

# Holy Faith Secondary School Clontarf



## Anti –Bullying Policy

Holy Faith Secondary School, Clontarf is a voluntary Catholic Secondary School for Girls under the Trusteeship of Le Chéile, a Catholic Schools Trust.

Holy Faith Secondary School, Clontarf aims to provide an excellent, all round education in a Christian environment. Through a learning community of faith and justice, based on respect, we seek to form integrated and self-reliant persons, who will be moved to work for a better world.

Our objectives are

- To pursue excellence in all areas of school life, academic, creative and practical.
- To nurture a friendly and caring environment which allows each student to develop her own natural talents and gifts.
- To recognise our responsibility towards the wider community and develop a spirit of service.
- To offer opportunities for the spiritual development of each member of the school community.

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Holy Faith Secondary School, Clontarf, 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* which were published in September 2013.

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

- A positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
  - On-going evaluation of the effectiveness of the anti-bullying policy.
3. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

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

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

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

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

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

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

Examples of bullying behaviours may relate to the following areas:

- Verbal
- General and physical behaviour
- Cyber
- Racial
- Sexual
- Homophobic
- Relational
- Political
- Religious

See Appendix 1 for behaviours which the Holy Faith School community has identified as being inappropriate and unacceptable in our community. This list was devised in consultation with staff, students and parents.

#### 4. Who to tell?

- Year Head (Appendix 2)
- Guidance Counsellor
- Parent
- Principal/Deputy Principal
- Class teacher
- SPHE teacher
- Learning support teacher
- Sports coach
- Member of Prefect executive
- Member of the student council
- Caretaker
- School secretary
- Note placed in office letterbox (this can be anonymous)

It is important that targets of bullying behaviour tell an adult. It is only by telling that the bullying can be addressed. The purpose of telling is not to get someone into trouble but to make the behaviour stop.

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

- Year Head
  - Deputy Principal
  - Principal
5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:
- The Mission Statement of the school states that Holy Faith aims to ‘nurture a friendly and caring environment...’
  - Our school code of behaviour states that “Bullying breaks the School Code of respect, because if you hurt, threaten or frighten someone, you are not treating her / him with respect. Bullying is not acceptable and will not be tolerated” (See Appendix 4)
  - The school promotes a proactive approach to bullying and an environment where it is ‘safe to tell’
  - Publishing and publicising the Anti-Bullying Policy
  - The full policy will be available on the website
  - Students sign an Anti-Bullying Agreement on registration and renewed annually. (Appendix 5)
  - Anti-Bullying Agreement is sent to parents and printed in school journals
  - The Anti-Bullying Agreement is posted on all classroom walls
  - Having designated periods each year when the anti-bullying programme is taught.
  - Through the school curriculum, the school is proactive in preventing bullying.
  - Through programmes such as: SPHE, CSPE, RSE, Cool Schools Programme and the Pastoral Care system, awareness of friendship and bullying is raised.
  - Friendship and relationships workshop for junior students.
  - Stand up to Homophobic week marked

The drawing up and implementing of the policy is inclusive, involving staff, parents, students and Board of Management

Students can:

- Be proactive in preventing bullying
- Promote and embrace an atmosphere of inclusion and respect
- Not take part in bullying behaviour
- Report incidents of bullying
- Respect the procedures put in place by the policy
- Participate fully in all activities and lessons related to the anti-bullying policy

Parents can:

- Give feedback
- Get involved in policy development
- Familiarise themselves with the policy
- Support the school and its policies

Teachers and other staff can:

- Support the Year Heads
- Familiarise themselves with the policy
- Implement the policy
- Follow through
- Give feedback / suggestions
- Be proactive

Who to contact:

Any class teacher / year head / deputy principal / principal / coach / class mentor.

All reports will be:

- Taken seriously
- Investigated thoroughly
- All those involved on either side of the incident will be helped as far as possible

(NB. Confidentiality cannot be guaranteed, but reports will be dealt with in a discreet manner. It may be necessary to draw on the expertise of other staff eg guidance counsellor, year head, Deputy Principal or Principal, but, every effort will be made to be discreet and only forward information on a need to know basis.)

