Cistercian College
A Place To Grow
EST 1905

President	Principal	Head of Boarding	Deputy Principal	Deputy Head of Boarding & Dean of Study
Mr. Colm Maloney	Mr. Gerry Grealish	Mr. Felix Ross	Ms. Catherine Smyth	Mr. Frank Kelly

Anti-Bullying Policy

Process	Personnel / Meeting / Action	Date
Policy Responsibility	Mr. Gerard Grealish, Mr. Felix Ross	2023
Policy Formation Team	Mr. Conor Brady, Ms. Sarah Brislane, Ms. Inez Heenan, with support from Focus Group: Mr. Mark Carey, Mr. Roger Quigley, Ms. Jen Denny	April & May, 2023
Policy Committee Review	Circulated	May 2023
Staff Review	Discussed at staff meeting and circulated	June 2023
Board of Management Review	Circulated and reviewed	June 2023
Parents Association Review	Circulated and reviewed	June 2023
Policy Committee Approved	Circulated and reviewed	June 2023
Board of Management Approved		June 10th 2023

Mission: *The Cistercian College community is committed to educating and developing our students to reach their potential in a Christian, caring, affirming, inclusive and supportive environment, so that they lead fulfilling lives and make a positive contribution to society.*

There are 5 principal sections to this Anti-bullying Policy:

    A. INTRODUCTION AND OVERVIEW.
    B. DEALING WITH A REPORT OF BULLYING IN CCR (Parts 1 and 2)
    C. SUPPORT FOR THOSE INVOLVED IN ANY BULLYING INCIDENT.
    D. THE ROLE OF THE BOARD OF MANAGEMENT
    E. CCR - ANTI-BULLYING STRATEGY.

There are also 7 appendices to this Policy:

Appendix 1. Definition of bullying and details of types of bullying, and the key principles in how Cistercian College is committed to preventing and tackling bullying behaviour.

Appendix 2: Record form or template for an incident of bullying.

Appendix 3: Checklist for review of anti-bullying policy and implementation.

Appendix 4: Notification of annual review by Board of Management of anti-bullying policy.

Appendix 5. Bystander intervention strategies.

Appendix 6. Link to presentation to students from FUSE programme.

Appendix 7. Link to presentation to staff from FUSE programme.

Section A: Introduction and Overview

Definition of Bullying

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 core values of Cistercian College are Character, Community and Respect and thus all members of the College community are required to work towards providing a College, which is free from bullying and the fear of bullying. Everyone in the Cistercian College community is entitled to an environment free from fear and intimidation. This is in line with the Cistercian tradition upon which our College was founded and the College ethos which nurtures the spiritual, moral and personal development of all our students.

In accordance with the requirements of the Education (Welfare) Act 2000, the Code of Behaviour guidelines issued by the National Educational Welfare Board, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Post Primary Schools 2017, Túsla Guidance on the preparation of Child safeguarding Statements, as well as the *Cinealtas* document issued by the Department of Education and Skills, 2023, the Board of Management of Cistercian 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,* 2013.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils.

The Board is therefore fully committed to the following key principles in preventing and tackling bullying behaviour:

● Maintaining a positive school culture and climate which is welcoming of difference and diversity and which encourages pupils to disclose and discuss incidents of bullying behaviour without fear. It will also promote respectful relationships across the school community.
● Providing visible, fair, vigilant and effective leadership.
● Ensuring a school-wide approach.
●Promoting a shared understanding of what bullying is and its impact.
● Implementing of education and prevention strategies (including awareness raising measures) that:
    - build empathy, respect and resilience in students.
    - explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying.
    - ensure effective supervision and monitoring of students and provides supports for staff.
●Ensuring consistent recording, investigation, and follow up of bullying behaviour, including use of established intervention strategies.

●Ensuring reporting to parents that is timely, accurate and complete.
●Ensuring on-going evaluation of the effectiveness of the anti-bullying policy.

Two processes that operate within the College cycle are especially important in the implementation of its anti-bullying policies. These are:

1. The Anti-Bullying Committee which meets at least once a term or more often, if necessary.

Its members comprise Gerard Grealish (Principal); Felix Ross (Head of Boarding); R.E. and Wellbeing Teachers, the CCR Chaplain, and House Masters.

