Rice College Ennis   (An Edmund Rice School)

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Rice College Anti-Bullying Policy

School Name: Rice College, Ennis, Co. Clare

Address: New Road, Ennis, Co Clare. V95 FV10

Details: Rice College is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a co-educational school.

School Management: The Board of Management of Rice College is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement:
Rice College is operated according to the religious and educational philosophy of the Edmund Rice Schools Trust Charter (ERST).
We strive to live up to Christian values and show genuine concern for our school community.
Our core aims are to provide a broad and comprehensive education and to recognise the needs and develop the talents of each person.
We strive to enrich all those with whom we are privileged to come in contact, we strive to succeed.

Ethos:
Inspired by the vision of Blessed Edmund Rice, the Christian Brother School gives priority to education in a living faith whereby students grow to appreciate the life and mission of Jesus Christ with a view to being committed to the world as he was. Has a special concern for the poor and underprivileged. His aim was to develop a curriculum which promotes the harmonious growth of the whole person.

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Introduction:

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 Rice College School, 61910K, 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.

Rationale:

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.

The main aims of this anti-bullying policy are as follows:

1. To give direction and guidance to school authorities and school personnel in preventing and tackling school-based bullying behaviour amongst our students and in dealing with any negative impact within school of bullying behaviour that occurs elsewhere.
2. To establish a systematic approach to prevent and ultimately counteract the negative impact of bullying and to make every effort to create a stable, secure and healthy learning environment for all our students and staff in Rice College.

The main objectives of this anti-bullying policy are as follows:

1. To create a positive school culture and climate that is inclusive and welcoming of difference;
2. To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour;
3. To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour;
4. To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;
5. To provide procedures for investigating and dealing with bullying behaviour;
6. To provide procedures for noting and reporting bullying behaviour;
7. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
8. To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour; and
9. To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy.

Definition of Bullying

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as: "**unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.**"

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.

Types of Bullying

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 may include, but are not limited to:

- **Physical bullying** such as hitting, spitting, kicking, pushing, tripping, stealing, vandalising, damaging property and intimidation.

- **Verbal bullying** such as name-calling, jeering, teasing, taunting, slagging and threatening.

- **Psychological bullying** such as excluding, isolating, ridiculing, malicious gossip, spreading rumours, passing notes, using peer pressure to intimidate, threatening gestures or looks.

- **Sexual bullying** such as unwelcome sexual comments, touching body parts, spreading rumours about a person's sexual orientation, taunting a person of different sexual orientation.

- I**solation/Exclusion and other relational bullying**:

- **Intimidation**: Aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- **Cyber-bullying** is a form of social bullying that uses technological communications to humiliate, harass, embarrass, tease, intimidate, threaten or slander an individual or group of people. Cyber bullies use instant messages, texts, e-mails, chat rooms, mobile phones, social networking or blogs and interactive games. Cyber bullying is the

act of being cruel to others by sending or posting harmful material or compromising photographs online or through a mobile phone.

- **Verbal bullying** such as name-calling, jeering, teasing, taunting, slagging, threatening.

- **Extortionate bullying** to extort items such as money and other property or to force somebody to carry out actions against their will.

- **Identity-based bullying** such as homophobic, transphobic or transgender; or bullying of those with disabilities or special educational needs. It also includes bullying based on a person's membership of the Traveller community.

- **Racist bullying** such as discrimination, prejudice, comments or insults about colour, nationality, or cultural ethnicity.

- **Damage to property**: Persistent damage to clothing, mobile phones, school books and other personal belongings. Items of personal property may be defaced, broken, stolen or hidden.

- **Gaslighting**: This happens when a person tries to control a victim by twisting their sense of reality, doing something abusive and then denying it ever happened. Gaslighters may also convince their victims that they're mentally unfit or too sensitive.

The impact of bullying behaviour on the person

The Person	The impact
Being bullied	Feelings of insecurity, humiliation, extreme anxiety and increased vulnerability. Poor self-confidence and/or low self-esteem. Changes in mood and behaviour. Extreme cases of bullying may result in suicide.
Witnessing the bullying	Feelings of anxiety, guilt, fear and distress at not being able to help those being bullied.
Engaging in bullying behaviour	Higher risk of depression. Increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Indicators of bullying behaviour

- Anxiety about travelling to and from school;

- Unwillingness to go to school, refusal to go to attend, truancy;

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

- Pattern of physical illnesses e.g. headaches, stomach aches;

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

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

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

- Possessions missing or damaged;

- Increased requests for money or stealing money;

- Unexplained bruising or cuts or damaged clothing; and

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

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

Reporting a bullying incident

Complaints of bullying may be reported by the victim, other students (witnesses or confidantes), teachers, ancillary staff, parents or members of the wider community to any member of the Rice College teaching staff, including the Deputy Principals and Principal.