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

## How to Tell

- Approach any of the above directly at an appropriate time e.g. teacher after class, prefect at lunch time etc.
- A note can be handed up with homework
- Use of Microsoft Teams
- A confidential questionnaire will be administered twice a year.
- A parent or friend can tell on your behalf
- Parents/Guardians should inform the school of any incidents of bullying behaviour by contacting the Year Head, Principal or Deputy Principal
- Bystanders can approach/accompany the target to any of the above directly at an appropriate time regarding incidents of bullying.
- Approaching a staff member
- Anti-bullying survey administered via Forms

Staff members should respect all reports no matter how trivial they may appear.

## Noting and Recording:

- Records will be kept of all incidents of bullying and the action taken to resolve them.
- A disclosure report form (Appendix 7) should be completed and given to the relevant year head for filing or further investigation (Appendix 8 and 9).
- The Year Heads are responsible for maintaining files.
- Records will be held securely in a filing cabinet in the Year Heads office.
- The records will be kept as long as all the students involved in the incident are in the school and for seven years after they have left.

Only the Principal, Deputy Principal, Year Head will have access to the files.

## Procedures to deal with reported incidents:

- The teacher who takes a report should inform the student that it is being dealt with. If the teacher passes the responsibility on to the student's Year Head, Deputy Principal or Principal the student will be informed of this. Staff will have access to appropriate training.
- The student reporting the incident can be protected from victimisation by ensuring there is appropriate confidentiality. The student should also be monitored by teachers in class (Year Heads will liaise with the relevant teachers.) Class mentors might assist by monitoring the class at lunch time.
- Confidentiality can be maintained by investigating incidents "outside the classroom situation to avoid the public humiliation of the victim or the pupil engaged in bullying, in an attempt to get both sides of the story" (DES, 1993)

The following procedures for investigating and resolving bullying provide guidelines for initial, subsequent and persistent/serious incidents of bullying behaviour. It is important to note that in the case of a serious report, disclosure or incident of bullying, this must be reported to the Year Head / Principal immediately.

Initial report / disclosure of bullying behaviour :		
Action taken by	Procedure	Support and/or sanction may include
<p>Year Head liaising with P/DP.</p> <p>Support of Guidance Counsellor where appropriate.</p>	<p>Speak to all students involved separately and try to resolve the issue.</p> <p>A record will be kept by the Year Head.</p> <p>Possible further investigation through sociogram / class observation / questionnaire.</p> <p>Progress of target, bully, and others involved will be monitored.</p>	<p>Serious talk with student(s) to point out inappropriate behaviour and the effects of this behaviour.</p> <p>Challenge the behaviour as being unacceptable.</p> <p>Verbal warning. Student(s) involved warned to stop.</p> <p>Seek verbal agreement re future behaviour.</p> <p>Outline a fair outcome if appropriate e.g. apology, return of property etc.</p> <p>Parents contacted informally.</p>

Subsequent report / disclosure of bullying behaviour*:		
Action taken by	Procedure	Support and/or sanction may include
<p>Year Head</p> <p>P/DP may be involved</p>	<p>Year Head investigates the reported incident.</p> <p>Fill in incident Report form.</p> <p>Keep copies of all forms.</p> <p>Attach any student statements.</p> <p>Follow Up Form to be completed .</p> <p>Record kept of all incidents and procedures followed.</p> <p>Principal / Deputy Principal informed.</p> <p>Parents of all students involved are informed.</p> <p>Possible further investigation through sociogram / class observation / questionnaire.</p> <p>Progress of target, bully, and others involved will be monitored by the Year Head.</p>	<p>Serious talk with student(s) regarding behaviour and future behaviour.</p> <p>A written agreement is drawn up and signed by students and parents/guardian re future behaviour.</p> <p>Letters of apology may be drawn up where appropriate.</p> <p>All involved may speak separately with school counsellor .</p> <p>Detention.</p> <p>Behaviour report.</p> <p>Loss of Privilege .</p>