The chair is Gerard Grealish. The committee's role is to assess the overall, ongoing effectiveness of the College's anti-bullying policies and measures and to recommend any changes or modifications which it may consider appropriate. Its recommendations or conclusions are recorded and forwarded to the Board of Management by the chair.

2. The weekly meeting at which matters dealing with the wellness of students are considered and action is decided upon. This group, chaired by the Principal or Deputy-Principal, is to be attended by:

The Principal
The Head of Boarding
The Deputy Principal
The Chaplain
All Year Heads
Such other staff members as may be considered appropriate by the Principal or the Head of Boarding.
A note of decisions/action points is made and circulated to attendees.

Section B: Dealing with a Report of Bullying in CCR

Part 1 - Reporting Procedures

1. A student who is the alleged victim of a bullying incident or a student who has knowledge of a bullying incident may report it to *any member of staff of the College*. A member of staff may also receive an allegation of bullying from a parent/guardian.

2. When any member of staff witnesses or receives a report of an alleged bullying incident, the details are to be recorded on VSware, and forwarded immediately to the relevant Year Head.

 It is the responsibility of the designated Year Head to investigate the incident. If the staff member does not have access to VSware, the report should be made to the Year Head equally promptly. The individual who makes the report to the Year Head should record details of time, location etc. at which report is made.

3. The Year Head will promptly investigate the reported incident, interviewing all of those involved, as well as any witnesses, and recording in writing the results of such interviews.

He/she will also secure and view any relevant CCTV recordings, if available. The Year Head will decide on a course of action, and in serious cases, in conjunction with the Principal or Vice Principal. The preference is to restore the relationship of the parties involved.

4. Bullying incident recorded reports will be shared by the Year Head with the Principal who will retain such records on file.

5. The prompt completion and preservation of the incident template/report form which is available to all staff is not optional and must be filled in every case by the Year Head, once it has been ascertained that bullying has taken place. If it is decided that the incident is not bullying but misbehaviour, it will be dealt with under the Code of Behaviour.

Part 2 - Investigation of an alleged bullying incident

1. It is the responsibility of the relevant Year Head(s) to investigate a reported bullying incident. The Class Tutor will support. If the Year Head is for any reason not immediately available, the Year Head deputising, will step in. Failing this, Principal or Deputy Principal will nominate another staff member to take charge of the case. The individual with responsibility for investigating the case will also be responsible for liaising with and informing parents involved (both parents of victims and of perpetrators), and will copy communication to the Principal or the Deputy Principal, and Head of Boarding, in real time, as this process of communication goes on.

2. Parents, staff and pupils are required to co-operate with any investigation and assist the school insofar as practicable in restoring the relationships of the parties involved as quickly as possible.

3. Reported incidents are usually best investigated in a neutral setting to ensure privacy for all those involved. This may be within the CCR/MSJ campus. If it is considered necessary to engage with any student off-campus this will only take place with the explicit consent of the Principal or Deputy Principal who will record the decision and the reasons for it.

4. Any investigation is to ascertain and understand the *who, what, where, when* and *why* of an incident. Both the perpetrator and victim should be met together by the Year Head. A minimal number of meetings of students on an individual basis will take place throughout the process.

5. When an allegation of bullying is reported, the investigating Year Head will ascertain if it appears to form part of any pattern of behaviour and if it may be linked in any way with other reported incidents. If so, this will be included in the written report/template.

6. The involved parties, along with any witnesses, should be interviewed and all parties may be asked to provide a written account of the incident.

7. If a group is involved, then individuals are to be interviewed separately at first and then as a group in order to ensure that the narrative is complete and accurate. The Year Head will deem if this behaviour is part of a wider class behavioural issue, and if so, will consult with the and

Wellbeing Teacher for that class, as to observe and report behaviours, and addressing unacceptable behaviour and equipping students with appropriate skills and mechanisms. The Class tutor will support the process.

8. If the Year Head determines that bullying has occurred, then the parents of the student(s) engaged in the bullying are contacted by the Year Head. They are informed of the details of the incident and of any actions being taken or being contemplated by the College. Parents will be advised if there are ways in which they can support the actions taken by the College.

9. Where it is determined that a student has engaged in bullying it is to be made clear to that student by the Year Head that they are in breach of the College's Anti-Bullying Policy. Efforts are to be made to get that student to see the situation from the perspective of the student being bullied.

