LORETO COLLEGE ST. STEPHEN'S GREEN
ANTI-BULLYING POLICY

Introduction

This policy has been developed by the Board of Management of Loreto College, St Stephen's Green in cooperation with the school staff, both teaching and non-teaching, and in consultation with the parents and students.

It is informed by:
➢ Guidelines on Countering Bullying Behaviour, 1993.
➢ Circular M33/91: Guidelines towards a positive policy for school behaviour and discipline.
➢ The Education Act, 1998.
➢ The Education (Welfare) Act, 2000.
➢ The Equal Status Act, 2000/2004.
➢ Circular 0045/13: Anti-Bullying Procedures for Primary and Post-Primary Schools.
➢ Anti-Bullying Procedures for Primary and Post-Primary Schools, September 2013.

This policy replaces the previous Anti-Bullying policy.

By involving all members of the school community on what is meant by bullying and the development of school-based strategies for preventing or dealing with it, it is hoped to increase awareness of the problem.

Scope

It is acknowledged that all members of the school community may engage in or be a victim of bullying behaviour. This policy applies to all members of the whole school community of Loreto College, St. Stephen's Green. It relates to all activities during normal school hours and those beyond school hours school which are deemed to have a direct impact on school life.

Rationale

At this school, we strive to create the best environment for learning, growth and development of each student. As a caring school community, we hold that all cruel and abusive behaviour is unacceptable and repugnant to the ethos of our school. Bullying behaviour, by its very nature, may cause personal psychological harm and damage to the educational process. In the knowledge that no school is immune from

bullying, it is always deemed a priority that strategies for the prevention and management of bullying behaviour are active and implemented effectively.

Relationship to the Characteristic Spirit of the School Mission Statement

In an atmosphere of mutual respect and justice, we are a community that aims to provide a rich and diverse curriculum catering for the needs of each individual student..... Each student is challenged to realise her full potential and to recognise the dignity of each human being.

This policy has been developed in line with our mission statement which has at its core - care of the individual. The school believes that respect for the individual is essential to the smooth running of a school, where effective teaching and learning can take place.

The school's ethos is shaped by the philosophy of Mary Ward and this policy is underpinned by her words:

We should always be on our guard not to speak of the faults of others....Use gentle and kind words because they will have a greater effect than those which are harsh and unkind...We should be as courteous towards each other as if we were strangers, but at the same time as gentle and amiable as we usually are with our close friends.

Aims of the Policy
  ➢ To raise awareness of bullying as an unacceptable form of behaviour and to establish a high degree of collective vigilance.
  ➢ To create an atmosphere of openness which encourages students to disclose and discuss incidents of bullying.
  ➢ To ensure that there is no ambivalence with regard to the rights of each individual to a safe and secure environment.
  ➢ To ensure that each member of the school community recognises his/her responsibility to protect those rights.
  ➢ To develop procedures for reporting and recording incidents of bullying behaviour.

Definition of Bullying

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:
- ➢ Deliberate exclusion, malicious gossip and other forms of relational bullying.
- ➢ Cyber-bullying.
- ➢ Identity-based bullying such as homophobic bullying, racist bullying. Bullying based on a person's membership of the Traveller community.
- ➢ 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.

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

The list of examples below is non-exhaustive and may include any behaviour which makes a student feel uncomfortable or unwelcome.

Types of Bullying Behaviour

The following list was compiled in consultation with the whole school community. This list is not exhaustive.

General Behaviour
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" or 'filthies'. ➢ Invasion of personal space. ➢ A combination of any of the types listed. ➢ Any behaviour which causes a student to feel uncomfortable.

Cyber Bullying
➢ The sending of vicious, mean or disturbing message(s) to an individual. ➢ Spreading rumors, lies or gossip to hurt a person's reputation. ➢ Posting offensive or aggressive messages under another person's name. ➢ Using inflammatory or vulgar words to provoke an online fight. ➢ Fooling someone into sharing personal information which you then post online. ➢ Posting or sharing confidential or compromising information or images. ➢ Purposefully excluding someone from an online group. ➢ Ongoing harassment that causes a person considerable fear for his/her safety. ➢ Silent phone call. ➢ Abusive/offensive phone calls. ➢ Abusive/offensive text messages.