Where bullying behaviour persists / serious incident of bullying:		
Action taken by	Procedure	Support and/or sanction may include
Principal / Deputy Principal.  Year Head.  Incident may be referred to the Board of Management at the discretion of the Principal.	<p>Fill in Incident Report form. Speak to all students involved separately and try to resolve the issue.</p> <p>Parents and student meet with Principal / Deputy Principal.</p> <p>Keep a record of all incidents, form and procedures followed and feedback to Year Head.</p> <p>Possible further investigation through sociogram / class observation / questionnaire.</p> <p>Progress of target, bully, and others involved will be monitored.</p>	<p>Detention / Suspension</p> <p>Loss of privilege.</p> <p>Conditions are set regarding student's future behaviour during the meeting with parents Contract is drawn up and signed.</p> <p>Counselling offered</p> <p>Behaviour is recorded on student's file/record.</p> <p>Referral to child psychologist / Garda Juvenile Liaison Officer Contact with other support agencies</p> <p>The future of the student in the school may be considered.</p>

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

All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Guidance Counsellor
- Year head system
- Student Support Team (Appendix 3)
- Pastoral care system

If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.

Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

**8. Supervision and Monitoring of Pupils**

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

- Supervision of corridors at break times, before and after school by teaching staff
- Teaching and coaching staff supervise class and sporting activities
- In the absence of a staff member, another staff member will supervise the group

During the consultation process, students identified the following as areas/times where bullying may occur:

Corridors, toilets, cloakrooms, stairways, unsupervised class times, break times, yard, sports, outings and buses have been identified as possible risk areas. Students have identified outside St.Vincent's hall, laneways and social outings.

Involvement of teaching staff:

It is encouraged that all staff be willing to participate in class observation and filling of sociograms where suspected incidents are being monitored. (Appendix 10 )

- Be punctual at supervision times.
- Be vigilant and observe dynamics when interacting with students.
- Implement and promote the policy.

Non teaching staff:

All members of staff must be familiar with the policy and the school code of behaviour, must implement them and report any incidents or reports they are aware of.

The schools statement on Responsible Internet Use is given to all staff and students at the beginning of each year. (See Appendix 11)

Student use of the computer room must be supervised by a teacher at all times.

Students must be familiar with the school's policy on internet use as a means to counter any possible bullying behaviour.

## **9. Prevention of Harassment**

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

- 10.** This policy has been made available to school personnel, published on the school website, is readily accessible to parents and pupils on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year (Appendix 12).

Written notification that the review has been completed will be made available to school personnel, published on the school website, be otherwise readily accessible to parents and pupils on request and provided to the Parents' Association (Appendix13).

A record of the review and its outcome will be made available, if requested, to the patron and the Department of Education

This policy was adopted by the Board of Management on 16<sup>th</sup> November 2021

Signed:   
Margaret Lennon  
(Chairperson of Board of Management)

Signed:   
Deirdre Gogarty  
(Principal)

Date: 16<sup>th</sup> November 2021

Date: 16<sup>th</sup> November 2021

Date of next review: October 2021

## Appendices

Appendix 1	Examples of Bullying behaviour identified by school community
Appendix 2	Year Heads
Appendix 3	Student Support Team
Appendix 4	Code of Behaviour
Appendix 5	Anti-Bullying Agreement
Appendix 6	Parent Information Pamphlet
Appendix 7	Disclosure Report
Appendix 8	Bullying Incident Report
Appendix 9	Follow-up Report
Appendix 10	Sociogram
Appendix 11	Responsible Internet Use Policy
Appendix 12	Board of Management review checklist
Appendix 13	Board of Management review notice

## Appendix 1

### **Types of behaviour deemed to be inappropriate and unacceptable:**

This list has been devised in consultation with staff, students and parents:

#### **GENERAL & PHYSICAL**

Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.

The production, display or circulation of written words, pictures or other materials aimed at intimidating or hurting another person

Deliberate bumping, pushing and blocking of others

Invading personal space

Accosting

Aggressive, threatening or intimidating body language

Abusive physical contact, pulling hair, hitting.

Intrusion of or interference with belongings, desk, locker, bag, books, schoolwork, journals, lunch etc.

Refusal to share resources (hogging equipment etc.)

