Anti-Bullying Policy and Procedure

May 2024

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Introduction

Galway Educate Together Secondary Schools' Anti-Bullying Policy is created within the frame of reference of the Code of Positive Behaviour. The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem, self-confidence, and general wellbeing of students. We do not tolerate bullying of any kind. Every report of bullying will be treated seriously and investigated thoroughly, having due regard for the wellbeing of the students involved.

Staff at GETSS accept a collective responsibility to work to prevent bullying, aggression and/or harassment by any member of the school community. The school recognises the role of the entire school community in identifying and reporting bullying behaviour and acknowledges its role in taking appropriate action when bullying behaviour becomes apparent.

The immediate priorities should incidents of bullying occur are:
1) to end the bullying
2) to resolve the issues
3) to restore the relationships involved insofar as is practicable via restorative practice.

Student participation in school life is encouraged through all existing school structures. An important aspect of this positive school culture is to be aware of how to recognise bullying and to report it immediately.

As bullying is known to cause physical and/or psychological harm and negatively affect the quality of the learning and teaching provided, all members of the school are united in recognising their role in supporting an anti-bullying ethos and a whole school anti-bullying environment. It is the responsibility of every member of the school community to respect the right of others to learn in an atmosphere free from threats towards themselves or their belongings and to assist in the prevention of bullying behaviour. To this end, every member of the school community must recognise that bullying or harassing behaviour will not be tolerated and must be reported.

As a School of Sanctuary, we strive to ensure that all students and their families feel a sense of safety and acceptance in the school, regardless of their backgrounds.

This policy was drafted with a focus group and this draft was reviewed by the Student Support Team. It was then circulated to all staff, the student council and the Parents and Guardians' Community, before being finalised and sent to the Board of Management.

Application

The Policy applies to the following:

– When students are on the school grounds.
– Travelling to and from school (all methods of transport).
– When students are on school tours and trips.
– When students are engaged in extracurricular activities organised by the school.

GETSS reserves the right, to apply the policy in respect of bullying or harassment that occurs at any other time when, in the opinion of the Principal and/or the Board of Management, there is a clear connection with GETSS, and the alleged behaviour is likely to have a significant impact on the work of the school. This could include (but is not limited to), for example, the bullying of a student using a social networking site such as Snapchat, Instagram, X, WhatsApp, Facebook, or other such sites.

All members of the school community are supported by this policy with a particular emphasis on the following relationships:

- student to student
- student to any staff member
- staff member to student
- parent to a staff member
- staff member to parent
- staff member to staff member

Policy Context and Rationale

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 Galway Educate Together Secondary School (GETSS) has adopted the following anti-bullying policy within the framework of the school's overall Code of Positive 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 by the Department of Education.

- This policy is informed by the *A Blueprint for an Educate Together Second-level School*, and the "*The Ethical Curriculum Framework*."
- This policy is informed by the principles of restorative practice.
- This policy has been drawn up in consultation with the Board of Management, school staff, students, and parents/guardians[1].

This policy is further informed by and refers to the *Cineáltas: Action Plan on Bullying* (December 2022). This document also refers to the UN Convention on the Rights of the Child, ratified by Ireland in 1992, in which bullying is referred to as a "children's rights issue."

The ***Cineáltas: Action Plan on Bullying*** is rooted in the following four key principles:

1. **Prevention:** Through the generation of empathy and the provision of training which provides a foundation for knowledge, respect, equality and inclusion
2. **Support:** Tangible and targeted supports based on the continuum of needs which provide a framework for school communities to work together
3. **Oversight:** Visible leadership creates positive environments for children and young people and all members of our school community
4. **Community:** Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships

Through the implementation of the *Cineáltas: Action Plan on Bullying*, we can all work together towards a diverse, inclusive Irish society free from bullying in all its forms, where individual difference is valued, nurtured and celebrated and where all our children and young people can feel happy and safe in our schools.

This policy relates to, and should be read in conjunction with, other school policies including:

- Code of Positive Behaviour

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[1] The term 'Parents' is used throughout the remainder of this document to mean both Parents and Guardians

- Acceptable Use Policy

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 in preventing and tackling bullying behaviour:

- A positive school culture and climate which
  - ✓ is welcoming of difference and diversity and is based on inclusivity;
  - ✓ encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - ✓ promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that:
  - ✓ build empathy, respect, and resilience in students; and
  - ✓ explicitly address the issues of cyber-bullying and identity-based bullying including homophobic, transphobic, and racist bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Develop procedures for responding to incidents of bullying behaviour.
- Develop support structures for those affected by or involved in bullying behaviour
- On-going evaluation of the effectiveness of the anti-bullying policy.

Roles and Responsibilities

It will be made clear to students in all years that when they report bullying behaviour they are not considered to be 'telling tales' but are behaving responsibly and that the well-being of other students is dependent on them reporting such behaviour to a teacher or a senior student.

Anti-bullying Pledge

This pledge protects all members of Galway ETSS school community and hopes to raise awareness and knowledge among students about how to respond to bullying behaviour.

We, the members of Galway ETSS, recognise that every individual has the right to learn and work in an environment free from bullying, harassment, and discrimination. As such, we are committed to

creating a culture of respect, empathy, and inclusion where all students and staff feel safe, valued, and supported. Please see Anti – Bullying pledge in appendix ()

Restorative Practice at GETSS

This policy promotes whole-school preferred practices and the explicit building of positive and healthy relationships, recognising the centrality of such relationships to wellbeing and learning for all.

RESPECT

Relationships / **E**mpathy / **S**afety / **P**ersonal accountability / **E**quity / **C**ommunity / **T**rust

These values guide our relational school community. They inform how we try to think, engage, speak, listen, and approach situations in our school. When things go wrong, we will use the restorative questions to guide conversations and circles so that we can work together to find a solution. Whilst the school proactively seeks to build positive and healthy relationships with all, it recognises that bullying behaviour may occur and must be responded to promptly to seek to minimise and repair harm and meet the needs of everybody involved.

Definitions of Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as:

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

It is further defined in the *Cineáltas: Action Plan on Bullying* 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. This includes cyber-bullying and identity-based bullying (such as homophobic   bullying and racist bullying) and relational bullying."