The "Relevant Teacher."

In Rice College, the Year Head, Guidance Counsellor and the Deputy Principal designated to deal with discipline are deemed to be the relevant teachers in the context of Section 6.8 of the *Anti-Bulling Procedures for Primary and Post-Primary Schools*;

The relevant teacher is the person who receives the reported incident of bullying and who is subsequently actively involved in the intervention process.

The Year Head and Deputy Principal will prepare recorded findings for the Principal. The Principal and/or Deputy Principal will meet with the parents.

Procedures for investigating and dealing with bullying

The Rice College procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used for dealing with cases of bullying behaviour are as follows: (see Section 6.8 of the *Anti-Bulling Procedures for Primary and Post-Primary Schools)*

The primary aim 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)

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may report a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with reported incidents of bullying

- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils 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;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher 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.
- 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;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) 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 parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil 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 pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;
- There is no such thing as an innocent bystander.
- The HSE Cool School Programme – Investigating and Resolving Bullying in School is a valuable resource.

Intervention Strategies for dealing with a reported incident of bullying

1. On receiving a report of an incident of bullying, the relevant teacher will reassure the reporting person that they have made an important step towards the resolution of the situation.
2. The victim will be met with and asked how they would like the situation to be resolved. The victim will be regularly met with to ensure that the bullying has stopped and is not resumed.
3. The student against whom the allegations have been made will also be met with and listened to. The student will be regularly met with to ensure any bullying behaviour which may have happened has stopped.
4. Anyone else who may have witnessed the incident will also be met with in order to get a fuller understanding of the incident.
5. Parents will be contacted, informed and their support sought.
6. All findings from the above process will be carefully documented.
7. Any student affected by the bullying will be supported and referred, if appropriate, to counselling or other support services available.
8. Those found to be bullying will be supported in order to raise their awareness of the effects of their actions and to prevent such behaviour continuing. If appropriate he/she will be sanctioned in line with the Rice College Code of Behaviour.
9. If the bullied student is agreeable, follow up meetings with those involved will be arranged.
10. All interventions will be noted by the relevant teacher on the Appendix 1 – Rice College Bullying Report Form. If the bullying behaviour continues and/or the situation is not resolved, then this completed form will be passed to the Deputy Principal(s) / Principal for further action. This may include seeking the assistance of outside agencies where appropriate and available.

11. When the intervention is complete the files will be passed on to the appropriate Year Heads for retention.

IMPORTANT – THE RELEVANT TEACHER IS REQUIRED TO CHECK THAT THE INCIDENT HAS BEEN ADEQUATELY AND APPROPRIATELY ADDRESSED **WITHIN 20 SCHOOL DAYS** OF THE INITIAL REPORT BEING MADE.

IF THE RELEVANT TEACHER IS NOT SATISFIED THAT THE REPORTED INCIDENT OF BULLYING HAS STOPPED THEN **FORM APPENDIX 1** MUST BE FILLED IN AND GIVEN TO THE PRINCIPAL / DEPUTY PRINCIPAL(S) THERAFTER.

Follow up and recording

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher 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;
  Any feedback received from the parties involved, their parent(s)/guardian(s)s, the school Principal or Deputy Principal.
- 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 pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is/are not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Pupils.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- While all reports, including anonymous reports of bullying must be primarily investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the Principal/Deputy Principal(s) of all incidents being investigated.
- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- **Incidents of physical assault, extortion and intimidation must be reported to the Principal/Deputy Principal immediately.**

Formal recording bullying behaviour

The relevant teacher must use a recording template at **Appendix 1** to record the bullying behaviour in the following circumstances:

- In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed **within 20 school days** after he/she has determined that bullying behaviour occurred; and
- The school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. These behaviours are **physical assault, extortion and intimidation**.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal in his office.

Established intervention strategies

- Teacher interviews with all pupils.

- Negotiating agreements between pupils and following these up by monitoring progress. (This can be on an informal basis or implemented through a more structured mediation process.)
- Working with parent(s)/guardian(s)s to support school interventions.
- No Blame Approach.
- Restorative interviews.
- Restorative conferencing.
- Implementing Sociogram questionnaires. (Appendix 3)
- Peer mediation, where suitable training has been given.