10. The Year Head may consider it appropriate to refer students involved in any bullying incident, whether as victim or otherwise, to the Chaplain. Any such referral should be notified to the Principal or Deputy Principal and to the student's parents. A student may also themselves wish to engage with the Chaplain and may do so, with the consent of the Year Head.

11. The Chaplain may meet with a student, in exceptional cases, whether or not on the referral of a Year Head, having confirmed the time and place of such a meeting to the Year Head. Any such meeting must be on the College campus unless otherwise authorised by the Principal or Deputy Principal. A written record of this meeting will be submitted to the Year Head, immediately after the meeting.

12. The Year Head will, if he/she considers it necessary after meeting with the student(s), co-ordinate pastoral support measures, with the agreement of the Principal or Deputy-Principal.

13. It may be necessary in certain circumstances for staff to retain a degree of confidentiality around any conversations with students. However, a written record of such conversations must be retained. Any confidentiality will not relieve the staff of the duty to disclose immediately, to the Principal or Deputy, and Head of Boarding, any information that may bear upon an incident of Child Protection, harm or criminality. For all practical purposes the staff act as mandated persons mandated under Child Protection Law.

14. If he/she considers it necessary, or if requested to do so by a student or a parent, the Chaplain or any other member of staff, may engage with the parents of a boy involved in a bullying incident, whether as victim or perpetrator, if advised by the Year Head, Principal, Deputy Principal, or Head of Boarding. Records of such engagement must be retained and submitted to the Year Head.

15. As a result of the investigation by the Year Head, it may prove necessary to impose disciplinary sanctions in line with the College Code of Behaviour.

16. It may be helpful to arrange a follow up meeting between the relevant parties if the bullied student is agreeable.

17. The Year Head decides if the reported incident has been adequately dealt with, using the following criteria:

a. The bullying has ceased.

b. Any issues between the parties have been resolved and the relationship between the parties has been restored.

c. Any feedback from the parties involved, their parents, the Chaplain, the Principal or Deputy Principal or Head of Boarding, has been taken into consideration.

d. If the Chaplain has been involved in the follow up to any incident of bullying, he/she will notify the Year Head, the Principal or the Deputy Principal and Head of Boarding when he/she (chaplain) is of the view that his/her involvement is no longer necessary or appropriate. Such notification will be noted and recorded by both parties.

18. If the Year Head deems that bullying behaviour has not been appropriately or adequately addressed within 20 days of their investigation, then this further fact and any relevant details are to be recorded in the template form supplied as an appendix to this policy. The Principal or Deputy Principal, and Head of Boarding should also be informed.

19. If a parent is not satisfied that the school has dealt with a bullying case in line with these procedures, that parent is then referred by the Year Head, Principal or Deputy Principal and Head of Boarding to the College's complaints procedures. This will require the BOM to examine the complaint in order to determine if further action is required.

20. In the event that a parent has exhausted the College's complaint procedures, including referral to the BOM, and is still not satisfied, then the Principal or Deputy Principal and Head of Boarding must advise the parents of their right to make a complaint to the Ombudsman for Children.

21. It is the responsibility of the Year Head to keep parents (of both victims and alleged perpetrators) fully informed in relation to any allegations of bullying. Such contacts should always be minuted and details stored for possible future review.

22. If the Year Head is of the view that a student should be referred for suitable, professional support – e.g. consultation with a psychotherapist or counsellor, this should be notified to the Principal or Deputy Principal who, in turn, must secure the consent of parents (preferably by email or in writing) for such a course of action.

23. There should be a clear understanding between the college and the parent as to the terms of engagement with any such professional. It should be clear who the client is - the college or the parent?

Follow up

1. It may be the case that an individual reported incident is not a standalone issue and is part of a continuum of behaviour. If this is suspected, relevant details must be included in the written report.

2. In cases where there is an escalation of bullying to physical assault or harassment, appropriate sanctions will be applied as part of the College's overall Code of Behaviour.

3. If there are serious concerns in relation to managing the behaviour of a student the advice of the National Psychological Service will be sought. This step will be authorised by the Principal or Deputy Principal and parents notified.

