

# Scoil Mochua Anti-Bullying Policy



## Aims of the Policy

The main aims of this Anti-Bullying Policy are as follows:

- To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To create a positive school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour.
- To raise awareness of bullying as a form of unacceptable behaviour with school management, teaching and non-teaching staff, pupils and parents/guardians.
- To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation.
- To provide procedures for investigating and dealing with bullying behaviour.
- To provide procedures for recording and reporting bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To liaise with various local agencies in countering all forms of bullying and anti-social behaviour.
- To facilitate ongoing evaluation of the effectiveness of the school's anti-bullying policy.

## 1. Rationale

This policy serves to outline the procedures followed in Scoil Mochua to address incidents of bullying. As a school we believe that our pupils have the right to learn in a supportive, caring and safe environment. 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 Scoil Mochua has adopted this Anti-Bullying policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools, which were published in September 2013.

## 2. Key Principles

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

- A positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;

- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;
  - promotes respectful relationships across the school community;
- Effective leadership
  - A school-wide approach
  - A shared understanding of what bullying is and of its impact
  - Implementation of education and prevention strategies that –
    - build empathy, respect and resilience in pupils
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, 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)
  - On-going evaluation of the effectiveness of the anti-bullying policy

### **3. Definition of Bullying**

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller Community and bullying of those with disabilities or Special Educational Needs (SEN)

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 & Post Primary Schools. Examples of Bullying Behaviours can include the following. (This list of examples is non exhaustive)

<p><b>General Behaviours which apply to all types of bullying</b></p>	<p>Harassment based on any of the nine grounds in the equality legislation (e.g gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p> <ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The “look”</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation</li> <li>• Harassment: Continually sending vicious, mean or disturbing messages to an individual</li> <li>• Impersonation: Posting offensive or aggressive messages under another person’s name</li> <li>• Flaming: Using inflammatory or vulgar words to provoke an online fight</li> <li>• Trickery: Fooling someone into sharing personal information which you then post online</li> <li>• Outing: Posting or sharing confidential or compromising information or images</li> <li>• Exclusion: Purposefully excluding someone from an online group</li> <li>• Cyber Stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>

**Identity-based Behaviours****Including any of the nine discriminatory grounds mentioned in Equality Legislation**

<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"><li>• Excluding from the group</li><li>• Ignoring</li><li>• Isolation &amp; exclusion</li><li>• Spreading rumours</li><li>• Breaking confidence</li><li>• Malicious gossip</li><li>• Talking loud enough so that the victim can hear</li><li>• The “look”</li><li>• Use of terminology to describe someone in a derogatory way</li></ul>
<b>Race, Nationality, Ethnic Background and Membership of the Traveller Community</b>	<ul style="list-style-type: none"><li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li><li>• Exclusion on the basis of any of the above</li></ul>
<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"><li>• Name calling</li><li>• Taunting others because of their disability or learning needs</li><li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li><li>• Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</li><li>• Mimicking a person’s disability</li><li>• Setting others up for ridicule</li></ul>
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"><li>• Spreading rumours about a person’s sexual orientation</li><li>• Taunting a person of a different sexual orientation</li><li>• Name calling e.g. Gay, lesbian...used in a derogatory manner</li><li>• Physical intimidation or attacks</li><li>• Threats</li></ul>
<b>Sexual</b>	<ul style="list-style-type: none"><li>• Unwelcome or inappropriate sexual comments or touching</li><li>• Harassment</li><li>• Name calling</li></ul>

#### **4. Responsibility for Investigation**

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

The class teacher will have primary responsibility for investigating alleged cases of bullying. Dependent on the seriousness of the actions involved, the class teacher may decide to involve the Deputy Principal/Principal in accordance with our Code of Behaviour.

However, any teacher may act as a relevant teacher if circumstances warrant it.

#### **5. Education and Prevention Strategies**

The school will utilise a range of education and prevention strategies to encourage good behaviour and discourage bullying. We will seek to develop a positive school culture in the following ways:

##### **5.1 School-Wide Approach**

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Highlight and display (in pupil friendly language) school rules and key respect messages in classrooms, in assembly areas and around the school and involve pupils in the development of these messages.
- Staff will always be encouraged to contribute towards the development of a sense of community within their own classroom and throughout the school.
- Have a system of encouragement and positive rewards to promote desired behaviour and compliance with the school rules and routines. Individual class teachers will use some of the following systems:
  - praising desired respectful behaviour by providing positive attention - “catch children being good”
  - class contracts
  - star charts
  - ‘traffic lights’
  - table points system
  - golden time
  - competition charts
  - class dojo
  - Pupil of the Week/Star Pupil
  - group reward system
  - lucky dip/raffle
  - trip to the Principal with ‘good news’.
- Children will be encouraged ‘to look out for each other’.
- Consistently tackle the use of discriminatory and derogatory language in the school –this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.

