



Mount Sackville's Anti-bullying Policy

Mission Statement

The educational philosophy of Mount Sackville is the all-rounded development of the student: religious, spiritual, moral, intellectual, emotional, physical, social and cultural. We strive to bring about this process of maturing in a Christian context.

School Aims and Ethos

- We are committed to respecting the individuality of each student and helping her to realise her full potential.
- We encourage the pursuit of excellence and a high standard of teaching and learning opportunities is offered.
- We provide opportunities for prayer and reflection and to relate to others in a Christian way.
- We work to create a caring school community based on respect, integrity, honesty and justice.
- We prepare our students to take their place as self- confident, articulate young women who will meet the challenges of modern life with serenity and courage.

Anti-Bullying Charter

Every person in Mount Sackville has the right to teaching, learning and working in a caring and safe environment. As part of our Cluny ethos all members of this school community treat each other with consideration, respect and dignity, irrespective of any personal or social difference. Bullying of any form, including cyber-bullying is neither accepted, nor tolerated in this school.



Mount Sackville's Anti-Bullying Policy

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 Mount Sackville** 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.
 - An annual review of our 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.

The list of examples of bullying behaviour below is non-exhaustive:

Examples of Bullying Behaviour

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> •Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. •Physical aggression •Damage to property •Name calling •Slagging •The production, display or circulation of written words, pictures or other materials aimed at intimidating another person •Offensive graffiti •Extortion •Intimidation •Insulting or offensive gestures •The “look” •Invasion of personal space •A combination of any of the types listed.
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Cyber	<ul style="list-style-type: none"> •Denigration: Spreading rumors, lies or gossip to hurt a person's reputation •Harassment: Continually sending vicious, mean or disturbing messages to an individual •Impersonation: Posting offensive or aggressive messages under another person's name •Flaming: Using inflammatory or vulgar words to provoke an online fight •Trickery: Fooling someone into sharing personal information which you then post online •Outing: Posting or sharing confidential or compromising information or images •Exclusion: Purposefully excluding someone from an online group •Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety •Silent telephone/mobile phone call •Abusive telephone/mobile phone calls •Abusive text messages •Abusive email •Abusive communication on social networks e.g. Facebook/Ask.fm/Twitter/YouTube/Snapchat/Instagram or on games consoles •Abusive website comments/Blogs/Pictures •Abusive posts on any form of communication technology
Identity Based Behaviours	
<p>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
Homophobic and Transgender	<ul style="list-style-type: none"> •Spreading rumours about a person's sexual orientation •Taunting a person of a different sexual orientation •Name calling e.g. Gay, queer, lesbian...used in a derogatory manner •Physical intimidation or attacks •Threats
Race,nationality, ethnic background and membership of theTraveller community	<ul style="list-style-type: none"> •Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background •Exclusion on the basis of any of the above

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*): In the case where a student(s) is being bullied she should be able to approach the following people:

In Mount Sackville a student who is experiencing bullying may approach the following:

- Class Tutor and/or Dean.
- Guidance Counsellor.
- The Chaplain
- Any member of staff with whom the student feels comfortable.
- Principal or Deputy Principal.
- The Anti-bullying committee (Ms Hickey, Ms Delaney, Ms Begley, Mr Murphy, Ms Haran, Ms Kennedy, Ms Stronge, Ms O' Connor and Ms Leyden).
- The Ambassador Anti-Bullying Team.
- **Any teacher may act as a relevant teacher if circumstances warrant it.**

A student should feel comfortable reporting a bullying incident by using one, or any, of the following approaches:

- Directly approaching a teacher at suitable time.
- Handing up a note with homework or at tutor time,
- Placing a note in the “worry” box at reception.
- Getting a parent/guardian to contact the school by ringing the class tutor / Dean or emailing either.
- Participating in a questionnaire twice a year (mid Oct – mid Nov and mid Feb – mid March) to all students to be administered by the Class Tutor/SPHE Teacher/RE Teacher

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 (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The policy addresses bullying behaviour, harassment and sexual harassment.

While it primarily addresses issues related to bullying of students, it applies also to teaching and other school staff, parents/guardians and others insofar as measures under the policy relate to them.

The policy applies

- During school time (including break and lunch times)
- Going to and from school
- During school tours/fieldtrips
- During after school sporting and debating activities.
- During extra-curricular activities
- To any behaviour of a bullying nature (outside school) which seriously impacts on a students' participation in school and / or where the matter relates to the school's duty of care of a student.