Types of Bullying:

The following types of bullying behaviour are included in this non-exhaustive definition:

(*This is not an exhaustive list of behaviours, as all incidents will be dealt with on a case-by-case basis.*)

- **Relational Bullying:** Spreading rumours and lies about a student to hurt their reputation, rallying friends against one-person, deliberate exclusion

- **Physical:** Damage to property, pushing others, tripping up others and fighting

- **Verbal:** Slagging, jeering, talking about others behind their backs, name-calling, threats, demanding money, sarcasm.

- **Psychological:** Giving the "Look," staring at others, isolating others, deliberately excluding others, intimidation, being unfriendly

- **Sexual:** Unwanted sexual contact or comments, sexually abusive comments/images, unwelcome touching of others, making nasty comments about someone's sexual orientation or gender, offensive sexist graffiti with sexual content, images with sexual content

- **Identity Based Bullying:** Including any of the nine discriminatory grounds mentioned in the Equality Legislation (gender identity including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller Community.

- **Homophobic and Transphobic:** Spreading rumours about a person's sexual orientation and or gender identity. Taunting a person of a different sexual orientation and or gender identity. Name calling, threats or intimidation.

- **Racist:** Commenting on others accent, race, ethnicity, colour. Making offensive hurtful jokes. Inciting others to be racist

- **SEN/AEN**: Name calling, taunting others because of their learning need, unwelcome comments on others' learning needs, taunting others because of their support in school.

- **Cyberbullying:** Cyber bullying refers to any or all bullying carried out by one person or a group of persons using ICT, including social networking platforms, iPads and mobile phones. Includes the following:
    - sending threatening/abusive text messages or emails
    - placing any offensive or hurtful public message, image or statement on a social network site or other public forum.
    - The sharing or storing of information without consent.
    - Continually sending vicious, mean or disturbing messages to an individual (harassment)
    - Posting offensive or aggressive messages under another person's name (impersonation)

- o Using inflammatory or vulgar words to provoke an online fight (flaming)
- o Fooling someone into sharing confidential or compromising information or images (trickery)
- o Purposedly excluding someone from an online group Cyber Stalking: Ongoing harassment and denigration that causes a person considerable fear for their safety (exclusion)
- o Silent phone calls
- o Abusive calls/text messages or emails

Isolated or once-off incidents of intentional harmful behaviour, including a once-off offensive or hurtful text message or other private message, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Code of Positive 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 group chat where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Harmful behaviour that does not meet this definition of bullying will be dealt with in accordance with the School's Code of Positive Behaviour.

This policy aims to resolve any issues and restore relationships in so far as possible. It also aims to support both parties so that there is learning and personal development. Parents/guardians and students are expected to cooperate with any investigation and assist the school in resolving issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

Definition of 'Relevant Teachers' for Investigating and Dealing with Bullying are:
In the context of this policy, the 'Relevant Teachers who may investigate and deal with allegations of bullying can be any of the following: Tutors, Guidance Counsellor, Deputy Principal and Principal. A Tutor may delegate the investigation to another teacher, having sought approval to do so from the Principal.
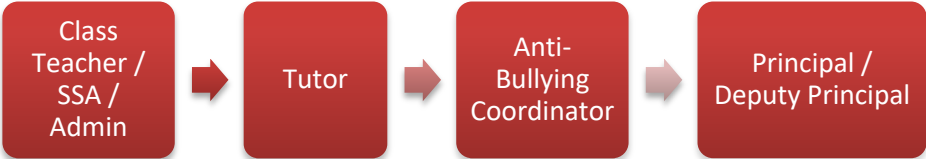
The Student Support Team exists to cultivate an environment free from bullying whilst class teachers, tutors, and management deal with bullying incidents, should they occur

Education and Prevention Strategies

GETSS takes a whole-school preventative and educational approach to bullying and promotes a restorative school climate that focuses on relationships and values including respect for the individual, along with a strong sense of community and cooperation between students, parents/guardians, staff, and Board of Management. The education and prevention strategies used by the school are as follows:

Agreed class Rules	It is the responsibility of the teacher to ensure that the rules of the classroom (decided upon with input from the class) are enforced and that the students always behave appropriately within the school community.
Anti-bullying Policy	The policy is published on the school website and is available to all staff on OneNote. The Anti-bullying pledge is in the school journal and is signed by all students at the beginning of the school year. All first years are made aware of the Anti-Bullying policy. Staff training on Anti-bullying takes place each school year. The Policy is promoted at Parent and Guardian Information Evenings. Parents, guardians, students and staff are consulted in the development of the policy and procedures.
Acceptable Use Policy	The school's Acceptable Use Policy outlines expectations around the use of digital devices and the procedures for dealing with breaches of same.
Big Brother Big Sister	A mentoring programme in which TY (Transition Year) and 5th Year students mentor 1st Year students.
Blocking of Sites on the School Network	Students use of technology in school is regularly monitored, in line with our Acceptable Use Policy.
Check and Connect	This intervention offers additional support for some students.
CSPE	Students learn about social responsibilities, human rights, and human dignity. Teachers of CSPE undertake regular CPD.
Curricular Activities	Students are provided with opportunities across the curriculum to develop a positive sense of their self-worth, foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
Ethical Education	The ethical education curriculum plays a vital role in creating a school culture that values empathy, respect and inclusion which are essential components in addressing and preventing bullying.

External Agencies	Where appropriate, the assistance of the Psychological Services (NEPS), the HSE and the Gardaí is sought to combat bullying (identifying perpetrators/supporting victims).
Extra-Curricular Activities and Lunchtime Clubs	After School and Lunchtime clubs are available during the week, presenting a means for students, (particularly those who feel shy, alone or alienated) to become involved in school life and develop socially in school. These activities help support and encourage a culture of peer respect and support.
FUSE Anti-bullying Programme	FUSE is an anti- bullying and online safety programme designed by the DCU Anti-bullying Centre aims to tackle bullying and online safety in schools. This programme is delivered in second year and covers the following topics: – Bullying and the importance of noticing – Cyberbullying and the importance of noticing. – Bystanders and Responsibility – Online Safety – Privacy and Sharing Online – Empathy and relationships – Reporting Concerns
Guidance Counsellor Support	Available, as required, for all students, in groups or individually.
Guest Speakers	Guest speakers are regularly invited in to discuss anti-bullying topics to class groups and year groups.
House System	The House system fosters a sense of belonging, creates links between older and younger students, and promotes relationship building and collaboration. Students are recognised and rewarded for living our ethos.
Bullying Referral Procedure	A clear and consistent approach is used to investigate and deal with bullying when it occurs. All students and staff are informed about the school's bullying referral procedures: Class Teacher / SSA / Admin → Tutor → Anti-Bullying Coordinator → Principal / Deputy Principal

