



## St Louis High School Anti-Bullying Policy for Students

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 St Louis High School has **adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. St Louis High School's 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) 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;

St Louis High School's Mission Statement (reviewed May 2022)

***St Louis High School is a dynamic community of learning  
where we aspire to foster a happy and inclusive environment.  
We nurture creativity, embrace diversity and cherish our values  
while building on our rich traditions  
in an atmosphere of respect, gratitude and generosity.  
As active global citizens we share in the journey  
towards a deeper understanding of and engagement in our complex, ever-changing and  
inter-dependent world.***

- 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 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 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.
- The school recognises the need to work in partnership with and keep parents/guardians informed on procedures to improve relationships on a school-wide basis.
- The school recognises the role of parents/guardians 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.



## **(b) Effective leadership**

- The role of all those in leadership roles within the school, both professional and student leadership is of great importance in stimulating a school-wide approach to preventing and tackling bullying.
- The Principal and other leaders in the school, including all teachers, SNAs, ancillary staff and Student Council leaders should strive to engender an ethos under which bullying is unacceptable. All who are identified as leaders within the school community can ensure that practical steps are taken to challenge and respond to bullying. School leaders should also involve both staff, pupils and elected student leaders (SRC and Class SRC reps) in developing and implementing a vision of the school where diversity is accepted and celebrated.

## **(c) A school-wide approach**

- St Louis High School takes a school-wide approach which involves school management, staff, parents and pupils to deal with the problem of bullying behaviour. Bullying behaviour affects not only those immediately involved. It can affect everyone in the classroom, in the school and, ultimately, in the wider community.
- A positive school-wide attitude and involvement is employed in countering bullying behaviour in schools. In addition to the role of management and staff, parents/guardians, student leaders and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Parents/Guardians should also recognise that a school that openly discusses bullying is acting positively and that they need to work with their school to ensure there is a coherent, school-wide approach to tackling the issue
- In certain cases, however, it may be necessary for St Louis High School to seek the assistance of other local persons and formal agencies such as NEPS, HSE social workers, community workers, Gardaí, Tusla etc to assist with bullying matters.

## **(d) A shared understanding of what bullying is and its impact**

- St Louis High School ensures that all relevant members of the school community have a shared understanding of what constitutes bullying behaviour as defined in Section 2.1



of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.<sup>1</sup> This message will consistently and repeatedly be highlighted through how we interact with one another within the school community, at assemblies, SPHE classes, FUSE classes, intercom announcements, specific talks/workshops on anti-bullying/cyber-bullying, within mainstream curriculum delivery, code of behaviour policy and AUP (Acceptable Use Policy) and through visual representation via posters on corridors, in classrooms, or on St Louis High School's social media outlets or digital displays.

**(e) Implementation of education and prevention strategies (including awareness raising measures) that-**

- The prevention of bullying is an integral part of the written anti-bullying policy St Louis High School.
- St Louis High School strives to prevent and raise awareness measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies strive to build:
- empathy, respect, understanding and resilience in pupils.
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying within SPHE classes, IT & Self-Management Classes, through the delivery of the FUSE programme (DCU Anti-bullying centre) and through addressing these issues in our general school environment and in our interactions – visual displays; intercom messages; organising workshops for students, parents and staff;
- St Louis High School provides pupils with opportunities to develop a positive sense of self-worth and to build self-esteem.
- St Louis High School provides effective supervision and monitoring of pupils through its supervision system, pastoral care, year head and care team provisions.

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<sup>1</sup> Bullying is defined in the [Anti Bullying Procedures for Primary and Post Primary Schools](#) as “unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time”.



**(f) Effective supervision and monitoring of pupils**

- School management in conjunction with staff, student leaders (SRC and Class Reps) and students will develop and employ a system under which good supervisory and monitoring measures are in place both to prevent and deal with bullying behaviour. Good supervision and monitoring systems also facilitate early intervention.

**(g) Supports for staff**

- The Board of Management will ensure that members of all school staff, including temporary and substitute staff have sufficient familiarity with the school's anti-bullying policy to enable them to effectively and consistently apply the policy when required.

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

- St Louis High School will take a consistent and clear approach to dealing with bullying when it occurs.
- A pupil or parent/guardian may bring a bullying concern to any teacher in the school. It is recommended that the relevant year head be approached initially to deal with the concern.

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

**3.** In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity-based bullying such as homophobic bullying, transphobic bullying, racist bullying, bullying based on a person's membership of the Traveller community, bullying based on a person's social background and bullying of those with disabilities or special educational needs. There are 9 areas of discrimination listed in the Equal Status Act, (gender, marital status, family, age, disability, race, religion and membership of the Traveller community).



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

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

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

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

### Examples of bullying behaviours

<p><b>General behaviours which apply to all</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The "look"</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person's reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/TikTok/ Twitter/You Tube/What's App/Telegram/Snapchat or on any social network media platform or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<b>Identity-Based Behaviours</b> <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> <li>• Insulting, name calling, harassment about religious identifiers and religious apparel eg wearing of a crucifix; star of David; hijab;</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>





**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

4. The relevant teacher(s) for investigating and dealing with bullying are as follows:

St Louis High School

Principal  
Deputy Principal  
Year heads  
Class Teachers  
Subject Teachers  
Care Team /Student Support Team personnel  
Guidance counsellor

**Any teacher may act as a relevant teacher if circumstances warrant it.**

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows):

**Sample Education and prevention strategies**

**School-wide approach**

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to





develop a positive sense of self-worth through formal and informal interactions. We host a Cairdeas and Sláinte week and Stand Up Week.

