Anti-Bullying Policy

Introduction

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 Gaelscoil Riada 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 positive school culture and climate (refer to 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.   ✓ promotes respectful relationships across the school community.
Effective Leadership
A school-wide approach
A shared understanding of what bullying is and it's impact.
Implementation of education and prevention strategies that   ✓ build empathy, respect, and resilience in pupils   ✓ explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying
Effective supervision and monitoring of pupils
Supports for staff
Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
On-going evaluation of the effectiveness of the anti-bullying policy.

3. Definition of Bullying:

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

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

The following types of bullying behaviour are included in the definition of bullying:
Refer to **Appendix 2** *for additional information on different types of bullying*

- ✓ Physical aggression
- ✓ Intimidation
- ✓ Deliberate isolation/exclusion and other relational bullying
- ✓ Damage to personal property
- ✓ 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.
- ✓ Staff related bullying
- ✓ Cyber-bullying: Online/ unwanted hurtful phone calls/ text messages

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

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.

This policy isn't intended to cover complaints made in relation to children who are age inappropriate when using certain apps / social media, e.g. Facebook/ Instagram/Snapchat, in its terms and use has an age of 13+.

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

- ✓ The class teacher initially
- ✓ Principal /Deputy Principal thereafter if necessary.

Any teacher may act as a relevant teacher if circumstances warrant it. In such cases, all relevant information must be communicated to the class teacher.

5. Education and Prevention Strategies

A 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.
- ✓ Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- ✓ Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.

Implementation of Curricula

Strategies suggested in Appendix 1 will be used to provide pupils with opportunities to develop a positive sense of self-worth, to develop friendships and social skills and to build resilience.

- ✓ The school staff make full use of curriculum content and programmes which are particularly relevant to the prevention of bullying, to the promotion of empathy, respect, and resilience in pupils and to developing diversity and inclusiveness in the school community.
- ✓ Emphasis is placed on enhancing the self-esteem of all our pupils through both curricular and extracurricular activities.
- ✓ School wide delivery of lessons on bullying from the SPHE curriculum and evidence-based programmes that are used in school are:
    - o Stay Safe Programme
    - o RSE programmes
    - o Walk Tall Programme
    - o Anti-Bullying awareness tools $2^{nd} – 6^{th}$ classes
    - o Anti-bullying campaign $3^{rd} – 6^{th}$ classes.
- ✓ *Additional programmes that may be used* in the school to prevent and deal with bullying, to promote positive behaviour and friendships and to build resilience are:
    - o *Zippy's Friends*
    - o *Friends for Life*
    - o *Incredible Years*
    - o Fí na Follaine
- ✓ The implementation of whole school awareness measures such as
    - • Friendship Week
    - • Noice boards in classrooms /school that promote friendships and outline strategies that prevent bullying
    - • Health Promoting Programmes
    - • *Céadaoin Cabhrach* (A Day in which pupils are asked to specifically help/be kind to others, at home and/or at school)
    - • *Cara Rúnda* (children engage anonymously in random acts of kindness towards a 'secret' friend)
    - • *Internet safety week*
    - • International Day against Violence and Bullying at School Including cyberbullying
    - • Monthly assembly led by Principal/Deputy-Principal/Teacher

- ✓ The work will be extended into many other areas such as Art, Drama, Religious Education and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects.
- ✓ Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- ✓ The school will specifically consider the additional needs of SEN pupils regarding programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Professional Development
- ✓ Whole staff professional development on bullying to ensure that all staff members develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.

Outside Agencies
- ✓ Garda Community Liaison Officer may visit the school to cover issues around personal safety and cyber-bullying
- ✓ Invite an outside speaker to speak to 5th and 6th Class pupils on Internet Safety

In-school Procedures:
- ✓ Include all pupils in the development of a safe school environment where the guidelines outlined in our School's Code of Behaviour are followed to encourage positive behaviour.
- ✓ Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities.
- ✓ Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers.
- ✓ Supervision will also apply to monitoring student use of communication technology within the school.
- ✓ Development and promotion of an **Anti-Bullying code** for the school-to be displayed publicly in classrooms and in common areas of the school.
- ✓ The school's Anti-Bullying policy and Code of Behaviour is discussed with pupils and is integrated with the teaching and learning of curricular subjects. (Example: *Art, SPHE, Drama/Role Play, Music, Literacy*)
- ✓ The provision of the school's Anti-Bullying policy on our school website for parents and pupils to view.
- ✓ Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- ✓ Ensure that pupils know **who** to tell and **how** to tell:
    - o Direct approach to teacher at an appropriate time, for example after class.
    - o A written note can be handed up with homework.
    - o A phone call to the school or to a trusted teacher in the school.
    - o Anti-bully or Worry box.
    - o Get a parent(s)/guardian(s) or friend to tell on your behalf.
    - o Administer a confidential questionnaire once a term to all pupils in 3rd – 6th classes. (Refer to Anti-Bullying Campaign.)