LIFT Programme	LIFT, which stands for 'Leading Ireland's Future Together', encourages positive leadership amongst students. Transition-year students complete this leadership programme with second-year students.
Merit System	GETSS seeks to promote a positive school culture and environment by recognising and rewarding students for positive engagement, effort and improvement.
Nurture	The Nurture Programme is a short-term, targeted support which focuses on supporting students experiencing social, emotional and behavioural difficulties.
Programmes, events and supports which deal explicitly with identity-based bullying, homophobic and transphobic bullying	Supports for LGBTQIA+ students include: – Annual Stand-Up Week – Notice boards and posters (as appropriate) – Prioritisation of respect for LGBTQIA+ members of the school community, through discussion with students and parents/guardians – Pride Club – Pride Flag – Links with BelongTo and TENI (Transgender Equality Network of Ireland)
Regular Student Surveys on Bullying	The combating of bullying depends on the extent to which students note and report bullying. The student body is surveyed regularly (at least once every school year) to identify the extent of bullying and, in so far as possible, the students that are affected by it.
Restorative Practice	Positive relationships are developed through restorative practice, which is based on principles of equality, respect, honesty, and community problem-solving. Emphasis is placed on ensuring understanding, empathy, and reflection is encouraged to improve behaviour and develop collaborative solutions to repair harm and restore relationships. All staff are trained in Restorative Practice.
RSE	Relationships & Sexuality Education, delivered in each of the year groups, provides opportunities to explore and discuss areas such as human sexuality and relationships, which have relevance to identity-based bullying.

	Consent workshops are regularly delivered by COPE, Active Consent and other organisations.
School of Sanctuary	As a School of Sanctuary, we strive to ensure that all students and their families feel a sense of safety and acceptance in the school, regardless of their backgrounds. Activities may include: – Black History Month – Stand Up Awareness Week – Neurodiversity Celebration Week – PBL on SoS themes - culture, marginalised groups – Elements of Ethical Ed, CSPE & SPHE programmes
SEN Supports	– SEN Policy – ASD special classes – SSA – Coteaching – Support Interventions: You are Here, Get Up Stand Up, Talk About Social Skills. – Continuum of Support – Behaviour Support plans
SPHE – Social, Personal & Health Education	Students receive 100 hours of timetabled over the course of each the three years of Junior Cycle. Anti-bullying lessons feature in each of the years. Senior Cycle SPHE incorporates the delivery of lessons on Communication, and Mental Health. Staff are trained in the delivery of the SPHE programme.
Student Council	Promotes the voice of students to ensure that they have meaningful input into the development of the Anti-Bullying policy. Students are involved in student led anti- bullying and wellbeing initiatives.
Student Support Team	The SST meets weekly and comprises the Guidance Counsellor, SEN Coordinator, a Student Support Assistant, the Deputy Principal and the Principal.
Supervision	A staff rota for before school and at breaktimes ensures the monitoring of classrooms, corridors and school grounds. Adequate supervision is also organised for school tours and extra-curricular activities.

Themed Weeks	Themed weeks and events take place across the yearly calendar to promote a positive, inclusive school culture and raise awareness about bullying and friendship. These include: – Stand-Up Week – Friendship Week – RP Week – Neurodiversity Week – Wellbeing Week – Safer Internet Day
Tutor Time	A tutor system is in place as a support mechanism for all students. This approach helps bind year groups together. The tutor groups are met by their tutor at the beginning of every day for 15 minutes. This allows for regular "check-ins" and a supportive structure to deal with bullying issues if they arise. Clear procedures, ensuring students know <u>Who to Tell</u> and <u>How to Tell</u> are shared with students during Tutor Time. Exercises to help raise awareness of the nature of bullying will be completed once a month during tutor time.

Procedures for Reporting Bullying

Who to tell?
I. Students can report bullying behaviour to any member of staff whom they feel comfortable with. II. Parents/guardians should report bullying behaviour to any member of staff with whom they feel comfortable, but their main point of contact will be the Tutor.
We are a telling school. How to tell? If you see someone engaging in harmful behaviour, tell someone, you are doing the right thing. *Students:* • Tell a teacher after class or at an appropriate time • Hand up a note inside your school journal or with home learning • Phone the school • E-mail the school • Ask a parent/guardian or friend to talk on your behalf • Place a note in the "Anonymous Report Bullying Box"

It will be made clear to all students that when they report concerns of bullying, they are not telling tales, but behaving responsibly. All allegations, including anonymous allegations of bullying, will be investigated and dealt with.

Parents/Guardians:

- Parents/guardians should contact the school by emailing admin@galwayetss.ie to be put in touch with the relevant tutor. Alternatively, parents/guardians can call the school office to contact the tutor.
- The tutor may request that parents/guardians complete a Bullying Behaviour Report Form.

Staff:

Teaching and non-teaching staff such as secretaries, SSAs, bus escorts, caretakers, and cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the Relevant Teacher/Tutor. They may be asked to complete a Bullying Behaviour Report Form.

Procedures for Investigating and Dealing with Bullying

Our restorative approach deals with inappropriate behaviour by addressing any harm done to relationships and people, as opposed to the need for assigning blame. It focuses on building and repairing relationships. The school's procedures for investigation, follow-up and recording of bullying behaviour, and the established intervention strategies for dealing with cases of bullying behaviour are as follows:

After alleged hurtful or bullying behaviour has taken place:

Those making a report	1. Speak privately and individually with the student who is making the report and gather as much information as possible. (Appendix 4 *'Bullying Behaviour Investigation Support'* may be used to aid this process)
	2. Complete the Bullying Behaviour Report Form (Appendix 5).
	3. Submit the form to the Tutor.
Role of Class Tutor or Relevant Teacher (Stage 1)	• Speak privately and individually to those involved to ascertain whether bullying has occurred. It may be appropriate to ask parties to put their account in writing.

