

***Anti-Bullying Policy***

**2015+**

**Board of Management Scoil Bhríde Nurney**

**2015+**



**Scoil Bhríde**

**Anti-Bullying Policy**

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**Scoil Bhríde**

**Anti-Bullying 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 Scoil Bhríde 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.

1. 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 (See Appendix 1) 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; involves collaboration among and between staff & pupils and promotes respectful relationships across the school community; encourages the work of the student council in this area
* 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 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) and ongoing evaluation of the effectiveness of the anti-bullying policy.
1. In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

*‘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.

***Isolated or once-off incidents*** do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of 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 and appears as Appendix 1 of this document.

1. The relevant teacher(s) for investigating and dealing with bullying are as follows:
* The class teacher(s) initially
* The principal thereafter if necessary
* The principal is Scoil Bhríde’s Anti-Bullying Co-ordinator
1. The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:
* Prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils such as (i) The traditional disciplinary approach (ii) strengthening the victim (iii) mediation (iv) restorative practice (v) the support group method (vi) the method of shared concern
* Provide pupils with opportunities to develop a positive sense of self-worth
* Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online
* Teachers can influence attitudes to bullying behaviour in a positive manner
* There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. 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. The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children’s self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.
* The work could be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school 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. GAA coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school’s sports teams.
1. 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,

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). With this in mind the schools procedures are as follows:

(i) In investigating and dealing with bullying, the teacher(s) may use the ‘Alleged Bullying Incident Report Form – page 1 and 2’ as an aid to gather information (appendix 10). The teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved

(ii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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

(iii) 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

(iv) 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

(v) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset

(vi) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents

(vii) Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved

(viii) 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

 (ix) When analysing incidents of bullying behaviour, the relevant teacher(s) 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

(x) 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

(xi) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher

(xii) Where the relevant teacher(s) has/have 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

(xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

(xiv) In cases where it has been determined by the relevant teacher(s) 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. 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

 (xv) 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;

(xvi) Follow-up meetings with the relevant parties involved may 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

(xvii) An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily

 (xviii) 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

(xix) 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.

**RECORDING**: Noting and reporting of bullying behaviour is to be documented using the *template for recording bullying behaviour* (Appendix 3). All records must be maintained in accordance with relevant data protection legislation. The school’s procedures for noting and reporting bullying behaviour will adhere to the following:

(i) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same

(ii) If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) 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

(iii) The relevant teacher(s) must use the recording template at Appendix 3 to record the bullying behaviour which is available on the server

1. The school’s programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used including suggesting that parents seek referrals so that appropriate outside agencies in order to receive further support for the pupils and their families if needed.
2. **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.
3. This policy was adopted by the Board of Management in 2015.
4. This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request and provided to the Parents’ Association. A copy of this policy will be made available to the Department and the patron if requested.
5. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) 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.

# Appendix 1: Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

* Model respectful behaviour to all members of the school community at all times
* Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school
* Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages
* Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention
* Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN
* Give constructive feedback to pupils when respectful behaviour and respectful language are absent
* Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines
* Explicitly teach pupils about the appropriate use of social media
* Positively encourage pupils to comply with the school rules on mobile phone and internet use
* Follow-up and follow through with pupils who ignore the rules
* Actively involve parents and/or the Parents’ Association in awareness raising campaigns around social media
* Actively promote the right of every member of the school community to be safe and secure in school
* Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas
* All staff can actively watch out for signs of bullying behaviour
* Ensure there is adequate playground/school yard/outdoor supervision
* School staff can get pupils to help them to identify bullying ‘hot spots’ and ‘hot times’ for bullying in the school
	+ Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision
	+ Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
* Support the establishment and work of student councils

# Appendix 2: Types of bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:

**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

**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.

**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’. **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, email, 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. For more information on Scoil Bhríde and Cyber-bullying please see *Appendices 7, 8 and 9.*  **Name calling:** Persistent name-calling directed at the same individual(s) that 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

