

VIRGINIA COLLEGE ANTIBULLYING POLICY



1. In accordance with the requirements of the [Education \(Welfare\) Act 2000](#) and the code of behaviour [guidelines](#) issued by the NEWB, the Board of Management of Virginia College 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.

This policy comprehends bullying that is either perpetrated by students or experienced by students in Virginia College. The matter of intra-staff bullying is addressed in the following ETB policies.

- **Bullying Prevention Policy – complaint Procedure for ETB Staff.**
- **Harassment/Sexual Harassment prevention policy – complaint procedure for ETB staff.**

2. The Board of Management of Virginia College adopts the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) issued by the Department of Education and Skills (September 2013) as the basis for the way in which Virginia College community addresses the issue of bullying.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students or staff and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour.

I. A positive school culture and climate which:

- ✓ is welcoming of difference and diversity and is based on inclusivity.
- ✓ encourages students and staff to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- ✓ promotes respectful relationships across the school community.

II. Effective leadership.

III. A school-wide approach.

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

V. Implementation of education and prevention strategies (including awareness raising

measures) that:

- ✓ build empathy, respect and resilience in students.
- ✓ Explicitly address the issues of cyber-bullying and identity-based bullying.
- ✓ including in particular homophobic and transphobic bullying.

VI. Effective supervision and monitoring of students.

VII. Supports for staff.

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

IX. 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, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

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

General behaviours which apply to all types of bullying	<p>Harassment based on any of the nine grounds in the equality legislation e.g., sexual harassment, homophobic bullying, racist bullying etc.</p> <p>Physical aggression</p> <p>Damage to property</p> <p>Name calling</p> <p>Slagging</p> <p>The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</p> <p>Offensive graffiti</p> <p>Extortion</p> <p>Intimidation</p> <p>Insulting or offensive gestures</p> <p>The “look”</p> <p>Invasion of personal space</p> <p>A combination of any of the types listed.</p>
Cyber	<p>Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation</p> <p>Harassment: Continually sending vicious, mean or disturbing messages to an individual</p> <p>Impersonation: Posting offensive or aggressive messages under another person’s name</p> <p>Flaming: Using inflammatory or vulgar words to provoke an online fight</p> <p>Trickery: Fooling someone into sharing personal information which you then post online</p> <p>Outing: Posting or sharing confidential or compromising information or images</p> <p>Exclusion: Purposefully excluding someone from an online group</p> <p>Cyber stalking: Ongoing harassment and</p>

	<p>denigration that causes a person considerable fear for his/her safety</p> <p>Silent telephone/mobile phone call</p> <p>Abusive telephone/mobile phone calls</p> <p>Abusive text messages</p> <p>Abusive email</p> <p>Abusive communication on social networks e.g., Facebook/Ask.fm/ Twitter/You Tube or on games consoles.</p> <p>Abusive website comments/Blogs/Pictures</p> <p>Abusive posts on any form of communication technology</p>
<p>Identity Based Behaviours</p>	
<p>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Homophobic and Transgender</p>	<p>Spreading rumours about a person’s sexual orientation</p> <p>Taunting a person of a different sexual orientation</p> <p>Name calling e.g., Gay, queer, lesbian...used in a derogatory manner.</p> <p>Physical intimidation or attacks</p> <p>Threats</p>
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<p>Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</p>
<p>Relational</p>	<p>Exclusion on the basis of any of the above</p> <p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone’s friends away. • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear. • The “look”

Sexual	Use or terminology such as 'nerd' in a derogatory way Unwelcome or inappropriate sexual comments or touching Harassment
Special Educational Needs, Disability	Name calling Taunting others because of their disability or learning needs. Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying. Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person's disability Setting others up for ridicule

4. To whom should concern about a student being bullied be reported – relevant teachers for investigating and leading with bullying?

Students, parents, non-teaching staff or members of the wider community should feel welcomes to report their concerns to any member of the teaching staff – including Principal, Deputy Principals and any other member of staff.

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools): Refer to section 6.8.3. and 6.8.4 in the Procedures.

