



Rosemont School Anti-Bullying Policy

Reviewed: 2022

Due for review: 2023

Mission Statement

Rosemont School strives for excellence by creating an environment which fosters the development of each student in all aspects of the human person - spiritual, intellectual, moral, physical and social.

Students are encouraged to set personal goals, take ownership of their learning and to initiate positive change.

A sense of values and a commitment to the service of others together with a deep understanding of the Catholic faith is central to the mission of Rosemont.

Introduction

Inspired by our mission statement and in accordance with the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017, Rosemont's Child Safeguarding Statement, Education (Welfare) Act 2000 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Rosemont School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools 2013* and the *Child Protection Procedures for Primary and Post-Primary Schools 2017*.

Vision

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to create a school environment which encourages the development of our talents in service of family, friends, school, and the wider community.

Therefore, it enforces a zero-tolerance policy on all types of bullying. Rosemont is welcoming of difference and diversity and strongly encourages inclusivity. The school building is designed to facilitate communication between parents, staff, and students. Rosemont is 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 students to disclose and discuss incidents of bullying behaviour in a non-threatening environment
 - 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
 - explicitly address the issues of cyber-bullying and identity-based bullying including, in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of students
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

Aims

Rosemont acknowledges the right of each member of the school community to enjoy school in a secure environment and acknowledges the uniqueness of each individual and their worth as a human being.

The school promotes positive habits among all its members and endeavours to foster a school-wide approach to encourage students in the following principles:

- Empathy, respect and resilience in students
- Responsibility for their conduct and values
- Courtesy and respect to staff and students
- Honesty in their communications

- Awareness, acceptance, and respect for differences
- Genuine concern for their fellow students
- Sensitivity to the needs of others
- Approach any teacher to inform about an incident that constitutes bullying behaviour.

Objectives of the Anti-Bullying Policy

- To raise awareness of bullying as an unacceptable form of behaviour with school management, staff, students, parents/guardians, and wider school community. Effectively, this is the adoption of a zero-tolerance attitude to bullying behaviour.
- To foster a school ethos which encourages students to disclose and discuss incidents of bullying behaviour.
- To foster and maintain a school ethos that acknowledges, accommodates, and respects a diversity of students across the nine grounds of discrimination covered by the equality legislation.
- To ensure that the school's Social, Personal and Health Education programme and formal curriculum raises awareness of the factors and consequences associated with bullying behaviour and accordingly develops appropriate knowledge, skills, and behaviours to enable students to respond.
- To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To clearly describe the procedures for reporting and recording incidents of bullying behaviour.
- To clearly describe the procedures for investigating and dealing with incidents of bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour.

Nature of bullying

In accordance with the Anti-Bullying Procedures for Procedures and Post-Primary Schools bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which may or may not be repeated over time.

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

- deliberate exclusion
- malicious gossip and other forms of relational bullying
- cyber-bullying including inappropriate use of social media and mobile phones including Apps
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

See Appendix 1 for further types of bullying behaviour.

Relevant Teachers/Staff Members

The relevant teachers/staff members for investigating and dealing with bullying are as follows:

Any member of staff who is informed of a suspected incident of bullying is responsible for reporting it to the relevant year head who will then follow the school procedure.

See Appendix 6 & 7 (Indicators of Bullying/Characteristics of Bullying Behaviour)

Strategies

Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage students in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in students.

As self-esteem is a major factor in determining behaviour, through both our curricular and extra-curricular programmes, Rosemont provides students with opportunities to develop a positive sense of self-worth.

Initiatives and programmes focused on developing students' awareness and understanding of bullying, including its causes and effects, deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying through the SPHE programme.

Rosemont School's strategies for awareness raising & prevention of bullying are outlined in Appendix 4.

Procedures for Investigation and dealing with bullying

An adult or student can approach any teacher/staff member to inform about an incident that constitutes bullying behaviour. Non-teaching staff such as administration staff, special needs assistants, the bus drivers and the cleaning team should report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher/staff member.