- ➢ Abusive/offensive email.
- ➢ Abusive/offensive communication on social networks, e.g. Facebook, Messenger, Twitter. YouTube, WhatsApp, Snapchat, Instagram, etc.
- ➢ Abusive/offensive website comments or pictures.
- ➢ Abusive/offensive posts on any form of communication technology.

Identity Based Behaviours

Including any of the nine discriminatory grounds mentioned in Equality Legislation:

- ➢ Gender/transgender.
- ➢ Civil status.
- ➢ Family status.
- ➢ Sexual orientation.
- ➢ Religion.
- ➢ Age.
- ➢ Disability.
- ➢ Race.
- ➢ Membership of the Traveller community.

Relational Bullying

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.
- ➢ Encouraging others to ignore/target an individual or group.
- ➢ Use of terminology such as 'nerd' in a derogatory way.

Race, nationality, ethnic background, family status 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. ➢ Stereotyping. ➢ Mimicking accents. ➢ Any name calling or labelling in a derogatory manner.

Homophobic and Transgender
➢ Spreading rumours about a person's sexual orientation or gender identity. ➢ Taunting a person because of sexual orientation or gender identity. ➢ Name calling, e.g. Gay, queer, lesbian, tranny, etc used in a derogatory manner. ➢ Physical intimidation or attacks. ➢ Threats. ➢ Any name calling or labelling in a derogatory manner.

Sexual
➢ Unwelcome/inappropriate sexual comments or touching. ➢ Harassment.

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. ➢ Targeting exceptionally able students in a negative manner.

Strategies for Prevention of Bullying

➢ Two part-time Chaplains and a Guidance Counsellor are employed; part of whose duties is to relate to students in a more informal manner thus encouraging disclosure of bullying incidents.

➢ Each class in the school has a Sixth Year representative. Students who may not feel at ease talking to a teacher about bullying incidents may confide in the representative, who then will inform the relevant Year Head.

➢ Each First Year is paired with a Sixth Year Buddy who meets her regularly. It is hoped she would be comfortable enough to reveal any incident of bullying.

➢ Topics such as belonging and integrating, self-management, communication skills, friendship are all covered in the SPHE programme.

➢ Outside groups are invited in to school by the Guidance Counsellor and Wellbeing Co-ordinator to provide workshops and dramatic activity to illustrate the negative effects of bullying, e.g. 'Sticks and Stones'.

➢ This Anti-bullying policy is published in the school journal and a class is dedicated regularly on how to report incidents of suspected bullying.

➢ A Spirit Week is organised by the Student Council to promote goodwill and friendship in the school community.

➢ Adequate supervision is provided by staff before school, during morning break and at lunch time. All areas of the school are covered with particular attention given to 'hot spot' areas where bullying is more likely to take place.

➢ Students are strongly encouraged to join in extra-curricular activities particularly in First Year to help foster friendship and integration. A Freshers' Week is organised by 6th Year Prefects. This week aims to promote awareness of and participation in the variety of clubs and activities available.

➢ The school's Caomhnóir has special responsibility for the integration of new students.

➢ New students who join the school in year groups other than First, are allocated a buddy from the same year group to facilitate integration into the new school and to prevent them being targeted by bullies.

➢ The sixth year representatives in their induction programme in September will receive guidance from the Guidance Counsellor on reporting bullying behaviour.

Reporting an incident of bullying as a student

A student should report bullying in any way she feels comfortable. 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.

➢ Write down her concerns and give it to somebody she trusts.
➢ Talk to her class tutor or subject teacher or another member of the school community that they trust.
➢ If she feels she cannot do either of the above maybe she can ask her parents/guardians to contact someone in the school.
➢ Send a confidential email to someone they trust.