Ignoring school protocols

Throwing things at others

Physical aggression

Spitting

Any threatening behaviour

#### **VERBAL**

Use of inappropriate/ disrespectful language, words and tone

Sarcasm / condescending tone

Negative / patronising comments

Shouting, taunting, teasing, threatening

Abusive, aggressive or obscene language

Put downs

Blaming / judging

Undermining authority / peers in front of others

Malicious / relentless slagging / gossip / rumours

Deliberate use of difficult / selective language / jargon to exclude and or undermine

Cursing and bad language

Personal insults / jibes

Exclusion and isolation

Stares

Victimisation

Ignoring

Mind games

Laughing and smirking

Gestures e.g. throwing eyes up etc

Deliberately making someone feel inferior

Family judgement / stereotyping

Lack of integrity / honesty

Questions / gossip about competence / personal life

Deliberately refusing to engage with or respond to someone

Personal comments / remarks

Comments about physical appearance

Name calling and abusive or derogatory nicknames

Enquiring or commenting on someone's personal life  
Heckling and muttering in class  
Not being 'upfront'  
Reference to academic ability / comments 'lick'  
Intimidating / hassling others for homework

### **RELATIONAL**

"Queen bee /Wannabe" manipulative behaviour  
Manipulation of friendships / relationships, 'friend stealing'  
The 'Look'  
Spoiling atmosphere by manipulation / intimidation  
Negative comparisons of classes /teachers / siblings  
General 'bitching' or negatively talking about someone  
Peer pressure  
Favouritism used as a weapon  
Leaving peers/colleagues out of the loop by failure to use appropriate channels of communication  
Select groupings / cliques  
Colluding with others to 'gang up'

### **CYBER**

Abusive texting  
Silent, abusive or constant telephone calls, texts , mail or voice mail  
Abuse of Instagram, Tik Tok, Facebook, Snapchat and other websites or social media  
Posting negative / hate comments / polls  
Creating fake sites or accounts  
Inappropriate/unwanted texting, photography or filming, using mobiles /cameras etc...  
Sexting

### **RACIAL**

Religious comments  
Racial comments / rumours about international students  
Insensitivity towards racial backgrounds / ethnicity / neighbourhood  
Racial exclusion  
Mimicking accents

### **SEXUAL**

Spreading sexual gossip / rumours  
Sexual language, innuendo, comments or name calling  
Comments about people's bodies / physical appearance  
Inappropriate comments / questions / contact / conduct  
Gender bias / Deliberate misgendering  
Flirting with students/staff  
Suggestive behaviour  
Sexual graffiti

### **HOMOPHOBIC**

Homophobic language, name calling, comments, remarks, discrimination or graffiti  
Outing people maliciously or intentionally  
Exclusion based on sexuality  
Mimicking behaviour  
Lack of respect

Holy Faith Secondary School

Clontarf



## **YEAR HEADS**

**2021/22**

First Year :	Siobhan Sheerin
Second Year:	Mary King
Third Year:	Mairéad Peppard
Fourth Year:	Mary Molloy
Fifth Year:	Enda Fitzpatrick
Sixth Year:	Sheila Drumm
Guidance Counsellor:	Mairéad Peppard

Holy Faith Secondary School

Clontarf



Student Support Team 2021/22

The following are members of the Student Support Team

Ms Drumm

Mr Fitzpatrick

Ms Gogarty

Ms King

Ms Molloy

Ms O'Donnell

Ms Peppard

Ms Sheerin

## **\*School Code of Behaviour**

**Respect:** Our first School Regulation requires each student to treat all staff and fellow students with respect.

**Bullying:** Bullying breaks the School Code of Respect because if you hurt, threaten or frighten someone, you are not treating her or him with respect. Bullying is not acceptable and will not be tolerated.

**School Work:** Each student has a duty to do her best with the abilities that she has. Students are expected to participate fully in class and to have the required books, copies and materials. Homework should be completed with care and submitted at the proper time. The school journal is a record of homework and monitors the progress of students during the year and must be kept in good condition. The journal is not a private diary and may be consulted by teachers and parents.

**Attendance:** Students must be regular in their attendance and be punctual for every class. Students who arrive late to school must sign-in and report to the Deputy Principal. No student may leave school early without a written request from a parent/guardian and a pass from the Year Head. Any absence must be explained by way of a note from the parent/guardian to the Year Head upon return to school.