The Relevant teachers in Virginia College are:

- Principal
- Deputy Principals
- Year Heads
- Tutors
- Student Support Team
- Guidance Counsellors
- 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 Virginia College are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):
- Virginia College makes it clear to all members of the college 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 Virginia College community have a duty to bring to the attention of the Principal, Deputy Principals and/or relevant teacher any incident of bullying including cyberbullying or harassment that they know about or suspect.
 - 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), Virginia 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 and the CMETB Suspensions and Expulsions Policy, against those who bully others.
 - 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 Virginia College's prevention strategy will be to build empathy, respect and resilience in students.
 - Students will be provided with opportunities to understand the causes and effects of bullying, the issue of identity-based bullying and, in particular, homophobic and transphobic bullying. This will include the display of LGBT posters (as appropriate) and discussions with parents about statements of welcome and respect for LGBT members of the college community, teaching the Social, Personal, Health Education (SPHE) resource, Growing Up LGBT and (as appropriate) participating in LGBT awareness events.
 - Virginia 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. The College's SPHE programme will specifically address the issue of bullying with annually.
 - Virginia College is engaged with the Yellow Flag programmes to ensure our school community is inclusive of all cultures and ethnicities.

- 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. We promote co-operation and group enterprise through team sports, college clubs and societies as well as through practical subjects. Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.
- 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 in line with Virginia College social media Policy.
- Virginia College will, in all its communications with students and their parents, commencing with the induction of the student into the 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 relevant teacher 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 college management. All teaching staff will reinforce this point to students on an ongoing basis.
- Virginia College will adopt a college-wide approach (involving management, staff, parents and students) to prevent and combat bullying. In this context, the College is committed to engaging with parents. Firstly, Virginia College will involve them in the development of policies and practices to combat bullying. Secondly, Virginia College will hold information evenings for parents to ensure that they understand the way the College deals with bullying, and to provide them with reliable information on how they may contribute towards combating bullying.
- In accordance with 6.8.9 of the [DES Procedures](#) 'parents and students are expected to co-operate with any investigation and assist the college in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible'.
- In combating bullying, Virginia College will take particular account of the needs of students with disabilities or with AEN. This will involve improving inclusion, focusing on developing social skills, paying particular attention to student induction and cultivating a college culture that respects everyone and values helping one another.
- Virginia College is committed to devoting a continuous professional development session each year to building the capacity of the College to combat bullying.
- Virginia College is committed to surveying the student body regularly to identify the extent of bullying and, in so far as is possible, the students that are affected by it.

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- Virginia College will, each year, hold a Safe Internet Awareness Day and an Anti-bullying Awareness Week to highlight the whole issue of bullying and staying safe using modern technology.
 - Virginia College's senior students will have a specific responsibility for recognising bullying behaviour and for bringing concerns about bullying behaviour to the attention of a relevant teacher. Senior prefects will deliver a number of lessons to First Year students on the topic of bullying awareness.
 - Virginia College involves the student council in contributing to a safe school environment e.g., Buddy System, mentoring and other student activities that can help to support pupils and encourage a culture of peer respect and support.
 - Virginia College encourages a culture of telling. This confidence factor is of vital importance. It is made clear to all pupils what when they report incidences of bullying, they are not considered to be telling tales but behaving responsibly.
 - Virginia College ensures that pupils know how to tell, e.g.:
 - Direct approach to teacher at any time
 - Hand up notes in student journal
 - Make a phone call to the school or to a trusted teacher in the school.
 - Get a parent(s)/guardian(s) or friend to tell on their behalf.
 - Completing online report form on the school website.
 - Virginia College encourages parent(s)/guardian(s) to approach the school if they suspect their child is being bullied in any of the following ways:
 - Make a phone call to the school to inform the Year Head/Deputy Principals/Principal
 - Completing online report form on the school website.
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):

Procedures for Investigating and Dealing with Bullying

The primary aim for the relevant teacher 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.

Investigating and dealing with incidents: Style of Approach (see section 6.8.9)

- In investigating and dealing with bullying, the relevant teacher and AP1s will exercise their professional judgement to determine whether bullying has occurred and how best the situation might be resolved and may refer the matter to the Principal/Deputy Principals.
- Parents and pupils are required to co-operate with any investigation and assist the college in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- Relevant teacher(s) take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews are conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher seeks answers to questions of what, where, when, who and why. This is 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 is interviewed individually at first and thereafter, all those involved may be met as a group with at least one member of staff present. At the group meeting, each member is 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 is supported through the possible pressures that may face them from the other members of the group after interview by the teacher. It may also be appropriate or helpful sometimes 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 parents of the parties involved are contacted at an early stage, if deemed necessary, to inform them of the matter and to explain the actions being taken

(by reference to the college policy). The college gives parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the college and the supports available for their child.