Reporting an incident of bullying as a teacher
➢ All suspected bullying incidents should be reported in the first instance to the Year Head on the appropriate section of the Unacceptable Behaviour Report Form.

Reporting an incidence of bullying where a teacher is the target
➢ A teacher should report bullying in any way she/he feels comfortable.

Follow-Up Procedures

Stage 1 - Consultation
Year Head consults with some or all of the following:
➢ Staff member reporting the incident.
➢ The students involved.
➢ The Chaplain.
➢ The Guidance Counsellor.
➢ The Tutor.
➢ The Principal.
➢ The Deputy Principal.
➢ A Guardian/Parent.

At the end of this process, no further action may need to be taken. If action is needed the Year Head will proceed to the next stage.

Stage 2 - Action Taken
Option A - To be used for situations where immediate action can be taken.
➢ An informal reprimand issued to the student/students against whom the complaints have been made.
➢ Parents should be informed by phone or letter. Parents and pupils are required to cooperate 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.

➢ If further action is required, a formal reprimand is issued by the Year Head or Principal/Deputy Principal.

Option B - To be used in more complex situations, where there is no concrete evidence.
➢ Individuals need to be monitored by parents (if involved), class tutor, lunchtime supervisors, etc.
➢ Feedback to Year Head to take place as frequently as necessary.
➢ Students involved may be interviewed individually or collectively by Year Head/Chaplain/Guidance Counsellor/Tutor /Deputy Principal/Principal.
➢ Students involved in either option A or B may be encouraged to visit the Chaplain or Guidance Counsellor for follow-up.

Option C - Restorative Practice
➢ Restorative Practice may be used in the repairing of relationships and for fostering a sense of social responsibility and shared accountability.
➢ It focuses on repairing the harm and making things right.
➢ It helps students in understanding that when such harm is done, it creates obligations and liabilities.
➢ It provides high levels of support for all parties, whether perpetrators or those affected.
➢ It addresses the needs of all those involved in harmful incidents.
➢ See Appendix 10 for questions used when using Restorative Practice.

The action being taken in a situation may be a combination of all three options as shown above.

Stage 3 - Further Action
➢ Parents are called in to see the Principal to be informed of their daughter's behaviour. Follow-up meetings with the relevant parties involved may be arranged with a view to engaging in restorative justice.

Stage 4 - Sanctions
➢ At the final stage, as above, appropriate sanctions will be put in place in accordance with the Code of Behaviour and at the discretion of the Year Head, Deputy Principal and Principal.
➢ Bullying or intimidation of a very serious nature, even if it is a once off occurrence, will be dealt with as a serious breach of the Code of Behaviour.

➢ Where there is evidence that a student has been bullied over a period of time (even if it stops as a result of reporting) a suitable sanction will be imposed upon the perpetrator as per outlined procedures.

Note

➢ None of the parties involved in the incident has the right to discuss the issues with friends or other students in such a way as to make matters worse for any party involved. Taking away a person's good name is itself a form of bullying and will be treated as such.
➢ False accusations/reports will be dealt with as a serious offence under the school's Code of Behaviour

Implementation

➢ As the official Anti-bullying Policy of Loreto College, St Stephen's Green, all registered students of the school will have a copy of the policy in their school journal. Parents/guardians are invited to download a copy from the school website.
➢ The policy is also available in hard copy from the school upon request. Amendments to the policy will be communicated to the stakeholders.
➢ When a major review is carried out, the resulting policy will be circulated to all the stakeholders in written form.

Review

➢ The policy will be reviewed one year after its initial implementation.
➢ A major review will be carried out no later than five years after the date of implementation and will involve consultation with the parents, students, staff, management and Board of Management of the school.

Timeframe

➢ This policy was devised in consultation with the students, parents, staff, management and Board of Management of Loreto College, St Stephen's Green.
➢ The process began in September 2018 and the resulting policy was ratified by the Board of Management on ( ) and became official school policy on ( ).
➢ A major review is scheduled five years from .

