



**ST. DAVID'S HOLY FAITH SECONDARY SCHOOL**  
Greystones, Co. Wicklow

**ST DAVID'S HOLY FAITH SECONDARY SCHOOL,  
GREYSTONES, CO. WICKLOW**

**ANTI-BULLYING POLICY**

**This Anti-Bullying Policy  
was ratified by the Board of Management on  
Tuesday, 15 October 2024**

This policy is developed with reference to the requirements set out in the following Acts:

- The Prohibition of Incitement to Hatred Act 1989
- The Equal Status Acts (2000-2011)
- The Employment equality Acts (1998–2008)
- The Education Act (1998)
- The Education (Welfare) Act 2000
- The Safety, Health and Welfare at Work Act (2005)
- Children’s First Act (2015)
- The Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco’s Law (2021)

and cognisant of the guidelines in the following DES documents:

- Guidelines for Countering Bullying Behaviour (1993)
- Developing a Code of Behaviour: Guidelines for schools (NEWB 2008)
- A Continuum of Support for Post-Primary Schools: Guidelines for Teachers NEPS (2010b)
- Wellbeing in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention. Department of Education and Skills, Department of Health (2013)
- Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)
- Cineáltas: Action Plan on Bullying: Ireland’s Whole Education Approach to preventing and addressing bullying in schools (2022)

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity; encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and promotes respectful relationships across the school community

Effective leadership is

- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and resilience in pupils; and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

**The core definition of Bullying according to the Cineáltas Action Plan on Bullying is:**

Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools, as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature.



Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

**The core elements of this definition are outlined as follows:**

### **Targeted behaviour**

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the student displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example, personal injury, damage to or loss of property), social (for example, withdrawal, loneliness, exclusion) and/or emotional (for example, low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the student experiencing the bullying behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

### **Repeated behaviour**

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online, and which is highly likely to be reposted or shared with others can therefore be seen as bullying behaviour.

### **Imbalance of power**

In incidents of bullying, the student experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted student to remove offensive online material or escape the bullying.

### **Behaviour that is not bullying behaviour**

A one-off instance of negative behaviour towards another student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Disagreement between students, instances where students don't want to be friends or to remain friends, is not considered bullying behaviour unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others including deliberate manipulation of friendship groups.

Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned but, in certain situations, they are an automatic response which they can't control.



Bullying is not accidental or reckless behaviour. If the repeated harm is real for the student experiencing the behaviour but unintended by the other student, this is not bullying.

These behaviours, while not defined as bullying can be distressing. Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

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
- 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.

#### EXAMPLES OF BULLYING BEHAVIOURS (This list is not exhaustive.)

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>● Harassment based on any of the nine grounds in the equality legislation, e.g. sexual harassment, homophobic bullying, racist bullying, sexism etc.</li> <li>● Physical aggression</li> <li>● Physical assault</li> <li>● Damage to property</li> <li>● Name calling</li> <li>● Slagging</li> <li>● The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>● Offensive graffiti</li> <li>● Extortion</li> <li>● Intimidation</li> <li>● Insulting or offensive gestures</li> <li>● The 'look' showing disdain, anger, mocking, dismissive etc.</li> <li>● Invasion of personal space</li> <li>● Snide comments with intent to hurt</li> <li>● Intentionally not using a person's name or pronoun that they have asked for can constitute bullying if done intentionally or repeatedly</li> <li>● Pointing out self-harm scars in another person and making the student an object of mockery/derision</li> <li>● A combination of any of the types listed</li> </ul>
<p><b>Cyber-bullying</b></p>	<ul style="list-style-type: none"> <li>● Denigration: spreading rumours, lies or gossip to hurt a person's reputation</li> <li>● Harassment: continually sending vicious, mean or disturbing messages to an individual</li> <li>● Impersonation: posting offensive or aggressive message under another person's name</li> <li>● Using inflammatory or vulgar words to provoke an online fight</li> <li>● Cloning: creating a fake profile and using it to get someone else in trouble</li> <li>● Catfishing: using a fake profile to entrap someone</li> <li>● Trickery: following someone into sharing personal information which is then posted online</li> </ul>