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it is made clear to him/her how he/she is in breach of the college's anti-bullying policy and efforts are made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- It is 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.**
- All records of interviews held in the DPs office.

Follow up and recording.

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased.
 - Whether any issues between the parties have been resolved as far as is practicable.
 - Whether the relationships between the parties have been restored as far as is practicable.
 - 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 later 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 Children.
- Where a parent/guardian or a student who is more than 18 years old is not satisfied that Virginia College has dealt with a bullying case in accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools, s/he will be referred to the school's complaints procedures i.e. **the Code of Practice for dealing with Complaints made by Parent/s, Guardian/s of a Student or by a Student (who has reached the age of eighteen) currently enrolled in a school/centre, against a Staff Member employed by Cavan and Monaghan Education and Training Board (ETB)** – see Section 6.8.9 of Anti-Bullying Procedures for Primary and Post-Primary

Schools.

- Where a parent/guardian or a student who is more than 18 years, having exhausted the school's complaints procedures, is still not satisfied s/he will be advised of his/her right to make a complaint to the Ombudsman for Children - see Section 6.8.9 (XXi) of Anti-Bullying Procedures for Primary and Post-Primary Schools.**8.0 Programme of support for working with students affected by bullying - see Sections 6.8 15, 6.8.16 and 6.8.17 of [DES Procedures](#)**

Recording of bullying behaviour

The recording of all bullying incidents is completed in an objective and factual manner.

The school's procedures for noting and recording 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 through online referral form or hard copy to be given to antibullying co-ordinator (Appendix 1.1)
- 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.
- Year Head arranges to meet with the student(s) involved and students fills in AB2 Incident report form in hard copy or online (Appendix 1.2) <https://forms.office.com/e/XszB1q8DDM>

Formal Stage 1 – Determination that bullying has occurred.

- If it is established by the relevant teacher and/or AP1s 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.
- Student Support Team triage and assess if bullying or not using AB3 Serious Incident/Bullying Report Triage <https://forms.office.com/e/KC6YYeSrEu> (Appendix 1.3)

- The relevant teacher fills in Case file checklist (Appendix 1.4)
- All records are stored under lock and key in the Deputy Principals office.

Formal Stage 2

If assessed that this is bullying, Year Head will meet with all parties involved, contact relevant parties and record actions taken.

The relevant teacher must use the recording templates 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 (Appendix 1.5 – Following up on Bullying Behaviour); 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 case file is held in the DPs office for a period of 7 years.

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
 - Circle Time
 - Restorative interviews
 - Restorative conferencing
 - Implementing sociogram questionnaires
7. Virginia College will put in place a programme of supports for students who have been affected by bullying. This programme will involve the following elements.
- 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. They may be experiencing feelings of doubt or guilt and need affirmation that they were right to report what they have observed.

8. Supervision and Monitoring of Anti-Bullying in Virginia College

The Board of Management confirms that it will endeavour to ensure 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.

The implementation and effectiveness of the school's anti-bullying policy will be an agenda item for all staff meetings – so the concerns about the policy and/or the welfare of individual students can be shared and effectively addressed.

Data gathered through the reporting templates (Appendix 1.1) will be collated and analysed annually with a view to monitoring levels of bullying behaviour and identifying issues requiring attention. This analysis will complement the information gathered through the bullying surveys – see Section [6.15](#).

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

- ✓ the overall number of bullying cases reported (by means of the bullying recording template (see Appendix 1.1) since the previous report to the Board.
- ✓ confirmation that all cases referred via the recording template (Appendix 1.1) have been or are being, dealt with in accordance with the school's anti-bullying policy and the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#). The minutes of Board of Management' meetings will record the principal's report but in doing so will not include any identifying details of the students involved.

9. Prevention of Harassment

The Board of Management confirms that Virginia College will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students 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. Policy Adoption and Review

This policy was adopted by the Board of Management of Virginia College on the 12th of September 2023.

11. Policy Dissemination and Publication

This policy will be made available to school personnel, published on the school website and provided to the Parent School Association.