**Property:** Students must show respect for their own property and the property of others. All books, items of school uniform, sports kit etc., should be clearly marked with the student's name. Large sums of money or valuable items should not be brought to school. THE SCHOOL CANNOT BE HELD RESPONSIBLE FOR LOSS OR THEFT.

**Care of the building and property:** Students are asked to respect their environment. Care should be taken of school property both inside and outside the building. Students are expected not to litter the school as this can be a health hazard. Students on ROTA should follow School Care guidelines. Chewing gum and Tippex are ABSOLUTELY FORBIDDEN.

**Uniform:** each girl is expected to take responsibility for her appearance, as a measure of self-respect and respect for others, parents are urged to monitor their daughter's appearance as they leave for school each day. Your help and support in the areas listed below will be appreciated and will help our students to be more responsible.

Each student must **wear full school uniform** on each school day. Students must wear school jacket; no other type of coat or jacket may be worn. Each item of school uniform must be clearly marked with the student's name. Each student is required to wear the school tracksuit for P.E. and sports. Sports kit may be worn only for P.E. and sports only. Medium length and long hair must be kept tied back at all times. Hairstyle and colour must be appropriate. Discreet makeup may only be worn by fifth and sixth year students. Dress and appearance must be consistent with safety and hygiene.

Students are required to wear **low heeled black /brown/navy shoes**; no runners, trainers, boots or multi-coloured footwear may be worn.

**Jewellery**, if minimal and appropriate, may be worn. On the grounds of suitability and health and safety students may not wear nose studs/rings or other facial/tongue piercings and will be asked to remove them.

**Mobile Telephones:** Students may not use mobile telephones in school for any purpose and should a student bring a phone to school it must be **switched off at all times** and kept secure. A student in breach of this regulation merits detention and will have her phone confiscated to the end of the day. A further breach may result in the phone being confiscated and must be collected by her parent/guardian.

**Smoking** Students are forbidden to smoke on the school premises, while in school uniform or on school outings and tours. No cigarettes, lighters or matches may be brought onto school premises. Substance abuse of any kind will not be tolerated. Any student who breaks these regulations will face suspension and possible expulsion.

- **Consequences:** Students who consistently display **positive behaviour** are recognised by teachers with verbal and non verbal praise, a tick in the school journal and merit award or certificate.
- Students who consistently display **negative behaviour** are encouraged by teachers to adopt more positive behaviour patterns. Negative behaviour has a number of clearly defined consequences.
- A tick in journal. Three ticks merit a detention.
- Teachers may issue letters to parents with regard to unsatisfactory behaviour or work.
- Loss of privileges.
- Detention by Year Head.
- Suspension from school.
- Referral to the Board of Management for expulsion.

\*This code is currently under review.

To be signed and returned upon registration or re-registration.

We have read the Code of Behaviour and agree to abide by it.

Signed \_\_\_\_\_ (parent/guardian)

Signed \_\_\_\_\_ (student)

Date \_\_\_\_\_

Holy Faith Secondary School  
Clontarf



Anti-Bullying Agreement

Bullying is unacceptable and will not be tolerated in or near Holy Faith Secondary School, Clontarf.

You must not:

- Hurt another person physically or emotionally
- Threaten or intimidate
- Deliberately exclude or isolate

Bullying is any behaviour which is Hurtful, Aggressive, Repeated and Deliberate (HARD)

- A record of incidents will be kept
- Procedures as described in our Anti-Bullying Policy will be followed
- Everyone involved in bullying will receive help
- Students who persistently bully may be suspended

Signed:

Parent.....

Student.....

Date.....

# Holy Faith Secondary School Clontarf



## Anti-bullying Programme

Year:

Date:

### Parent Information

In our school, we have an anti-bullying policy which is in place to make the school a safe and friendly place for everybody. As part of the policy, we will be exploring the topic of bullying with students beginning the week of \_\_\_\_\_. The lessons will help students identify bullying behaviour, give students ideas on how they can protect themselves, help other students and support one another as a group.

If you have any suggestions, comments or observations to make, please do not hesitate to contact us.

Outlined below are some of the issues that will be addressed with students. **During the programme an anti-bullying questionnaire will be issued to students which should be completed at home and returned to the school the next day in the envelope provided.**

Bullying is “repeated aggression, verbal, psychological or physical, conducted by an individual or group against others”. It is very important that we all understand what we mean by bullying.