- Explicitly teach pupils about the appropriate use of social media from 1<sup>st</sup> Class upwards with specific reference to the school's Acceptable Use Policy from 4<sup>th</sup> class.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Ensure that all new pupils/families are made aware of the school's Code of Behaviour and Anti-Bullying Policy.
- Actively involve parents and/or the Parents' Association and pupils in awareness raising campaigns around all aspects of bullying.
- Ongoing involvement/communication with parents through newsletters, meetings, involvement in school events, activities etc.
- Make sure that parents are aware of protocols involved if they suspect that their child is being bullied.
- As self-esteem is a major factor in determining behaviour, we will, through both our curricular and extra-curricular programmes and through formal and informal interactions provide pupils with opportunities to develop a positive sense of self-worth.
- The success of Friendship Week, sporting events and other school activities, which impact positively on self-esteem and sense of belonging and community will be highlighted and celebrated.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it (prevention and intervention).
- Actively promote the right of every member of the school community to be safe and secure in school.
- Actively promote the value of diversity to address issues of prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Teachers and pupils will identify bullying risk areas and risk times and appropriate steps will be taken to ensure there is adequate supervision at these times.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Class Niggle Box
  - Get a parent(s)/guardian(s) or friend/adult you trust to tell on your behalf
  - Go and speak to the Principal/ Deputy Principal/ Another Teacher
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
  - Teachers explicitly make children aware of their availability at appropriate times to listen to and to deal with any concerns they may have and to address such issues confidentially, e.g. after class

## 5.2 Implementation of Curricula

- The full implementation of the SPHE curriculum, the RSE, Walk Tall and Stay Safe Programmes.
- We will use the elements of the SPHE curriculum, which make specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- The Stay Safe Programme is a personal safety skills programme, which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. Lessons pertaining to Anti-Bullying will be taught in 1<sup>st</sup> and 5<sup>th</sup> classes and will be revised in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup> classes each year. The programme will focus on developing pupils' awareness and understanding of bullying including its causes and effects. The anti-bullying lessons therein will be extended by each teacher to include identity-based bullying.
- Bullying prevention and awareness measures will also focus on educating pupils on appropriate online behaviour, how to stay safe on-line and also on developing a culture of reporting any concerns about cyber-bullying. Safer Internet Day and other relevant focus campaigns will be adopted/highlighted. Parents will be made aware of the importance of internet safety via a dedicated section of our website <http://www.scoilmochara.com/internet-safety.html>
- The school may draw on material from evidence based programmes and on-line resources e.g. Cool School Programme (aimed at P.P., but some aspects relevant to senior primary), Web Wise Primary Teachers' Resources, Show Racism the Red Card, ISPC Shield etc
- The school will specifically consider the additional needs of SEN pupils with regard to developing strategies to improve inclusion; focusing on developing social skills, paying attention to key moments such as transitioning from primary to post primary and cultivating a school culture which enables all pupils to respond appropriately and which has respect for all and helping one another as central.
- We will use all subject areas 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.
- Promotion of extra-curricular activities, which encourage co-operation among pupils e.g. sport, drama.
- Circle Time Sessions, Role Play, Social Stories and Puppetry are methodologies, which can be used to discuss and explore issues of bullying and to develop empathy and respect.
- Links with Gardaí, community/sporting groups etc around programmes for personal safety and cyber-bullying or other where available.
- Provision of Continuous Professional Development inservice for staff or funding made available to staff to avail of summer or other programmes.

## 5.3 Links to Other Policies

School Plans and Policies which are relevant to/or may help prevent bullying include:

- Code of Behaviour
- Health & Safety Policy (especially in relation to supervision)
- Child Protection Policy

- Acceptable Use Policy
- Attendance Policy
- Social Personal and Health Education Plan (SPHE)

## **6 Investigation/Follow-Up/Recording & Intervention**

The school has put in place procedures for the investigation, follow-up and recording of bullying behaviour and has established intervention strategies to be used by the school as follows -

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)

The school's procedures must be consistent with the following approach. Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

### **6.1 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, SNAs, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

### **6.2 Investigating and Dealing with Incidents**

- In investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgment to determine whether bullying has occurred and how best the situation might be resolved.
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- All reports of bullying will be investigated and dealt with by the relevant teacher. 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.
- When a pupil tells a teacher s/he is being bullied, it is important to gather all of the facts from both sides. Answers should be sought to questions of What, Where, When, Who and Why?
- The teacher should adopt calm, unemotional, problem-solving approach when dealing with incidents of alleged bullying - setting an example in dealing effectively with a conflict in a non-aggressive manner.
- All sides are listened to separately and notes are taken.
- The notes are brief, factual and should be void of emotional or judgmental language.