	<ul style="list-style-type: none"> <li>● Outing: Posting or sharing confidential or compromising information or images</li> <li>● Photoshopping images with intent to harm or cause disruption to peace of mind.</li> <li>● Doxing: publishing personal information online with a view to threaten or harass</li> <li>● Cyberstalking: breaching GDPR guidelines on data for example adding people to groups using their private details without their consent; on-going harassment and denigration that causes a person considerable fear for his/her/their safety</li> <li>● Silent telephone/mobile phone call</li> <li>● Abusive telephone/mobile phone calls</li> <li>● Abusive text messages</li> <li>● Abusive email</li> <li>● Abusive communication on social networks e.g. Facebook/Twitter/Tik Tok/Snapchat/Instagram/online games</li> <li>● Abusive website comments/blogs/pictures</li> <li>● Abusive posts on any form of communication technology</li> <li>● Screen-shotting replies to messages and posting them online</li> <li>● Exclusion: purposefully excluding someone from an online group</li> </ul>
<b>Identity-based Behaviours</b> <b>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).</b>	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>● Spreading rumours about a person's sexual orientation</li> <li>● Taunting a person of a different sexual orientation</li> <li>● Name calling e.g. Gay, queer, lesbian, etc. used in a derogatory manner</li> <li>● Physical intimidation or attacks</li> <li>● Threats</li> <li>● Outing in order to retaliate for something or to bring shame on another person</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>● Discrimination, prejudice, comments or insults about colour, nationality, culture, nationality, social class, religious beliefs, ethnic or traveller background</li> <li>● Exclusion on the basis of any of the above</li> </ul>
<b>Relational (This involves manipulating relationships as a means of bullying)</b>	<p>Behaviours include:</p> <ul style="list-style-type: none"> <li>● Malicious gossip</li> <li>● Isolation and exclusion</li> <li>● Ignoring</li> <li>● Excluding from the group</li> <li>● Taking someone's friends away</li> <li>● Spreading rumours</li> <li>● Breaking confidence</li> <li>● Talking loud enough so that the victim can hear</li> <li>● The 'look'</li> <li>● Use or terminology such as 'weirdo', 'autistic' in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>● Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature or other conduct based on sex which affects dignity of the student</li> <li>● Inappropriate sexual comments or touching</li> <li>● Harassment</li> <li>● Perpetuating stereotypes that a student or group of students are inferior because of their sex</li> </ul>
<b>Special Educational Needs, Disability, Neuro-divergent</b>	<ul style="list-style-type: none"> <li>● Name calling</li> <li>● Taunting others because of their disability or learning needs</li> <li>● Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and cues</li> <li>● Mimicking a person's disability</li> <li>● Setting others up for ridicule</li> <li>● Purposely over-stimulating another student knowing that they are neuro-divergent in order to cause distress</li> </ul>



## Cyber-bullying:

'Cyber Bullying refers to bullying which is carried out using the internet, mobile phones or other technological devices'. (Pg.3 A Guide to Cyber Bullying -From the Office for Internet Safety).

A section on cyber-bullying has been included in this policy since there are key differences from traditional bullying that require a difference in approach:

- Cyber-bullying can happen at any time and in any place and for many young people, home is no longer a safe haven from bullying.
- Online communication between young people is often hidden from adults. Young people are increasingly communicating in ways that are unknown to adults and free from supervision.
- The anonymity that the Internet affords has particular consequences. In most cases, cyber bullies know their targets, but their targets don't always know the identity of their cyber bullies. This can lead to children and young people being suspicious of, and alienated from, all their peers.
- Young people posting messages on the Internet do not feel as responsible for their actions as they might otherwise. They are not immediately confronted with the consequences of their actions and they don't fear being punished for them. The nature of the medium means digital content can be shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently. Young people may not be aware that the nature of cyber bullying provides for a permanent record of the bullying offence which could impact on them in the future.
- Young people are often fearful of reporting incidents, as they fear that adults will take away their mobile phone, computer and/or Internet access.

In addition, in 2021, the Government of Ireland adopted the Harassment, Harmful Communications and Related Offences Act, known as "Coco's Law". Coco's Law created two new offences which criminalise the non-consensual distribution of intimate images:

(a) The first offence deals with the distribution or publication of intimate images without consent and with intent to cause harm.

(b) The second, less serious offence deals with the taking, distribution or publication of intimate images without consent even if there is no specific intent to cause harm.