Actions to prevent bullying

- Our Anti-Bullying Policy is an integral part of Mount Sackville's Code of Behaviour.
- Everyone in this school has a duty to look out for any behaviour which can be deemed bullying (from list above). This includes parents/guardians and the wider school community.
- **The Ambassador Anti-bullying Programme** has been adopted by the school. This is where a number of students have been trained as Ambassadors to promote anti-bullying in our school community. (See Appendix 7)
- An anti-bullying charter is placed in all classrooms.(see page 1)
- Development and promotion of our Anti-Bullying code for the school-to be included in school journal.
- Teachers to be given CPD in the area of restorative justice.
- Class tutors to remind students regularly of the effects of Bullying.
- Supervision and monitoring of students behaviour, including locker areas, yard, and corridors.
- Parents and students to be given a copy of examples of bullying behaviour.

- Our anti-bullying policy to be addressed each September in the welcoming of incoming first years and their parents.
- Inclusion in the Curriculum – create awareness in a wide range of subjects.
- Anti-bullying Week – activities are planned that raise awareness and prioritise anti-bullying interventions.
- The school will address the attitudes of bullying within the school community through the administering of questionnaires to all class groups (by class tutors/SPHE teachers/RE teachers) twice a year.
- 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 and digital devices within the school.
- The Student Parliamentary Council will be involved in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- The Student council will discuss bullying at least twice a year.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place and in so doing foster a culture of a “telling” community which will not accept bullying as tolerable.
- 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 digital devices.
- Regarding cyber-bullying the following advice is given to students:
Treat your pass password like your toothbrush. It is yours and yours only.
Block the bully
Save the evidence
Think before you send
Tell a responsible adult

Links to Other Policies and to Curriculum Delivery.

This policy is consistent with other policies in Mount Sackville;

- Code of Behaviour
- Admission’s Policy
- Child Protection
- Equality

- Internet Safety: Acceptable Use Policy
- Health and Safety
- Guidance
- Learning Support
- Supervision of students
- PE Policy
- “Dignity for all” Policy

This policy links to the following Curriculum areas

- SPHE: the issue of bullying dealt with in each of three years of Junior Cycle SPHE, CSPE (Human Rights), English (personal accounts), PE (Q of sporting exclusion) etc
- Other links could include
 - Transition Year
 - LCVP
 - Weekly assembly
 - Library literature

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 (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Noting and Recording Incidents of Bullying.

The relevant teacher/teachers must be consistent with the following approach. The school’s procedures for dealing with reported incidents of bullying are as follows:

- Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.
- All reported incidents of bullying to be noted on the Bullying Incident Report form. (Appendix 1)

- Bullying Incident Report form to be filled in by the teacher to whom it was reported
- Forms to be given to the Dean.
- A Folder is to be left in the office for staff to put reports into, for collection by the Dean.
- The tutor and/or Dean, Guidance counsellor or Chaplain will be responsible for keeping and maintaining files in the Dean's office.
- Access to the cabinet to be restricted to the above and to the Principal and Deputy Principal
- Files are to be kept in the filing cabinet for 5 years after the student leaves the school

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher or staff member in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, the Librarian, 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 incidents

- 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.
- As a school which promotes mutually respectful relationships and a cohesive community in our day to day interactions, the principles of restorative justice will underpin the investigation and resolution of a bullying incident. This approach is preferred in order to repair relationships and ensure the needs of all those affected are addressed.

- 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. However, the conversation should not begin with these questions. The student should be made feel at ease and the investigation should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- The student may choose to have a friend present.
- The relevant teacher may choose to have another member of the care team present depending on the stage of the investigation.
- 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 is important and 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 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 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.
- Any reported allegations of bullying/harassment between students and staff should be dealt with directly by the Principal.
- In relation to staff to staff incidents, the matter should be referred directly to the Principal where an Incident report is to be filled out. Refer also to the ASTI Grievance procedure.
- 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).

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.
- Consider any feedback received from the parties involved, their parent(s)/guardian(s) or 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 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:
- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher on the recording template.(Appendix 1)
- Bullying incidents involving cyber-bullying must be recorded, and reported directly to the Principal.
- While all reports, including anonymous reports of bullying must be 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 of all incidents being investigated.