**Bullying is HARD: It can be.....**

**H**urtful

**A**ggressive

**R**epeated

**D**eliberate

There can be a once off incident of bullying that causes a person to be intimidated on an on-going basis. But usually bullying is repeated. Bullying is also **HARD** to defend yourself from.

Students will be helped to identify the different types of bullying behaviours which are usually listed as physical, verbal, psychological, racial, sexual, cyber, homophobic and relational.

Many students are in a bystander role so learning ways of acting safely in these situations will go a long way towards changing the culture of bullying in school.

Bystanders may have a positive influence and stop bullying behaviour by the following actions:

### **DO:**

- **DO** say “NO” or “STOP” when you see someone behaving unfairly.
- **DO** tell when you know a student is suffering from being bullied (This is not “ratting”. It is telling to be safe)
- **DO** include people who are being left out

### **DO NOT:**

- **DO NOT** join in bullying behaviour by laughing at, sneering or slagging when someone starts doing this.
- **DO NOT** cheer on bullying or a fight
- **DO NOT** stay in a dangerous situation, e.g. a fight. Get help immediately from an adult.
- **DO NOT** bully the bully.

### **Advice for telling**

- The first step is to **TELL AN ADULT**. A friend can give support and understanding but it almost always takes an adult to get it sorted.
- Admitting you are being bullied is never easy
- Telling is not ratting. It is telling to keep someone safe.

### **Who can I tell:**

- |                                   |                       |
|-----------------------------------|-----------------------|
| • Parent-who can telephone school | • Guidance Counsellor |
| • Sports Coach                    | • Year Head           |
| • Mentor                          | • Deputy Principal    |
| • Teacher                         | • Principal           |

### **How can I tell**

- Note with homework
- Note placed in office letterbox (this can be anonymous)
- Note to Year Head
- Use of Microsoft Teams
- Parent can ring school
- Meeting with Year Head or Counsellor
- Anti-bullying Questionnaire

## What happens when I tell

- All students are spoken to separately
- The behaviour is challenged as being unacceptable
- A record is kept of all incidents and procedures followed
- There may be further investigation through questionnaire or observation
- Progress of victim/target, bully and others will be monitored
- In the case of a repeat incident the Principal/Deputy Principal and parents are informed.

### First Incident

Serious talk with students to point out inappropriate behaviour and the effects of this behaviour.

Verbal warning; students involved warned to stop.

A verbal agreement is sought re future behaviour.

An apology, return of property etc may be appropriate

Parents contacted informally

### Repeat Incident

Serious talk with students regarding behaviour and future behaviour

A written agreement is drawn up and signed by students and parents re future behaviour.

All involved may speak separately to the Guidance Counsellor.

Detention

Behaviour report

Loss of privileges

### Persistent Bullying

Detention/Suspension

Loss of privileges  
Conditions set regarding student's future behaviour during meeting with parents

Counselling offered

Referral to child psychologist/Garda juvenile Liaison Officer

Contact with other support agencies

The future of the student in the school may be considered

## Holy Faith Secondary School Clontarf



### Disclosure Report

Teacher .....

Class .....

Date .....

Time .....

**Names of Student:**

**Details of Incident:**

**Action Taken:**

**Signed:** .....

## Holy Faith Secondary School Clontarf



### 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	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

--

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

9. Details of actions taken

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

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

**Holy Faith Secondary School  
Clontarf**



**Follow-up Report**

**Teacher** .....

**Student Support Team** .....

**Date** .....

**Names of Student/s:**

**Further Details of Incident:**

**Action Taken:**

**Parents Contacted**

**Signed:** .....

.....

## BULLYING SOCIOGRAM FORM

Name of student

- Are you happy with the atmosphere in your class?

- Who are your friends?

- Are you being bullied in any way? *(If the answer is yes, gather details and reassure the pupil that the problem will be addressed.)*

- Is there anyone in the class being picked on or having a hard time?

- Is anyone being left out, or ignored?

- Is there anyone spreading rumours or gossip, or using notes, phone calls or text messages to make others feel bad about themselves?

- Is anyone being unfair to others?

- Is there a group of pupils making life difficult for others?

