

Anti-Bullying Policy



Ratified by the Board of Management on 24th August 2023

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Introduction and Legal Framework

Clonturk Community College is committed to ensuring a culture of respect and dignity for and among students, staff and the wider community. This Anti-Bullying Policy has been drawn up in consultation with the Board of Management, school staff, students and parents/guardians¹. It takes cognisance of the responsibility of Clonturk Community College to ensure that all of its students are educated in a happy, safe, respectful and optimal learning environment. This policy is founded on the following documents:

- *Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)* as published by the Department of Education and Skills
- *Action Plan on Bullying (2013)* as published by the Department of Children and Youth Affairs
- *Developing a Code of Behaviour: Guidelines for Schools* as published by the National Educational Welfare Board (hereafter referred to as the NEWB) (2008)
- *DES² Circular Letter 045/2013*
- *A Blueprint for an Educate Together Second-level School, the “The Ethical Curriculum Framework”* and the *“Education, Training and Youth Services Strategy 2015 – 2020”*.

Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests.

School based bullying can be positively and firmly addressed through a range of school-based measures and strategies through which **all members of the school community** are enabled to act effectively in dealing with this behaviour. School based initiatives, included in this policy, can either reinforce positive efforts or help counteract unsuccessful attempts of parents to change unacceptable behaviour. Parents and pupils have a particularly important role and responsibility in helping the Clonturk Community College to prevent and address school-based bullying behaviour and to deal with any negative impact within the College of

¹ The term ‘Parents’ is used throughout the remainder of this document to mean both Parents and Guardians.

² DES = Department of Education and Skills

bullying that occurs elsewhere. In this policy document, any reference(s) to parent(s) can be taken to refer also to guardian(s) where applicable.

International research clearly indicates the crucial importance of the existence of and implementation of a school policy setting out the school's approach to preventing and tackling bullying. An anti-bullying policy, when developed and implemented across the school community can be the cornerstone in countering bullying behaviour in schools.

Policy Context and Rationale

It is a requirement on all schools to have an Anti-Bullying Policy that is situated within the framework of their overall Code of Positive Behaviour. The main pieces of legislation pertaining to antibullying in schools include:

- The Educational Welfare Act (2000)
- The Equality Acts (2000-2004)

This Anti-Bullying Policy complies with the provisions of all relevant legislation (in compliance with the DES guidelines).

Links to Other Policies and Procedures

Clonturk Community College recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all policies, practices and activities. The Anti-Bullying Policy is a central policy in Clonturk Community College. It is one of the most important policies with regards to how the College provides for the care and well-being of students. However, it does not operate in isolation. ***All other school policies*** relate to College's Anti-Bullying Policy. Examples of these policies include;

- Acceptable Usage Policy
- Child Safeguarding Statement and Risk Assessment
- Code of Positive Behaviour
- Dress Code Policy
- Educational Tours & Field Trips
- Healthy Lifestyle Policy

- Health and Safety Statement
- Suspension and Exclusion Policy

It is the interdependence and co-operation of these policies in an organic way that ensures their effectiveness. It is understood that students choosing to enrol in Clonturk Community College will accept and fully comply with the policies of the College.

Please note that Bullying and Harassment will not be tolerated in Clonturk Community College. Under the Anti-Bullying Policy, breaches may be referred to be dealt with under the Code of Positive Behaviour. This will include the full range of sanctions of the Code of Positive Behaviour, up to and including Suspension and Exclusion. In situations where an incident (bullying or misconduct) is serious and where the behaviour is regarded as potentially abusive, the matter will be referred to the Designated Liaison Person (DLP).

School Ethos

Clonturk Community College promotes a happy and caring school environment where students are encouraged and supported to reach their full potential. The learning environment in Clonturk Community College will be a positive one with a strong emphasis on the promotion and reward of positive behaviours. Our school will establish an environment based on our four pillars; ambition, pride, respect and kindness. These four pillar emphasise the values of respect, fairness, kindness, self-discipline and hard work will be expected from all of us. As an Educate Together secondary school, democracy and equality, along with our four pillars, permeate every interaction and provide the foundation of everyday life in our school.

Relationship of Policy to the Ethos of Clonturk Community College

The policy reflects the school values (as identified by students, teachers and parents), the principles as represented in the crest. The priority in Clonturk Community College is to ensure a safe, positive, supportive and optimal educational environment for all. In line with the democratic principles on which Clonturk Community College was founded, this Policy has been formulated with thorough consultation and input from students, parents and staff.

This policy is subject to periodic review through the appropriate channels such as Student Council, Staff Meetings, PGTA³, Board of Management.

³ PGTA/Parents Teachers Guardians' Association

Aim of Policy

This policy applies to all students, parents and staff of Clonturk Community College. The care and wellbeing of students is the responsibility of all members of the school community. All members of the school community have an important role and responsibility in helping Clonturk to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Bullying behaviour which occurs outside of the college and does not have an impact in school is outside the scope of this policy e.g. in neighbourhoods, sports clubs, within families...etc.