Appendix 1

Practical Tips for Building a Positive School Culture and Climate

(from *Anti-Bullying Procedures for Primary and Post-Primary Schools*; September, 2013)

> ➢ 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, parents and staff 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 2

Information and Tips for Pupils

Remember:
- ➢ Keep unhelpful hands, feet, objects and comments to yourself.
- ➢ Know the difference between TELLING and TELLING ON.
- ➢ Play preferred games.
- ➢ Be in the right place at the right time
- ➢ Say no to bullies

When you are being bullied:	After you have been bullied:
➢ Tell yourself that bullying is wrong. You do not deserve to be bullied. ➢ If you can, be firm and clear - look them in the eye and tell them to stop. ➢ Try not to fight back. ➢ Get away from the situation and tell an adult as quickly as possible. ➢ If you can, try not to be on your own in places where bullying happens.	➢ Don't blame yourself for what has happened. ➢ Tell a teacher or another adult in your school. ➢ Tell your family. ➢ If you are scared to tell a teacher or an adult on your own, ask a friend to go with you. ➢ Keep on speaking up until someone listens. ➢ If the bullying has happened by text message or on the Internet do no delete the message without copying it or taking a screenshot/photo of it.
When you are telling an adult about being bullied be clear about: ➢ What has happened to you. ➢ How often it has happened. ➢ Who was involved. ➢ Who saw what was happening. ➢ Where it happened. ➢ What you have done about it already. ➢ How it started in the first place.	What pupils who witness bullying can do: ➢ Tell a teacher or staff member what is happening. ➢ Do not allow someone to be deliberately left out of a group. ➢ Do not smile or laugh in a mean way when someone is being bullied. ➢ Encourage people who are bullied to join in with group games etc. ➢ If you can, tell the bully to stop what they are doing.

Information and Tips for Parents

General things to remember

➢ Be aware of the school's policy on bullying. Remember we are a telling school.

➢ The staff are always willing to speak with parents but remember to organise a good time to talk.

➢ Get more information on bullying and be comfortable with your understanding of it.

➢ Maintain good communication with your child and provide opportunities for one-to-one chats.

➢ Support any bullying awareness campaigns in the school and wider community.

➢ Remember, there will always be conflicts between children. However, bullying is different to the normal conflicts that children have.

➢ Respect your child and teach them to respect others.

➢ Don't let your children come to school too early or hang around after school - there is only supervision during school hours.

➢ If you witness what appears to be a bullying incident in the school, make your concerns known to a member of staff.

What if your child is involved in bullying?

➢ If your child tells you they have witnessed a bullying incident, find out what happened and let the school know.

➢ If your child is upset over something that happened to them, try to determine whether there was genuine bullying involved. Again you can approach the teacher and get their perspective.

➢ Be aware of the signs and symptoms of bullying and watch for signs that your child may be bullied or may be engaged in bullying behaviour.

➢ If you are worried that your child is being bullied, ask him/her directly. Give your child a chance to vent his/her feelings about being bullied. But remember to stay calm and listen to your child.

➢ Take bullying seriously and find out the facts when told about an incident of bullying. Keep a written diary of all incidents. Don't agree to keep the bullying a secret.

➢ Empower your child with the skills to deal with bullies. Help children practice strategies such as shouting no, walking with confidence and keeping away from bullies.

- If the bullying is happening on the way to or from school arrange to meet your child and walk with them.
- If your child has been identified as displaying bullying behaviour, stay calm and don't panic. Try to find out the reasons why.

Information and Tips for Staff

General things to remember

- Promote a culture of respect in the school - children respecting children, children respecting staff, staff respecting children, staff respecting staff. Praise respectful behaviour.
- Tell the pupils from Day One that bullying is not tolerated in the school.
- Make sure children know the difference between bullying and normal conflict.
- Ensure that children, parents and teachers take responsibility for any bullying that goes on in the school. Everyone is expected to ensure that it does not happen.
- Promote the idea of the school as being a telling school. Explain the difference between telling about and telling on. Tell children to tell and back them up.
- Raise awareness of the school policy on bullying. Keep parents informed and involved.
- Use circle time or class based discussion to discuss bullying behaviour with the class. Role-play situations and discuss possible solutions or strategies. Be open to involving pupils in developing ideas. If they are part of the problem they can be part of the solution.
- Discuss the general discipline policy and anti-bullying policy with the class.
- Teach children to be confident. Differences should be acceptable and never a cause for bullying.

