

Scoil Iognáid 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 Náisiúnta Iognáid 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. 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. 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
- B. Effective leadership
- C. A school-wide approach
- D. A shared understanding of what bullying is and its impact
- E. Implementation of education and prevention strategies (including awareness raising measures through SPHE, RSE, Walk Tall, Stay Safe and assemblies) that build empathy, respect and resilience in pupils and

explicitly address the issues of cyber bullying and identity based bullying (through the yellow flag programme) in particular homophobic and transphobic bullying

F. Effective supervision and monitoring of pupils

G. Supports for staff

H. Consistent recording, investigation and follow up of bullying behaviour (including use of intervention strategies SPHE, Walk Tall, Stay Safe, RSE, Garda School Programme and assemblies) and ongoing evaluation of the effectiveness of the anti- bullying policy.

3. In accordance with the Anti- Bullying procedures for Primary and Post primary Schools bullying is defined as follows

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:

Types of Bullying.

➤ **Physical aggression:**

It includes pushing, shoving, punching, kicking, poking and tripping people up. It also may take the form of severe physical assault.

➤ **Damage to property:**

Personal property can be the focus of attention for the bully; this may result in damage to clothing, school books and other learning material or interference with a pupil's personal belongings. 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 victim not promptly "paying up". Victims' lunches may be taken. Victims may also be forced into theft of property for delivery to the bully. Sometimes this tactic is used for the sole purpose of incriminating the victim.

➤ **Intimidation:**

This includes the threat of physical aggression, damage to property and extortion

➤ **Cyber Bullying:** use of any technology

Abusive Telephone Calls/Text Messages or On-line Bullying: The abusive anonymous telephone call is a form of verbal intimidation or bullying.

Inappropriate texting and on-line messaging can also be forms of intimidation or bullying. Posting abusive or insulting messages on social media sites is also a form of bullying. The school's Acceptable Use Policy gives guidelines on proper use of the Internet and other electronic media and must be complied with.

➤ **Isolation:**

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 the bullying behaviour. It may be accompanied by writing insulting remarks about the victim on blackboards or in public places, by passing around notes about or drawings of the victim or by whispering insults about them loud enough to be heard.

➤ **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; most name-

calling of this type refers to physical appearance, including race. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes; first, there are those who are singled out for attention because they are perceived to be slow, or weak, academically. At the other extreme are those who are targeted because they are perceived as high achievers.

➤ **"Slagging":**

This behaviour usually refers to good natured banter which goes on as part of the normal social interchange between people. However, when this 'slagging' extends to very personal remarks, aimed again and again at the one individual about appearance, clothing, personal hygiene or involves references of an uncomplimentary nature to members of one's family, particularly if couched in sexual innuendo, then it assumes the form of bullying. It may take the form of suggestive remarks about a pupil's sexual orientation.

➤ **Identity**

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

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

Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools and appears as Appendix 2 of this document.

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

- The class teacher(s) initially
- The principal and Deputy Principal thereafter if necessary

Any teacher may act as a relevant teacher if circumstances warrant it.

5. The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:

(i) 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

(ii) Provide pupils with opportunities to develop a positive sense of self-worth

(iii) Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour, how to stay safe while online, Garda Programme in fifth class etc.

(iv) Teachers can influence attitudes to bullying behaviour in a positive manner

(v) 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

(vi) The work could be extended into many other areas such as Art, Drama, Religion Education and Physical Education. Various approaches in these areas will include the use of Circle Time, class and school surveys, explicitly teaching the children how to tell and who to tell, and about the triangle of bullying and the importance of the bystander

(vii) Cooperation and group enterprise can be promoted through team sports, schools clubs and societies as well as through practical subjects

(viii) Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. Teachers and SNAs are involved in the coaching of basketball, athletics, GAA, soccer, rugby, tennis and badminton

(ix) Other activities can provide excellent opportunities to promote inclusiveness and diversity such as art and craft (including Arts Week), Irish dance, Drama, Spanish and French classes, Friendship week, Yellow Flag Programme etc.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows. 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 apportion blame) with this in mind the school's procedures are as follows:

- (i) In investigating and dealing with bullying 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) and 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 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. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- (xiii) 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.
- (xiv) 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 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 complaint procedures.
- (xix) In the event that a parent has exhausted the school's complaint procedure and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children

7. Disciplinary procedures

Scoil Náisiúnta Iognáid will utilise a restorative practice approach in its initial stage of resolving the situation as outlined in section 6 of this policy. If a perpetrator has been clearly identified after monitoring and documenting behaviour then the following procedure will take place. All staff will be made aware of the importance of this practice.