## Criminal behaviour

Bullying behaviour can be considered criminal behaviour under certain circumstances and legal consequences can apply. The age of criminal responsibility in Ireland is 12 years.

Some online behaviour may be illegal, and students need to be aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of intimate imagery, the Harassment, Harmful Communications and Related Offences Act 2020, also known as Coco's Law, criminalises the non-consensual sharing of intimate images and also criminalises threatening to share these images.

If bullying behaviour involves physical violence or threats of violence, it *may* be considered assault.

If bullying behaviour involves discrimination or hate speech targeting a student based on their race, religion, nationality, ethnicity, sexual orientation or membership of the Traveller community, it may be considered a hate crime under the Prohibition of Incitement to Hatred Act 1989, and those engaging in such behaviour may face criminal charges.



If bullying behaviour involves sexual harassment or sexual assault, this may also be considered criminal behaviour. An Garda Síochána is the appropriate authority to investigate alleged criminal behaviour.

## **Homophobic and Transphobic Bullying**

“Homophobic and transphobic bullying is a specific type of bullying which is targeted at those who are, or who are believed to be, LGBTQI (Lesbian Gay Bisexual Transgender Queer Intersex).” (Action Plan on Bullying: Report of the Anti-Bullying Working Group to the Minister for Education and Skills; January 2013)

In line with the general approach of this policy specific prevention strategies to target Homophobic Bullying are as follows:

- Be sensitive to the needs of students who identify as LGBTQI
- Make links with youth groups – clubs such as the school’s Diversity Club
- Support LGBTQI staff
- Display Stand Up and other LGBTQI posters especially with Diversity Week (November each year)
- Tackle anti-LGBTQI language, incidents and graffiti on school grounds.
- Teach new SPHE resources
- Include LGBTQI topics across the curriculum
- Tackle anti-LGBTQI incidents in the classroom
- Addressing homophobic and transphobic bullying in Year Group assemblies and Whole School Assemblies
- Intercom announcements and reminders
- Poster campaigns, Social Media updates
- Specific mention of anti-LGBTQI bullying in the bullying policy
- Publicise this section of the bullying policy to parents and students
- Celebrate “Stand Up! LGBTQI Awareness Week against Homophobic and Transphobic bullying” each year

## **Supervision and Monitoring of Pupils**

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

## **Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

This policy was adopted by the Board of Management on Tuesday, 15 October 2024.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents’ Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website 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: \_\_\_\_\_  
*James Buckley*

(Chairperson of Board of Management)

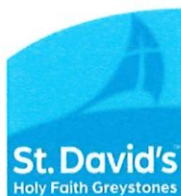
Signed: \_\_\_\_\_  
*Simeon Co*

(Principal)

Date: \_\_\_\_\_  
*15<sup>th</sup> October 2024*

Date of next review: \_\_\_\_\_  
*October 2025*





## APPENDIX 1: Procedures and Strategies

The Board of Management of St David's Holy Faith Secondary School will adopt the Bí Cineálta Policy to Prevent and Address Bullying Behaviour, when consultations with all stakeholders have concluded during the academic year 2024-2025, and this will be fully in place by September 2025. For now, we have updated our policy for this academic year 2024-2025 in light of insights received from the Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools.

The Board of Management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

### **Preventing Bullying Behaviour**

These include strategies specifically aimed at preventing online bullying behaviour, homophobic and transphobic bullying behaviour, racist bullying behaviour, sexist bullying behaviour and sexual harassment as appropriate.

### **Culture and Environment:**

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour. The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.

The following are some actions which we undertake in our school community to create this type of environment:

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Notice and acknowledge desired respectful behaviour by providing positive attention.
- 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.



- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- Follow up and follow through with pupils who ignore the rules.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate supervision in the school corridors, outdoor play areas, classes and for different activities.
- Supporting and promoting student voice through Student Council, and the Student Liaison Team.
- Through the Student Support Team, comprising the Principal, Deputy Principals, Guidance and SEN departments and a different Year Head each week, to monitor the progress of students of greatest concern and priority within the school and to create plans to support them through different ways according to their needs
- Online referral system which has a box marked 'Positive Report' in which a teacher can alert the Year Head to a student who has made a positive contribution to any activity or situation within the school
- A monthly whole-school assembly where positive affirmations are encouraged and students receive certificates for achievements both within and outside of the school ranging from sporting, art, kindness, skills they have developed or excelled in, those who have made a significant contribution to the school in an activity or event, etc.
- A wonderful, varied and ambitious arts and sports programme that caters for competitive and non-competitive areas and that are based on student interest and staff expertise and about which they are regularly consulted through the school's SSE groups.