See guidelines in Appendix 3 for summary of steps to be taken	• Determine whether the alleged bullying incident is a once-off incident or whether it needs to be dealt with as a bullying incident.
	
	• Use a restorative approach to questioning to help resolve issues that arise with students and their peers. A restorative approach can take the form of an informal conversation, guided by restorative questions, at the teacher's discretion. Alternatively, the student may be asked to take part in a restorative circle to resolve the conflict effectively. (For a circle to take place both students must agree to participate.)
	
	Stage 1, Step 1: *'Explore and Restore'*
	
	Where the alleged bullying incident is a once-off incident, the Tutor will engage in Step 1 of the Anti-bullying procedure.
	   – RP approach to help resolve issues and identify hurtful behaviours using the 'Relationship Repair' (Appendix 7) document. Give completed document to DP for filing.
	   – Restorative circle (or other RP approach) to resolve the conflict (only if both parties agree)
	   – Inform parents/guardians of above.
	   – Verbal warning may be given to the student to stop any inappropriate behaviour, pointing out how they are in breach of the Code of Positive Behaviour. This should be documented as a demerit on VSware.
	   – Document details in Tutor file.
	
	Stage 1, Step 2: *'Meet and Discuss'*
	
	If behaviours identified in Step 1 are allegedly repeated, the Tutor will engage in Step 2 of the Anti-bullying procedure.
	   – Inform the Anti-bullying Coordinator of the alleged bullying incident. (Advice can be sought from the Anti-Bullying Coordinator at any stage.)
	   – Discuss next steps with the individuals concerned. The student/s may be invited to write an account of the alleged bullying. In some cases,

writing may not be the appropriate method of recording events. In this case appropriate support will be given.

– Complete 'Discussion Document' (Appendix 8) to establish facts, using RP approach, assisting students in identifying hurtful behaviours.

– Inform the parents/guardians of findings.

– Complete Bullying Behaviour Action Log (Appendix 9) recording details.

– Update Tutor file records.

Stage 1, Step 3: *'Promise and Pledge'*

If bullying behaviour has been identified, the Tutor will engage in Step 3 of the Anti-bullying procedure.

– Invite parent(s)/guardian(s) in to meet with student, tutor and Anti-bullying Coordinator to:

   ▪ Review details of incident/s

   ▪ Discuss ways in which parents/guardians can reinforce and support actions being taken by the school.

   ▪ Revisit the GETSS Anti-Bullying Pledge with the student (in the student journal) and assist them in trying to see the situation from the perspective of the student who has been harmed.

   ▪ Issue a warning to the student involved in bullying behaviour. Advise the student that the behaviour must cease immediately and that they are now in breach of the school's Anti-Bullying Policy and Code of Positive Behaviour.

   ▪ Ask the student not to discuss the issue with other students.

   ▪ Request that they sign a 'Student Promise' to cease the bullying behaviour (Appendix 10).

   ▪ Discuss Steps 4, 5 & 6 of Stage 1 of this procedure, as well giving details of Stage 2.

   ▪ Update the Bullying Behaviour Action Log (Appendix 9)

   ▪ Update the Tutor File records.

Stage 1, Step 4: *'Inform and Support'*

When Step 3 is complete, the Tutor will engage in Step 4 of the Anti-bullying procedure.

- Inform class teachers, where necessary (on a 'need to know' basis)
- Liaise with the Guidance Counsellor to discuss supports. Offer and arrange Guidance Counsellor support to both student parties.
- Document supports offered on Bullying Behaviour Action Log (Appendix 8)
- Update Tutor file records.

Stage 1, Step 5: *'Monitor and Review'*

When Step 4 is complete, the Tutor will engage in Step 5 of the Anti-bullying procedure.

- Monitor interactions between the students and follow up to ensure the hurtful behaviour has ceased.
- Check in with the student **and** parents / guardians **within 20 school days.**
- Document the outcome of the check-ins on Bullying Behaviour Action Log (Appendix 9).
- Update Tutor file records.

Stage 1, Step 6: *'Monitor and Review'*

In cases where the Tutor believes that the bullying behaviour has not been adequately and appropriately addressed within 20 school days, the Tutor will engage in Step 6 of the Anti-bullying procedure.

- Escalate to the Principal, who will operate Stage 2 of the procedure
- Record details on Bullying Behaviour Action Log (Appendix 9)
- Update Tutor file records

In determining whether a bullying case has been adequately and appropriately addressed the tutor must, using 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 practical – Whether the relationships between the parties have been restored as far as is practicable – Any feedback received from the parties involving, their parents or guardians or the Principal or Deputy Principal ***Storage and maintenance of Records*** Following an investigation, records of all meetings, interactions and interventions documented on the Bullying Behaviour Action Log should be given to the Anti-Bullying Coordinator for safe and secure storage.
Role of Anti-bullying Coordinator (Stage 1)	1. Discuss the incident with Tutor as necessary 2. Assist meeting with student(s), parents(s)/guardian(s) involved, where required 3. Assist the Tutor in the completion of the Bullying Behaviour Action Log (Appendix 9) 4. Discuss and implement strategies to resolve the issue with Tutor 5. Update School Management on progress of the investigation 6. Check that sufficient notes have been taken, recorded and stored carefully 7. Check that the issue has been resolved
Role of Principal (Stage 2)	If a serious case of victimisation of one party by another has been reported directly to the Principal, or if identified bullying behaviours have not been adequately resolved at Stage 1 of this procedure, the Principal will invite Parent(s)/Guardian(s) to the school to discuss the situation. At this stage, the student accused of bullying is dealt with under the terms of the School's Code of Positive Behaviour. Serious or repeated cases of victimisation may result equally serious sanctions, up and including suspension/expulsion, in line with our Code of Positive Behaviour. The Guidance Counsellor will also be informed and may discuss the situation further with the **parents** or guardians. Serious incidents of bullying behaviour may, in accordance with the Children First and the Child Protection Procedures for Primary and Post Primary Schools,

| | be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

The Principal will report to the Board of Management setting out:

1. The overall number of cases reported
2. Confirmation that all these cases have been or are being dealt with in accordance with the schools anti bullying policy and procedures.