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 in preventing and tackling bullying behaviour:

- A positive school culture and climate which –
 - is welcoming of difference and diversity and is based on inclusivity;
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that –
 - build empathy, respect and resilience in pupils; and
 - explicitly address the issues of cyber-bullying and identity-based bullying including, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Definition of Bullying

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is **repeated over time**. This includes cyber-bullying and identity based bullying (such as homophobic bullying, racist bullying, membership of the travelling community, disabilities and special educational needs).

Types of Bullying

The following types of bullying behaviour are included in this non-exhaustive definition:
(This is not an exhaustive list of behaviours, as all incidents will be dealt with on a case by case basis.)

- **Relational Bullying:** Spreading rumours and lies about a student, rallying friends against one person and deliberate exclusion.
- **Physical:** Pushing others, tripping up others and fighting.
- **Verbal:** Slagging, jeering, and talking about others behind their backs name-calling, threats, demanding money, sarcasm ...
- **Psychological:** Giving the “Look”, staring at others, isolating others, deliberately excluding others. Humiliation and victimisation.
- **Sexual Bullying:** Sexual comments, unwelcome touching of others etc.
- **Identity Based Bullying:** Such as homophobic bullying, transphobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs. Offensive comments about someone’s sexual orientation and gender identity will not be tolerated.
- **Racist Bullying:** Commenting on others accent, race, ethnicity or colour. Racial jokes or offensive signs, gestures.
- **Cyberbullying:** Threatening text messages, Internet Bullying, Placing any offensive or hurtful public message, image or statement on a social network site or other public forum. Cyber bullying may include any or all bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, IM and other online technologies.

- **Damage to Property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, schoolbooks and other learning material or interference with a student's locker or bicycle. The contents of school bags and pencil cases scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden. The vandalism and/or destruction of College and student property and equipment.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted student not delivering on demand). A student may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

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. They can and will 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.**

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.

Those who bully others in a non-physical way often do not realise that their actions may have serious legal consequences for them. **The reality, however, is that bullying may constitute a criminal offence.**

For example, under **Section 10 of the Non-Fatal Offences against the Person Act 1997**.

Section 10 of this act deals with harassment and provides that a person may be guilty of this crime if s/he:

‘... without lawful authority or reasonable excuse, by any means including by use of the telephone, harasses another by persistently following, watching, pestering, besetting or communicating with him or her.

‘For the purpose of this section, a person harasses another where -

(a) he or she, by his or her acts intentionally or recklessly, seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other, and

(b) his or her acts are such that a reasonable person would realise that the acts would seriously interfere with the other's peace and privacy or cause alarm, distress or harm to the other’.

Section 10 harassment is an arrestable offence and, if convicted on indictment, carries a jail term not exceeding 7 years. On conviction also, a court may make an order that the guilty party may not, for a specified period, communicate by any means, or come within a specified distance of a person's home or workplace.

Section 2 of the Prohibition of Incitement to Hatred Act (1989) makes it a criminal offence for a person to publish or distribute written material, to use words, behave or display written material ... or to distribute, show or play a recording of visual images or sounds, if the written material, words, behaviour, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred.

Those convicted on indictment under this provision may be sentenced to a maximum of two years imprisonment and/or a fine of up to £10,000.00.

Even where bullying does not amount to a criminal offence, the perpetrator may be held liable for damages in civil court proceedings. For example, statements made on social media sites are covered by the provisions of the Defamation Act 2009, which at Section 2 defines a defamatory statement as ‘one which tends to injure a person’s reputation in the eyes of reasonable members of society’.

Many, young and not so young, seem to feel that by posting anonymously on social networking sites, they can guarantee that their identity is protected. This, however, is not the case. Indeed, in many cases the content of messages makes it easy to identify the perpetrator. In any case, where the Gardaí have grounds for believing that criminal activity may be occurring, applications can be made to the courts requiring the internet service provider or others in possession of relevant information to divulge a perpetrator’s identity.

Where it is felt that bullying may amount to a criminal act, Clonturk Community College will seek legal advice and the matter will be reported to the Gardaí.

Impact of Bullying

The following signs and systems may suggest that a student is being bullied:

- Anxiety about travelling to and from school – requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from the school.
- Fear of going out to the courtyard.
- Unwillingness to go to school, refusal to attend, particularly among older students.
- ‘Mitching’.
- Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour. These may be particularly noticeable before returning to school after longer school holidays.
- Visible signs of anxiety or distress – stammering, withdrawing, nightmares, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of-character comments about either students or teachers.
- Becoming disruptive or aggressive.
- Possessions missing or damaged.
- Increased requests for money or stealing money to meet extortion demands.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling them.
- Becoming isolated in the class.
- Unexplained absences.
- May begin to bully other younger students.

These signs do not necessarily mean that a student is being bullied. They can also be indicative of other problems. If repeated or occurring in combination, these signs do warrant investigation in order to establish whether or not bullying is the root cause. These indicators can be linked to other College policies.

Prevention Strategies

Clonturk 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 Principal or Deputy Principal any incident of cyberbullying or harassment that they know about or suspect.

