

POLASÁÍ FRITHBHULAÍOCHTA

ANTI-BULLYNG POLICY

Gaelscoil Raifteirí,
Faiche an Aonaigh,
Caisleán a' Bharraigh,
Co. Mhaigh Eo
Uimhir Rolla: 19832D



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1. Introduction

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

2. Rationale

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; and
- promotes respectful relationships across the school community;

Effective leadership

A school-wide approach

A shared understanding of what bullying is and its impact

Implementation of education and prevention strategies (including awareness raising measures) that:

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including 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

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 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.

This policy applies to activities and events that take place:

- During school time (including break times)
- Going to and from school
- School tours
- Extra-curricular activities

Additional information on different types of bullying is set out in Appendix 1 below (this is not an exhaustive list) and is also available to read in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. (See also Appendices 2 and 9).

4. Relevant Teacher

The relevant teachers for investigating and dealing with bullying in this school are as follows:

- All class teachers
- Principal
- Deputy Principal
- Any teacher may act as a relevant teacher if circumstances warrant it.

5. School Wide Approach

The education and prevention strategies that will be used by the school are as follows:

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the students in contributing to a safe school environment e.g. Buddy system, and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all new parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school.
- The implementation of regular termly whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Kindness Week, parent(s)/guardian(s) seminars; annual student workshop; regular school assemblies by principal, deputy principal, student council etc. based on the Anti-Bullying Campaign Strands.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Ensuring that pupils know who to tell and how to tell, e.g:

- Direct approach to teacher at an appropriate time, for example after class.
- Hand note up with homework.
- Make a phone call to the school or to a trusted teacher in the school.
- Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Administer a confidential questionnaire every midterm to all pupils from 1st to 6th class.
- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The continued implementation of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school are the Abi Programme; Webwise and Scoilnet.

6. Implementation of curricula

- The full implementation of the SPHE curriculum, the RSE and Stay Safe Programmes.
- Zippy Friends, Weaving Wellbeing and Friendship Formula lessons as appropriate.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme etc.
- Supplementary lessons from the PDST, Webwise, ABI and Community GARDA Schools programmes are used to teach pupils about internet safety.
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- This work can extend into many other areas such as Art, Drama, Religious Education and Physical Education. Lego Club and Circle Time create opportunities to raise awareness.
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. GAA and Hurling coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school's Gaelic Football teams.

7. Links to other policies

This policy should be read in conjunction with our other policies and procedures e.g.

- SPHE Policy- Stay Safe Programme, Walk Tall
- Code of Behaviour

- Child Safeguarding Statement
- AUP (Internet Acceptable Use Policy)
- Attendance Policy

8. Procedures for Investigating and Dealing with Bullying

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);
- 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.

9. 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.

10. Investigating and dealing with incidents

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. When conducting interviews, templates from the Abi Bullying and Restorative Practice programmes may be used including one or more of the following:
 - Survey
 - Checklist
 - Restorative Practice questions (Appendix 6)
 - Restorative interviews
 - Restorative conferencing
 - Think sheet to support and promote Restorative Practice
 - Recording Bullying Behaviour Template
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about other's statements
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s), using templates from the Abi Bullying and Restorative Practice programmes.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to 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;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

11. 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 at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

12. Recording of bullying behaviour

- It is imperative that all recording of bullying incidents must be done in an objective and factual manner.
- The school's procedures for noting and reporting bullying behaviour are as follows:

(a) Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them.

- 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.

(b) Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The relevant teacher will pass on their records at the end of the school year to the principal.

(c) Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:

- in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- 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. Such circumstances would include bullying related to physical aggression or harassment based on any of the following nine grounds outlined in the equality legislation i.e. gender (including transgender), civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.
- When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. The principal will retain such copies indefinitely in his office. The principal will decide access on each case's merit.

(d) Established intervention strategies

- 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
- Circle Time
- Restorative interviews and conferencing

13. Schools Programme of Supports

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build care system
 - Monitoring by relevant teachers and/or school principal
 - Buddy system
 - Group work such as circle time
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour e.g. Castlebar Family Support Services
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher i.e. We are a TELLING school.
- **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.

- **Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

- **Adoption of Policy**

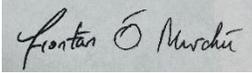
This policy was adopted by the Board of Management on 7.2.22

- **Availability of Policy**

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

- **Review of Policy**

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 published on the school website 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. Date of next review: 7.2.24

Siínithe: 

Date: 7.2.22

Cathaoirleach an Bhoird Bainistíochta
(*Chairperson of Board of Management*)

Gaels

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' Committee 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:
 - o Hot spots tend to be in the playground/school yard/outdoor areas, toilets, corridors and other areas of unstructured supervision
 - o 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.