All reports, including anonymous reports of bullying, must be investigated, and dealt with by the relevant teacher/ staff members. In this way, students will gain confidence in 'telling.' This confidence factor is of vital importance so that students know they are not telling tales when they report bullying behaviour – they are acting responsibly.

If in the relevant teacher/staff member's professional judgement, they see there is a clear risk of potential serious harm, they will inform the Principal/Deputy Principal and agree whether Appendix 3 should be completed immediately. From there, the Principal/Deputy Principal will work actively with the relevant teacher/staff member to seek to resolve the situation.

The primary aim for the relevant teacher/staff member in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

The relevant staff member will keep appropriate written records which will assist their efforts to resolve the issues and restore, as far as practicable, the relationships of the parties involved.

The recording template (Recording Report see appendix 2 and Bullying Incident Report see appendix 3) will be completed in full and retained by the relevant teacher/staff member and, where necessary, by the management team.

The school will retain these documents for 12-18 months to allow the school to form part of the annual review, as sometimes there can be learning from the records. After this point, the documents will be shredded.

In the event that a student or parent alleges that a teacher is bullying a student, the Complaints Procedure is to be followed (see School Policies on school website).

The following are the procedures for investigation, follow-up and recording of bullying behaviour

- The relevant people for investigating and dealing with bullying are the relevant teacher/staff member who is informed of an incident and the relevant Year Head.
- The staff members involved in investigating will work closely with the other staff members, including, coaches, subject teachers, parents, and student council where relevant.
- Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- All involved (including each set of students and parents) will be informed of the above approach from the outset. (See Appendix 5)

The relevant people will aim to carry out the investigation taking the following into account:

1. Take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by students, staff, or parents.
2. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
3. All interviews will be conducted with sensitivity and with due regard to the rights of all students concerned.
4. When analysing incidents of bullying behaviour, the relevant teacher/staff member should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
5. Keep records using Appendix 2 Recording Report where appropriate.

6. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
7. Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher.
8. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
9. In cases where it has been determined by the relevant teacher/staff member that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their students.
10. Where the relevant teacher/staff member has determined that a student has been engaged in bullying behaviour, it should be made clear to her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get her to see the situation from the perspective of the student being bullied.
11. It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, their parents and the school.
12. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together, at a later date if the student who has been bullied is ready and agreeable.
13. In cases where the relevant teacher/staff member considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after they have determined that bullying behaviour has occurred, it must be recorded using the Bullying Incident Report (Appendix 3) and reported to the Board of Management as part of the termly reporting to the Board.
14. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher/staff member must, as part of their professional judgement, take the following factors into account:
 - a. Whether the bullying behaviour has ceased.

- b. Whether any issues between the parties have been resolved as far as is practicable.
 - c. Whether the relationships between the parties have been restored as far as is practicable;
and
 - d. Any feedback received from the parties involved, their parents or the school Management Team
15. The school reserves the right to seek external, independent professional assistance in the form of counsellors/mediators in dealing with ongoing difficult/exceptional situations. This will provide advice and assistance where a serious issue remains unresolved after a certain period of time.
 16. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's complaints procedures.
 17. The school recommends that in all cases where the school deems appropriate, the services of a "Note Taker" will be used to record meetings between parents and staff.
 18. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

Programme of support for working with students affected by bullying

- Managing bullying behaviour will be approached with a view to resolving any issues and to restore, as far as is practical, the relationships of the parties involved (rather than to apportion blame).
- The school will work closely with parents to ensure that any student affected by bullying behaviour has the necessary supports and give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school.
- Teachers will seek to ensure that students do not have negative experiences because they reported bullying.
- Senior students will work to support junior students who have suffered from bullying.
- Coaches will work to support students affected by bullying.
- Class tutors will organise activities to help the student grow in confidence and self-esteem.
- Group work will be managed and monitored so that it is also an opportunity for growth in self-esteem.

- The Year Head will communicate with the Deputy Principal/Principal where necessary/to seek additional support or guidance.
- Counselling may be recommended to parents where relevant for students needing this help because of a bullying incident.

