

Scoil Cholmáin Naofa Anti-Bullying Policy



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Introduction

This Anti-Bullying policy should be read in conjunction with the school's **Code of Behaviour**

- St. Colman's Primary school community believes that each pupil has a right to an education free from fear and intimidation.
- The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.
- Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).
- The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.
- All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.
- Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

1. Compliance

In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behaviour guidelines issued by the National Education Welfare Board (NEWB), the Board of Management of Scoil Cholmáin Naofa Primary School, Mullingar, 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.

Our most recent review of this policy took place on 6th November 2024. This policy will be reviewed again prior to September 2025 in line with *circular 0055/2024* and the *Bí Cineálta Procedures to Prevent & Address Bullying Behaviour June 2024*.

2. Key Principles of Best Practice

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 2) which:**
 - a) is welcoming of difference and diversity and is based on inclusivity;**
 - b) encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and**
 - c) 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:**
 - a) Build empathy, respect and resilience in pupils; and**
 - b) Explicitly address the issues of cyber-bullying and identity-based 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**

This policy applies to activities and events that take place:

- During school time (including break times)
- School tours/trips
- Extra-curricular activities / After school sports, homework club
- Going to and from school. St. Colman's NS reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

3. What is Bullying – The Definition

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 behaviour are included in the definition of bullying:

1. deliberate exclusion, malicious gossip and other forms of relational bullying,
 2. cyber-bullying
 3. 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 will 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.**

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

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

4. Responsibility of the “Relevant Teacher”

As this is a primary school the “relevant teacher” investigating and dealing with child to child bullying in Scoil Cholmáin will be any teacher but will *normally be the class teacher.* (Procedures 6.8.3).

5. Our Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows:

School-wide Approach

- 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.
- Election of pupils to the school's **Student Council** will take place in the first term of each year.
- The **Roots of Empathy** Programme will be taught in one class every year.
- Collaborating with the team from the **Mullingar School Completion Programme** who in turn will use evidence based programmes to work with targeted pupils to enhance their school experience
- **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.
- **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. **Children do not use classroom desktops or laptops during break times or in the absence of the teacher.**

- **The children's version of the Anti-Bullying policy will be displayed publicly** in classrooms and in common areas of the school.
- The complete version of the policy **will be displayed in the reception area of the school and copies available for parents/guardians.** It will also be available **on the school's website.**
- All parent(s)/guardian(s)s of incoming new pupils are given a copy of the policy as part of the Code of Behaviour of the school
- A dedicated notice board will be used in the school and classrooms on the promotion of wellbeing, friendship, and bullying prevention;
- regular school or assemblies by principal, deputy principal.
- At each **Assembly** children will be reminded that Bullying is not tolerated in the school.
- In Implementing education and prevention strategies including awareness raising measures **Circle Time** sessions will be conducted once per term in each class. The Principal will be present at least one of these sessions or more frequently if deemed necessary. These sessions will also promote and build empathy, respect and resilience in our pupils.
- All classes will be taught the '**Weaving Wellbeing**' programme. From 2nd – 6th classes a different theme will be used to develop self-awareness, self-esteem, coping skills, resilience, positive emotions and positive relationships. While Junior Infants to 1st class will be introduced to self-care and friendships using Mo & Ko characters.
- Pupils are helped to examine the issue of bullying in a calm rational, age appropriate manner, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take.
- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- 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.
 - Direct approach to teacher at an appropriate time, for example after at home time.
 - Hand note up with homework.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
- Strict adherence to the school's **Acceptable Use Policy** and to the **policy on the use of mobile phones in the school.**

Classroom Implementation of Curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- At least three **awareness-raising exercises per school year (once per term)** for each class group (1st- 6th classes) pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying.
- **Continuous Professional Development for staff** in delivering these programmes.
- A variety of programmes (including Seán Fallon's and Monica Monahan's programmes) will be explored and a decision made on lessons to be taught at each level.
- Delivery of the **Garda SPHE Programmes** at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying.
- The school will engage a speaker to facilitate a **workshop on cyber bullying for 3rd, 4th, 5th and 6th classes** each year. Classes 1st to 6th will participate in the **'Bullying in a Cyber World'** programme together with Seán Fallon's lessons and video clips.
- 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.

Parents:

- **A guest speaker will be invited in annually to speak to parents with information and advice on how to combat cyber bullying.** They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the 'Relevant Teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).
- Parent(s)/guardian(s) are encouraged to discuss their concerns with a member of the teaching staff or Principal if they suspect that their child is being bullied.

Links to other policies

- Practices and activities that are particularly relevant to bullying:
Code of Behaviour,
Child Protections policy,
Supervision of pupils,
Acceptable Use policy,
Attendance,
Extra Curricular / Sporting activities.