12. Policy Review

- The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation in accordance with the procedures set out in Section 7.2 of the [Anti-Bullying Procedures for Primary and Post-Primary Schools](#) using the checklist included at **Appendix 2** of those procedures,
- The Board of Management will ensure that an action plan is put in place to address any areas for improvement identified by the annual review.
- Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parent School Association.
- Details of the review will be recorded in the minutes of the Board of Management' meeting that adopted the review and a record of the review and its outcome will be made available, if requested, will be made available to the Patron (Cavan and Monaghan ETB) and the DES. In the case of the DES, it is appreciated that the Inspectorate will place a strong focus on the actions Virginia College takes to create a positive school culture and to prevent and tackle bullying.

This policy was reviewed at the Board of Management meeting on the 12th September 2023.

Appendix 1.1 AB1 – Referral Form

Virginia College
AB1 – Referral Form
To be completed by reporting teacher

1. Name of pupil being bullied and class group

Name _____ Class: _____

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

3. Source of bullying concern/ report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

School Yard	
Classroom	
Corridor	
Toilets	
Other	

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

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	Cyber-bullying	
Damage to Property	Intimidation	
Isolation/Exclusion	Malicious Gossip	
Name Calling	Other (specify)	

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

Homophobic/Gender	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Antibullying Co-ordinator _____

OR

By filling in the online form



<https://forms.office.com/e/RDKyiDZjIm>

Note: This form uses the questions from Appendix 3 form the DES Antibullying Procedures for Primary and Post primary schools.

Appendix 1.2 AB2 – Incident Report form to be completed by student.

Virginia College – AB2 Incident form to be completed by student.	
Your Name:	
Class group:	
Date:	

Please answer the following questions in **as much detail as possible**:

<u>What happened?</u>
<u>Where did it happen?</u>
<u>When did it happen?</u>
<u>Who was involved?</u>

Why do you think this happened?

Signed: _____

Date: _____

Time: _____

OR

By filling in online form

<https://forms.office.com/e/XszB1q8DDM>

Appendix 1.3 – Serious Incident/Bullying Report Triage and review form

<https://forms.office.com/e/KC6YYeSrEu>

Appendix 1.4 – Case File Checklist

<https://forms.office.com/e/hiswknReaw>

Appendix 1.5 – Following up on Bullying Behaviour

This form must be completed by the relevant teacher to record the bullying behaviour in the following circumstances:

- a) Where s/he considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after s/he has determined that bullying behaviour occurred; and
- b) Where it is necessary to report serious bullying behaviour immediately to the Principal or Deputy Principal (see 7. 3) or where a relevant teacher at any time passes on concerns or allegations of bullying to the Principal or Deputy Principal (see 7.1).

Virginia College

AB 5

to be used for dealing with and following up on bullying behaviour

To be completed by relevant teacher

Please attach the AB1 and AB2 forms to this form when reporting.

Date:

Name of student being bullied:

Name:		Class:	
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Name(s) of student(s) engaged in bullying behaviour			
Name:		Class:	
Name:		Class:	
Name:		Class:	

Name(s) of person(s) who reported the bullying concern: <i>(If a student then please include class)</i>	
Name:	

Reason for referral to AB3 LEVEL (please tick):	
Bullying behaviour has not ceased within 20 school days since completion of investigation	
Serious case of bullying requiring immediate referral e.g., physical assault/sexual assault	

Details of Bullying Behaviour that occurred within the 20 school day period:		
Type:	Tick:	Brief description: <i>(Please attach any additional information/statements)</i>
Physical Aggression		
Intimidation		
Isolation/Exclusion		
Relational Bullying		
Cyber-bullying		
Name-Calling		
Damage to property		
Extortion		
Identity-based <i>(Specify)</i>		

Student(s) engaged in bullying behaviour has/have been informed that the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:
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The parent of the student(s) engaged in bullying behaviour has/have been informed that the case will be referred to the Board of Management of the school and the Code of Conduct will be implemented (up to and including suspension and exclusion from school)	Date:
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DATE REPORTED TO BOARD OF MANAGEMENT: _____

Signed: _____ *(Relevant Teacher)*

Date: _____

Appendix 2

Checklist for Annual Review of the Anti-bullying Policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school’s anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school’s anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools?	
Has the Board published the policy on the school website and provided a copy to the parents’ association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day-to-day work?	
Has the Board ensured that the policy has been adequately communicated to all students?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the principal’s periodic report to the Board?	

ABP 2023-2024

Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	