Effective Supervision and Monitoring of Students

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

Effective supervision and monitoring systems are in place in the school. A rota system ensures that adequate adult supervision occurs at break time and lunch time with special emphasis on highly populated areas such as the Atrium. This is consistent with reduced student numbers at lunchtime due to student involvement in sports and other extra-curricular activities and many senior students leaving the school. This combined with supervision before and immediately after school assists in detecting and reducing inappropriate behaviour. Personnel involved in supervision will:

- Patrol areas which are not directly observable and those which are highly populated.
- Observe and note any behaviour of concern, bringing incidents or occurrences to the relevant Year Head.
- The presence of CCTV acts as a deterrent.
- No student is permitted to leave the school at break time. Junior students and TYs are not permitted to leave the school at lunchtime. 5th and 6th Years with written permission from parents may leave the school grounds at lunch time, provided they return by 2pm for their afternoon classes.
- All students, especially the Student Council and Prefects and all staff including non-teaching staff contribute and are part of the process to counter Bullying in Rosemont.
- We recognise the importance of our many clubs and societies in this regard also.

The degree of Care and Supervision which we exercise in Rosemont emanates firstly from our Duty of Care to our students. The care exercised is akin to that which a careful parent would exercise for the protection of his/her own children in the circumstances in which the teachers find themselves

(in loco parentis rule). This duty of care subsists while the students are in the care of the school or are involved in school related activities on the school premises or elsewhere.

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 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.

This policy was reviewed and updated in December 2022 and adopted by the Board of Management on 6th December 2022.

This policy has been made available to school personnel, students, parents (via email), published on the school website 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 every school year. Written notification that the review has been completed will be made available to school personnel, students, parents (via email) 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: 

Chairperson of Board of Management

Date: 6th December 2022

Date of next review: November 2023

Signed: 

Principal

Date: 6th December 2022

Appendix 1 (as per Section 2.2 of the procedures)

The following are some of the types of bullying behaviour that can occur amongst students:

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking, and tripping people. It may also take the form of severe physical assault. While students often engage in ‘mess fights,’ they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

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

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

type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who because they are perceived as high achievers, are also targeted.

- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen, or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted student not delivering on the demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2

Recording Report

Year Head _____

Teacher _____

When was incident observed:

Class/location: _____

Date _____ Time _____

Name of Students:

Details of incident observed by/reported to staff member:

Action Taken:

Suggestions for follow up:

Signed: _____ (Teacher) Date:

Signed: _____ (Year Head) Date:

Appendix 3

Bullying Incident Report

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	
Other Pupil	
Parent/Guardian	
Teacher	
Other	

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

School Grounds	
Classroom	
Corridor	
Toilets	
Locker Area	
Other	

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

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

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

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

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

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal/Guidance Counsellor _____

Appendix 4: Rosemont’s education and bullying prevention strategies: Building a Positive School Culture

Rosemont students are encouraged:

- to contribute to their class and the school
- to take ownership of their actions and their words
- to be respectful of others while in class, in the school grounds, at sports, on the bus and with the general public, especially when in uniform.

This is promoted through school wide culture via:

- School assemblies
- All subjects on the curriculum
- Wellbeing
- SPHE and RE
- Coaching
- Student Council
- Social work in the community
- Courses for parents

Specific activities that foster these qualities:

- Organisation of whole school activities e.g. school 5 k run; coffee mornings; healthy breakfast
- Activities organised by one class for other classes, e.g. Junior Cycle Quizzes: buddy system
- Lunchtime and after school activities: basketball; hockey; drama; choir
- Students working on Sample Afternoons for incoming students
- Whole school Virtue Programme
- Poster competitions and displays of posters
- Serving the local community: working in the local community centre; helping with St Vincent de Paul; teaching in the local primary schools; attending centres for people in need
- Parenting courses
- IT (Information Technology) Acceptable Use Policy
- Filtering of internet by DES

Curriculum: Teachers influence attitudes to bullying behaviour through a range of curricular initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety, and relationships. The Relationship and Sexuality Education (RSE) programme at post-primary provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.