The Principal will record details and update the Tutor on interventions and outcomes, which will be logged in the Tutor file. |
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In Summary

Stage 1 (Tutor): The Tutor discusses the reported incidents with the student(s) and determines whether actual bullying has occurred. In the case that bullying has been identified, student(s) are asked to stop the behaviour immediately and advised that there must be no repeat. Students will sign a 'promise' to that effect. A restorative approach is used, and attempts are made to restore a working relationship, if both parties are agreeable. Parent(s)/Guardian(s) are informed and engaged. All conversations and actions taken are logged by the relevant teacher and filed/stored by the Anti-bullying Coordinator. If bullying behaviour has not been adequately and appropriately resolved within 20 school days, the relevant teacher will refer to the Principal.

Stage 2 (Principal): Sanctions up to and including suspension and expulsion may occur, in line with the school's Code of Positive Behaviour.

Records

Records of all reports of bullying are recorded on the Bullying Behaviour Report Form (appendix 2) and securely stored. 'Relationship Repair' (Appendix 7) documents are stored by the Deputy Principal in the student's file. 'Discussion Documents' (Appendix 8) and 'Student Promises' (Appendix 10) will be stored securely by the Anti-bullying Coordinator. Formal records of all stages of investigations should be logged by the Tutor on the Bullying Behaviour Actions Log (Appendix 6). This, and any supplementary documentation should be stored by the Anti-bullying Coordinator including but not limited to:

- Notes from all conversations held

- The decision-making process
- The decision and the rationale for the decision
- Interventions applied and outcome

These reports and assocaiated documents all stored in a central file and are available to the School Principal and Deputy Principal.

Appeals

Where a parent/guardian or a student who is 18 or older is not satisfied that Galway Educate Together Secondary School has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, they will be advised of their right to make an appeal to the Board of Management. Such appeals shall be submitted, in writing setting out the grounds for the appeal, to the Chairperson of the Board within 15 school days of the parents or guardians informing Galway Educate Together Secondary School principal that they are of the opinion that GETSS has not dealt with the bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools.

Where parents or guardians, having exercised their appeal to the Board of Management, is still not satisfied they will be advised of their right to make a complaint to the Ombudsman for Children.

Supports for Students Affected by Bullying

Given the complexity of bullying behaviour, it is acknowledged that no one intervention works in all situations. Once appropriate sanctions have been applied, both sides may need healing and reconciliation.

The approach the school takes is a Restorative Practice approach to Bullying. Everyone affected by the bullying are invited to:

1. Talk about what happened
2. Explain how they have been affected
3. Describe how they are feeling about what happened
4. Say what they think has to happen to sort things out and reach a resolution

Bullying incidents will be a priority for the Student Support Team. All students involved will be offered Guidance/Counselling Support. The school will also use the *Discussion Document* and to help students understand harmful behaviour.

Supervision and Monitoring of Students

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

Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under the equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students 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.

Circulation

This Policy has been made available to School staff, published on the school website, and provided to the Parents and Guardians Community. A copy of this policy will be made available to the DES and the patron, as requested.

Notification regarding the Board of Management's annual review of the Anti-Bullying Policy

Principal: ⌷OBJ⌷   Sarah Molloy

Email: ⌷OBJ⌷   admin@galwayetss.ie

Website: www.galwayetss.ie

Roll Number: 68347V

To: All Stakeholders,

The Board of Management's annual review of the school's Anti-bullying Policy and its implementation was completed at the Board meeting of May 7th, 2024

This review was conducted in accordance with the checklist set out in the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools (Appendix 8).

This Policy and its implementation will be reviewed by the Board of Management annually. Written notification that the review has been completed will be made to School personnel, published on the school website, and provided to the Parents' and Guardians' Community. A record that the review and its outcome will be made available, if requested to the patron and the DES.

Signed: Date: 7th May, 2024

           Chairperson, Board of Management

Signed: Date: 7th May, 2024

           Principal

Appendices

Appendix 1: Practical Tips for Building a Positive School Culture and Climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Always model respectful behaviour to all members of the school community.
- Explicitly teach students what respectful language and respectful behaviour looks like, acts like, sounds like, and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good - 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 students with a disability or SEN/AEN.
- Give constructive feedback to students when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach students about the appropriate use of social media.
- Positively encourage students to comply with the school rules on mobile phone and internet use
- Follow up and follow through with pupils who ignore the rules.
- Actively involve parents or guardians and/or the Parents and Guardians Community in awareness-raising campaigns around social media
- 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 student-friendly language in the classroom and in common areas.
- Actively watch out for signs of bullying behaviour.
- Ensure there is adequate corridor and school yard supervision.
- Encourage students to help identify bullying "hot spots" and "hot times" (e.g. "hot spots" tend to be in the yard/outdoor areas, changing rooms, corridors, and other areas of unstructured supervision. "Hot times" tend to be times where there is less structured supervision such as when students are in the above areas, moving between classrooms or at the end of breaktimes.
- Support the work of Student Council and other student committees.

Appendix 2: Impact of Bullying

The following signs and systems may suggest that a student is being bullied:

- Anxiety about travelling to and from school – requesting parents or guardians to drive or collect them, changing the route of travel, avoiding regular times for travelling to and from the school
- Unwillingness to go to school, and refusal to attend, particularly among older students
- Truancy, missing classes or 'mitching'
- Deterioration in educational performance
- Loss of concentration
- Loss of enthusiasm and interest in school
- Pattern of physical illnesses (e.g. headaches, stomach aches)
- Unexplained changes either in mood or behaviour (may be particularly noticeable before returning to school after longer school holidays)
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, crying, not eating, vomiting, bedwetting
- Spontaneous out-of-character comments about either students or teachers
- Becoming disruptive or aggressive
- Possessions missing or damaged
- Increased requests for money or stealing money to meet extortion demands
- Unexplained bruising or cuts or damaged clothing
- Reluctance and/or refusal to say what is troubling them
- Becoming isolated in the class
- Unexplained absences
- May begin to bully other younger students

These signs do not necessarily mean that a student is being bullied. They can also be indicative of other problems. If repeated or occurring in combination, these signs warrant investigation to establish if bullying is the root cause.