4. Under the 'Child protection procedures for post primary schools 2017' if a bullying incident is considered serious enough then it must be reported to TUSLA under the College's Safeguarding Policy and as required by law.
   - If it is unclear to College staff whether an incident should be referred to TUSLA. The agency itself should be consulted and a direction sought. The Initiation of such a consultation in these circumstances is a decision for the Principal or Deputy Principal, as mandated persons, with the agreement of the chair of the BOM.
   - Any incident that could potentially cause lasting or serious harm, whether physical or otherwise, to a child should be referred to TUSLA.

SECTION C - Support for those involved in and affected by a bullying incident.

1. The College has a number of personnel and supports in place to help any students affected by bullying.

These include the Academic and Residential Year Heads, the Head of Boarding, the House Masters, the College Chaplain, Wellbeing Teachers, Class Tutors and the College Nurse.

● When a bullying incident has occurred and the investigation has been initiated, the student(s) affected may be referred to the College Chaplain by the Year Head who will furnish the Chaplain with any relevant detail.

The Chaplain / Wellbeing staff / Housemasters offer pastoral support to the student, and examine ways to solve the issue, or deal with the aftermath; build self-esteem, develop friendships and/or build social skills as required.

Records will be kept on VSware of such a referral by the Year head. The Chaplain / Wellbeing Teachers / House Masters, having due regard to confidentiality, will report to the Year Head, or the Principal or Deputy Principal, on any sessions held with students, again on VSware.

When the Chaplain / Wellness staff / Housemasters are of the view that their involvement in a particular case has served its purpose, and that they have ceased to be involved in it, they will advise the Year Head (or the Principal or the Deputy Principal, where relevant).

Where possible, the perpetrator(s) and victim(s) will be met in groups of more than one, with

restorative justice the preferred model for dealing with incidents.

● The residential staff of the College will monitor any student who has been the victim of bullying incident in order to detect if any further issues have occurred and to assist the student in interacting in a positive way with his year group.

● Classroom teachers and tutors will also be able to monitor any students and report any issues or concerns to the Year Head. Both perpetrator and the victim may be required to write a reflective piece facilitated by the relevant Year Head to include answers to the following questions:

● How did you feel and what were you thinking at the time of the incident?
● How do you feel now and what are you thinking now?

Both parties will read the other's piece to create an awareness of the implications of the incident.

3. Where a bullying incident has occurred, it may be considered necessary or desirable for it to be addressed through Wellbeing classes. This should be discussed and decided with the authority of the Principal or Vice-principal at the weekly meeting of Year Heads. This may provide an opportunity for the wider group of students affected to discuss issues relating to the incident and the effect of bullying.

The College Chaplain may be available to assist the Year Head when meeting with parents of students affected by bullying in order to offer ongoing support. If the Chaplain wishes to communicate directly with parents this should be notified to and sanctioned by the Year Head.

In consultation with the parent / guardian of the student who has been bullied, the College Management will help to organise the support of an external counsellor if deemed necessary by the parent / guardian or College personnel requests this. The same offer will also be made to the student who was the perpetrator of the bullying.

Section D: Role of the Board of Management

The Board of Management is responsible for ensuring the College has an effective Anti-bullying Policy in place.

1. The Board of Management is responsible for ensuring that all members of staff in the College are sufficiently familiar with the College's anti-bullying policy in order to effectively and consistently apply the policy when required.

2. The Principal will report to the BoM at each meeting on the number of reported bullying incidents since the previous report and confirm that each incident is being dealt with in line with the College's Anti-Bullying Policy.

3. An annual review of the policy and its implementation by the College must be carried out by

the Board of Management. This review is done using the Checklist in the appendix to this policy.

4. The Board will put in place an action plan to address any areas for improvement identified by the review.

5. A record of the review and its outcome will be available on request to the Patron and the Department of Education and Skills.

Section E: Cistercian College Anti-Bullying Prevention Strategy

Education and Prevention Strategies

Although those in certain roles will have particular duties in relation to bullying, it is the responsibility of all staff of Cistercian College to implement this policy. They will play a key role through their interactions with students and help to create a culture within the College where bullying is unacceptable. Cistercian College has specific education and prevention practices in order to create a positive school culture that is welcoming of difference and inclusive of all students.
These include:

● Signage in all classrooms, common rooms and all shared spaces within the College which promotes an anti-bullying and an inclusivity message. (The signs were removed during the painting over the summer but the Anti-Bullying committee will work on this).