- The Anti-Bullying Policy is an important part of our College's pastoral system and our Code of Positive Behaviour.
- While, when investigating and dealing with bullying, the primary focus is on resolving differences and restoring, as far as is practicable, the relationships of the parties involved (rather than apportioning blame), Clonturk Community College nevertheless reserves the right to take disciplinary action (up to and including suspension and expulsion), where such is warranted, in accordance with the College's Code of Behaviour, against those who bully others.
- Teachers regularly stress to students the importance of reporting matters of concern and by extension, it is considered everyone's duty to be mindful and report any behaviour that is inappropriate.
- The Anti-Bullying Committee conducts an audit bi-annually to gather information and to give voice to students to report any concerns on the atmosphere in their school community.
- The prevention and awareness of bullying is integral to this policy and students will, through both their curricular and extra-curricular programmes, be provided with opportunities to develop a positive sense of self-worth. The focus of the College's prevention strategy will be to build empathy, respect and resilience in students.
- It is made clear to all pupils that when they report incidents of bullying, they are not telling tales but behaving responsibly. Moreover, we make it clear that the remaining silent very often complexes the situation and can unwittingly send the wrong message to the bully.

- Students will be provided with opportunities to understand the causes and effects of bullying, and the issues of identity-based bullying, homophobic bullying, transphobic bullying, racist bullying, bullying based on a person's membership of the travelling community and bullying of those with disabilities or special educational needs. This may include: the display of LGBT posters (as appropriate) and discussions with parents about statements of welcome and respect for LGBT members of the school community.
- The school will actively participate with relevant organisations to combat all forms of identity-based bullying. Teaching the Social Personal Health Education (SPHE), Civic Social Political Education (CSPE) and participating in awareness events.
- Clonturk Community College recognises that the SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Also, that the Relationship and Sexuality Education (RSE) programme provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. Clonturk Community College will make every reasonable effort to ensure that the full potential of these programmes to combat bullying is exploited.
- The College seeks to enhance the self-worth of all pupils. In doing so, the College provides a wide range of extra-curricular activities that are open to all pupils.
- Clonturk Community College will devote a staff development session (for teaching and nonteaching staff – as appropriate) each school year which will raise staff awareness of bullying, build an understanding of what bullying is and provide guidance on how it is best combated – prevented, detected, investigated, documented (as appropriate) and resolved. This session will also provide opportunities for exploring the potential that exists within the teaching of all curricular subjects and extracurricular activities to foster an attitude of respect for all, to promote the value of diversity, to address prejudice and stereotyping, and to highlight the unacceptability of bullying behaviour.
- A clear focus of all staff development around combating bullying will be the enablement of all staff to implement this policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools consistently and effectively.

- Clonturk Community College is committed to exploring the potential of the Schools for Health in Ireland Framework to assist it in ensuring that the school is inclusive, welcoming of diversity and addresses these issues effectively in the interests of all members of the school community. Furthermore, it is recognised that there is potential within the teaching of all subjects and within extracurricular activities to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
- Prevention and awareness raising measures will also deal explicitly with cyber-bullying through educating students about appropriate online behaviour, how to stay safe while on-line and also through developing a culture of reporting any concerns about or incidents of bullying to a member of the teaching staff.
- At Student Care Team Meetings, issues relating to our Code of Positive Behaviour (including our Policy on Anti-Bullying) are discussed and reviewed on a regular basis.
- Clonturk Community College will, in all its communications with students and their parents, commencing with the induction of the student into Clonturk Community College, make every effort to highlight the importance of students reporting incidents of or concerns about bullying to a member of the teaching staff on the clear understanding that these matters are being reported in confidence. This means that a student who draws concerns about bullying to the attention of a member of staff will not have his/her identity divulged in any way that might result in those against whom allegations are being made identifying the source of the report.
- More than anything else, the combating of bullying will depend on the extent to which students note and report bullying. In this context, the well-being of students is very much dependent on the vigilance of their fellow students and their preparedness to report concerns about bullying to the teaching staff and/or school management. All teaching staff will reinforce this point to students on an ongoing basis.
- Several initiatives involving student leadership are proactively used to counter bullying behaviour. These initiatives include; Friendship Week, Mental Health Week, LGBTI+ Week, Anti-Bullying Week, Outdoor Activities etc. These

activities provide important opportunities for students to role model appropriate behaviour etc.

- Parents and pupils are regularly advised that they may use the Student Support Team in the College if they have concerns in the understanding that they will be listened to and advised in a supportive environment. Parents are made aware of the counselling service through public meeting and our website. Students are regularly reminded of the services that they can avail of through both services.
- Clonturk Community College will adopt a school-wide approach (involving management, staff, parents, students and members of the wider community with a connection to Clonturk Community College) to prevent and combat bullying. In this context, Clonturk Community College is committed to engaging with parents. Firstly, Clonturk Community College will involve them in the development of policies and practices to combat bullying. Secondly Clonturk Community College will hold annual information evenings for parents to ensure that they understand the way Clonturk Community College deals with bullying, and to provide them with reliable information on how they may contribute towards combating bullying. In this regard, it is important that parents realise that anyone can be a bully and anyone can be a target of bullying. It is not just other people's sons and daughters that can bully. Here, also, it is important to realise that disagreements between young people are part and parcel of negotiating the road to adulthood and that every youthful disagreement should not be treated as a full-blown bullying episode.
- In accordance with 6.8.9 of the DES Procedures 'parents and students are expected 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'.
- Clonturk Community College will establish links with school bus drivers and others who come in daily contact with its students in order to enlist them in countering bullying behaviour by reporting it to parents and/or Clonturk Community College.
- Where necessary Clonturk Community College will seek the assistance of and work with CDETB Psychological Services, the HSE and the Gardaí, as appropriate, to combat bullying – identify the perpetrators and support the victims.