Appendix 2

Types of bullying and examples of bullying behaviours

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 the entire 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.

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, schoolbooks 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.

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> •Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. •Physical aggression •Damage to property •Name calling •Slagging •The production, display or circulation of written words, pictures or other materials aimed at intimidating another person •Offensive graffiti •Extortion •Intimidation •Insulting or offensive gestures •The "look" •Invasion of personal space •A combination of any of the types listed.
<p>Cyber (See Also Appendix 6 and 7)</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person's reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person's name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety Silent telephone/mobile phone call • /mobile phone calls • Abusive text messages • Abusive email • Abusive telephone Abusive communication on social networks e.g. Snapchat, Roblox, Instagram, Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p><u>Identity Based Behaviours</u> Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, a disability, race and membership of the Traveller Community).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> •Spreading rumours about a person's sexual orientation •Taunting a person of a different sexual orientation •Name calling e.g. gay, queer, lesbian...used in a derogatory manner Physical intimidation or attacks •Threats

<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</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 • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear The "look" • Use or terminology such as 'nerd' in a derogatory way
<p>Sexual</p>	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
<p>Special Educational Needs, Disability</p>	<ul style="list-style-type: none"> • 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

Appendix 3

Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name: _____ Class: _____

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

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

Pupil concerned	
Other pupil(s)	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

Name: _____

Address: _____

Phone No. _____

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

Physical aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious gossip	<input type="checkbox"/>
Name calling	<input type="checkbox"/>		<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>		<input type="checkbox"/>

7. Brief Description of bullying behaviour and its impact

8. Details of actions taken

Signed

Date _____

Position held in school _____

Date submitted to Principal/Deputy Principal _____

Appendix 4: Anti-Bullying Survey

Dáta: _____

1. Has anyone repeatedly called you a name? _____
2. Has anyone told you that you can't be friends? _____
3. Has anyone ever hit, kicked or pushed you repeatedly? _____
4. Has anyone ever threatened you? _____
5. Was someone mean to you because of how you look? _____
6. Have you felt bullied in school this year? _____
7.
 - Did you tell anyone about any of these incidents? _____
 - Why or why not? _____

8. Have you seen someone else being bullied in school this year? _____

Give details:

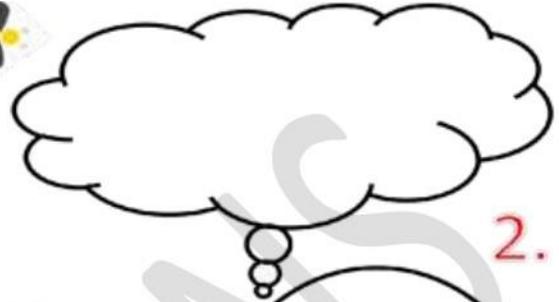
9. Have you ever called someone else a name, hit, kicked, pushed, threatened or being mean to someone?

Remember that bullying behaviour is REPEATED. If you are seeing this happen or it is happening to you or you think you might be doing it to someone it is really very important that you talk to someone about it. You can write anything that bothers you about this on the back of this page:

Restorative Practice Think Sheet

1.

What happened? Write or draw what happened



2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

What have your thoughts been since the incident? Write them in the thinking bubble.

3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.



Restorative Practice

Appendix 6

Restorative Practice Questions

Questions for the pupil(s) engaged in bullying behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

Questions for the pupil(s) who is bullied:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Appendix 7

Advice for Parents

(A) Support Re Cyber Bullying

(B) Support Re Other Types of Bullying

(A) Support re: 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

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 be invited to visit the school to talk about cyber bullying.

Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.

Parents will 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 Use Policy).

Parents will be provided with information and advice on cyber bullying.

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, Roblox, and SnapChat.

Gaelscoil Raifteiri 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.

"Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all mobile devices are left in.

Try turning off the wifi when you are going to bed.

"Be Aware of What Your Children Are Doing Online"

- Talk with your children about cyberbullying and other online issues regularly.
- Know the sites your children visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Tell your children 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 children on social media sites or ask another trusted adult to do so.
- Encourage your children 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.
- 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.

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 children 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 children 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 appropriate 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.

What If Your Child Is Bullying?

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.

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.

Bullies often suffer low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.

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.

If the situation is serious you may need to ask the school or G.P. to refer your child for extra support.