6. Our Procedures for Dealing with Bullying Behaviour

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);

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 and Principal
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and Dealing with Incidents

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;

- ❖ Teachers will take a calm, unemotional problem-solving approach.
- ❖ Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved;
- ❖ All interviews will 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 analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of
 - **what,**
 - **where,**
 - **when,**
 - **who and**
 - **why.**

This will 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 will
 - Firstly be interviewed individually
 - Thereafter, all those involved will 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. Those involved may be asked to write down their account of the incident(s).

- Pupils who are not directly involved can also provide very useful information and will be expected to assist the investigation. (Restorative Practice)
- **Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.**

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred,

1. It will be made clear to the aggressor(s) that this is a **serious breach of the school's anti-bullying policy.**
2. During discussions with the pupil **the importance of taking responsibility** for his/her actions will be emphasised. The pupil may be asked to write an account of his/her involvement and actions in the incident(s)
3. The pupil concerned will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who is the victim. (Restorative Practice)
4. Parents will be made aware of this behaviour and requested to come to the school to discuss it with the 'relevant teacher' / Principal with a view to working with the school staff in solving the problem.
 - *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;*
 - *The school will give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;*
 - *It will 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*
5. The pupil will be asked to discuss this matter at home with their parents and will be informed that the relevant teacher or Principal will be discussing the matter with his/ her parents also.
6. The aggressor will be asked to make a binding promise (written) undertaking that this behaviour will not reoccur towards the pupil who has been bullied or any other pupil in the school at any stage in the future.
7. A sincere written apology to the bullied child must be written at home and brought into school. This apology must be signed by the pupil's parent/ guardian.

8. The situation will continue to be monitored to ensure that the matter has been resolved. In determining whether a bullying case has been adequately and appropriately addressed and resolved, 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.
9. The Code of Behaviour will be invoked in circumstances where it is deemed prudent by the Principal.
10. If a case remains unresolved the matter will be referred to the school's Board of Management. The BOM will also be briefed in relation to the number of incidents that reached the formal stage of investigation ie where the reporting template, Appendix 4 was used to record the details of the incident(s) and the actions taken
11. 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.
12. 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.

Recording of Bullying Behaviour

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:

Informal- Pre-determination that bullying has occurred

2. 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;
3. All staff must keep a written record of any incidents witnessed by them or notified to them.
4. All incidents must be reported to the relevant teacher.

5. While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher who must keep a written record of the reports and **place these on Aladdin**, re the actions taken and any discussions with those involved regarding same
6. The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-Determination that bullying has occurred

7. 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.
8. All records will be retained by the relevant teacher.
9. 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 the reporting template, Appendix 5 will be used to record the details of the incident(s) and the actions taken

This record will be retained by the relevant teacher in question and a copy maintained by the principal.

These records will be kept in the Incidence Folder in a secure filing cabinet in the Principal's office. These records will be kept until the pupils involved have reached the age of 21.

7. Our Programme of Support for Pupils

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

Bullied pupils:

- Ending the bullying behaviour,
- Ensuring the school culture fosters respect for bullied pupils and all pupils,
- Ensuring the school culture fosters empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,

- Making adequate counselling facilities to pupils who need it in a timely manner and/or arrange a referral to an appropriate external agency.
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills 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 resilience (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

Bullying pupils:

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities if available or a recommendation referral to Psychological Services to help those who need it.
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

In addition the following school based activities may be used to build self – esteem

1. Teaching the Pupils' Anti Bullying Code.
2. Circle Time.
3. Restorative practice.
4. Our support teacher will facilitate one-to-one self-esteem building activities. Work with small groups will also be facilitated.
5. The School Completion Service will also play a role with one-to-one self-esteem building activities. Work with small groups will also be facilitated.

6. Through the means of curricular and extracurricular activities to develop positive self worth.
7. Developing pupil's awareness of identity-based bullying and in particular trans-phobic bullying, i.e. the "Growing Up" lesson in SPHE.
8. Encouraging involvement in school's sports teams
9. Choir, orchestra and concerts.
10. Drama
11. Pastoral Care Committee.
10. Green Schools Committee.
11. Homework Club
12. The Art Displays and participation in Art Week.

8. Supervision and Monitoring

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. Board of Management

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

This policy was adopted by the Board of Management on 6th November 2024.

11. 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 of Education and Skills and to the patron if

requested. All parents/guardians of children being inducted into the school are made aware of the anti-bullying policy. Parents are asked to sign that they are aware of all school policies and support the staff in their efforts to provide a positive learning experience for the children in the school. Parents will be asked to sign this promise of support at the May meetings of new entrants.

12. 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 and provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested.

Signed: Mary Hughes
(Chairperson of Board of Management)

Signed: Shel
(Principal)

Date: 06/11/24

Date: 6/11/24

Date of next review: 6/11/25

Appendix 1.

