of Kindness Week
* Le Chéile Pay it Forward Day.
* Sports Day – Annual event.
* Annual School Walk
* Awards such as the Gradam Award given to students who show a good school spirit
* Use of the intercom to celebrate all types of student achievement and effort
* Use of Vs ware to document positive comments
* Visible signage throughout the school expressing a stance of zero tolerance of bullying
* The development of our AUP policy to ensure that access to technology is strictly monitored.
* Varying teaching methodologies, Effective use of praise, digital technology.
* Parents Association have had a guest speaker Jennifer Ryan from My Life Solutions who is an anti-bullying specialist to give talks to parents and this recorded talk is available to new parents on the school website. <https://stdominics.ie/anti-bullying/>.
* School Newsletter and School Twitter

***THIS LIST IS NOT EXHAUSTIVE***

**Appendix 3**

Template for recording bullying behaviour

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

Name Class

1. **Name(s) and class(es) of student(s) engaged in bullying behaviour**

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

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

|  |  |
| --- | --- |
| Student Concerned |  |
| Other Student |  |
| Parent |  |
| Teacher |  |
| SNA |  |
| Other |  |

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

|  |  |
| --- | --- |
| Courtyards |  |
| Classroom |  |
| Corridor |  |
| Toilets |  |
| School Campus |  |
| Other |  |

1. **Name(s) of Person(s) who reported the bullying concern**
2. **Type of Bullying behaviour (tick relevant box(es)\***

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Homophobic** | **Disability/SEN Related** | **Racist** | **Membership of Traveller Community** | **Other (Specify)** |
|  |  |  |  |  |

1. **Brief description of bullying behaviour and its impact**
2. **Details of actions taken**

**Signed (Relevant Teacher) Date**

**Date submitted**

**to Principal/Deputy Principal**

**Guidelines for Teachers- Appendix 4**

* 1. All teachers should familiarise themselves with the DES Anti*-Bullying Procedures for Primary and Post Primary Schools 2013*
	2. It is important to go through the Anti- Bullying Policy thoroughly as all members of the school community have a duty of care to be vigilant re. Bullying behaviour in the school.
	3. Teachers are encouraged to make reference to this topic in class if and when appropriate e.g.
		+ Business Studies: Bullying in the workplace, ethical behaviour, mutual respect
		+ English: Bullying as a theme in poetry, novels and drama
		+ History: Links made with discrimination, prejudice and persecution
	4. There are many resources available at [www.antibullyingcentre.ie](http://www.antibullyingcentre.ie/) – the National Anti- Bullying Research and Resource Centre based in DCU.
	5. If a student reports a Bullying incident to you or if you observe a bullying incident you should attempt to resolve any issues in as far as is practicable with the support of the year head.
	6. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour.
	7. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
	8. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
	9. Teachers should send a report to the relevant year head via email or written account.
	10. Those affected by bullying may be referred by the relevant Year Head to the Guidance Counsellor and/or relevant external agencies for counselling or other supports/interventions.

**Appendix 5**

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

To: The School Community of St. Dominic’s College Cabra

The Board of Management of St. Dominic’s College wishes to inform you that:

* The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of 20 June 2023
* 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 20 June 2023

*Chairperson, Board of Management*

Signed Date 20 June 2023

*Principal*