## **A Telling Environment**

- Who they can go to e.g. A trusted adult, Principal, Deputy Principals, Year Head, Teacher, Tutor, SNA, Friend, Buddy, Parent/Guardian, Guidance Counsellor and that this is reinforced at all school assemblies and in parent/guardian information meetings
- A buddy system between Fifth Year and First Year students which aims to help students to have a space where people feel comfortable to have conversations which otherwise might not occur with training provided to students to deal with anything which might emerge and with teacher oversight.

## **Creating safe physical spaces in the schools - our environment:**

- In conjunction with the Health and Safety Team – ensuring that good lighting is present, removal of obstacles in places where there are large bodies of students moving
- Having adequate supervision on corridors and play areas during breaks,
- Art to encourage the school's values of inclusion, respect, diversity and tying this in with the school's five Wellbeing weeks
- Having activities within the school, before school, at lunch-times or after school which are inclusive and where people find a place that they feel they can enjoy and relax
- Social spaces in the school, soft seating, foyer, upstairs, the library, the mezzanine, the sensory room to allow people to have a more relaxed space to engage and a place where if they feel overwhelmed, can regulate themselves



## Supervision

- During breaks, staff supervise on the corridors and the Astroturf
- During activities within and outside of the school, there is adequate supervision for groups on trips, tours and activities
- Staff are in rooms, e.g. where lunch-time and after school activities take place

## Teaching and Learning

Active-based methodologies built into class work give opportunities for students to feel more included and have a sense of connection with others in the school.

Our school's Teaching and Learning Team, along with the SSE teams with focus on Teaching and Learning, attend to the needs of students and create better learning experiences for students which promotes positive and affirming learning experiences for students.

Our SSE teams on Student Autonomy and Empowerment, Study Skills and General Organisation and Management, endeavour to support students in the teaching and learning process. Regular consultation of students takes place to ensure that students benefit from strategies put in place. These are means of supporting students in the school environment in areas which have been clearly identified by them in gathering of data from parents, students and staff. This reflects our emphasis on relationships and partnerships.

Curriculum and planning are outlined as a key area of wellbeing. SPHE forms part of school life through Junior and Senior Cycle being integral to the curriculum and timetabled hours corresponding to the requirements of the Department of Education. This aims to help students to feel empowered to create, nurture and maintain respectful and healthy relationships with themselves and others. The RSE strand of the specification provides space for students to examine and consider relationships and human sexuality which can foster an understanding of diversity which may help to reduce gender and identity-based bullying as well as sexism and sexual harassment.

CSPE through the strands in the Junior Cycle specification, orientates students to consider the role and responsibility of all citizens in bringing about positive change. Student-led actions based on understanding of human rights and social responsibilities are essential in that learning.

Wellbeing is to the fore of subject department planning, in the delivery of classes and in the awareness of the indicators with reference to specific subjects. Again, this approach fosters positive wellbeing and creating a culture of inclusion, awareness, mutual respect and tolerance for difference.

Our Wellbeing Policy and Guidance Plan, also centre on the care of students, the supports in place for them and the promotion of positive behaviour through different initiatives in place across the school.

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

- The school Journal – messages on promotion of positive behaviour and mindset, promoting a culture of respect, Code of Behaviour
- School uniform to be worn at all times as it reduces pressure on students regarding their appearance.