Cyber-Bullying
✓ The development 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 and that unsuitable websites are blocked. **Mobile phones are strictly prohibited in school.**
✓ Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour and how to stay safe while online.
✓ Webwise.ie will be used to inform both pupils and parents of the proper use of the internet.
✓ A teacher/I.T co-ordinator will always be present while pupils are using computers in school.
✓ Teach pupils strategies to prevent cyber-bullying
  o Respect others.
  o Think before you send messages.
  o Do not disclose your password to others.
  o Block a person that is bullying you.
  o Do not respond to malicious messages
  o Keep all evidence.
  o Ensure you tell an adult if someone is bullying you online.

Links to other policies
✓ Code of Behaviour
✓ Child Protection policy
✓ Supervision of pupils
✓ Acceptable Use policy
✓ Attendance Policy
✓ Sporting activities (swimming policy)
✓ Data protection
✓ Mobile Phone Usage.

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

Procedures for Investigating and Dealing with Bullying

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.

Reporting Bullying Behaviour

✓ Five 'Regular Class Surveys' are to be carried out throughout the school year from 3rd -6th classes.
✓ 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 drivers, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and Dealing with Bullying Behaviour

- ✓ In investigating and dealing with bullying, the teacher(s) will exercise his/her/their 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 when dealing with incidents of alleged bullying behaviour reported by pupils, staff, or parents.
- ✓ 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 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.
- ✓ 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.
- ✓ 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.
- ✓ 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)
- ✓ 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 in **Junior Infants, Senior Infants, 1st & 2nd classes** at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). **Parents will be contacted following breaking of first promise in classes 3rd – 6th, cf anti-bullying campaign** The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- ✓ It 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.
- ✓ 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.

- ✓ 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.
- ✓ If 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

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

Informal: Pre-Determining that Bullying has occurred

- ✓ All reports of bullying behaviour and any bullying behaviour witnessed by staff must be reported to the relevant teacher immediately.
- ✓ All staff must keep a written record of any incidents witnessed by them or notified to them on the **Incident Report Form**. This form must be given to the relevant teacher. These forms must be kept under lock and will be passed on to the next teacher.
- ✓ The relevant teacher will use his/her professional judgement in deciding whether reports of misbehaviour may be deemed to be bullying behaviour. 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 subsequently organise the discussions between all parties involved
- ✓ Records will be kept in a specific Anti-Bullying folder and stored in the classroom.
- ✓ The relevant teacher must inform the principal of all incidents being investigated without naming children at stage 1 anti-bullying campaign (3rd – 6th classes). Children will be named if first promise is broken.
- ✓ The relevant teacher must inform the principal of all incidents being investigated in Junior Infants – 2nd classes.

Formal: Stage 1-Determining 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.

Formal: Stage 2-Appendix 5 (From DES Procedures)

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

a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred: and

b) 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. eg Incidents deemed serious enough to be reported to Gardaí

When the recording template at Appendix 3 is used, it must be retained by the relevant teacher in question and a copy maintained by the principal.
These records are kept locked in the relevant teacher's classroom and in the principal's office.
The implementation and effectiveness of the anti-bullying policy will be included on the agenda for staff meetings.

Established intervention strategies
- ✓ Teacher interviews with all pupils
- ✓ 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: www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf
- ✓ Working with parent(s)/guardian(s)s to support school interventions
- ✓ No Blame Approach (anti-bullying campaign)
- ✓ Circle Time
- ✓ Restorative interviews
- ✓ Implementing surveys (3rd-6th class)

7. 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 resilience e.g.

- o Frequent meetings with class teacher and/or principal on a supportive basis, focusing on self-esteem, self-awareness, and self-control
- o Group work such as circle time
- o Working with the SET team on a behavioural support plan
- o Group work with SET team focusing on social skills
- o Class surveys

- ✓ Develop educational and learning strategies throughout the school and curriculum to improve the pupils self-worth and self-esteem.
- ✓ When working on negative behaviour, teachers and parents are encouraged to focus on, deal with and correct the concerning behaviours whilst supporting the child. This can be achieved by using a behavioural chart that is devised between all parties. (Parents/teachers/pupils)
- ✓ 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.

- ✓ Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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

10. Board Of Management

Periodic summary reports to the Board of Management
At least once in every school term, the principal will provide a report to the Board of Management setting out:

(i) the overall number of bullying cases reported (by means of the bullying recording template at **Appendix 3**) since the previous report to the Board and

(ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary schools*.

The minutes of the Board of Management meeting will record the above but in doing so must not include any identifying details of the pupils involved.

Annual Review by the Board of Management

The Board of Management will undertake an annual review of the school's anti- bullying policy and its implementation by the school**.**
A standardised checklist to be used in undertaking the review is included in **Appendix 4**.
The school will put in place an action plan to address any areas for improvement identified by the review. 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 standardised notification which will be used for this purpose is included at **Appendix 4**. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

11. This policy was adopted by the Board of Management on 02/04/2014. This policy was reviewed and amended by staff in November 2021. It was made available to the Parent's Association on 29/11/2021. It was adopted by the BOM on the 15/12/2021.