Appendix 3: GETSS Anti-Bullying Pledge

Galway Educate Together Secondary School believes that every member of the school community has a right to work and learn in a safe, comfortable, and positive environment. Every member of our school community (staff, students, parents/guardians) has a responsibility to maintain a positive atmosphere within the school and to play their part in dealing with bullying when it occurs.

Bullying will not be tolerated in Galway Educate Together Secondary School

<div style="border:1px solid; padding:1em; background-color:#fbe9e7;">

GETSS Anti-Bullying Pledge

As a student/parent at Galway Educate Together Secondary School, it is my duty to play my part in making my school a place where everyone feels safe from bullying. I also want my school to be a safe and positive place to learn.

I _____ (student name) promise:

- ✓ *to treat all students with respect and kindness.*
- ✓ *to call fellow students by their preferred name only.*
- ✓ *to avoid aggressive or offensive behaviour such as name-calling, giving dirty looks, sneering, pushing, or making unwanted physical contact.... etc.*
- ✓ *to refrain from telling lies, starting rumours or repeating gossip about others.*
- ✓ *to refrain from cyberbullying (which includes abusive anonymous telephone calls, the internet, social networking, text messages, camera phones and certain apps such as Snapchat...etc.). to refrain from cyber bullying (which includes abusive anonymous telephone calls, the internet, social networking, text messages, camera phones and certain apps such as Snapchat...etc.).*
- ✓ *never retaliate but to report the incident*
- ✓ *to report any incident of bullying behaviour that I may witness.*
- ✓ *to make new students feel welcome and to be helpful to them.*

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

</div>

BULLYING BEHAVIOUR INVESTIGATION SUPPORT

What happened?

Where did it happen?

When did it happen?

Who else was there?

How did you feel?

How did the other person feel?

What should you do next?

GALWAY EDUCATE TOGETHER SECONDARY SCHOOL

GALWAY EDUCATE TOGETHER SECONDARY SCHOOL

Bullying Behaviour Report Form

Source of Report   Parent ☐   Student ☐   Staff member ☐   Survey ☐   Other ☐

Name of Reporting Person [_____]

Details of Alleged Incident(s)

Location [_____]

Date(s) [_____]

Time(s) [_____]

Possible Targeted Student(s) [_____]

Possible Targeted Perpetrator(s) [_____]

Others who may have witnessed alleged bullying behaviour [_____]

Type of alleged bullying behaviour

☐ Emotional
☐ Social exclusion/isolation
☐ Damage to property
☐ Physical agression
☐ Intimidation

☐ Name-calling
☐ Cyberbullying
☐ Malicious gossip/spreading rumours
☐ Sexual

Other: [_____]

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

☐ Homophobic/biphobic/transphobic   ☐ Cultural

☐ SEN/AEN/Disability-related   ☐ Religious

☐ Racist   ☐ Not applicable

Other:

Description of alleged bullying behaviour and its impact

Signed

Date ☐☐ / ☐☐ / ☐☐

Appendix 6: Guidelines for Tutors

GALWAY EDUCATE TOGETHER SECONDARY SCHOOL

Investigating a Report of Bullying Behaviour
Stage 1 Guidelines for Tutors

- A staff member, parent/guardian or student can report hurtful behaviour or complete a Bullying Behaviour Report Form.
- **Tutors will:**
  - *ensure they have the facts by speaking privately with the person who is reporting the alleged behaviour,*
  - *investigate, taking the steps outlined below.*

BULLYING IS. . .

"__Targeted__ behaviour, online or offline, that causes physical, social and/or emotional __harm__. Bullying behaviour is __repeated over time__ and involves an __imbalance of power__ in relationships between two people or groups of people"

CINEÁLTAS ACTION PLAN ON BULLYING, 2022

1 — EXPLORE AND RESTORE
- **RP approach** to help resolve issues and identify hurtful **behaviours using the 'Relationship Repair' document**. Give completed document to **DP for filing**.
- Restorative circle (or other RP approach) to resolve the conflict (only if both parties agree)
- **Inform parents/guardians** of above.
- Document details on **Tutor file** on OneNote.
- **Demerit**, in cases of COPB breach

IF ANY BEHAVIOURS IDENTIFIED IN STEP 1 ARE ALLEGEDLY REPEATED...

2 — MEET AND DISCUSS
- Inform **Anti-bullying Coordinator**
- Complete **'Discussion Document'** to establish facts, using RP approach.
- Inform the **parents/guardians** of findings.
- Complete **Bullying Behaviour Action Log** recording details
- Update **Tutor file** in OneNote

IF BULLYING BEHAVIOUR HAS BEEN CONFIRMED...

3 — PLEDGE AND PROMISE
- **Invite parent(s)/guardian(s) in to meet** with student, tutor and Anti-bullying Coordinarot to:
  - R**eview details** of incident/s
  - Revisit the **GETSS Anti-Bullying Pledge** with the student (in the student journal)
  - Request that they stop the behaviour immediately and sign a **'Student Promise'**.

- Advise the student that they are in breach of the ABP and COPB
- Discuss Steps 4, 5 & 6 of this procedure.
- Ask the student not to discuss the issue with other students.
- Complete Bullying Behaviour Action Log (Appendix 6) recording details.
- Update **Tutor file** on OneNote

4 — INFORM AND SUPPORT
- Inform class teachers, where necessary ('need to know')
- Liaise with the Guidance Counsellor to discuss supports. Offer and arrange **Guidance Counsellor support** to both student parties.
- Document supports offered on **Bullying Behaviour Action Log**
- Update **Tutor file** on OneNote.

5 — MONITOR AND REVIEW
- **Monitor interactions** between the students and **follow up** to ensure the behaviour has ceased.
- Check in with the student and parents / guardians **within 20 school days.**
- Document the outcome of the check-ins on **Bullying Behaviour Action Log.**
- Update **Tutor file** on OneNote.

6 — RECORD AND REFER
- **Escalate to the Principal,** who will operate **Stage 2** of the procedure.
- Record details on Bullying Behaviour Action Log
- Update **Tutor file** on OneNote

These guidelines support, and should be used in conjuction with, the School's Anti-Bullying Policy.
Completed Action Logs should be given to the Anti-bullying Coordinator for secure storage.

Appendix 7: Relationship Repair Document

REPAIRING RELATIONSHIPS
Section 1: Reflecting on Student Behaviour

What happened?