**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 or interference with a pupil’s locker or bicycle. 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

**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.

# Appendix 3: Template for recording bullying behaviour

 **1. Name of pupil being bullied and class group**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

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

|  |  |
| --- | --- |
| Pupil concerned |  |
| Other pupil(s) |  |
| Parent |  |
| Teacher |  |
| Other |  |

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

|  |  |
| --- | --- |
| Playground |  |
| Classroom |  |
| Corridor |  |
| Toilets |  |
| Other |  |

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

|  |  |  |  |
| --- | --- | --- | --- |
| Physical aggression |  | Cyber-bullying |  |
| Damage to property |  | Intimidation |  |
| Isolation/Exclusion |  | Malicious gossip |  |
| Name calling |  |  |  |
| Other (specify) |  |  |  |

**7. Brief Description of bullying behaviour and its impact**

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**8. Details of actions taken**

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Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Relevant Teacher 1)

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (Relevant Teacher 1)

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

# Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

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

 Yes /No

|  |  |
| --- | --- |
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*? |  |
| Has the Board published the policy on the school website and provided a copy to the parents’ association? |  |
| Has the Board ensured that the policy has been made available to school staff (including new staff)? |  |
| Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work? |  |
| Has the Board ensured that the policy has been adequately communicated to all pupils? |  |
| Has the policy documented the prevention and education strategies that the school applies? |  |
| Have all of the prevention and education strategies been implemented? |  |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined? |  |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy? |  |
| Has the Board received and minuted the periodic summary reports of the Principal? |  |
| Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal’s periodic report to the Board? |  |
| Has the Board received any complaints from parents regarding the school’s handling of bullying incidents? |  |
| Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation? |  |
| Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed? |  |
| Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour? |  |
| Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement? |  |
| Has the Board put in place an action plan to address any areas for improvement? |  |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

# Appendix 5

# Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Board of Management of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ wishes to inform you that:

* + The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [date].
	+ This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

# Appendix 6

**Glance Card**

**Investigating and Dealing with Bullying in a nutshell**

***(but not to be used without consulting***

***the full version of the anti-bullying policy)***

*As a school we are legally obliged to follow the procedures laid down for us by the Department of Education and Skills. Our hands are tied in relation to this mandatory process. We are delivering a service that is equal and fair to all parties involved. We take no sides. As a school following Department of Education procedures, we are neutral, independent and not emotionally involved in this process. As a school we are instructed by the Department of Education to take a calm, practical and problem solving approach to this process. We aim to have steps 1 – 4 complete within a two week timeframe.*

*As a Catholic School and based on best practice the Department of Education instructs us to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame). This is called restorative practice.*

*According to Department of Education rules, 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*

*It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset*

Steps are as follows, the relevant teacher:

1. Gathers information e.g.
* Observation
* Available school data/records
* Conversations with pupils/staff/parents
* Surveys

***The school’s alleged bullying ‘Incident Report Form’ may be used to gather this information***

1. Record the information

***The school’s alleged bullying ‘Incident Report Form’ may be used to record this information***

1. Analyse the information
2. The relevant teacher now has the ultimate say (based on steps 1,2 and 3 and according to Dept of Education Best practice guidelines) in determining whether it is bullying or not. TO BE CLEAR *– It is the relevant teacher who determines whether it is bullying or not*, NOBODY ELSE.
3. Carry out the intervention (based on suggestions in the school’s anti-bullying policy)
4. If the matter is not resolved within 20 school days, the relevant teacher must fill in Appendix 3 of the school’s anti-bullying policy
5. Once appendix 3 is filled in the School must seek external help
6. All Appendix 3s must be reported at BOM level (but with no names mentioned)

# Appendix 7

**Cyber Bullying**

Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons.

Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone.