- Instances are best investigated outside the classroom to ensure privacy and to avoid public humiliations.
- If a group is involved, each member will be interviewed individually at first and subsequently as a group if appropriate. At the group meeting, each member will be asked for his/her account of what happened.
- Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- All interviews should be conducted with sensitivity and with due regards to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- Information spoken about should not become available, so that the victim would be further tormented (need to know basis)
- Where possible, a witness is present.
- In cases where it has been determined that bullying behaviour has occurred, the teacher consults with the Principal and/or refers the child/children involved to the Principal.
- The parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). This may be done by way of a phone call, a note or in serious situations; parents will be requested to call to the school immediately. The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- It will be made clear to the pupil that 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 and to encourage empathy with the victim.
- It will 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.
- The child/children involved will give an assurance that they will undertake to improve their future behaviour, to resolve the situation, apologise and to make up for any hurt caused. They are advised that if they break this promise again, they will have a meeting with the Principal and their parents in the office and could face suspension.

### **6.3 Follow up and Recording**

In determining whether a bullying case has been adequately and appropriately addressed, the following factors should be taken into account:

- Has the bullying behaviour ceased?
- Have issues between the parties been resolved as far as is practicable?
- Have the relationships between the parties been restored as far as is practicable?
- Any feedback received from the parties involved or their parents or the Principal.
- Follow up meetings with the parties involved can be arranged.
- The school foresees that a timeframe of 20 days should be sufficient to address the issues and factors involved.

- 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.

## **6.4 Record Keeping Procedures for Investigations into Bullying Behaviour**

It is imperative that all recording of bullying incidents must be done in an objective and factual manner. All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour are as follows:

### **Informal**

#### **Pre-Determination that bullying has occurred**

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher. A Pupil Behaviour Record will be maintained by the class teacher in the Class Incident Book
- When a teacher other than the class teacher is dealing with an issue, details should be recorded by the teacher concerned in the Class Incident Book
- 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/ Deputy Principal of all incidents being investigated

### **Formal Stage 1**

#### **If it is established that bullying has occurred**

- The relevant teacher must keep appropriate written record in the Class Incident Book of reports, actions taken and any discussions with those involved which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships between the parties involved
- Records of incidents of bullying recorded in the Class Incident Book should be referenced on the pupil files ('Relevant Information Section of Orange Report Card Booklets) of pupils involved
- Within 20 days the Relevant Teacher will determine if the issue has been resolved and make note of the resolution in the Class Incident Book

### **Formal Stage 2**

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

The relevant teacher must use the recording template at Appendix 3 (available from Principal/ Deputy Principal) 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 days after he/she has determined that bullying behaviour occurred; and

b) where a once-off offensive or hurtful public message, image or statement has been placed on a social network site or other public forum where it can be viewed and/or repeated by others

The form will be retained by the teacher in question (duplicate sent to Principal) and stored on the file(s) of the pupil(s) involved (Orange Report Card Booklet). These files and the Class Incident Book will be passed on to the next Class Teacher at the end of the year. In cases where the bullying has been resolved the template form will serve as a summary of the investigation. However, where appropriate, additional notes and details will be attached to the form to retain on file, particularly in cases where the bullying was not resolved within 20 days of the initial investigation. A record of the completion of the form will be made on the student's record.

At least once every school term the Principal will provide a report to the BOM setting out the overall number of bullying cases reported by means of this template and confirmation that all cases are being dealt with in accordance with procedure.

## **6.5 Repeated Bullying Offences**

If a child breaks his/her promise and the bullying behaviour is repeated, the Principal meets with the child and the parent. The child may be suspended for up to 3 days. The Principal has the permission of the Board of Management to suspend for this time. Before suspending a pupil, the Board shall notify the local Education Welfare Officer in writing in accordance with Section 24 of the Education Welfare Act.

## **6.6 Referral of Serious Cases to the Health Service Executive (HSE)**

Bullying behaviour can be part of a continuum of behaviour rather than a stand-alone issue and in some cases behaviour may escalate beyond that which can be described as bullying to serious physical or sexual assault or harassment. Accordingly instances of bullying will be dealt with in tandem with the school's overall Code of Behaviour. In cases where the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) will be sought.

Serious instances of bullying behaviour will, 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.

Where school personnel have concerns about a child but are not sure whether to report the matter to the HSE, the Designated Liaison Person will seek advice from the HSE Children and Family Social Services.

*(cf. 'Children First' National Guidance for the Protection and Welfare of Children 2011*

*(cf. Child Protection Procedures for Primary and Post-Primary Schools, DES)*

## **7. Supporting Pupils Affected by Bullying**

In-school supports and opportunities will be provided to support pupils who have been in any way affected by bullying. They will be encouraged to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience.