- In combating bullying, Clonturk Community College will take particular account of the needs of pupils with disabilities or with SEN. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a school culture that respects everyone and values helping one another.
- Clonturk Community College is committed to surveying the student body regularly (at least twice every school year) to identify the extent of bullying and, in so far as is possible, the students that are affected by it.
- The College's RSE and SPHE programme will specifically address the issue of bullying with each year group, each school year.
- The College's senior students will have a specific responsibility for recognising bullying behaviour, for bringing concerns about bullying behaviour to the attention of a teacher and for supporting vulnerable students in relation to bullying. The senior students will be provided with training to assist them in this regard.

<p>Students should:</p>	<ul style="list-style-type: none"> • Make clear to the person that the behaviour is unacceptable. If you are not confident to have this conversation, notify a teacher/parent. • Notify a teacher/parent if they notice anybody being bullied/repeatedly mistreated. • Do not give an audience to the bully. • Discourage others from bullying behaviour. • Give support to person being bullied. <p>Who do I tell?</p> <ul style="list-style-type: none"> • Teacher, Tutor, Principal, Deputy Principal, Year Head, SNA, Ceannaire, Parent or Friend. <p>How do I tell?</p> <ul style="list-style-type: none"> • Tell a teacher after class. • Hand up a note inside your school journal. • Phone the school. • Email a teacher/tutor. • E-mail the school.
<p>Parents should:</p>	<p>Teach children some coping strategies</p> <ul style="list-style-type: none"> • Walk tall. • Walk away. • It is not advisable to advocate hitting back. • Teach your child to appear confident. • Encourage them to tell. • Stay with friends to avoid bullies. • Take reasonable care of their belongings including their iPad. • Ensure students know how to take screenshots on their devices and block unwanted users and messages. • Encourage assertiveness not aggression.

	<ul style="list-style-type: none"> • Save any abusive mobile phone message and report it to the Gardaí. <p>Parents should approach the Tutor, Student Support Team, the Principal or any member of staff to report incidents.</p>
Teacher/Staff should:	<ul style="list-style-type: none"> • Speak privately and individually to those involved when an incident is reported. • Take a calm, problem-solving, non-confrontational approach. • Inform the parents of all parties if it is deemed to be a bullying incident. • As every case is different, discuss strategies with individuals concerned. • Believe that reconciliation between the parties is possible and will act as mediators. • Keep a written record of anti-bullying incidents. • Endeavour to provide counselling for the victims of bullying and the bully. • Report directly to the principal if it is a serious case of victimisation of one party by another. Serious incidents of bullying behaviour may be in accordance with the Children First and the Child Protection Procedures for Primary and Post Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate. • Ensure that the student(s) will be subject to the school's Code of Behaviour and may be suspended/excluded from the school should they threaten the health and safety of others.

Who to Contact in the Event of a Bullying Incident?

Parents should approach the Tutor, the Student Support Team, the Principal or any member of staff to report incidents.

Parents play a vital role in supporting their son/daughter and the community of the school in countering and preventing bullying behaviour. Invariably, Parents are the first to be told about persistent bullying behaviour. The onus is on the Parent to inform the school, thus setting in motion the procedure of reporting and investigation. Prior to making a report to the school parents are best advised to take a calm problem-solving approach and to gather as much information as possible.

Parents should keep a record of repeated incidents to assess the seriousness of the situation. Many students overcome the problem with the proper help and support. However, this policy recognises that many incidents are not resolved immediately. Moreover, it is important that all parties recognise that, once the investigative process is initiated, it will take time to fully review and resolve an alleged incident of bullying behaviour.

- Students are encouraged to report all bullying incidents to a member of staff.
- Reported incidents will be recorded, investigated promptly and treated fairly and equitably, giving due regard to individual circumstances.
- Serious cases of bullying will be referred onto the Principal.
- All involved are best advised to take a calm unemotional, problem-solving approach when dealing with incidents of bullying behaviour reported by staff, students or parents/guardians.

What should a parent do if they know that their son/daughter is being bullied?

- Assure them that it's not their fault and that you will help them to sort it out.
- Contact the school to seek the advice or arrange an appointment with the Tutor.

- Prepare for that meeting- bring notes and details of events from your child's point of view.
- Ask that the incident be investigated and ask what supports the school can offer your child.
- Work with the school to develop a strategy to deal with the problem.
- If the problem continues, return to the school and make an appointment to meet the Principal.