It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

*Unlike other forms of bullying a once-off posting can constitute bullying****.***

While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

**Key Measures re Cyber Bullying in Scoil Bhríde Nurney:**

* The Anti-Bullying Coordinator will act as a Cyber-Safety Officer to oversee the practices and procedures outlined in this policy and monitor their effectiveness.
* Staff will be trained to identify signs of cyber bullying and will be helped to keep informed about the technologies that children commonly use.
* Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.
* Students will be informed about cyber bullying in the course of their education at the school.
* Gardaí will continue to visit the school, when their resources allow, once a year to talk about cyber bullying.
* Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.
* Parents will on a bi- annual basis be invited to a talk on bullying to include cyber bullying.
* Students and staff are expected to comply with the school’s policy on the use of computers in the School. (Acceptable user policy)
* Parents will be provided with information and advice on cyber bullying through the school website.
* Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, and SnapChat.
* Scoil Bhríde Nurney endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet without a member of staff present.

# Appendix 8

**How You as a Parent/Guardian Can Support Your Child – playing your part!**

**(A) Support Re Cyber Bullying**

**(B) Support Re Other Types of Bullying**

**(C) What If Your Child Is Bullying?**

**(A) Support Re Cyber Bullying:**

* We endorse the advice given from the **Irish *'Sticks and Stones'* AntiBullying Programme**.

A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012:

 "**Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet**. Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.

... Try turning off the wifi when you are going to bed to make sure there are no 3am online arguments. The antibullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and **we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online.**

They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.

... In our anti-bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parents 'overreact'. Don't be that parent.

**If your child tells you that they are being bullied** — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again.

Remain calm and ask questions — who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or gardaí.

Talk to your children; let them know they can talk to you; keep the channels of communication open.

* We endorse the advice given by the **USA’s Federal Department of Health**:

“**Be Aware of What Your Kids are doing online**

Talk with your kids about cyberbullying and other online issues regularly.

Know the sites your kids visit and their online activities. Ask where they’re going, what they’re doing, and who they’re doing it with.

Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child’s online behaviour, but do not rely solely on these tools.

Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

Ask for their passwords, but tell them you’ll only use them in case of emergency.

Ask to “friend” or “follow” your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.

**Establish Rules about Technology Use**

Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they’re online. Show them how to be safe online.

Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren’t friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.”

**(B) Support Re Other Types of Bullying**

Teaching a child to say “NO” in a good assertive tone of voice will help deal with many situations. A child’s self image and body language may send out messages to potential bullies.

Parents should approach their child’s teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.

Sometimes parental advice to a child is to “hit back” at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse.

Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.

It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.

Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

**(C) What If Your Child Is Bullying?**

1. Don’t panic. This may be a temporary response to something else in the child’s life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her. 2.
2. Don’t punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim’s point of view. This would need to be done over time.
3. Bullies often suffer low self esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don’t only look for negatives.
4. Talk to your child’s teacher and find out more about your child’s school behaviour. Enlist the teacher’s help in dealing with this. It is important that you both take the same approach.
5. If the situation is serious you may need to ask the school or G.P. to refer your child to the child guidance clinic for help.

# Appendix 9

**Types of Behaviour Involved in Cyber Bullying**

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

**Types of Behaviour in Cyber Bullying...**

1. **Hate Sites**
* Encouraging other people to join the bullying by publishing someone’s personal details or linking to their social network page.
* Abusive messages.
* Transmitting abusive and/or threatening messages.
* Chat rooms and discussion forums.
* Posting cruel and/or or abusive comments about someone.
1. **Mobile Phones**
* Sending humiliating and abusive video messages or photographic images messages.
* Making silent or abusive phone calls.
* Sending abusive text messages.
* Interactive gaming.
* Locking victims out of games.
* Spreading false rumours about someone.
* Hacking into someone’s account.
* Sending viruses.
* Sending hacking programs to another person.
* Unauthorised interference with a computer device.
1. **Abusing Personal Information**
* Transmitting personal photos, videos emails.
* Blogs Posting blogs where others could see them without the owner of the blog’s permission.

# Appendix 10







**Ratification of Anti-Bullying Policy**

This policy was adopted by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson of Board of Management Principal

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of next review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_