_____

_____

_____

_____

_____

_____

_____

_____

_____

What were you thinking at the time?

_____

_____

_____

_____

_____

_____

_____

What have you thought about since?

_____

_____

_____

_____

_____

_____

_____

Use the next page to dicuss who has been affected by your behaviour and how they have been affected.

REPAIRING RELATIONSHIPS

Section 2: Supporting students in recognising and undersanding how their behaviour can be hurtful to others

Sometimes students may not realise their behaviour might be hurtful. It is important to name the behaviour and bring a student to a deeper understanding of the impact of their behaviour on another person. In order to repair a relationship, students must understand and recognise hurtful, intimidating behaviour, which may may include some or all the behaviours listed below.

Please circle those which you feel describes your recent behaviour towards _____ (*name of student*).

Verbal

- Name calling?
- Said things to make student feel bad?
- Hurtful slagging?
- Hurtful teasing?
- Offensive remarks?
- Use of bad language?
- Insulted student?
- Hurtful remarks about appearance?
- Hurtful remarks about religion, nationality, home background, gender?
- Participating in unkind/malicious conversations about others?
- Trying to embarrass student in front of others or privately?
- Repeatedly speaking over someone?
- Repeating words/phrases to try and confuse someone?
- Use of sarcasm/insincere laughter/silence?

Physical

- Thrown objects at student?
- Pushing?
- Shoving?
- Punched?
- Kicked?
- Pulled Hair?
- Tripped?
- Making rude or aggressive hand gestures?
- Blocked students path?
- Giving "the look" or "dirty looks"?
- Holding someone's gaze for a period of time?
- Eyeballing?
- Stared at student as a group?
- Grabbing student inappropriately?

Social

- Laughed at/talked about a student, knowing that they could hear you?
- Deliberately ignored student ?
- Excluded or isolated student?
- Stopped people being friends with student?
- Tried to cause trouble between student and their friends?
- Made fun of student in front of others?
- Spread rumors about student?
- Blackmailed?

Written

- Hurtful notes?
- Hurtful text messages?
- Written something hurtful on a group chat?
- Sent embarrassing messages/pictures?
- Written threats on my own behalf or on behalf of others?

Property

- "Borrowed" property without consent?
- Hid Property?
- Stole Property?
- Damaged Property?
- "Threaten to borrow property"

Add any other behaviours not already listed:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Consider the following questions:

1. Why did you treat _____ this way?
2. Now that we have discussed this behaviour, what will you do next? What needs to be done to make things right?

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Do you understand that this behaviour is a serious breach of the school rules?   Yes ☐   No ☐

4. Do you understand that a repeat of any of the behaviours listed above will be be taken very seriously?   Yes ☐   No ☐

Signed (Student):   **Date :**

Signed (Staff Member)   **Date :**

Tutor should file this in the student file, accompanied by any other relevant emails/meeting notes.
Tutor should also make a note of this interventon in the student's file on OneNote.

Appendix 8: Discussion Document

DISCUSSION DOCUMENT

Part 1: Reflecting on What has Happened

What happened?

What were you thinking at the time?

What have you thought about since?

Use the next page to dicuss who has been affected by your behaviour and how they have been affected.

DISCUSSION DOCUMENT

Part 2: Checklist to help students understand that they are behaving in a harmful way

Sometimes students may not realise their behaviour might be harmful. It is important to name the behaviour and bring a student to a deeper understanding of the impact of their behaviour on another person. In general, harmful, threatening and/or intimidating behaviour may include some or all the behaviours listed below.

Please circle those which you feel describes your recent behaviour towards _____ (*name of student*).

Verbal

- Name calling?
- Said things to make student feel bad/upset?
- Hurtful slagging?
- Hurtful teasing?
- Offensive remarks?
- Use of bad language?
- Insulted student?
- Hurtful remarks about appearance?
- Hurtful remarks about religion, nationality, home background, gender?
- Participating in unkind/malicious conversations about others?
- Trying to embarrass student in front of others or privately?
- Repeatedly speaking over someone?
- Repeating words/phrases to try and confuse someone?
- Use of sarcasm/insincere laughter/silence?

Physical

- Thrown objects at student?
- Pushing?
- Shoving?
- Punched?
- Kicked?
- Pulled Hair?
- Tripped?
- Making rude or aggressive hand gestures?
- Blocked students path?
- Giving "the look" or "dirty looks"?
- Holding someone's gaze for a period of time?
- Eyeballing?
- Stared at student as a group?
- Grabbing student inappropriately?

Social

- Laughed at/talked about a student, knowing that they could hear you?
- Deliberately ignored student ?
- Excluded or isolated student?
- Stopped people being friends with student?
- Tried to cause trouble between student and their friends?
- Made fun of student in front of others?
- Spread rumors about student?
- Blackmailed?

Written

- Hurtful notes?
- Hurtful text messages?
- Written something hurtful on a group chat?
- Sent embarrassing messages/pictures?
- Written threats on my own behalf or on behalf of others?

Property

- "Borrowed" property without consent?
- Hid Property?
- Stole Property?
- Damaged Property?
- "Threaten to borrow property"

DISCUSSION DOCUMENT

Part 2: Reflection to help students understand how they can improve their behaviour and relationships

Add any other behaviours not already listed:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Consider the following questions:

1. Why have you been treating _____ this way?
2. Has this type of behaviour ever happened to you? If "yes", how did it feel?
3. Do you understand how hurtful it is to treat someone like this?
4. Did you know that this behaviour is a serious breach of the school rules?
5. Now that we have discussed this behaviour, what will you do next?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signed _(Student)_: **Date :**

Signed _(Staff)Member)_: **Date :**

Bullying Behaviour Actions Log

GALWAY EDUCATE TOGETHER SECONDARY SCHOOL

STEP 2 – MEET AND DISCUSS

Tick when complete ✓	Date	Additional Notes
☐ Anti-bullying Coordinator informed ☐ Discussion Document completed **and attached** ☐ Student file in Tutor OneNote updated		