There is space within the teaching of all subjects to 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. In English, there is a wide range of literature available which is used to stimulate discussion. In Civil, Social and Political Education (CSPE), the interdependence of people in communities at local, national, and international levels is stressed. In Geography and History references to colonisation, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise is promoted through team sports, school clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channeling and learning how to control aggression.

Communication: Staff and Senior students endeavour to model respectful behaviour, language & communication to all members of the school community. Key messages of respect are displayed in classrooms, in assembly areas and around the school. Students are involved in the development of these messages. Staff notice and acknowledge desired respectful behaviour by providing positive attention. Staff consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of students with a disability or SEN. Constructive feedback is given to students when respectful behaviour and respectful language are absent.

Policy Awareness: Rosemont works to promote awareness of the school’s Anti-bullying policy through meetings and discussions with staff members, parents, and students, using the Parents Association and Student Council as key resources. Rosemont Student Council runs an Anti-bullying Awareness week annually. The school works with the Parents Association to raise parent awareness of the policy. This is an opportunity to send a clear message to the parents of a student who is engaged in bullying behaviour that they have a major responsibility in addressing their child’s behaviour.

Bullying Awareness: Raising awareness on all aspects of bullying, includes students, parents/guardians, and the wider school community. All staff actively watch out for signs of bullying behaviour & promote the right of every member of the school community to be safe and secure in school.

The Student Council has designed a ‘behaviour /Anti bullying charter’ to be included in the school journal which all students will read and sign at the beginning of the school year. This is also displayed in classrooms & common areas. The Student Council is involved in contributing to a safe school environment by helping to support students and encourage a culture of peer respect and support. Year heads re-enforce the School Policy at assemblies. A school-wide approach is taken to the fostering of respect for all members of the school community & delivery of lessons on bullying.

Encouraging a culture of “telling”: This has a particular emphasis on the importance of the bystanders. In that way students will gain confidence in “telling”. This confidence factor is of vital importance. It is made clear to students that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly. Students are encouraged that they may:

- a. Make a direct approach to Year Head/Class tutor/Coach/Subject Teacher.
- b. Email any of the above.
- c. Get a parent(s)/guardian(s)/friend to tell on their behalf.

The Rosemont community is vigilant in identifying bullying incidents and initiating interventions when necessary.

Cyber-bullying: Prevention and any awareness raising measures focus on educating students on appropriate online behaviour, how to stay safe while on-line and also on developing a culture of reporting any concerns about cyber-bullying. This is addressed through:

- Rosemont’s SPHE and CSPE programmes
- School assemblies
- Student Council activities
- Wellbeing classes

Rosemont’s school-wide approach includes cyber-safety talks for parents. Further details on Rosemont’s school-wide approach and the role of parents are outlined in Appendix 4.

Mobile phones & social media: Students are taught about the appropriate use of social media. They are positively encouraged to comply with the school rules on mobile phone and internet use. Follow up and follow through occurs with students who ignore the rules. Parents and/or the Parents’ Association are actively involved in awareness-raising campaigns around social media. The implementation of an Acceptable Use Policy in the school which includes the necessary steps to ensure that access to technology within the school is strictly monitored, as is the students’ use of mobile phones.

Students with disabilities or with special education needs (SEN): Approaches for decreasing the likelihood of bullying for students with SEN include:

- Improving inclusion
- Focusing on developing social skills
- Paying attention to key moments such as transitioning from primary to post-primary
- Cultivating a good school culture which has respect for all and helping one another as central

Supervision: and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-academic staff are encouraged to be vigilant and report issues to the Principal or Deputy-

Principal. Supervision also applies to monitoring student use of communication technology within the school.

Coaching Meetings: Each student has a coach whom they will meet with individually to establish a relationship of trust and provide a support and guidance. Coaches also meet with their respective students' parents every term.

Policy Implementation: Clear protocols have been established to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol will be kept under review and consultation with parents.

The provision of a report from the Principal to the Board of Management termly of the overall number of bullying cases recorded and the confirmation that all cases have been or are being dealt with in accordance with the school's Anti-Bullying policy and the 2013 D.E.S. procedures.