Dealing with incidents of bullying

- Be guided by the steps outlined in the Anti-Bullying Policy.
- Support and encourage pupils to report bullying. Provide a discreet way for pupils to report bullying and encourage pupils who witness it to report.
- Take bullying seriously and find out the facts when told about a possible incident of bullying. Gather information, talk to the pupils involved individually. Keep a written record of dates, incidents and steps taken.
- If an incident of bullying occurs, challenge it directly and follow the steps in the bullying policy.

➢ Support children who are being bullied and help the bullies to change their behaviour.
➢ Inform parents (informally at first), ask for their suggestions and seek their support.
➢ If the bullying is about a particular issue (e.g. differences among pupils), you could initiate a discussion on the issue in class, but not focused on any particular child.
➢ Watch out for signs which may point to a child being bullied, be aware of suspicions you may have based on children's behaviour.
➢ If necessary break up the group dynamics by assigning places. Most bullying groups have a leader with other children being frightened of not bullying. Turn peer pressure against bullying.

Appendix 3

Student Anti-Bullying Charter

What is bullying?

Repeated acts of hurtful behaviour by an individual or group against others.

- Physical abuse
- Emotional/ psychological abuse
- Exclusion
- Cyber bullying

This may also include small things; such as eye rolls, facial expressions or gestures towards a certain individual on a regular basis.

Why bullying happens?

People who bully often have low self-esteem. They use bullying as a way of exerting power to make themselves feel better. The person bullies as a way to deal with their own problems. It is not because of something you have done.

If I think I'm being bullied, what should I do?

- Talk about it with someone I trust, such as my friends, family or a member of the pastoral team, chaplains (5th floor and 4th floor), anti-bullying ambassadors, senior prefect, class prefect, teachers etc.
- Take a record of all related incidents.
- Try to understand that these incidents are not my fault.
- Report these incidents and know that this information will be kept private and discreet as long as you or others are not in danger.
- Remember, I am NOT alone.

If MY actions are causing a problem, what should I do?

- Stop and reflect on how my actions may have affected the person I have bullied.
- Know that I can get help and guidance, so that I do not repeat my hurtful actions.
- Apologise to the person that I am causing harm to and own up to my mistakes.
- Face the consequences of my actions.

How can I make the school a positive environment for myself and others?

- Get involved in school activities and events.
- Be kind and friendly to everyone in the school community.
- Support your fellow classmates.
- Include everyone.
- A smile can go a long way.

If I see bullying what should I do?

- Be a listening ear.
- Help my peer to tell a member of staff about what has happened, so that they can help put a stop to this issue.
- Always be supportive and look out for my classmates.

STUDENT ANTI-BULLYING CHARTER

WHAT IS BULLYING?

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- emotional/psychological abuse
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W H Y?
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- Take record of all related incidents
- Try to understand that these incidents are not my fault

- Report these incidents & know that this information will be kept private & discreet as long as I or others are not in danger

- Remember, I am not alone.

IF MY ACTIONS ARE CAUSING A PROBLEM, WHAT SHOULD I DO?

- stop & reflect on how my actions may have affected the person I have bullied.
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- apologise to the person that I am causing harm to & own up to my mistakes.
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HOW CAN I MAKE THE SCHOOL A ⋅POSITIVE⋅ ENVIRONMENT FOR MYSELF & OTHERS?

- Get involved in school activities & events.
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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*?	
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, Board of Management

Signed _____   **Date** _____
Principal

Appendix 5

Anti-Bullying Pledge

Be an Upstander, Not a Bystander

Anti-Bullying Pledge

~"I will not be a bystander, I will not look away and pretend it's not happening."