- Use of the Well-being weeks in the school with diversity week referring to those who are diverse in its many expressions: gender, neuro-diversity, religious diversity, sexual orientation
- CPD for staff in areas of anti-bullying
- Regular assemblies at year group and whole school level which promote positive behaviour
- Talks from the Garda Síochána on aspects of bullying, cyber-bullying, homophobic and transgender bullying
- Acceptable Usage Policy implementation, encouraging and teaching students to behave responsibly online
- All staff promote positive culture in the school and work collaboratively
- Encouraging parents to contact the school if they suspect their child is being bullied
- All incidences of bullying will be investigated and all involved will be treated fairly and equally
- Liaising with primary schools on previous bullying instances which are taken into account when forming first year classes
- A school-wide approach (involving school management, staff, parents and students) to dealing with the problem of bullying behaviour. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.
- Encourage a culture of telling with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. It should be made clear to all students when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

**When bullying behaviour occurs, the school will:**

- ensure that the student experiencing bullying behaviour is heard and reassured
- seek to ensure the privacy of those involved
- conduct all conversations with sensitivity
- consider the age and ability of those involved
- listen to the views of the student who is experiencing the bullying behaviour as to how best to address the situation
- take action in a timely manner
- inform parents of those involved

**School Response**

Incidents of which the school has been made aware will be treated in accordance with the principles and procedures of this Anti-Bullying Policy, in conjunction with the school's Code of Behaviour policy, the Child Protection Policy, the Acceptable Usage Policy, the Health and Safety Statement and the Policies on Dignity in the Workplace and other relevant policies.

As part of the whole school approach, the following preventative measures are in place in St David's Holy Faith Secondary School, Greystones:

- All mobile phones must be placed in a school-bag or in pocket during class time. Specific protocols are outlined in the school's Code of Behaviour Policy. As per said policy, and in conjunction with this Anti-Bullying Policy and our AUP, students are not permitted to take photos of any staff personnel or of one another without consent.
- There is a cross-curricular education programme covering the following issues:
  - the principles of netiquette (respectful use of internet)
  - the legal consequences of prosecution
  - the damaging effects of cyber-bullying for the victim and for the aggressor's reputation
- All social network sites are blocked on school computers
- The school will investigate all incidents reported to it and as per the code of behaviour, if deemed appropriate and necessary, sanctions imposed.



**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:**

- The alleged victim of bullying will write out a statement, sign and date it, detailing the allegations of bullying
- Potential witnesses will be interviewed and statements taken
- Once the process is completed, the alleged bully(ies) will be interviewed, with their parent(s)/guardian(s) present, under the principles of natural justice and due process with the Year Head and Deputy Principals.
- The Principal will provide a termly report to the Board of Management setting out the following:
  - The overall number of bullying cases reported (by means of the reporting template: FORM AB3) since the previous meeting
  - Confirmation that all cases reported to the Board of Management (via the FORM AB3), have been or are being dealt with in accordance with the DE Anti-Bullying Procedures for Primary and Post-Primary Schools.
  - The minutes of the Board of Management meeting will record the Principal's report but in doing so will not include any identifying details of students involved

**Reporting procedures and investigation in the event of Cyber-Bullying**

- Any student who believes they are being subjected to Cyber-Bullying as well as any person who has reason to believe a fellow student is being subjected to Cyber-Bullying, should immediately report the matter to the Year Head.
- The relevant Year Head shall investigate any reports of such conduct which they receive in line with the code of behaviour and procedures outlined in this Anti-Bullying Policy. Any member of the school community who is found to have engaged in Cyber-Bullying will be subject to appropriate discipline and sanctions.
- In relation to incidents which occur within the school and within school hours, the school's behaviour code will apply as usual. In relation to incidents of Cyber-Bullying which occur outside the school and outside school hours, the school will engage with such incidents in so far as they impact on life within the school and in accordance with the provisions of the school's code of behaviour. Where the school considers that any such incidents have a wider and more serious consequence, they will be reported to the Gardai and the school will advise parents of this avenue of approach. The school exercises its right to investigate said allegations, if deemed relevant to staff and students, within the school community.

**Sanctions that are imposed**

The School, in accordance with the code of behaviour views serious incidents of bullying as a major breach of the code of behaviour and therefore, sanctions are applied, to include one or more of the following:

- Expulsion/ suspension/ detention/ verbal warning/ referral to a child psychologist/referral to the local Garda Juvenile Liaison Officer and Túsla in accordance with Children First and the Child Protection Procedures for Primary and Post Primary Schools (2013)
- Records of serious incidents of bullying will have a major impact on the reference that the school will provide to students upon departure



- Furthermore, all records of incidents of bullying, are stored in St. David's Holy Faith Secondary School for a period not to exceed five years after all involved in any incidents of bullying have left the school.