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

- The school will adopt a restorative justice approach when resolving the incident.
- The victim will receive the utmost privacy and confidentiality in the initial, and subsequent, investigations. They will be given the opportunity of speaking with the Guidance Counsellor and/or the Chaplain and any member of the pastoral care team will be available to talk to them.
- Following an investigated incident of bullying, Class Tutors, members of the Care Team and break-time Supervisors will monitor the behaviour of the students involved. This can be on an informal basis or implemented through a more structured approach.
- Deans will be informed of necessary developments in bullying incidents, at weekly staff meetings. They will be asked to monitor and observe the students or classes involved in specific incidents and to pass on these observations to the pastoral care team.
- The school will address the attitudes of bullying within the school community through the administering of questionnaires to all class groups (by class tutors/SPHE teachers/RE teachers) twice a year.
- A series of events will be organised, relating to raising awareness of bullying, during friendship week.
- Bullying will be incorporated into SPHE and Guidance lessons and reference made to it across the curriculum as appropriate.
- In a case where sanctions need to be imposed, they will be enforced, as per the school's Code of Behaviour, by the Dean of Year, Deputy Principal or the Principal.

- Parents or guardians will be informed of serious incidents and if necessary they may be required to join in the restorative based approach to resolving the issue.
- Guidance Counsellor will provide training in resilience.
- If pupils require counselling of 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.

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 was adopted by the Board of Management on _____ **[date]**.

11. 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.

12. 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.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____

Date: _____

Date of next review: _____

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/Locker room	
Toilets	
School Bus	
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/High Achiever	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 the Principal _____

Appendix 2 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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
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 _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

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

To: _____

The Board of Management of **Mount Sackville** 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 2** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 3 Practical tips for building a positive school culture and climate

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

- 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.
- 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.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- 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 4: Key Elements of a positive school culture and climate
Area of Focus

	Yes/No Comment
The school acknowledges the right of each member of the school community to enjoy school in a secure environment.	
The school acknowledges the uniqueness of each individual and his/her worth as a human being.	
The school promote positive habits of self-respect, self-discipline and responsibility among all its members.	
The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.	
The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.	
The school has the capacity to change in response to pupil's needs.	
The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.	
The school takes particular care of 'at risk' pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.	
The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.	
The school recognises the role of parents in equipping the pupil with a range of life-skills.	
The school recognises the role of other community agencies in preventing and dealing with bullying.	
The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities	
The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school	
Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community	

Appendix 5

List of references to research on Bullying

- Cotter, P. & Mc Gilloway, S. (2011). Living in an “electronic age”: Cyberbullying among Irish adolescents. *Irish Journal of Education*, 39, 44-56.
- Department of Children and Youth Affairs (2012) State of the Nation’s Children: Ireland 2012. Dublin: Government Publications.
- Department of Education and Skills (2013). Action Plan on Bullying: Report of the Anti-Bullying Working Group to the Minister of Education and Skills.
- Mayock, P. et al (2009). Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People. Dublin: Gay and Lesbian Equality Network (GLEN) and BeLonG To Youth Service.
- Ombudsman for Children (2012). Dealing with bullying in schools. A consultation with children & young people. Dublin: Ombudsman for Children’s Office.
- O Moore M. (2012) Cyber-Bullying: the situation in Ireland. *Pastoral Care in Education: an international journal of personal, social and emotional development*.
- O Moore and Stevens (2013). *Bullying in Irish Education*. Cork University Press.
- O’Neill, B. Grehan, S. & Olafson, K. (2011) Risks and safety for children on the Internet: the Ireland report. LSE, London: EU Kids Online.p .34.
- Livingstone, S., Haddon, L. Gorzig, A. & Olafsson, K. (2011) Risks and safety on the Internet. The perspectives of European children. Full findings. LSE, London: EU Kids Online. p. 61-71.
- The Equality Authority, 2005. Schools and the Equal Status Act: http://www.education.ie/en/publications/education_reports/ge_school_s_and_equality.pdf
- The Resource ‘Growing Up’ LGBT was developed by SPHE, GLEN and BeLonG to support teachers in teaching about LGBTLEN www.glen.ie BeLonGTo www.belongto.org
- Other web resources on internet safety include
 - www.webwise.ie
 - www.watchyourspace.ie
 - www.ispcc.ie
 - www.nabc.ie The National Anti-Bullying Coalition
 - www.internetsafety.ie

Appendix 6: Guidance to Parents/Guardians

Advising your child regarding bullying and cyber-bullying:

Each person has the right not to be harassed and bullied

If you know bullying is going on, support the victim and report it. Don't be a bystander

Use the following advice;

- Always respect others. What you consider a joke may be hurtful to someone else.
- Be kind and inclusive
- Make eye contact with the bully and say "stop"
- Think before you send.
- Treat your password like your toothbrush. It's yours and yours only.
- Block the bully.
- Don't retaliate or reply.
- Save the evidence
- Make sure you tell an adult you trust.

What to do if you think your daughter is being bullied?

- Discuss the situation calmly with your daughter to find out if they are being bullied and if they are to what extent
- Assure your daughter that the problem is with the person doing the bullying.
- Keep a written record if possible.
- **Contact the school**

What do you do if you suspect your child is involved in bullying?

Bullying is often the result of a poor self-image or a hidden response to fear. It can sometimes be behaviour observed in the way adults deal with life.

The parents of a child who is bullying will in certain cases be called in to discuss the situation. Parents are expected to let their children know if this is serious.

- Disapproval of the behaviour (not the child) must be shown.
- It is expected that parents will ensure their daughter takes responsibility for their actions i.e. apologise, return money etc.
- Parents should then try to find out why this behaviour has taken place.

It can sometimes be for the following reasons:

- The child has been bullied in the past and they in turn take their aggression out on other children.
- They may need money, help with homework etc.
- There may have been some upset in the family, separation, bereavement etc.
- Physical size can sometimes make it easier to bully.

If this behaviour is dealt with quickly and in a serious manner, then the child who is bullying will generally stop this behaviour.

Practical advice for you the parent regarding cyberbullying?

- Upgrade IT skills
- Take an interest in your child's online activities.
- Set rules and consequences of internet use at home
- Explain potential dangers
- Encourage reporting of inappropriate texts or posts.
- Enhance self esteem
- Usage should be monitored.
- You tube clips on bullying should be watched together with your child and your child should become aware that suicide is not an option.

Appendix 7 Ambassador Anti-Bullying Committee

The Princess Diana Anti-Bullying Ambassador Programme
The Princess Diana Award, Anti-Bullying Ambassadors programme, works in hundreds of schools, primary and secondary, throughout the United Kingdom and Ireland.

The programme trains young people to be Anti-Bullying Ambassadors in their schools and communities, empowering both staff and students. Ultimately these ambassadors help to prevent bullying and ensure everyone feels safe and happy in their school, both on and offline. Mount Sackville is now part of this programme.

What the Ambassadors do in Mount Sackville:

Help to make Mount Sackville a safe and happy place for both students and teachers.

Ambassadors

- Organise lunch-time activities every day in Room 221.
- Are available to students to discuss personal concerns or concerns regarding others.

- Provide students with a means of reporting bullying, for example a Worry Box in the Reception area.
- Treat all issues with sensitivity and confidentiality.
- Liaise with the Principal, Ms Higgins, Ms Delaney (Anti-Bullying Co-ordinator), Teachers' Anti-Bullying Committee, or relevant Dean where issues are considered serious.
- Organise a Buddy System between 5th year students and 1st year students. (Last term a joint table quiz was organised at lunch-time).
- Highlight a sense of community and belonging in the school. (A Friendship Wall has been designed in the Junior Lunch Hall where every student and member of staff have had their hand print painted on the wall.
- Organise a compliment day where affirmations and compliments are posted on student lockers.
- Promote safe internet use.

The Anti-Bullying Ambassador Team

Zainab Afzal, Niamh O'Donovan, Maeve O'Keeffe, Emma Vuotto ,
Gráinne Garrigan,
Elise O' Neill, Emmajayne Donohoe, Evana Cassidy, Éilis Power, Sohini Sengupta,
Alina Fartukh, Shauna Ryan, Kate Elliott, Ella Shiel, Lucy O Reilly and
Eleana Boyle.

IBM Mentors' and Anti-Bullying Ambassadors' Campaign

IBM has agreed to mentor our Anti-Bullying Ambassador Team and have kindly provided two Mentors to help develop the programme in Mount Sackville.

The Anti-Bullying Ambassadors and IBM Mentors will work together over a number of months to design a campaign in school which addresses a particular topic of the Ambassadors' choice. The Mentor will work with the Anti-Bullying Ambassadors to help them further understand the issues in their school and help to determine which topic they will focus their campaign on. Over the course of a number of months the Mentors and Ambassadors will execute a campaign involving the whole school. The Mentors will be required to transfer any skills that they feel would benefit the Ambassadors' campaign. The Ambassadors and Mentors will then come together in an event at IBM to showcase their campaign.

The team of Ambassadors are currently working on the topic of
Inclusion