STEP 3 – PLEDGE AND PROMISE

Tick when complete ✓

	Meeting date
☐ Parent(s)/Guardians invited in for meeting	☐ ☐ / ☐ ☐ / ☐ ☐

Tick when complete ✓	Date	Additional Notes
☐ Details reviewed ☐ Anti-bullying Pledge revisited ☐ Student Promise signed **and attached** ☐ Next steps discussed ☐ Student file in Tutor OneNote updated		

STEP 4 – INFORM AND SUPPORT

Tick when complete ✓	Date	Details
☐ Relevant teachers/staff informed ☐ Guidance Counsellor support arranged for both parties ☐ Student file in Tutor OneNote updated		

STEP 5 – MONITOR AND REVIEW

Tick when complete ✓	Date	Details
☐ Check in with student within 20 school days ☐ Check in with parent/guardian within 20 school days ☐ Student file in Tutor OneNote updated		
Bullying Behaviour has ceased	Yes ☐	No ☐

STEP 6 – RECORD AND REFER

Tick when complete ✓	Details
☐ Referral to Principal ☐ Student file in Tutor OneNote updated	
Signed:	**Date**

GALWAY **EDUCATE TOGETHER SECONDARY SCHOOL**

STUDENT BEHAVIOUR PROMISE

Student Name: **Class:**

I know that all of my fellow students are different from each other and from me in many ways, (e.g. hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, sexual orientation, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. etc). I would not like to be treated unfairly and made to feel bad by any of my fellow-students because of any of these differences or just because they did not like me. I know that I have a right to be different from other students and that this does not give anyone the right to treat me unfairly or to be mean to me. I know that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Positive Behaviour and outside of school too.

I also know that all other students are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-students fairly, equally and respectfully despite our differences and whether I like them or not.

In particular, I will always treat *(insert specific name here) f*airly and respectfully.

Signed *(Student)*:   **Date :**

Signed *(Parent/Guardian)*:   **Date :**

This document supports, and should be used in conjuction with, the School's Anti-Bullying Policy.

Appendix 11: **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. 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

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' and Guardians Community.	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day-to-day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents or guardians regarding the school's handling of bullying incidents?	
Have any parents or guardians withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends, or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____   Date _____
       Chairperson, Board of Management

Signed _____   Date _____
       Principal

Appendix 12: Resources

- The [Anti-Bullying Procedures for Primary and Post-primary Schools](#) set out the requirements on schools in relation to preventing and dealing with bullying behaviour

- The [Anti-Bullying Centre at Dublin City University](#)

- The [National Parents Council Primary](#) and [National Parents Council Post-primary](#)

- The Stand Up! Against Homophobic and Transphobic bullying campaign, organised by [BeLonG To Youth Services](#)

- ["Being LGBT in School"](#) A resource for post-primary schools to prevent homophobic and transphobic bullying and support LGBTQIA+ students was developed by the Gay and Lesbian Equality Network (GLEN) as part of the implementation of the Action Plan on Bullying. It will support schools in the implementation of the department's Anti-Bullying Procedures

- [Watch Your Space](#) is a website devoted to empowering and supporting young people as they take action to address bullying, in particular cyberbullying, in their local communities

- [Be Safe Online](#) is the government's campaign to highlight ways to help you stay safe online

- the tackle bullying[.ie](#) website, which was developed by the National Anti-Bullying Research and Resource Centre (ABC) at Dublin City University, provides information, support and advice for students, teachers, and parents or guardians on how to recognise and deal with bullying behaviour and allows teenagers to share experiences with their peers online

- [Webwise](#) has launched a number of resources aimed at tackling cyberbullying

- [www.tacklebullying.ie](#) provides a single point of information and support for young people, parents or guardians and teachers affected by bullying

- [Cineáltas: Action Plan on Bullying](#) , provides a collective vision and clear roadmap for how the whole education community and society can work together to prevent and address bullying in our schools.

- [http://www.antibullyingcampaign.ie](#)

Appendix 13: Guidelines for Students

IF YOU ARE BEING **BULLIED**
OR IF YOU SEE SOMEONE BEING BULLIED...

GETSS STUDENT GUIDE

TELL SOMEONE!
GETSS IS A 'TELLING SCHOOL'

✓ Tell your Tutor

✓ Tell a friend

✓ Tell any member of staff you feel comfortable with

THE ADULT
you have confided in will...

✓ Advise and support you

✓ Let your Tutor know

✓ React confidentially (when appropriate)

WHAT HAPPENS NEXT?

✓ Further steps will be discussed with you

✓ You have done the right thing!

GALWAY EDUCATE TOGETHER SECONDARY SCHOOL

TYPES OF BULLYING
AND RECOGNISING BULLYING BEHAVIOUR

GETSS STUDENT GUIDE

THIS LIST IS NOT EXHAUSTIVE!

Relational Bullying	Spreading rumours, lies or gossip about a student to hurt their reputation, rallying friends against one-person, deliberate exclusion
Physical Bulliying	Damage to property, pushing others, tripping up others, fighting
Verbal Bullying	Slagging, jeering, talking about others behind their backs, name-calling, threats, demanding money, sarcasm
Psychological Bullying	Giving the 'Look', staring at others, isolating others, deliberately excluding others, intimidation, being unfriendly
Sexual Bullying	Unwanted sexual contact or comments, sexually abusive comments/images, unwelcome touching of others, making comments about someone's sexual orientation or gender, sexist grafitti, sending/cirulating images with sexual content
Identity-Based Bullying	Unwelcome comments on any of the following grounds: gender identity, including transgender, family status, sexual orientation, religion, age, disability, race, membership of the Traveller Community
Homophobic Bullying	Spreading rumours about a person's sexual orientation and/or gender identity, taunting a person of a different sexual orientation or gender identity, name calling, threatening behaviour
SEN/AEN Based Bullying	Name calling, tauting others because of their learning need, unwelcome comments on others' learning needs, taunting others because of their receipt of additional supports in school
Cyberbullying	Refers to bullying carried out by one person or a group of persons through the use of ICT, including social media platforms iPads or mobile phones. Includes: • *Sending threatening text messages, posting an offensive or hurtful public message/ image/statement on a social network site or any public forum.* • *the sharing or storing of information without consent. Purposely excluding someone from an online group* • *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 in-person fight or online fight)* • *Trickery (Fooling someone into sharing confidential or compromising information or images)*

GALWAY EDUCATE TOGETHER SECONDARY SCHOOL