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

- If a parent/guardian/friend notices any signs/symptoms that could indicate a possibility of bullying, it is important that investigating same does not put additional pressure on the student(s).
- It is recommended that we are contacted in the school by telephone and/or email at first. A meeting may follow, when necessary.
- Students should discuss any incident of bullying with their parents/guardians/siblings/family where possible in the first instance.
- Contact, should be made with the Year Head in the school (Appendix 2).
- Students, however, might prefer to talk to another teacher/tutor about bullying.
- It is important to inform all students of our school that talking with a teacher or another trusted adult within the school is responsible behaviour.
- It is important that all students in our school realise that they each have a responsibility towards their fellow students to report any bullying incident(s). Here, in St. David's Holy Faith Secondary School, a culture of silence around this issue is never acceptable and we actively discourage this culture through the provision of workshops, tutorial classes and curricular provisions such as CSPE, SPHE, RSE, RE and Wellbeing programmes.

Strategies to deal with inappropriate behaviour are provided for within the school's Code of Behaviour.

If the bullying behaviour has not ceased, the teachers with responsibility for addressing bullying should review the strategies used in consultation with the students and parents and agree to meet again over an agreed timeframe until the bullying behaviour has ceased.

Where it becomes clear that the student who is displaying the bullying behaviour is continuing to display the behaviour, then the school will consider using the strategies to deal with inappropriate behaviour as provided for within the school's Code of Behaviour. If disciplinary sanctions are considered, this is a matter between the relevant student, their parents and the Principal of St David's Holy Faith Secondary School.

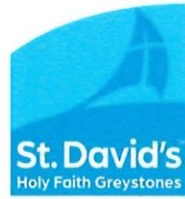
A school is not expected to deal with bullying behaviour that occurs when students are not under the care or responsibility of the school. However, where this bullying behaviour has an impact in school, schools are required to support the students involved. Where the bullying behaviour continues in school, St David's Holy Faith Secondary School will deal with it in accordance with our Anti-Bullying Policy.

The teachers with responsibility for addressing bullying must engage with the students and parents after the initial discussion to review progress following the initial intervention. Important factors to consider as part of the review are the nature of the bullying behaviour, the effectiveness of the strategies used to address the bullying behaviour and the relationship between the students involved.



Even though the bullying behaviour may have ceased, ongoing supervision and support may be required for both the student who has experienced the bullying behaviour as well as the student who has displayed the behaviour. It can take time for relationships to settle and for supports to take effect.

St David's Holy Faith Secondary School, Greystones, is proud of our tradition of care, support and respect for all people – students, staff, parents, guardians and the wider community. Our school is part of the Le Chéile Catholic Schools' Trust and through this we endeavour to ensure the dignity of the person is integral to all aspects of our school life. Through our supports and interventions, school Principal, Deputy Principals, Year Heads, Tutors, and Ancillary Staff, we, as a school community put the wellbeing and safety of our students to the fore. Our Year Heads reinforce and copper-fasten this culture of care through year group and whole school assemblies. Students are continuously supported and encouraged to respect, work together, and engage with one another in all aspects of school life. Bullying, harassment, name-calling and all other forms of inappropriate conduct to one another is not tolerated. Our Student Council, Student Liaison Team, Fifth Year Student Prefects, Amber Flag Team, and Fifth Year Buddies, are all encouraged and supported in their role to foster student-led advocacy against bullying.



## APPENDIX 2: Initial Template for Report of Bullying Incident

Give a short description of the bullying incident

---

---

---

---

---

Where did it happen? (Precise location, if possible)

---

---

Who was involved?

---

---

---

Were there any witnesses who saw or heard what happened?

---

---

**Date of the incident:** \_\_\_\_\_

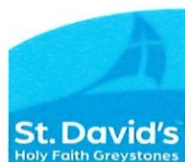
**Time of the incident:** \_\_\_\_\_

**Signed by Student:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Signed by Year Head:** \_\_\_\_\_





### APPENDIX 3: Template for Recording Bullying Behaviour

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

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

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


**3. Source of bullying**

concern/report (tick relevant box(es))\*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

--

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

--

**9. Details of actions taken**

--

**10. Date of the initial engagement with the student involved and their parents** \_\_\_\_\_

**11. Views of the students and their parents regarding the actions to be taken to address the bullying behaviour** \_\_\_\_\_

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

Date submitted to Principal/Deputy Principal \_\_\_\_\_