~"I will speak up when I see someone being bullied or know they are being cyberbullied. I will always encourage others to speak up too."

~"I will get help if I need it because I know I do not have to do it alone."

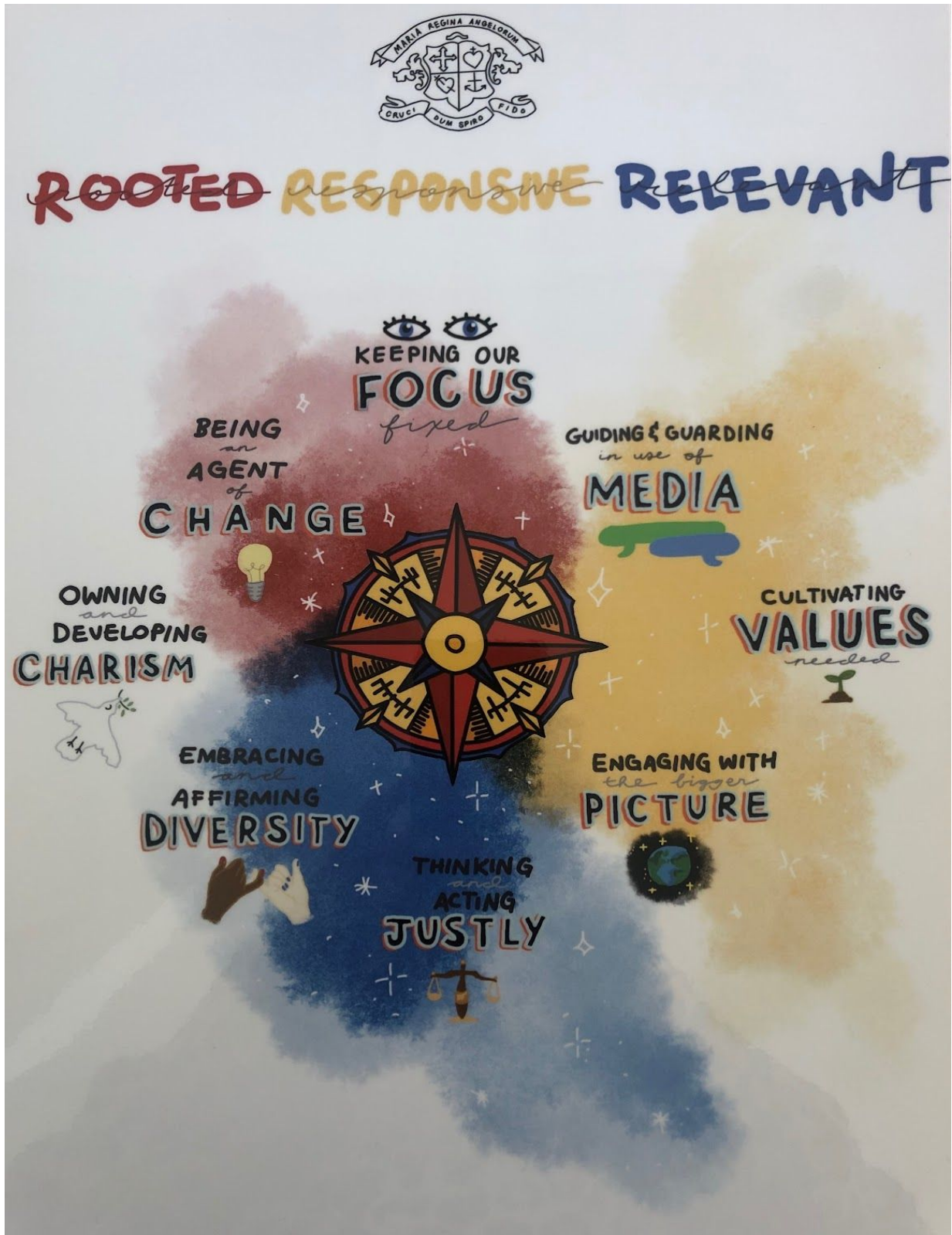~"Bullying may start with someone else, but it stops with me."