● The College has a CCTV system which can be used to encourage positive behaviour as well as helping in the investigation of any incidents.

● All students attend Morning Prayer before the start of each school day and this platform is used to communicate to students:
- the importance of a positive school climate where all students feel valued and included.
- a more direct message in relation to anti-bullying where students are encouraged to not be a by-stander if they witness an incident and how to report an incident.
- the importance of being kind to each other and to respect each other is repeated at morning prayer and at the year head assemblies.

● All staff in all areas of the College work collaboratively to instil a culture of kindness and to create a respectful school climate. The students will develop this culture amongst themselves having witnessed it from staff and from each other.

● All staff received the training delivered by the Fuse programme in 2021-22. For staff who have joined since then the comprehensive PowerPoint from this training is sent to them (see Appendix)

● The key points from this programme are repeated at staff meetings as a reminder to teachers, house masters and others not to ignore bullying behaviour. The importance of being aware is stressed to them and they are asked at all times to "call out" bullying behaviour.

● All students attended a workshop delivered by the Fuse programme facilitator in Appendix 2021-22. There is a summary of this student programme in the Appendix below. The Religion and Wellbeing teachers were given resources which allowed them to complete further work as a follow up in their classes. This work will be done in all Wellbeing and Religion classes this year.

● We have linked in with 'Belong to LGBTQ+ Youth Ireland' and we will receive resources which will allow us to deliver workshops and / or have external speakers deliver a programme. This will help us to support our ethos of respecting the uniqueness of each member of the college community.

● Class teachers are encouraged to address bullying in their classes on a regular basis. This could include the types of bullying that students could be subjected to and also the possible effects of bullying on an individual student and his family.

● As part of a 'Whole College' approach, teachers, house masters and sports coaches regularly monitor and observe student engagement. Any issues are discussed at their weekly staff meetings and preventative interventions are put in place – this may involve a conversation with the individual student(s) and or the class / team group.

● The student council discusses anti-bullying on a regular basis and members are encouraged to develop initiatives that raise awareness.

● The College invites external speakers to address both staff and students on different aspects of bullying.

● The College is part of the FUSE programme, a research based anti-bullying and online safety programme. Our Wellbeing Teachers have worked with the FUSE programme facilitator and will include elements of this programme in their classes.

● There is an Anti-Bullying Committee referred to above, consisting of teachers and housemasters that meet once a term to discuss and review the implementation and effectiveness of our policy. The Chaplain also attends, as required.

Signed: _____   _____

College Principal: _____   Chair of Board of Management: _____

Appendices

1. Record form or template for an incident of bullying.

2. Checklist for annual review of the Anti-Bullying policy and its implementation.

3. Notification regarding the Board of Management's annual review of the Anti-bullying policy.

4. Bystander Intervention Strategies.

5. Link to Presentation to Students delivered by facilitator from Fuse programme.

6. Link to Presentation to Teachers delivered by facilitator from Fuse programme.

Appendix 1

Definition of Bullying
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 Nature of Bullying
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
● 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*.

Types of Bullying
The following are some of the types of bullying behaviour that can occur amongst pupils:

● **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

● **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

● **Isolation/exclusion and other relational bullying:** This occurs where a person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

● **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chatrooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

● **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

● **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

● **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Impacts of Bullying

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a 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. Extreme cases of bullying may result in (3) self-harm, up to and including suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

There are also consequences for individuals who engage in bullying behaviour. Pupils who become involved in such behaviour can be at higher risk of depression. Other possible long term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Indicators of bullying behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

● Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school

● Unwillingness to go to school, refusal to attend, truancy

● Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school

● Pattern of physical illnesses e.g. headaches, stomach aches

● Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.

● Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting

● Spontaneous out-of-character comments about either pupils or teachers

● Possessions missing or damaged

● Increased requests for money or stealing money

● Unexplained bruising or cuts or damaged clothing

● Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

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Brief Description of bullying behaviour and its impact:

_____
_____
_____
_____
_____
_____

Record form for an incident of Bullying Name of pupil being bullied and class group

Name: _____ **Class:** _____

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

| |
| |
| |
| |

Source of bullying report: Location of incidents:

Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School Bus	

Name of person(s) who reported the bullying concern

Type of Bullying Behaviour (tick relevant box(es)) *

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

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

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

_____
_____
_____
_____

Details of actions taken:

_____
_____
_____
_____
_____
_____
_____
_____

Signed (Year Head): _____ **Date:** _____

Appendix 3

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.