Gaelscoil Raithe

Appendix 8

Cyber Bullying

A lot of cyber bullying occurs when children lose sight of the consequences. Some don't think sending messages, which they see as "just messing" or "joking", is bullying and don't understand how they can hurt someone. One of the most common reasons for cyber bullying is an attitude among bullies that they won't get caught. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced. As with traditional bullying, pressure from friends can be a trigger for cyber bullying too. As well as this, some pupils do not appreciate that posting online is a form of publishing. Rather, some see the internet as "not the real world". This feeling leads to children believing that they cannot be reprimanded for what they do online.

Terms that will be useful to listen out for and to understand when dealing with cyber bullying (Webwise 2015).

Term	Description
Frapping	The action of editing someone's Facebook profile or status without the person's permission.
Happy Slapping	The misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the Internet.
Hashtag	A hashtag is a word or a phrase preceded by a # sign to identify messages on a specific topic
Twitter, Tumblr, Instagram, Facebook	Social media platforms where people can share content, be followed or have friends and post comments and material to be viewed by friends, followers or the public
Whatsapp, Viber, Snapchat	Online messaging apps that allow users to communicate in groups or individually. Access to the internet is necessary. Snapchat messages delete themselves after a set number of seconds. However, screenshots can be taken during this time to record and maintain the picture or message.
Selfie	A self-portrait typically taken with a hand held camera or phone
Troll	A troll is a deliberately provocative use of an internet message board, social network or comments section. A troll upsets or angers others by leaving hurtful or off-topic remarks in an online community, usually to illicit emotional responses.

Viral	Content is said to have gone viral (photos, videos, blogs) when they are circulated rapidly and widely from one user to another.
Tagging	To describe a link to a website, person or place on the internet using a social media platform. Usually photos, people or websites are tagged to link in that user and inform them of the content. People can tag others to be hurtful and lead unwanted traffic to that person's profile or picture. This can lead to photos being shared and inappropriately shared.
Screenshot	A photo that can be taken of the screen of a mobile phone using the device itself.

Prevention of Cyberbullying

In conjunction with other curricular implementation, here are some specific approaches that can be employed by the class teacher to prevention cyberbullying;

- Explicit teaching of computer rules at the beginning of each school year
- Explicit teaching of our SMART online code
- Explicit reference to cyber bullying and what it is when covering the Stay Safe programme
- Teaching of Webwise lessons on safe internet use (My Selfie and the Wider World) during February of each year
- Lessons 1 / 2 and 5; First and second classes
- Lessons 1 - 5; Third to Sixth classes
- Marking and reflecting on Safer Internet Day each year
- Using teachable moments to reflect on behaviour online
 - When sharing information
 - Taking and uploading pictures
- Modelling good behaviour online through class blogs, twitter accounts and other online technology

Responding to Cyberbullying

In conjunction with our school's policy on recording and responding to bullying here are some tips for class teachers; (Adapted from Webswise 2015)

- Support: Provide the person being bullied with support and reassurance.
- Evidence: Help the child keep relevant evidence for investigations. This can be done by taking screen shots or printing webpages. Do not allow the deletion of phone messages
- Inform: Give the child advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online
- No Retaliation: Ensure that the young person does not retaliate or reply to the messages
- Privacy: Encourage the child to keep personal information private on the internet
- Investigation: The cyber bullying claim needs to be investigated fully. If the perpetrator is known, ask them to remove offending remarks or posts. All records should be kept as part of the investigation.
- Guidelines: Refer to and be aware of the school's Acceptable Use Policy and Code of Good Behaviour

Reference Section

- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website www.irishgov.ie/educ
- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008
- Stay Safe and Walk Tall Programmes
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership. Phone: 053 23994
- Anti-Bullying Unit. Trinity College. Dr. Mona O Moore.
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
- Working Together for Positive Behaviour, Curriculum Development Unit, Mary Immaculate College, Limerick, 2006
- Working Together. Procedures and Policies for Positive Staff Relations. INTO, 2000
- Code of Practice on the Prevention of Workplace Bullying. HSA, 2002
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998
- Education Act, 1998 Section 15 (2(d))
- Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5)
- Management Board Members' Handbook. Revised 2007. CPSMA.
- Report to the Minister of Education Niamh Bhreathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools
- Anti-Bullying Procedures for Primary and Post-Primary Schools, Sept 2013.
- PDST Information booklet on Anti-Bullying
- Anti-Bullying Procedures for Primary and Post-Primary Schools c. 045/2013
- <http://www.pdst.ie/node/4202>