Appendix 6

Rooted Responsive Relevant

Loreto College, St. Stephen's Green, Dublin 2

ROOTED RESPONSIVE RELEVANT

KEEPING OUR FOCUS FIXED

A Mary Ward school today continues to take its bearings from Jesus, his gospel & our charism & to be guided by our JUST SOUL traditional values of Justice, Verity (Truth), Sincerity, Freedom & Felicity (Joy) (cf KG pp 1-2 & IBVM Call 1)

BEING AN AGENT OF CHANGE

A Mary Ward school today discerns what change is happening or needed, & encourages collaborative work to embrace change in order to take God's purpose forward through education. (cf KG pp 3 & 7)

GUIDING & GUARDING IN USE OF MEDIA

A Mary Ward school today develops responsive & effective ways to enable the young to engage safely & ethically with social media & emerging technology. This ensures the integrity of relationships while enhancing the opportunity for learning & creating global digital citizens. (cf KG pp 7-8 & CJ Call 8)

OWNING & DEVELOPING THE CHARISM

A Mary Ward school today joyfully accepts responsibility for evolving & unfolding in our time the God given charism that Mary Ward channelled in her time. We continue to interpret this charism, adapting what has been passed on to us, in creative & innovative ways congruent to the times (cf KG p2, IBVM Call 1, CJ Call 8)

CULTIVATING VALUES NEEDED

A Mary Ward school today promotes not only the traditional values in which it is rooted but also those values needed for education that is responsive & relevant to the present reality & to the future (cf KG pp 1 & 7)

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EMBRACING & AFFIRMING DIVERSITY

A Mary Ward school today embraces diversity as a mirroring of the wonder of creation. Seeing the image of God in human diversity, we encourage the young to discover their interdependence so they each find their own dignity "I am because you are" & feel truly affirmed & included (cf KG pp 6-7; IBVM Call 5)

THINKING & ACTING JUSTLY

A Mary Ward school today is aware of inequalities & oppression in the world of which it is part, & strives to be part of the solution, building peace by helping the young to think & act justly in response to injustice - whether in the school community, the broader community, or the environment (cf KG pp 3,6,7,9; IBVM 2 & CJ 5,6)

ENGAGING WITH THE BIGGER PICTURE

A Mary Ward school today, recognising the interconnectedness of all things, finds educational ways to engage with Laudato si' & Agenda 2030; Transforming our World. We promote the values, skills & behaviours needed for living as global citizens finding fulfilment in harmony with all of creation. (cf KG p3; IBVM 2,4,5 & CJ 4,5,6)

Loreto College, St. Stephen's Green, Dublin 2

Appendix 7

Unacceptable Behaviour Report Form

Student: _____   Class: _____

Year Head: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Is this considered a bullying behaviour?

Yes ☐   No ☐   Not applicable ☐

Teacher: _____   Date: _____

Loreto College, St. Stephen's Green, Dublin 2

Appendix 8
Template for Interviewing Student - Year Head for Incidents

Template for Interviewing Student

1.   Name of pupil and class group

Name: _____   Class: _____

2.   Description of Issue being highlighted:

3. **Source** of 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. **Type of concern (tick relevant box[es])***

Pastoral	Organising oneself	
Bullying	etc	
Cyber bullying	etc	
Stress	etc	

6. **Details of action taken**

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____
   •

Appendix 9
　　Template for Meeting Student - Year Head for Pastoral Reasons

MEETING SUMMARY FORM

Student Name(s):			Class:
Date:	**Time:**	**Location:**	
Present:			
Discussion Items:			
Action Items:			
Next Meeting:			
Signed:			

Appendix 10

Questions used for Restorative Practice

Restorative Questions

1. What happened?

2. What were you thinking of at the time?

3. What have you thought about it since?

4. Who has been affected and in what way?

5. How could things have been done differently?

What do you think needs to happen next?

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?

5. What do you need to do now to make things right?

Restorative practice in school

www.elsa-support.co.uk

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