The Principal and Deputy Principal lead in:

Promoting the value of diversity to address issues of prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.

Fostering and enhancing of the self-esteem of all our students through both curricular and extra-curricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

It is our policy to develop in students a willingness to walk away from confrontation and find non-aggressive ways of dealing with problems. We discourage retaliation as it makes the situation worse rather than better. Students should inform a responsible person, e.g. Year Head, Class Tutor, Coach, Subject Teacher, Chaplain, peer etc. of any difficulties they are experiencing so that appropriate action can be taken.

Implementation of curricula

The Anti-Bullying message is also reinforced in the implementation of the SPHE and CSPE curricula and specifications.

SPHE RESOURCES.

Investigating and Resolving Bullying Issues in Schools – First Steps for Teachers

Responding to Bullying – First Steps for Teachers.

R U B n Bullied – Tips for Teens

B4U Decide

Busy Bodies Booklet

Working Things Out through SPHE

Be SAFE be WEBWISE

SPHE/Curricula Supports

Department Of Education and Skills – www.education.ie

Health Service Executive – www.hse.ie

Leaflets/Resources – www.healthpromotion.ie

Department of Health – www.health.gov.ie

Department of Children and Youth affairs – www.deya.gov.ie

National Council for Curriculum and Assessment – www.ncca.ie

Mental Health Information – <https://ie.reachout.com/>

Mental Health Promotion Information and Support – www.healthpromotion.ie/health/mental_health

There is continuous professional development for staff in delivering these programmes.

RSE classes will convey the anti-bullying message with specific reference to identity-based bullying such as racist, religious, homophobic, or transphobic bullying.

Appendix 5 – Guidelines for Relevant Teachers/Staff Members, Parents & Students

Relevant Teacher/Staff Member & Year Head Guidelines

1. Listen carefully to the report being made; record the details as per Appendix 2, in a factual manner without judging the outcome in advance. Where possible, use direct quotes from the person reporting the incident to you.
2. Discuss next steps with relevant Year Head before proceeding in case any additional relevant factors are known already to the Year Head. In many cases, it will be helpful to check in with the relevant coaches of students concerned, in case any additional relevant factors are known already to the coaches.
3. Conduct interviews in a sensitive manner with the students involved to hear their point of view. Usually, it is best that these conversations have more than one adult present, or more than one student present, and should always be conducted in an appropriate space, allowing balance between visibility and privacy. Students who are not directly involved can also sometimes provide useful information in this way.
4. When analysing incidents of bullying behaviour, the relevant teacher/staff member should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, thereby setting an example of dealing effectively with conflict in a non-aggressive manner.

5. In cases where it has been determined by the relevant teacher/staff member that bullying behaviour has occurred, the parents of the students involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).
6. Where the relevant teacher/staff member has determined that a student has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the student being bullied.
7. It must also be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents and the school.
8. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect.
9. The relevant teacher/staff member must use the Appendix 3, in cases where the relevant teacher/staff member considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred.
10. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher/staff member must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased.
 - Whether any issues between the parties have been resolved as far as is practicable.
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

Student Guidelines

1. Once a report of bullying behaviour has been made to the relevant teacher/staff member, they will then discuss the next steps with the relevant Year Head and coaches before proceeding in case any additional relevant factors are known by either party.
2. Interviews will be conducted with all students involved to hear their point of view. Usually, it is best that these conversations have more than one adult present, or more than one student present,

and will be conducted in an appropriate space, allowing balance between visibility and privacy. Students who are not directly involved can also sometimes provide useful information in this way.

3. In cases where it has been determined by the relevant teacher/staff member that bullying behaviour has occurred, the parents of the students involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).
4. It will be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents and the school.
5. Follow-up meetings with the relevant parties will be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect.
6. In determining whether a bullying case has been adequately and appropriately addressed the following factors will be taken into account:
 - Whether the bullying behaviour has ceased.
 - Whether any issues between the parties have been resolved as far as is practicable.
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.