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

Repeated aggressive behaviour/attitude/body language, for example:

- Shouting and uncontrolled anger
- Personal insults
- Verbal abuse
- Offensive language directed at an individual,
- Continually shouting or dismissing others
- Public verbal attacks/criticism
- Domineering behaviour
- Open aggression
- Offensive gestures and unwanted physical contact

Intimidation, either physical, psychological or emotional, for example:

- Treating in a dictatorial manner
- Ridicule
- Persistent slagging
- Deliberate staring with the intent to discomfort
- Persistent rudeness in behaviour and attitude toward a particular individual
- Asking inappropriate questions/making inappropriate comments re. personal life/family
- Asking inappropriate questions/making inappropriate comments re. social life or schoolwork

Interference with property, for example:

- Stealing/damaging books or equipment
- Stealing/damaging clothing or other property

Demanding money with menaces

Persistently moving, hiding or interfering with property

Marking/defacing property

Undermining/Public or Private Humiliation, for example:

Condescending tone

Deliberately withholding significant information and resources

Writing of anonymous notes

Malicious, disparaging or demeaning comments

Malicious tricks/derogatory joke,

Knowingly spreading rumours

Belittling others' efforts, their enthusiasm or their new idea,

Derogatory or offensive nicknames (name-calling)

Using electronic or other media for any of the above (cyber bullying,

Disrespectfully mimicking a particular individual in his/her absence

Deliberately refusing to address issues focusing instead on the person

Ostracising or isolating, for example:

Deliberately marginalising an individual

Deliberately preventing a person from joining a group

Deliberately preventing from joining in an activity, schoolwork-related or recreational

Blaming a pupil for things s/he did not do

Appendix 2

Combating Bullying and the Action towards Prevention:

In St. Colman's N.S. we

- 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.

Role of staff

- The principal and staff exercise constant vigilance in the matter of misbehaviour. Our aim is to prevent misbehaviour rather than control. Positive behaviour is always recognised, affirmed and sought.
- Any complaints of bullying are dealt with quickly, firmly and fairly following the procedures in the Anti-Bullying Policy
- Awareness of bullying as a form of unacceptable behaviour is addressed in the classroom, at school assemblies, through the school policy on pastoral care and other informal occasions when the opportunity arises.
- Pupils are taught skills and encouraged to report any incident of bullying.

Advice for Pupils

- Tell yourself that you do not deserve to be bullied, and that it is WRONG.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.

- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout NO. Walk away confidently. Go straight to a teacher or member of staff.
- Fighting back makes things worse– So don't fight back. REPORT to a teacher or parent(s)/guardians instead. If you need support find a friend and both of you speak to the teacher.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.

The teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

IF YOU KNOW SOMEONE IS BEING BULLIED:

- TAKE ACTION – Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

Advice for Parents

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard, ask for money or begin stealing money.
- Always take an active role in your child's education by enquiring how they are getting on.
- If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important to advise your child not to fight back. It can make matters worse.
- Tell your child there is nothing wrong with him/her. It is not her fault that they are being bullied.
- Make sure your child is fully aware of the School Policy concerning Bullying, and that they will not be afraid to ask for help.

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	<input type="checkbox"/>
Other pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

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	<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"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of traveller Community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief description of bullying behaviour and its impact

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9. Details of action taken

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Signed _____ (Relevant Teacher) Date: _____

Date submitted to Principal _____

Appendix 4

Understanding 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.
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.
- It can take place anywhere and involve many people
- Anybody can be targeted including pupils and school staff
- As stated in this policy and in line with Anti-Bullying Procedures for Primary and Post Primary Schools:
"in the context of these procedures 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."

What is Cyber Bullying?

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is 'Bluejacking' (the sending of anonymous text messages over short distances using bluetooth wireless technology)
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed
3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name
5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal 'own web space' sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one's school, therefore making it easy to find a victim) and Myspace – although there are others.

Explanation of slang terms used when referring to cyber-bullying activity:

1. **Flaming**: Online fights using electronic messages with angry and vulgar language
2. **Harassment**: Repeatedly sending offensive, rude, and insulting messages
3. **Cyber Stalking**: Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety
4. **Denigration**: 'Dissing' someone online. Sending or posting cruel gossip or

- rumors about a person to damage his or her reputation or friendships
5. **'Impersonation'**: Pretending to be someone else and sending or posting material online that makes someone look bad, gets her/him in trouble or danger, or damages her/his reputation or friendships
 6. **'Outing and Trickery'**: Tricking someone into revealing secret or embarrassing information which is then shared online
 7. **'Exclusion'**: Intentionally excluding someone from an on-line group, like a 'buddy list'

This list is not exhaustive and the terms used continue to change.

Advice for Pupils:

If you are being bullied by phone or on the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

Text/video messaging

- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number.
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages.
- Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

<p>Useful Websites</p> <p>www.antibullying.net</p> <p>http://ie.reachout.com</p>	<p>www.abc.tcd.ie</p> <p>www.chatdanger.com</p> <p>www.spunout.ie</p>	<p>www.childnet.int.org</p> <p>www.kidsmart.org.uk/beingsmart</p>
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Appendix 5 Examples of Bullying Behaviours

<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</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, 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 • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	

Homophobic and Transgender	<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
Race, nationality, ethnic background and membership of the Traveller community	<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
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<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