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Ant-Bullying Procedures for Primary and Post-Primary Schools*):

- Closer monitoring and communication with victim.
- Counselling in-house.
- Referral to external counselling services available in the area.
- Referral to NEPS.
- Referral to our pastoral care team/Student support team.
- Referral to HSE Children and Family Support Services.
- Referral to Garda.

Implementation of education and prevention strategies including awareness raising

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 Rice College are as follows (see Section 6.5 of the *Anti-Bulling Procedures for Primary and Post-Primary Schools*);

- The fostering and enhancing of the **self-esteem** of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of **self-worth** through formal and informal interactions.
- **Whole staff professional development** on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- **Supervision** and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. Buddy system **mentoring** and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

- Development and promotion of an **Anti-Bullying code** for the school to be included in students' journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. **a dedicated notice board** in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual or term student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- **Encourage a culture of telling**, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance
- It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g. direct approach to teacher at an appropriate time, for example after class. Hand note up with homework. Get a parent(s)/guardian(s) or friend to tell on your behalf. Make a phone call to the school or to a trusted teacher in the school. **Anti-bully box**?
- Administer a **confidential questionnaire** once a term to all pupils.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.

Implementation of curricula

- The full implementation of the SPHE and CSPE curricula and the RSE.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes: e.g. Cool School Lessons, #UP2US, Stay, On My Own Two Feet (SPHE)
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack) **Diversity and Interculturalism.**
- Delivery of the **Garda SPHE Programmes** at post- primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in "Sexual Orientation advice for schools".

Links to other policies

Rice College, 61910K, school policies, practices and activities that are particularly relevant to bullying.

1. Code of Behaviour

2. Child Protection policy

3. Acceptable Use policy

4. SPHE & CSPE

5. Supervision of pupils

6. Attendance Policy

Supervision and Monitoring of Pupils

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

Prevention of Harassment

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

Policy Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be

made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Approval

This policy was adopted by the Board of Management on 8/11/21.

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

Signed: _____ Date: 8/11/21
            Chairperson of the Board of Management.

Signed: _____
                    (Principal)   Date: 8/11/21

Date of next review: November 2022.

Appendix 1 – Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____Class_____

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

_____

_____

_____

_____

_____

_____

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	
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 _____ (Year Head) Date _____

Date submitted to Principal/Deputy Principal _____

Appendix 2 Practical tips for building a positive school culture and climate

- Model respectful behaviour to all members of the school community at all times.

- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.

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- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.

- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.

- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.

- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.

- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.

- Explicitly teach pupils about the appropriate use of social media.

- Positively encourage pupils to comply with the school rules on mobile phone and internet use.

- Follow up and follow through with pupils who ignore the rules.

- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

- Actively promote the right of every member of the school community to be safe and secure in school.

- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.

- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.

   o Hot spots tend to be in the playground/school yard/outdoor areas, changing

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   o rooms, corridors and other areas of unstructured supervision.

   o Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

- Support the establishment and work of student councils.

Appendix 3 – Rice College 61910K, Questionnaire for Sociogram

Name:

- Are you happy with the atmosphere in your classroom?

- Who are your friends?

- Are you feeling under pressure in any way?

  (Take details and reassure student that the problem will be addressed)

- Is there anyone in class having a hard time? Explain

- Is anyone being left out, or ignored?

- Is anyone spreading rumours, gossip, using notes, phone calls, text messages or e-mails 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 the class a hard time?

- Can you give examples?

- Who do you think is causing the problem?

- What can you do to help pupils having a hard time?

- Have you been contributing to anything that would isolate anyone or make them uncomfortable?

Appendix 4

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*?	YES
Has the Board published the policy on the school website and provided a copy to the parents' association?	YES
Has the Board ensured that the policy has been made available to school staff (including new staff)?	YES
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?	YES
Has the Board ensured that the policy has been adequately communicated to all pupils?	YES
Has the policy documented the prevention and education strategies that the school applies?	YES
Have all of the prevention and education strategies been implemented?	YES
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	YES
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	YES
Has the Board received and minuted the periodic summary reports of the Principal?	YES

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?	N/A
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	NO
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	NO
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	NO
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?	N/A
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	YES
Has the Board put in place an action plan to address any areas for improvement?	YES

Signed   *Liam Ashe*   Date   8/11/21

Chairperson, Board of Management

Signed   *Louis Mulqueen*   Date   8/11/21

Principal

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

To: All Relevant Bodies:

The Board of Management of RICE COLLEGE wishes to inform you that:

o   The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 8/11/21.

o   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 8/11/21

            Chairperson, Board of Management

Signed   Date 8/11/21

                        Principal