Procedures when Reporting Bullying at Clonturk Community College

1. Contact the school to seek advice from the Tutor.
2. In order to report suspected bullying a student/parent will fill out the Report Form (See Appendix 2).
3. The Tutor may speak with Tutor of other student(s) involved in order to work on the relationship. In line with the ethos of our school, and wherever appropriate, a restorative approach will be used. For more information on restorative practice, please see our Code of Positive Behaviour.
4. There will be continued communication with parent/guardian if deemed appropriate.
5. A copy of the form will be given to the Principal.
6. If the issue is not resolved it will be reported in full to a member of the Anti-Bullying Team.
7. The Anti-Bullying Team will liaise with the Principal in order to put in place strategies to resolve the issue.
8. There will be continued communication with parent/guardian.
9. Principal will implement the Code of Behaviour (up to and including suspension and expulsion).
10. The Principal will refer case to the Board of Management where an incident is deemed more serious.

Procedures for Investigating Bullying Behaviour

Procedures for investigating, following up and recording of bullying behaviour, and intervention strategies used by Clonturk Community College for dealing with cases of bullying behaviour – see Section 6.8 of DES Procedures.

1. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as practicable, the relationships of the parties involved (rather than to apportion blame).
2. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
3. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;
4. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
5. Parents 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;
6. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
7. Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
8. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

9. 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;
10. 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;
11. 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;
12. Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher;
(xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);
13. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils;
14. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Anti-Bullying Policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
15. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;
16. 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. This can have a therapeutic effect;
17. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has

determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template.

18. 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;
19. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
20. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
21. The Board of Management must ensure that the school has clear procedures for the formal noting and reporting of bullying behaviour and these must be documented in the school's Anti-Bullying Policy. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour must adhere to the following:
 - While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same;
 - 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 relevant teacher must use the recording template recommended 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;

- 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. (iv) In each of the circumstances at (a) and (b) above, the recording template must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.
22. The school's programme of support for working with pupils affected by bullying is as follows: - One-to-one support is provided as appropriate and in agreement with the student and parent/guardian
- Tutors provide support under the pastoral care programme.
 - Restorative practice support as appropriate.
23. 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.
24. 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.
25. This policy has been made available to school personnel, published on the school website (and to parents and pupils on request) and provided to the PGTA. A copy of this policy will be made available to the Department and the patron if requested.
26. This policy and its implementation will be reviewed by the Board of Management once a 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 PGTA. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Cyber Bullying

While we must provide the highest protection possible for students using new technologies, families must also foster a balance between protecting children and teaching them to be aware of potential dangers and assessing threats for themselves. Encouraging students to talk about issues they come across online is a step towards building trust in young people's ability to use the internet, electronic devices and mobile phones responsibly and to safeguard themselves and their peers against those who use the internet to their welfare.

Cyber bullying involves using the Internet or mobile phones to send hurtful messages or posting information to damage people's reputation and friendships. Cyber bullying is similar to other types of bullying, except that it takes place online and through text messages sent to mobile phones. Cyber bullies can be classmates, online acquaintances, and even anonymous users, but most often they do know their victims. Cyber bullying can also occur towards a teacher or a member of staff.

Some ways that young people can bully online are:

- Sending someone mean or threatening emails, instant messages, text messages, videos and snaps.
- Sending photos without permission being sought or granted.
- Excluding someone from an instant messenger friends/buddy list or blocking their email for no reason. Unfriending them on Facebook.
- Tricking someone into revealing personal or embarrassing information and/or sending it to others.
- Using someone's password or breaking into someone's email or instant message account to send cruel or untrue messages while posing as that person.
- Creating websites to make fun of another person such as a classmate or teacher.
- Uploading photos to social networking sites without permission being sought or granted.
- Using websites to rate peers.
- Leaving hurtful comments on social networking sites such Facebook, Twitter, Instagram etc.
- Creating memes or photoshopping images.

Preventing Cyber Bullying at Clonturk Community College:

- Supervision is in place when students are online.
- Websites are previewed and evaluated.
- Firewalls and filters have been installed on all computers and these are regularly updated.
- Students' internet usage will be monitored by checking user files, temporary files and history files.
- Students do not have access to MSN or social networking sites such as Facebook and Twitter.
- Refer to our Acceptable Usage Policy.

Clonturk Community College teaches students that all types of bullying including cyber bullying is hurtful and wrong. Students are encouraged to treat other students on and offline with respect. The whole school community is informed and educated with regard to the school's Code of Behaviour and other policies. All members of the school community are fully aware of the sanctions that may be imposed for the misuse of student iPads and/or school computers to cause hurt and distress to other members. Students are made aware of their rights and responsibilities online and offline as part of the implementation of the school's policies. Students are taught that the Internet is not a private place and they should guard their private information online. The policy promotes the positive use of technology, discusses etiquette and personal safety issues. Our school encourages a 'telling' atmosphere, including the reporting of cyber bullying. The ethos of our school community is to encourage students to make friends and promote positive well-being and a supportive atmosphere in the school.

Parents' Response to Cyber Bullying:

- Offer support and reassurance to your son/daughter.
- Help your son/daughter to keep relevant evidence for investigation by printing webpages and by not deleting mobile messages.
- Show your son/daughter how to prevent it happening again by changing password and contact details, blocking contacts, reporting abuse on site.
- Ensure that the student knows not to retaliate or return the message.
- Encourage the student to keep personal information private online.