- Whole-staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the student council in contributing to a safe school environment e.g. mentoring, SRC reps and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular per term whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Cairdeas and Sláinte Week and parent(s)/guardian(s) seminars; term student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Anti-bullying Postbox
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
  - SRC reps, class reps and 5<sup>th</sup> Year mentors could be some bystanders could initially report any bullying and then the SRC, class reps and 5<sup>th</sup> Yr mentors would pass this report on to the relevant person who deals with these matters.



- Complete an anti-bullying online form and report to **antibullying@stlouishighschool.ie**

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- St Louis High School's Acceptable Use Policy includes the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN [www.glen.ie](http://www.glen.ie), BeLonGTo [www.belongto.org](http://www.belongto.org);
- Tusla; Community Gardaí; Speakers on antibullying and cyberbullying; Fuse Programme (DCU Anti-bullying unit)

#### **Implementation of curricula**

- The full implementation of the SPHE and CSPE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. FUSE Programme; #UP2US, On My Own Two Feet.
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Be Safe-Be Web wise, Think Before you Click, Let's Fight it Together), **Homophobic and Transphobic Bullying** (Growing up LGBT, Stand Up Programme, The Trust pack **Diversity and Interculturalism**). The school should list every resource related to the SPHE curriculum, and make a list of supports.
- Delivery of the Garda SPHE Programmes at post-primary level. These lessons, delivered by Rathmines Community Gardaí, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in the Post-Primary - Relationships and Sexuality Education (RSE programme) - <https://ncca.ie/en/primary/primary-developments/social-personal-and-health-education-sphe-relationships-and-sexuality-education-rse/>

#### **Links to other policies**

#### **St Louis High School's Policies: Code of Behaviour**



**Child Protection Policy**  
**Acceptable Use Policy**  
**Supervision of Pupils**  
**Sporting Activities Policy**  
**Extra-Curricular Activities Policy**  
**Attendance and Punctuality Policies**  
**Health and Safety Statement**

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*):

#### **6.8.9. Procedures for Investigating and Dealing with Bullying**

**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);**

**The school's procedures must be consistent with the following approach.**

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

#### **Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher 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, 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 or member of management:

### **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;
- A record should be kept of any complaints by the year head with a record of actions taken and outcome.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to 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;



### **Follow up and recording**

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher will, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased;
  - Whether any issues between the parties have been resolved as far as is practicable;
  - Whether the relationships between the parties have been restored as far as is practicable;
  - Any feedback received from the parties involved, their parent(s)/guardian(s) 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:

#### **Informal- pre-determination that bullying has occurred**

- 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.
- 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.

#### **Informal-determination that bullying has occurred**

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

#### **Formal-Appendix 3 (From DES Procedures)**



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.

The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour. Please see school's Code of Behaviour policy.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the Principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

#### **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) to support school interventions
- No Blame Approach
- Restorative Practice interviews
- Restorative Practice conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

The Procedures that can be used to support anti-bullying approaches:

- The traditional disciplinary approach: VS Ware Behavioural comments; the administration of sanctions such as detention; internal suspension; external suspension; expulsion depending on the gravity of the situation.
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

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



- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
  - Pastoral care system
  - Peer mentoring system - SRC, Class Reps and 5<sup>th</sup> Yr Mentors
  - Class Teacher /Year head system
  - Care team / Student Support Team
- 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.





- Agreed appropriate monitoring and supervision practices are implemented in the school
- Bullying danger spots have been identified
- Parents/Guardians and pupils have been consulted in the identification of these danger spots.
- Student support/care structures (including year heads, class tutors, SPHE, Guidance, RE, CSPE, HSCL, Learning Support teachers) support measures to counteract bullying behaviour are in place
- The mentoring system amongst senior pupils is a resource to assist in counteracting bullying.
- Student Council has a wellbeing committee established within its leadership to address issues, including bullying that effect wellbeing.
- The school's Acceptable Use Policy addresses the following issues:
  - Internet sessions are supervised by teachers
  - Through Office Teams, the school regularly monitors pupils' Internet usage
  - Students have been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision
  - Students have been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school – ie through Office Teams.
- The Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only.



## 9. Prevention of Harassment

The Board of Management confirms that St Louis High 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 **8<sup>th</sup> May 2025**.

11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Council. 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 and provided to the Parents' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: *Siobhán Corry*  
(Chairperson of Board of Management)

Signed: *Cliona McDonough*  
(Principal)

Date: **8<sup>th</sup> May 2025**

Date of next review: Policy to be reviewed on an annual basis. Next review due during the academic year of 2025-2026.



### Appendix 3 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	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

#### 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	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

#### 7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 8. Brief Description of bullying behaviour and its impact

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#### 9. Details of actions taken

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

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

\* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.