### **Examples of such opportunities include:**

- School Pastoral Care System (input provided by relevant staff)
- Friendship and small-group team-building exercises, e.g. circle time
- Affording opportunities to help staff, junior pupils or SEN children
- Close monitoring of pupils in classroom and on yard in the weeks following an incident of bullying
- Follow up meetings between pupils, class teacher and/or Principal/ Deputy Principal on an ongoing basis following any incident of bullying
- Pupils who observe incidents of bullying behaviour should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher
- Children affected are reassured from the outset that they are not to blame
- Strategies for restoring self-esteem are explored between teacher and parents/guardians
- The parents/guardians of the pupils concerned will be advised to contact the local Gardai if appropriate
- If it is considered that pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same

### **Children engaging in bullying behaviour**

- If there is availability of resources within the school, children may participate in one of the school's Active Resource Groups.
- Where deemed necessary, the child in consultation with parents may be referred for counselling or external support. They may need to learn other ways of meeting their needs without violating the rights of others. Empathy awareness needs to be developed.
- Clinical referral and assessment may be necessary. (Staged Approach: class support, school support, school support plus as per Continuum-Behavioural; Emotional and Social Difficulties-NEPS)
- In certain cases it may be necessary to invite assistance from formal agencies such as Gardai, (J.L.O), CAMHS, HSE etc.

## **8. Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## 9. 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.

## 10. Ratification

This policy was adopted by the Board of Management on 11/02/2021.

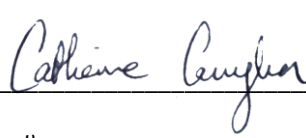
## 11. Availability

This policy has been made available to school personnel, parents and pupils and provided to the Parents' Association. A copy of this policy will be made available to the Department and the Patron if requested.

## 10. Implementation and Review

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and parents and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the Patron and the Department.

Signed:   
(Chairperson of Board of Management)

Signed:   
(Principal)

Date: 11/02/2021

Date: 11/02/2021

Date of Next Review: February 2022

## TYPES OF BULLYING

**1. Physical Aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

**2. Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression, which conveys aggression and/or dislike.

**3. Isolation/Exclusion and Other Relational Bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

**4. Cyber-Bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

**5. Name-Calling:** Persistent name-calling directed at the same individual(s), which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak

academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

**6. 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, school books and other learning material. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

**7. Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

## **WHAT TO TELL CHILDREN IF THEY ARE BEING BULLIED**

### **What to do:**

Act as confidently as you can. Face them and tell them clearly to stop. Try and be calm and move away from them.

### **Don't hit out.**

If someone is bullying you, don't try to hit/kick them. You may get badly hurt in a fight and even if you don't, the bully can sometimes use how you hit them against you, and make it seem like you are the bully.

### **If they call you names.**

If they tease you or slag you off, try and laugh it off. Don't let them see that they have hurt you. Bullies like to get a reaction, if they don't get one there is no point in them bullying you.

### **Remember, it's not about you.**

Often people who bully other people do it to make themselves feel better, because they are unhappy, at school or at home. Remember that they have the problem, not you. Don't believe what they say to you, and don't blame yourself.

### **Tell your friends/people you can trust in class**

Tell them what is going on and how you feel. Ask them to come with you to tell a teacher if you are afraid. Ask them to stand up with you against the bully.

- **Tell an adult you trust:** If you're being bullied, tell an adult about it.
- **Talk to:** Your parents - Someone in your family - Your teacher - A Helpline
- **Don't hit back with violence**

Getting into a physical fight with someone can be dangerous. If you are afraid to tell because it might make things worse, tell this to the person you talk to and ask them to find a way to help you.

**What To Say When You Tell** - Tell them what has happened; Who is doing it; How often it has happened; Did anyone see or hear what went on? What have you tried to do about it?

## **CYBER BULLYING ADVICE FOR CHILDREN (WEBWISE)**

- Don't reply
- Keep the Message
- Block the sender (Phone)
- Tell someone you trust
- Report problem to the people who can do something about it – websites, mobile phone operators

### **The 12 Golden Rules of Web Safety**

1. Don't share information about yourself on the Internet.
2. Once you put something on the Internet you can never get it back.
3. Don't give out your full name, address, telephone number, or the name of your school on the Internet.
4. Use Usernames/Screen names that aren't rude or offensive when you are chatting on-line, they only attract the wrong type of people
5. Always respect other people's feeling on the Internet.
6. Be aware that not everyone you meet on the Internet is who they say they are.
7. Never meet people face-to-face that you first met on the Internet without having one of your parents/guardians with you.
8. If you receive a message that bothers you, tell an adult. Block the sender and report them.
9. Only give your private e-mail address to someone you know in real life.
10. Be careful of e-mails that are too good to be true, offering you things for free or that ask to be forwarded to all your friends.
11. Don't open e-mails that you receive from people you don't know.
12. Never reply to any message you receive over the Internet that makes you feel uncomfortable.