- Insist that your son/daughter never, ever gives her personal password to another person even a friend.
- Insist that your son/daughter never accepts as “an online friend” a stranger whom they do not know in real life.

Reporting and Investigation of Cyber Bullying Incidents at Clonturk Community

College:

- Parents must take full responsibility for their son/daughter’s inappropriate use of the Internet or mobile phones outside school. All incidents of cyber bullying that have their origins in school will be fully investigated, recorded and dealt with under the procedures laid down in the Code of Behaviour, the Anti-Bullying Policy and other related policies. Sanctions laid down in these policies will be adhered to in response to inappropriate use of media and information technology.
- **Incidents of cyber bullying that take place outside and affect a student in school may be brought to the attention of parents/guardians. Regarding serious incidents of this type of bullying behaviour it may be appropriate to inform the Gardaí.**
- Mobile phones must be switched off at all times once the student enters the College premises.

Clonturk Community College’s Response to Cyber Bullying Behaviour:

- Where the incident is deemed to be minor, a verbal warning will be given to the bully to stop the inappropriate behaviour, pointing out how he/she is in breach of the College’s Code of Behaviour and trying to get him/her to see the situation from the victim’s point of view. The incident will no longer be considered if there is no recurrence within that academic year.
- If the incident is deemed serious and/or the behaviour persists, the tutor, the Care Team, the Principal parents/guardians of the victims and bullies will be informed. Thus, they will be given the opportunity to discuss the matter and are in a position to help and support their son/daughter. Appropriate sanctions will be imposed. The

incident will no longer be considered if there is no recurrence in that academic year. A Restorative Approach will be used.

- If there are repeated incidents, perhaps repeated verbal assault or coercion, the matter should be reported to the Principal. Parents will be involved and appropriate sanctions applied. In some cases both sets of parents/guardians may be asked to meet in the school to resolve the issue and to monitor the situation.
- Given the complexity of bullying behaviour it is generally acknowledged that no one intervention works in all situations.
- Offenders and victims of bullying may be referred to counselling.
- In the case where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the CDETB Psychological Service, HSE or Family Social Services may be sought.
- Sanctions may include:
 - A contract of good behaviour.
 - Withdrawal of privileges.
 - Exclusion from the breaks in the appropriate break area.
 - Reflection Opportunities.
 - Suspension.
 - Expulsion.
- Where a parent/guardian is not satisfied that the College has not dealt with a bullying case in accordance with these procedures, parent/guardian will be referred, as appropriate to the CDETB complaints procedures.
- In the event that the school has exhausted the school's complaint procedures and are still not satisfied, the school will advise the parent/guardian of their right to make a complaint to the Ombudsman for Children.

Clonturk Community College's Response to Bullying Behaviour

- Where the incident is deemed to be minor, a verbal warning will be given to the bully to stop the inappropriate behaviour, pointing out how he/she is in breach of the Colleges Code of Behaviour and trying to get her to see the situation from the victim's point of view. The incident will no longer be considered if there is no recurrence within that academic year.
- If the behaviour persists, the Tutor the Care Team, the Principal parents/guardians of the victims and bullies will be informed. Thus, they will be given the opportunity to discuss the matter and are in a position to help and support their son/daughter. Appropriate sanctions will be imposed. The incident will no longer be considered if there is no recurrence in that academic year.
- If there are repeated incidents, perhaps repeated verbal assault or coercion, the matter should be reported to the Principal. Parents will be involved and appropriate sanctions applied. In some cases both sets of parents/guardians may be asked to meet in the school to resolve the issue and to monitor the situation.
- Given the complexity of bullying behaviour it is generally acknowledged that no one intervention works in all situations.
- Students who have been bullied will be: offered appropriate counselling; and provided with opportunities to participate in activities designed to raise their self-esteem, to develop their social skills and to build their resilience.
- Students who have been involved in bullying behaviour will be: provided with counselling to help them to learn other ways of meeting their needs without violating the rights of others; and provided with appropriate opportunities to build their self-esteem and feelings of self-worth.
- Students who observe incidents of bullying behaviour will be encouraged to discuss them with their teachers and their parents and to avail of counselling where they feel it may assist them to cope effectively with what they have experienced.
- In the case where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the CDET Psychological Service, HSE or Family Social Services may be sought

- Sanctions may include:
 - A contract of good behaviour.
 - Withdrawal of privileges.
 - Exclusion from the breaks in the appropriate break area.
 - Reflection Opportunities.
 - Suspension.
 - Expulsion.
- Where a parent/guardian is not satisfied that the College has not dealt with a bullying case in accordance with these procedures, parent/guardian will be referred, as appropriate to the CDETB complaints procedures.
- In the event that the school has exhausted the school's complaint procedures and are still not satisfied, the school will advise the parent/guardian of their right to make a complaint to the Ombudsman for Children.

Anti-Bullying Practices at Clonturk Community College

The role of our school in response to bullying behaviour is to provide the highest standard of education in a caring, safe and respectful learning environment. All incidents of bullying behaviour will be dealt with in a fair and equitable manner.