- Are pupils from other classes giving anyone in this class a hard time?

- Can you give examples?

- Who do you think is causing the problem?

- What can you do to help students who are having a hard time?

- Have you been bullying anyone?

Who is bullying?	What is the behaviour?	Who is it directed towards?

Conclude by reminding all pupils about the school's anti-bullying policy. Thank them for their co-operation, and mention that you will be acting on the information you have received

## Holy Faith Secondary School

### Clontarf



### Acceptable Use Policy

The aim of this Acceptable Use Policy is to ensure that pupils will benefit from learning opportunities offered by the school's Internet resources in a safe and effective manner. Internet use and access is considered a school resource and privilege. Therefore, if the school AUP is not adhered to this privilege will be withdrawn and appropriate sanctions - as outlined in the AUP - will be imposed.

It is envisaged that school and parent representatives will revise the AUP annually. Before signing, the AUP should be read carefully to ensure that the conditions of use are accepted and understood.

This version of the AUP was revised on 28<sup>th</sup> September 2020 by Deirdre Gogarty (Principal) and Miriam Kearney (ICT coordinator).

#### School's Strategy

The school will employ a number of strategies in order to maximise learning opportunities and reduce risks associated with the Internet in school. These strategies are as follows:

#### **General**

- Access must only be made via the user's authorised account and password, which must not be given to any other person.
- Internet sessions will always be supervised by a teacher.
- Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to inappropriate material.
- The school will regularly monitor pupils' Internet usage in school.
- Students and teachers will be provided with training in the area of Internet safety.
- Uploading and downloading of non-approved software will not be permitted.
- Virus protection software will be used and updated on a regular basis.
- The use of personal memory sticks and other storage devices is not allowed on the school ICT system.
- The school ICT system may not be used for private/personal purposes.
- The use of public chat rooms is not allowed.
- Students will observe good 'netiquette' (i.e., etiquette on the Internet) at all times and will not undertake any actions that may bring the school into disrepute.

#### **World Wide Web**

- Students will not visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Students will use the Internet for educational purposes only.
- Students will be familiar with copyright issues relating to online learning.
- Students will never disclose or publicise personal information.

- Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

### **Email**

- Students will use an approved school/class email account only, under the supervision of a teacher.
- Students will not send or receive any material that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person.
- Students will not reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Students will never arrange a face-to-face meeting with someone they only know through  
E-mails or the Internet.
- Students will note that sending and receiving e-mail attachments is subject to permission from their teacher.

### **Cyber Bullying**

Students should not engage in the following behaviour:

Abusive texting

Silent, abusive or constant telephone calls, texts, mail or voice mail

Abuse of Snapchat, Instagram, Face Book, Twitter, Bebo, Bebo band and other websites

Posting negative / hate comments / polls

Creating fake sites

Inappropriate texting, photography or filming, using mobiles /cameras

### **Legislation**

The school will provide information on the following legislation relating to us on the Internet which teachers, students and parents should familiarise themselves with:

- Data Protection (Amendment) Act 2003
- Child Trafficking and Pornography Act 1998
- Interception Act 1993
- Video Recording Act 1989
- The Data Protection Act 1988

### **Support Structures**

The school will inform students and parents of key support structures and organisations that deal with illegal material or harmful use of the Internet.

### **Sanctions**

Misuse of the Internet may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. The school also reserves the right to report any illegal activities to the appropriate authorities.

### Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes	No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?		
Has the Board published the policy on the school website and provided a copy to the parents' association?		
Has the Board ensured that the policy has been made available to school staff (including new staff)?		
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?		
Has the Board ensured that the policy has been adequately communicated to all pupils?		
Has the policy documented the prevention and education strategies that the school applies?		
Have all of 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 regarding the school's handling of bullying incidents?		
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?		
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?		
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?		
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?		
Has the Board put in place an action plan to address any areas for improvement?		

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
 Chairperson, Board of Management Principal

Date \_\_\_\_\_ Date \_\_\_\_\_

Holy Faith Secondary School  
Clontarf



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

To: \_\_\_\_\_

The Board of Management of Holy Faith Secondary School, Clontarf, wishes to inform you that:

The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_ [date].

This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's Anti-Bullying Procedures for Primary and Post-Primary Schools.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal