Grange Community College

Anti-Bullying Policy

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 Grange Community College has **adopted the following Anti-bullying Policy** within the framework of the school's overall Code of Positive Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

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:

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1. A positive school culture and climate

2. Effective leadership

3. A school-wide approach

4. A shared understanding of what bullying is and its impact

5. Implementation of education and prevention strategies (including awareness raising measures)

6. Effective supervision and monitoring of pupils

7. Supports for staff

8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)

9. On-going evaluation of the effectiveness of the anti-bullying policy

10. Links to other policies

11. Prevention of Harassment

12. Policy Adoption

13. Dissemination and Publication

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1. **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;

- promotes respectful relationships across the school community;

2. **Effective leadership**

- builds empathy, respect and resilience in pupils

- implements strategies to prevent and deal with bullying issues as they arise within the school community

- explicitly addresses the issues of cyber-bullying

- explicitly addresses identity-based bullying including in particular, homophobic and transphobic bullying

3. **A school-wide approach**

Grange Community College will adopt a school-wide approach involving management, staff, parents, students and members of the wider community with a connection to the school to prevent bullying.

While it is important to realise that disagreements are part of life and that every disagreement should not be treated as a bullying incident, Grange Community College makes it clear to all members of the school community that bullying of any kind is unacceptable, irrespective of whether it is a student, a staff member or any other person that is the subject of such behaviour. In this context, all members of the school community have a duty to bring to the attention of the tutor, year head, Principal and/or Deputy Principal any incident of bullying that they know about or suspect.

- 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 promotes positive habits of respect, responsibility and cooperation among all its members.
- The school recognises the role and responsibilities of parents* in equipping the pupil with a range of life-skills. In this context Grange Community College is committed to engaging with parents.
- The school recognises the need to work in partnership with parents and keep them informed on procedures to improve relationships on a school-wide basis.
- All members of the school community will be involved in the on-going development of policies to prevent bullying.
- The school supports teachers and staff in monitoring their classes and identifying bullying behaviours.

    * Parent(s) is taken to refer to parent(s)/guardian(s)

- 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 pupils' 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. This is done in particular through the School Support Team.
- 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.
- This school will make every effort to high-light the importance of students reporting incidents or concerns about bullying to a member of the teaching staff.

4. A shared understanding of what bullying is and its impact

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:

| General behaviours which apply to all | - 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 - Invasion of personal space - A combination of any of the types listed.
Cyber	- **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 or Trolling**: Using inflammatory or vulgar words to provoke anonline fight - **Trickery, Phishing or Catfishing**: Fooling someone into sharing personal informationwhich 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 or online gaming - Abusive website comments/Blogs/Pictures - Abusive posts on any form of communication technology - Misuse of Social Media Websites

	Identity Based Behaviours **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).
Homophobic and Transgender	• Spreading rumours about a person's sexual orientation or gender • 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 the Traveller community	• 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 • Name calling • Offensive gestures • Physical/Verbal abuse • Sneering at culture • Taking off someone's accent whether it be a Traveller accent or a National accent. • Calling someone by their ethnicity, colour or nationality, i.e. If there are a number Mary's in the school all white except for one, and calling that Mary, Black Mary. • Calling someone a word associated with their culture or identity, i.e. 'gypo, paddy, paki' (this list is not exhaustive) • Slagging an aspect of someone's culture or nationality
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip. • Isolation & exclusion • Ignoring

	- Excluding from the group - Taking someone's friends away - "Bitching" - Spreading rumours - Breaking confidence - Talking loud enough so that the victim can hear - Ganging up on - Peer pressure
Sexual	- Unwelcome or inappropriate sexual comments or touching - Harassment - Anatomical remarks - Inappropriate contact
Special Educational Needs, **Disability**	- Name calling - Taunting others because of their disability or learning needs - Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying - Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.Mimicking a person's disability - Setting others up for ridicule

This list is not exhaustive.

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

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 Positive Behaviour.

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

5. Implementation of education and prevention strategies (including awareness raising measures)

- The education and prevention strategies that will be used by the school to combat bullying will be in accordance with Section 6.5 of DES 'Anti-Bullying Procedures for Primary and Post Primary Schools':

- Through both curricular and extra-curricular activities students will be provided with opportunities to develop a sense of self-worth and understand the causes and effects of all types of bullying.

- The college recognises that the SPHE curriculum makes specific provision for exploring bullying and deals with identity-based bullying. The college will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is utilised.

- It is recognised that there is a potential within the teaching of all subjects and within extra-curricular activities to foster an attitude of respect for all; to promote the value of diversity; to address prejudice and stereo-typing and to high-light the unacceptability of bullying behaviour.

- Bullying is also covered in the following:

  CSPE
  Lesson plans taught in Anti-bullying Week
  Relationships Sexuality Education
  Religion
  Guidance
  Counselling
  First Year Induction programme
  As part of many other subjects
  Modules within Special Education e.g. Gareth Suite

• All students, staff and parents will have access to the school's Anti-bullying Charter and policy through various means, i.e. school journal, Parents' Association, Staff Council, and school website.

- An Anti-bullying Week/ Friendship Week is organised for the whole school at least once per year. Thisincludes various initiatives pertaining to the subject of bullying, i.e. speakers, class activities, poster competitions etc.
    - During this various teachers will teach lessons related to bullying issues and programmes will be run to focus on positive relationships. This should help reinforce the message that all members of staff are committed to dealing with bullying.
    - Cross-curricular activities will take place during the week, so that the message is spread across the curriculum. There may be a link with a parents' seminar.

- Anti-bullying posters are displayed around the school.

- The school may invite speakers to address various aspects of bullying with studentsteachers and parents at various times during the year on a needs basis.

- Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate on-line behaviour, how to stay safe while on-line.

- Teachers are encouraged to record on an informal incident form or formal based on the incident (Appendix 3 or 4)incidents such as those noted in section 4 above

- Confidential questionnaires may be administered throughout the school year to monitorbullying in the school. Appropriate feedback may be given to student groups.

- Grange Community College will endeavour to establish focus groups for both pupils and parents who will explore issues related to bullying on a needs basis.

- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher. In so far as is possible, a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged.

- There will be regular reinforcement of the school's anti-bullying expectations and procedures by teachers on an on-going basis.

- 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 for the pupil involved in the bullying behaviour.

- In the interest of student welfare and safety security cameras are located in the school corridors.

6. Effective supervision and monitoring of pupils

The Board of Management of Grange Community College 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.

Students are supervised before school from 8.18, at break-time, at lunch-time, in the corridors between classes, and at school activities.

The on-going prevention of bullying depends on students being prepared to report concerns about bullying to the teaching staff and/or school management. Teaching staff are encouraged to reinforce this point to students on an on-going basis. In so far as it is

possible, a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged.

There is an Acceptable Use Policy in place. The Schools Broadband Programme has blocked all social networking sites on the school's computers on the basis that they waste time and may put students at risk in relation to bullying behaviours. Students should not use their mobile phones except with the express permission of the teacher for educational purposes.

7. Supports for Staff

The Board of Management ensures that members of school staff have sufficient familiarity with the school's anti bullying policy to enable them to effectively and consistently apply the policy when required.

- All staff will be made aware of the policy at the start of each year

- The policy will also be made available in the staff handbook on Teams and on the school website.

- In-service training will be provided for staff on an on-going basis

- Staff will be informed of any outside training available to them in relation to bullying issues. They will be facilitated in attending this training in so far as possible.

- Any new members of staff, including student teachers, temporary or substitute staff, who arrive during the year will be given a copy of the Anti-bullying policy and induction regarding its use by the Principal or the Deputy Principal.

- Supports for staff should be appropriate to the individual's role and should enable staff to recognise bullying, implement effective strategies for preventing bullying, make referrals and where appropriate, intervene effectively in bullying cases.

8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);

Grange Community College will endeavour to investigate bullying. When investigating and dealing with bullying the main focus is on resolving differences and restoring, as far as possible, the relationships of the parties involved, rather than apportioning blame.

In accordance with 6.8.9 of the DES Procedures 'Parents and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is possible, the relationships of the parties involved within a reasonable timeframe.'

In any given situation involving a bullying case, the school, in communication with parents and other relevant parties, will decide on intervention measures that are best suited to resolve the situation.

Grange Community College reserves the right to take disciplinary action, up to and including suspension and expulsion, where such is warranted, in accordance with the school's Code of Positive Behaviour.

According to section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools' the 'relevant teacher' is 'the member of teaching staff who has responsibility for investigating and dealing with bullying'

The relevant teachers for investigating and dealing with bullying in Grange CC could be any of the following:

Principal
Deputy Principal
Tutors
Member of the Care Team
Guidance Counsellor
Chaplain
Home School Community Liaison teacher
Any teacher may act as a relevant teacher if circumstances warrant it.

When investigating any incident of bullying, it is imperative that discretion is used by the relevant teacher(s) in consultation with management.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

All staff must keep a record of any incidents witnessed by them or notified to them.

All incidents must be reported to the relevant teacher, tutor, or year head.

While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a record of the reports.These must be filled in on Teams and copies will be sent and stored digitally with the relevant year head.

The school's procedures for noting/reporting and investigating bullying behaviour are as follows:

Stage 1.   **Initial report/disclosure of bullying behaviour**

Action taken by	Procedure	Support and/or sanction May include
Subject teacher or staff	Challenge the behaviour as being unacceptable.	Serious talk with student(s) re effects of their behaviour
	Speak to both students separately and try to resolve the issue	Verbal warning. Student/s involved warned to stop.
		Seek verbal agreement re future behaviour.
	Informal incident reports must be filled in on Teams and copies will be sent and stored digitally with the relevant year head.	Sanction may be given i.e. detention or punishment work
	The victim is given a contact person he/she is encouraged to contact until the bullying behaviour is eliminated	Outline a fair outcome *if appropriate:* e.g. an apology, return of Property etc.
		May ring both sets of parents.

Note:

It is to be noted that incidents which warrant long term exclusion (e.g. an assault) will be reported to the Principal and will proceed immediately to stage three.

Stage 2. Subsequent reporting, investigation and follow up of bullying incidents.

Action taken by	Procedure	Support and/or sanction may include:
Relevant teacher	Incident investigated by Relevant teacher All parties involved to be interviewed (The relevant teacher may involve other relevant teachers to conduct this process and compare notes) In some cases all parties involved may be asked to give a written account of the incident(s) that have occurred. Principal/Deputy Principal informed. Both sets of parents informed by the relevant teacher/Principal/Deputy Principal. They may be asked to attend a meeting. The Code of Positive Behaviour may be invoked at this stage. Records are kept, as throughout, and necessary forms completed and stored-formal. Relevant teacher(s) monitor(s) progress with victim, bully, bystanders or others involved.	Serious talk with the student(s)re: behaviour and future behaviour. A phone call home to parents of both parties. Serious talk between management and both sets of parents regarding the issue Student(s) may be asked to avail of counselling services within the school. Referral to outside counselling agency Detention/other agreed sanction from school's Code of Positive Behaviour Suspension or referral to the Board of Management. Monitor future behaviour. Established intervention strategy may be used. Contracting with regard to future behaviour. This may take a verbal or written form depending on the nature of the incident, and parents may be asked to witness this.

Action taken by	Procedure	Support and/or Sanction may include:
Principal or Deputy Principal involved .	Parents and student(s) meet with Principal/Deputy Principal. Feedback to relevant teacher Records kept and form completed. Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation.	Detention/Suspension/other agreed sanction from school's Code of Behaviour. Parents are met and conditions set regarding student's future behaviour. Counselling offered both from within the school and other outside agencies. Referral to child psychologist/Garda Juvenile Liaison Officer. The future of the student(s) in the school may be considered. Draw up a contract of behaviour to be signed by both the pupil and the parents. May decide to make a referral to the Board of Management.

Notes:
1. The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:

   a) 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
   b) Where 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.

2. 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; and
   • Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal

3. When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. If the issue has not been resolved, it is taken to stage three.

Stage 3   Where bullying behaviour persists

Action taken by	Procedure	Support and/or sanction
Board of Management in conjunction with Principal/Deputy Principal	Parents and students to be invited to meet with Board of Management	Detention /suspension/other agreed sanction from school's Code of Positive Behaviour. Parents are met and conditions set regarding student's future behaviour.
	Feedback to school management	
	Records kept and all necessary paperwork is completed.	Counselling offered.
	Follow up progress with target and bully, bystanders or others involved and continue to monitor the situation.	Referral to child psychologist/Garda Juvenile Liaison Officer Contact with other support agencies The future of the student in the school may be considered.

Records of bullying incidents will be kept in this school for 7 years after all involved in the incident have left the school.

False or malicious claims will be investigated and dealt with accordingly.

Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents may appeal/refer the case, as appropriate, to the Board of Management of Grange Community College.

If still not satisfied with the outcome the parents may appeal the case to Dublin and Dun Laoghaire Education and Training Board (DDLETB).

Following on from an appeal to DDLETB should a parent still not be satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

9. On-going evaluation of the effectiveness of the anti-bullying policy

- The effectiveness of the school's anti-bullying policy will be reviewed in the light of incidents of bullying behaviour encountered.

- The school will examine prevention and intervention strategies in place. Surveys of pupils, staff and parents as well as focus groups may be used to, provide information about the effectiveness of the anti-bullying measures in place and identify any significant behavioural trends that may benefit from early intervention.

- The template in **Appendix 3** for recording and reporting bullying to the school Principal or Deputy Principal will be used to generate data in relation to bullying behaviour in the school. Data gathered from these reports will be collated and analysed at least once a year with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis will be retained and be made available to the Board of Management. Appropriate responses to any issues identified will be drawn up and implemented.

- The implementation and effectiveness of the anti-bullying policy will be an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed.

Summary reports to the Board of Management

At least once in every school term, the Principal will provide a report to the Board of Management setting out:

- The overall number of bullying cases reported (these figures will be based on the number of Appendix 3 forms completed).

- The Principal will give confirmation that all of these cases have been or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools.* 14

The minutes of the Board of Management meeting will record the above but will not include any identifying details of the pupils involved.

Annual Review by the Board of Management
The Board of Management will undertake an annual review of the school's anti- bullying policy and its implementation by the school**.**
The standardised checklist **(Appendix 5)** will be used in undertaking this review. 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 undertaken.
The school will put in place an action plan to address any areas for improvement identified by the review.
Written notification that the review has been completed will be made available to school personnel, published on the school website (or be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A standardised notification which will be used for this purpose is included at **Appendix 4**. A record of the review and its outcome will be made available, if requested, to the Dublin and Dun Laoghaire ETB and the Department of Education and Skills.

10. Links to Other Policies
When reading this policy it is important to refer also to other relevant school policies, such as the Code of Positive Behaviour, Child Protection Policy, Acceptable User Policy, Supervision of pupils, SPHE, RSE, Guidance and other relevant policies as they are developed.

11. 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.

12. Policy Adoption
This policy was first written in 2018. I was reviewed and updated in 2022.
This policy was adopted by the Board of Management on_____[date].

13. Dissemination and Publication
This policy has been made available to school personnel, published on the school website or is otherwise available to parents and pupils on request. A copy will be provided to the Parents' Association and made available to the Department and Dublin and Dun Laoghaire ETB if requested.

14. 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 is otherwise available to parents and pupils on request. This review will also be provided to the Parents' Association A record of the review and its outcome will be made available, if requested, to the Dublin Dun Laoghaire Education and Training Board and the Department of Education and Skills.

Signed:_____Signed _____
      (Chairperson of Board of Management)   (Principal)
Date:_____   Date: _____

Date of next review: _____

Appendix 1 – Indicators which may suggest a pupil is being bullied

Physical Indicators
- Unexplained bruising, cuts etc.
- Loss of/ damage to personal property
- Hunger or thirst
- Frequent minor illnesses, headaches, tummy
- Bedwetting
- Loss of appetite
- Obsessive behaviour, physical appearance, weight
- Stammering
- Requests for extra money

Emotional/ Psychological Indicators
- Outbursts of anger, temper, irritability at home
- Bullying brother and sisters, parents
- Well behaved child suddenly troublesome
- Signs of depression
- Changes in: mood, appetite, sleep pattern
- Tiredness, neglect of appearance
- Expressions of sadness, worthlessness
- Nightmares, crying at night
- Restless, dangerous, wild, disruptive behaviour
- Cynicism, black mood
- Implied or overt threats of suicide

School Related Indicators
- Reluctance to go, wanting to be accompanied
- Returning in bad form
- Changing route
- Avoiding certain days/lessons
- Nervousness in class
- Punctuality problems
- Poor concentration
- Deterioration in school work
- Expressions of hopelessness
- Fewer phone calls, friends calling, invitations
- Reluctance to take part in activities
- Abusive phone calls, texts, email

Appendix 2 - 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
- Mediation
- Restorative Practice
- Peer mediation where suitable training has been given
- The traditional disciplinary approach
- Strengthening families programme
- Group facilitation
- The Method of Shared Concern
- Counselling both in school and through referral to outside agencies.
- FUSE Program
- Check and Connect

Formal Incident Record Form

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))*		**4. Location** of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		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/ transgender	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 _____

Appendix 4 - INFORMAL INCIDENT REPORT FORM

1. Name of pupil being bullied   Class

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

Name   Class

3. Source of bullying concern/report (Tick relevant box/es)		4.Location of incidents (Tick relevant box/boxes	
Pupil concerned		Classroom	
Other pupil		Corridor	
Parent		Toilet	
Teacher		School bus	
Other		Other	

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

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/ transgender	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   **Date**

Appendix 5 - 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_____   Date_____
Chairperson of Board of Management
Signed_____   Date_____
Principal

Appendix 6 - Grange Community College Anti-Bullying Charter

Bullying is not tolerated in or near our school

We want Grange to be a place where:
- Pupils, Teachers and Parents treat each other fairly and with **r**espect.
- Bullying behaviour is not tolerated – this includes hurtful slaggingand cyber bullying
- People feel safe and are able to report bullying without beingafraid.
- People stand up for and support each other.
- People are not left out or isolated.

This Anti-Bullying Charter was compiled by the students, parents, staff and Board of Management of Grange Community College.

Appendix 7 - GRANGE COMMUNITY COLLEGE DIVERSITY CODE

Racism is not acceptable and will not be tolerated in Grange Community College

We want Grange to be a place where:

- We work as a team to prevent racism

- Everyone has the right to make friends no matter what their race or ethnicity

- Everyone should treat each other fairly

- People's religion, culture, ethnicity, traditions and background should be respected and celebrated

- Racism is taken very seriously and dealt with in an appropriate manner

This Diversity code was compiled by the Yellow Flag diversity Committee,

members of the Student Council and a representative from a local

community group.