The school staff will foster an atmosphere of friendship, respect and tolerance within the College community, encouraging positive relationships in a positive learning environment and a Growth Mindset. The staff will ensure that Clonturk Community College remains a safe environment where student's rights to a positive school experience are met.

The teachers maintain high standards in terms of positive classroom management in the provision of the curriculum. The teachers are positive, enthusiastic and have high expectations of both learning and appropriate behaviour. They foster in all their students a sense of self-esteem and develop a relationship with pupils based on mutual respect and trust. Through the formal curriculum and informally teachers nurture a sense of empathy and resilience in the children by discussing feelings and encouraging them to understand the situation from another person's point of view.

It is the responsibility of the teacher to ensure that the rules of the classroom (decided upon with input from the class) are enforced and that the students behave appropriately at all times within the school community. Teachers will be as vigilant as possible at all times. They will respond sensitively and caringly to students who disclose incidents of bullying behaviour. The reported incidents will be noted and dealt with promptly, and followed through irrespective of who is involved. Teachers will deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Principal as appropriate. Teachers expect that parents will behave in a respectful manner towards them and that all issues will be dealt with in a calm and reasonable atmosphere.

Clonturk Community College emphasises and encourages good relationships through the formal curriculum which includes the teaching of SPHE and RSE. Anti-Bullying will also be addressed through during the Ethical Curriculum, Student Enrichment, Assembly and by guest speakers e.g. Garda talks. Anti-Bullying strategies will be taught to students as part of Friendship Week, Transition Programme, Health Promotion and through involvement in Extra-Curricular Activities and during Enrichment.

All members of the school community have the right to a safe and peaceful school. Everyone has the responsibility to contribute to creating a positive and inspiring environment for learning and personal development (European Charter for Democratic Schools without Violence, 2004).

Clonturk Community College aims to:

- Have an effective Anti-Bullying Policy and student support structures.
- Regularly run Anti-Bullying confidential questionnaires.
- Highlight the issue of bullying in CSPE, SPHE and Ethical Education classes and in assemblies etc.
- Hold an Anti-Bullying Week.
- Provide adequate supervision at break times and during school activities.
- Set up an Anti-Bullying Committee from among the staff.
- Promote respect for fellow pupils
- Ensure the 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 on any of the nine grounds specified i.e. gender including transgender, civil status, family status sexual orientation, religion, age, disability, race and member of the Traveller community.

The Board of Management is responsible for ensuring that all members of the school community are enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise and that all staff have sufficient familiarity with the College's Anti-Bullying Policy to enable them to effectively and consistently apply the policy when required. Once every school Term the Principal will provide notes and records of incidents of Bullying to the Board of Management as follows:

- Reported incidents of bullying to be noted on the Bullying Incident Report Form.
- Bullying Incident Report Form to be filled in by the student (see Appendix 2)
- Forms to be filed by the Tutor.
- Tutor will be responsible for keeping and maintaining files.
- Access to the data to be restricted to the Tutor and the Principal.
- The school management will be arbitrator as to whether an alleged bullying incident has a major impact. The Board of Management will undertake an annual review of the policy and its implementation by the school.

Supervision and Monitoring of Students

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 necessary.

Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under the 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.

This Policy has been made available to College personnel, published on the school website and provided to the Parent-Teacher Association. A copy of this policy will be made available to the DES and the patron if requested.

This Policy and its implementation will be reviewed by the Board of Management every school year. Written notification that the review has been completed will be made to College personnel, published on the school website and provided to the PGTA. A record that the review and its outcome will be made available, if requested to the patron and the DES.

School Contact Details

Principal: Wesleigh O'Hagan

Address: Swords Road, Whitehall, Dublin 9

Phone: 01 559 6960

Email: info@clonturkcc.cdetb.ie

Website: www.clonturkcc.ie

Roll Number: 76394D

Appendices

Appendix 1 Teacher/Student/Parent Checklist

<p>Students should:</p>	<ul style="list-style-type: none"> • Make clear to the person that the behaviour is unacceptable. If you are not confident to have this conversation, notify a teacher/parent. • Notify a teacher/parent if they notice anybody being bullied/repeatedly mistreated. • Do not give an audience to the bully. • Discourage others from bullying behaviour. • Give support to person being bullied. <p>Who do I tell?</p> <ul style="list-style-type: none"> • Teacher, Tutor, Principal, Deputy Principal, Year Head, SNA, Ceannaire, Parent or Friend. <p>How do I tell?</p> <ul style="list-style-type: none"> • Tell a teacher after class. • Hand up a note inside your school journal. • Phone the school. • Email a teacher/tutor. • E-mail the school.
<p>Parents should:</p>	<p>Teach children some coping strategies</p> <ul style="list-style-type: none"> • Walk tall. • Walk away. • It is not advisable to advocate hitting back. • Teach your child to appear confident. • Encourage them to tell. • Stay with friends to avoid bullies.

	<ul style="list-style-type: none"> • Take reasonable care of their belongings including their iPad. • Ensure students know how to take screenshots on their devices and block unwanted users and messages. • Encourage assertiveness not aggression. • Save any abusive mobile phone message and report it to the Gardaí. <p>Parents should approach the Tutor, Student Support Team, the Principal or any member of staff to report incidents.</p>
Teacher/Staff should:	<ul style="list-style-type: none"> • Speak privately and individually to those involved when an incident is reported. • Take a calm, problem-solving, non-confrontational approach. • Inform the parents of all parties if it is deemed to be a bullying incident. • As every case is different, discuss strategies with individuals concerned. • Believe that reconciliation between the parties is possible and will act as mediators. • Keep a written record of anti-bullying incidents. • Endeavour to provide counselling for the victims of bullying and the bully. • Report directly to the principal if it is a serious case of victimisation of one party by another. Serious incidents of bullying behaviour may be in accordance with the Children First and the Child Protection Procedures for Primary and Post Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

	<ul style="list-style-type: none"> • Ensure that the student(s) will be subject to the school's Code of Behaviour and may be suspended/excluded from the school should they threaten the health and safety of others.
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Student Reflection – Anti Bullying

Date: _____

Name: _____

1. **What happened? Describe in detail making sure to include times and dates, place, those involved, bystanders etc.**

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the paper.

2. How did this incident make you feel?

3. How they thought the other person involved may have felt during the situation?

Appendix 3 Bullying Incident Report Form



Bullying Incident Report Form Clonturk Community College

Date: _____ Teacher: _____

Name of student making allegation: _____ Class: _____

Name of student allegation made against: _____ Class: _____

Details: Include time, place, names of alleged perpetrators, names of bystanders. Detail here both sides of the event.

Action taken: eg referral, mediation, agreement, warning, sanction etc.

Suggestions for follow up

Signed: _____ Dated: _____

Date submitted to Year Head / Deputy Principal / Principal: _____

Appendix 4 Record of Pupil Being Bullied



Record of Pupil Being Bullied: Name of pupil being bullied: _____ Class: _____

Name(s) and Class(es) of pupils engaged in bullying behaviour

Source of bullying concern report

Location of incidents

(tick all relevant boxes)

all relevant boxes)

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other:	

Outdoor area:	
Classroom	
Corridor	
Toilets	
School Bus	
Other:	

(tick

Name of person(s) who reported

--

Type of bullying behaviour

Relational		Identity based bullying		Sexual		Damage to property	
Physical		Racist		Extortion		Psychological	
Verbal		Cyberbullying		Other:			

Where behaviour is Identity based bullying indicate relevant category:

Homophobic	Disability / SEN	Racist	Membership of Travelling Community	Other:

Brief description of bullying behaviour and its impact:

Details of actions taken:

Signed: _____ Date: _____

Date submitted to Principal / Deputy Principal: _____

Appendix 5 Student Behaviour Promise



Student Behaviour Promise

Student Name: _____

Class: _____

I understand that all of my fellow students are different from each other and from me in many ways, (e.g. hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, whether we are gay or straight, where we live or have lived, what we like to do, whether we are loud or quiet, how good we are at learning, how well we study, how good we are at sports, whether we like music etc. etc).

I would not like to be treated unfairly and made to feel bad by any of my fellow-students because of any of these differences or just because they did not like me.

I know that I have a right to be different from other students and I understand that this does not give anyone the right to treat me unfairly or to be mean to me.

I understand that I am entitled to fair, equal, respectful treatment in school because of the school's Code of Behaviour and outside of school too.

I also understand that all other students are entitled to be treated fairly, equally and respectfully. It is wrong to treat anyone any other way.

I therefore promise that in future I will treat all my fellow-students fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: (Handwrite below "I will always treat (N) fairly and respectfully")

Signed: Student: _____ Date: ____/____/____

Teacher: _____

Appendix 6 Anti-Bullying Observation Report

Anti-Bullying Observation Report – Clonturk Community College



	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 – 9.30					
9.30 – 10.30					
10.50 – 11.50					
11.50 – 12.50					
1.25 – 2.25					
2.25 – 3.25					

Appendix 7 Anti-Bullying Audit - Student Questionnaire

The Anti-Bullying Audit is distributed through Microsoft Forms to students twice a year. Questions range from the following;

1. Do you feel safe at school?
2. Have you ever been bullied in Clonturk Community College?
3. Do you feel you are currently being bullied in Clonturk Community College?
4. Do you know anyone that is being bullied?
5. Are you able to recognise the signs of bullying?
6. What are signs of bullying?
7. If you believe bullying is a problem, where does it most often occur in your opinion?
8. Who do you go to in the school if you are being bullied?
9. How would you help others who are being bullied?
10. What do you do if you are being bullied online?
11. Do you know who the Designated Liaison Person (DLP) is in the school?
12. Do you know who the Deputy Designated Liaison Person (DDL) is in the school?
13. What is the job of the DLP/DDL in the school?
14. Who is the DLP and DDL in the school?
15. Is the behaviour directed towards you repeated?
16. Who would you tell if you were being bullied?
17. How confident did you feel to say or do what you had learned when you were bullied or saw someone bullied?
18. Did you say or do any of the things you learned about when you were bullied or saw someone bullied?
19. What do you think adults at school should do if you tell them you have been bullied?
20. What do you do to make your school a safer place to prevent bullying?
(please describe)