- (i) A verbal warning will be given to the perpetrator to stop the offending behaviour. This will be done in the presence of the perpetrator's parent(s), the Principal and another teacher. The perpetrator will also be requested to apologise to the victim in the presence of the Principal, and another teacher and to give an assurance/promise that the offending behaviour will stop.
- (ii) With any reported incident of bullying behaviour within the school, the parent/guardian(s) will be kept apprised of developments and stages of the investigation as the situation dictates and as early as reasonably possible.
- (iii) If bullying reoccurs, a formal contract will be drawn up and entered into by both parties, and the parent/guardian(s) of both parties will be informed. The

contract will be monitored regularly by the Principal with the assistance of the class teacher and another member of staff to see that the situation is resolved.

- (iv) If after the above, the bullying behaviour reoccurs, a formal meeting of the perpetrator, her parent/guardian(s), the Principal and the Chairperson of the Board of Management will be held and a formal suspension in line with the school's Code of Behaviour may/will occur. The Chairperson will have the authority to

enact an immediate suspension or in certain circumstances may issue a final Chairperson's warning to the perpetrator e.g. where an extended time has elapsed since the last incident.

8. Adult bullying of a child

All complaints against a teacher are handled under the agreed INTO/CPSMA Complaints Procedure. A copy of this procedure is available at www.into.ie A hard copy may be obtained from the school Office at any time.

9. Parent bullying of a teacher

School staff are entitled to work in a safe, professional environment free from verbal ,written, cyber or physical bullying. Parents are reminded to make a formal appointment if they wish to discuss an issue.

10. 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 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.

11. Supervision and Monitoring and Awareness of Bullying:

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. In order to ensure supervision, monitoring and awareness:

- All families will have access to the policy.
- Parents are encouraged to notify the school immediately if they become aware of bullying.
- The school newsletter contains points of information on bullying and information workshops and events will be available to parents and staff
- The names of the children who are considered "at risk" from bullying will be made known to the teaching staff and SNAs and will be listed in the yard book.

- Staff are reminded on a regular basis to be watchful for occurrence of bullying, to check the yard book and to investigate all reports of incidents with pupils.
- Support and CPD opportunities will be made available to staff
- Older children are encouraged to help and listen to younger children. A rotating system which gives responsibility to 6th class pupils to help in the reporting of incidences on the infant yard is in use. Other initiatives such as Buddy Reading will also be utilised

12. RIGHTS AND RESPONSIBILITIES

Responsibilities of School Staff

- To acknowledge that bullying is a shared responsibility within the school
- To draw upon Restorative Justice practices, taking into account the age of the students
- To implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community
- To empower students to deal with conflict in constructive ways using Restorative Justice practices
- To take all reports of bullying seriously and to report them to the Principal if warranted
- To document any serious bullying incidents using the Bullying Incident Report Form.
- To avail of the CPD opportunities in this area

Responsibilities of Pupils

- To show consideration, respect and support towards others
- To be able to identify bullying behaviour
- To not bully others
- To tell if they are being bullied or if they see someone else being bullied
- To engage in responsible reporting when witnessing or experiencing bullying behaviour
- To feel empathy for targeted members of the school community and, as a result, take safe and sensible action as a bystander.

Responsibilities of Parents

- To support the school in the implementation of the policy
- To watch out for signs that their child may be being bullied
- To speak to the class teacher if their child is being bullied or they suspect that this is happening
- To instruct their children to tell if they are bullied or if they have seen other students being bullied
- To notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem
- To never directly approach a student or the parent of a student at the school to intervene in behavioural issues.

13. Prevention of Harrassment

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

14. This policy was adopted by the Board of Management on the 25th September 2014

15. 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.

16. 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, if requested, to the patron and the Department.

Peadar Ó hAilín - Chairperson of Board of Management

Laoise Bhreathnach - Principal

Date: 25ú Meán Fómhair 2014

Date of next review: Meán Fómhair 2015

In the case of any discrepancy between the English and Irish versions of this policy, the Irish version will take precedence

Appendix 1: Key elements of a positive school culture and climate

- ✓ The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
- ✓ The school acknowledges the uniqueness of each individual and his/her worth as a human being.
- ✓ The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- ✓ The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- ✓ The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- ✓ The school has the capacity to change in response to pupils' needs.
- ✓ The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- ✓ The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- ✓ The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.

- ✓ The school recognises the role of parents in equipping the pupil with a range of life-skills.
- ✓ The school recognises the role of other community agencies in preventing and dealing with bullying.
- ✓ The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
- ✓ The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
- ✓ Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 2: 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

	<ul style="list-style-type: none"> • 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>	
<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 • "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

Scoil Iognáid Bullying Behaviour Record.

Appendix 3.

Template for recording bullying behaviour.

1. Name of pupil being bullied and class.

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)

4. **Location of incident**
Tick relevant box(es)

Pupil concerned	
Other Pupil(s)	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
Bus	
Other	

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

6. **Type** of bullying behaviour (tick relevant box(es))

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

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

8. **Details of actions taken:**

Signed: _____ (Relevant Teacher)

Date: _____

Date submitted to the Principal/Deputy Principal