Parent Guidelines

1. Once a report of bullying behaviour has been made to the relevant teacher/staff member, they will then discuss the next steps with the relevant Year Head and coaches before proceeding in case any additional relevant factors are known by either party.
2. Interviews will be conducted in a sensitive manner with the students involved to hear their point of view. Usually, it is best that these conversations have more than one adult present, or more than one student present, and will be conducted in an appropriate space, allowing balance between visibility and privacy. Students who are not directly involved can also sometimes provide useful information in this way.
3. In cases where it has been determined by the relevant teacher/staff member that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy).

4. Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
5. It will be made clear to all involved (each set of students and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents and the school.
6. Follow-up meetings with the relevant parties will be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable. This can have a therapeutic effect.
7. Counselling may be recommended to parents where relevant for students needing this help because of a bullying incident.
8. In determining whether a bullying case has been adequately and appropriately addressed the following factors will be taken into account:
 - Whether the bullying behaviour has ceased.
 - Whether any issues between the parties have been resolved as far as is practicable.
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal.
9. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school's complaints procedures.
10. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children.

Appendix 6 - Indicators of bullying behaviour

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

- (i) Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school;
- (ii) Unwillingness to go to school, refusal to attend, truancy;
- (iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.

- (iv) Pattern of physical illnesses e.g. headaches, stomach aches.
- (v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
- (vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.
- (vii) Spontaneous out-of-character comments about either students or teachers.
- (viii) Possessions missing or damaged.
- (ix) Increased requests for money or stealing money.
- (x) Unexplained bruising or cuts or damaged clothing; and
- (xi) Reluctance and/or refusal to say what is troubling him/her.

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

Appendix 7 - Characteristics associated with Bullying Behaviour

It is important to recognise that any student can be bullied or can engage in bullying behaviour. A significant proportion of bullying is not merely behavioural but is rooted in a lack of respect for diversity and in social inequalities. “Prejudice-based” or “identity based” bullying can be a significant factor in bullying behaviour.

Students who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline.

They may lack any sense of remorse convincing themselves that the other person deserves the treatment they are receiving.

Students who engage in bullying behaviour can be attention seeking, setting out to impress bystanders and responding to the reaction their behaviour provokes.

They can lack the ability to empathise. They can appear unaware or indifferent to the other person’s feelings. It is of note that students who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.

However, it must also be recognised that students who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others. It is not uncommon to find that students who engage in bullying behaviour may also have been bullied themselves.

Appendix 8

Further Information

Department of Education and Skills Circulars

‘Anti-Bullying Procedures for Primary and Post Primary Schools’ 045/2013

<http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

‘Guidelines on Countering Bullying Behaviour’ M42/93

<http://www.education.ie/en/Parents/Information/Complaints-Bullying-Child-Protection-Discrimination/Guidelines-on-countering-bullying-behaviour-in-primary-and-post-primary-schools.pdf>

Useful Websites, Publications and Contact Numbers

"GET with IT", A guide to Cyberbullying, Joint initiative between National Centre for Technology and Education, Barnados and O2. <http://barnados.ie>; ois.ie. See also Barnardo's "Family Guide to the internet."

"Let's Beat Bullying", www.childprotection.ie/learningresources.

D. Quirke, B.A., School Bullying and the Law in the Republic of Ireland, National Anti-Bullying Coalition (NABC), [Http://www.nabc.ie](http://www.nabc.ie)

www.makeitsecure.org

www.internetsafety.ie

www.webwise.ie

www.netsecure.ie

www.watchyourspace.ie

www.rollercoaster.ie

www.childline.ie

www.ncte.ie

www.scoil.net

www.hotline.ie

www.barnardos.ie

www.equality.ie

Appendix 9



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

To: staff, parents, students and Trustees

The Board of Management of Rosemont School wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meetings of 6th Dec 2022 and 24th January 2023
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

A handwritten signature in blue ink that reads 'Helen Hughes'.

Signed _____

Date 6th Dec 2022 / 24th Jan 2023

Chairperson, Board of Management

A handwritten signature in black ink, appearing to be 'J De' followed by a long horizontal stroke.

Signed _____

Date 6th Dec 2022 / 24th Jan 2023

Principal