Yes /No

Has the Board discussed how well the implementation of the school's anti-bullying policy will be required.	
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*?	
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?	
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?	

Signed: _____   Date: _____

Chairperson, Board of Management

Signed: _____   Date: _____

Principal

Appendix 4

Cistercian College
A Place To Grow
EST 1905

Notification regarding the Board of Management's annual review of the Anti-bullying policy

To:

The Board of Management of Cistercian 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 a Board meeting held on the _____.

● This review was conducted in accordance with the checklist set out in Appendix 3 of this policy as recommedned the Department's Anti-Bullying Procedures for Primary and Post Primary Schools.

Signed: Chairperson, Board of Management: _____

Signed: Principal: _____

Date: _____

Appendix 5 - Bystander Intervention Strategies

ASK THE QUESTION
If you see someone who looks like they are in trouble, ask if they are ok.

DON'T LEAVE THEM ALONE
Ensure that friends who are incapacitated don't leave without you or go to secluded places with someone. If a person is trying to get you to leave so that they can take advantage of someone, refuse to leave the area or call the police.

"I" STATEMENTS
Three parts: 1) State your feelings, 2) Name the behaviour, 3) State how you want the person to respond. Focus on your feelings rather than criticising the other person.

Example: I feel _____ when you _____. Please don't do that anymore.

SILENT STARE/ BODY LANGUAGE
Remember, you don't have to speak to communicate.
Sometimes a disapproving look can be far more powerful than words.

HUMOUR
Reduces the tension of an intervention and makes it easier for the person to hear you. Do not undermine what you say with too much humour. Funny doesn't mean unimportant.

GROUP INTERVENTION
There is safety and power in numbers. Best used with someone who has a clear pattern of inappropriate behaviour where many examples can be presented as evidence of their problem.

"BRING IT HOME" (EMPATHY)
Prevents someone from distancing themselves from the impact of their actions.

Example: "I hope no one ever talks about you like that." Prevents them from dehumanising their targets as well.

Example: "what if someone said your girlfriend deserved to be raped, or called your mother a slut?"

"WE'RE FRIENDS, RIGHT ..."
Reframes the intervention as caring and non-critical.
Example: "Hey, Dave. As your friend, I've got to tell you that your t-shirt isn't doing you any favours, it's killing your rep with the ladies. Do yourself a favour and don't wear it again – chuck it out."

DISTRACTION/ INTERRUPTION
Most effective for street harassment.
Snaps someone out of their "sexist comfort zone."
Example: ask a man harassing women on the street for directions or the time.

PROVIDING INDIVIDUALISED NORMATIVE FEEDBACK
i.e "Most people our age don't think it's ok to …"

Remember:
Approach everyone as a friend.
Be a good listener and give respectful attention.
Do not be antagonistic.
Avoid using violence.
Be honest and direct whenever possible.
Recruit help if necessary.
Keep yourself safe.
If things get out of hand or become too serious, contact the police.

Whatever response you choose, remember the following:
· Consider frequency, duration and intensity/severity when evaluating a situation. · Determine the barrier for the person if possible – motivation, ability or environment. · Know your limits as a helper – engage others as necessary.
· Be sensitive, understanding and non-judgemental.
· Challenge misperceptions – express your true feelings/beliefs.
· Identify the red flags; anticipate problems.
· Determine the priority goal; formulate a plan; prepare/practice what you want to say. · Interrupt/ distract/ delay a situation you think might be problematic – before it becomes an emergency.
· Set boundaries – do not make excuses for the person or otherwise enable them. · Conduct conversations in a safe environment. Maintain mutual respect and mutual purpose.
· Remember the Law of Delivery – who (person/s), what (content), when (timing), where (location/privacy), why (reasons) and how (tone).

SUPPLEMENTARY 6

Link to Powerpoint Presentation to Students

https://1drv.ms/b/s!AqWKLihBdn6MjEvrQtBWgCyOqWyD

SUPPLEMENTARY 7

Link to Powerpoint Presentation to Teachers

https://drive.google.com/file/d/1TxETO1R30_9y7yemosCQba8MKHR0mAfd/view?usp=drive_web