Signed: *Maeve Ní Fhlaithearta*   (Priomhoide)   Dáta: 15/12/2021

Signed: *Brian Ó Maoilchiaráin*   (Chairperson of Board of Management)

APPENDIX 1: Key elements of a positive school culture and climate & Practical tips for building a positive school culture and climate

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 lifeskills.

- 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.

Practical tips to build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Always model respectful behaviour to all members of the school community

- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like, and feels like in class and around the school

- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages

- Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention

- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN

- Give constructive feedback to pupils when respectful behaviour and respectful language are absent

- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines

- Explicitly teach pupils about the appropriate use of social media

- Positively encourage pupils to comply with the school rules on mobile phone and internet use

- Follow-up and follow through with pupils who ignore the rules

- Actively involve parents and/or the Parents' Association in awareness raising campaigns around social media

- Actively promote the right of every member of the school community to be safe and secure in school

- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas

- All staff can actively watch out for signs of bullying behaviour

- Ensure there is adequate playground/school yard/outdoor supervision

- School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school

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

APPENDIX 2: Types of bullying

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

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

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

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

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out using 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. It is important that children are not engaged in age inappropriate use of certain apps / social media. e.g. Snapchat, in its terms and use has an age of 13+.

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.

Examples of bullying behaviours (The list of examples below is non exhaustive)

General behaviours which apply to all types of bullying	• 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 • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion
Cyber	• **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, text messages, 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
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).	
Homophobic and Transgender	• Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• 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	This involves manipulating relationships as a means of bullying.

Sexual	Unwelcome or inappropriate sexual comments or touching Harassment
Special Educational Needs, Disability	• 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

There's some great stuff on the Net, but some bad stuff too. It's important to be careful when using the Internet and remember these SMART rules.

S   Keep your personal details **Secret.** Never use your parents' credit card without their permission, and never give away your name, address, or passwords - it's like handing out the keys to your home!

M   Never **Meet** someone you have contacted in Cyberspace without your parent's/carer's permission, and then only when they can be present.

A   **Don't Accept** e-mails, open attachments or download files from people or organisations you don't really know or trust - they may contain viruses or nasty messages.

R   **Remember** that someone online may not be who they say they are. If you feel uncomfortable or worried in a chatroom simply get out of there!

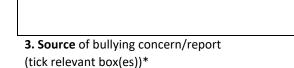T   **Tell** your parent or carer if someone or something makes you feel uncomfortable or worried.

Why not print off the SMART TIPS and keep them next to your computer to remind you to stay Cyber SMART!

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))*		4. **Location** of incidents (tick relevant box(es))*	
Pupil concerned		Playground	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Toilets	
Other		School 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. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher)   Date _____

Date submitted to Principal/Deputy Principal _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

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

The Board of Management undertakes the following annual review of the school's anti-bullying policy and its implementation.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Notification regarding the Board of Management's annual review of the anti-bullying policy:

To: _____

The Board of Management of _____ wishes to inform you that:

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

Signed _____ Chairperson, Board of Management

Date: _____

Signed _____ Principal

Date _____

Appendix 5: Roles and Responsibilities

1.Páistí
- Cóimheas a léiriú dá chéile
- Cód iompar na Scoile a leanúint
- Rialacha ranga a leanúint

2. Ball Foirne
- Monatóireacht
- Sainmheon agus éiteas na scoile a mheabhrú do pháistí
- An polasaí seo a phlé le páistí
- Ceachtanna a mhúineadh maidir le cairdeas agus iompar bulaíochta
- Straitéisí a mhúineadh chun bulaíocht a sheachaint – "Stop, ní maith liom é!"
- Caitheamh i gceart leis na páistí, le tuistí, le comhleacaithe agus le cuairteoirí
- Suirbhé Bullaíocht a dhéanamh le do rang gach tearma/bliain.
- Imscrúdú a dhéanamh ar aon eachtra bulaíochta a nochtar
- Nósanna imeachta, mar atá leagtha amach thuas, a leanúint
- Teagmhmáil a dhéanamh leis an bpríomhoide má tá buairt nó cás bulaíochta aimsithe acu.
- Teagmháil a dhéanamh le tuismitheoirí/caomhnóirí
- Clár idirghabhala a chur i bhfeidhm.

3. Tuismitheoirí/Caomhnóirí
- Tacú le sainmheon na scoile
- Cumarsáid a dhéanamh le múinteoirí/príomoide agus a bpáistí féin má tá buairt orthu
- Cuidiú le himeachtaí cairdis sa scoil
- Tacú leis an gclár idirghabhála
- Beidh ar thuismitheoirí a bhíonn páirteach in imeachtaí scoile cloí leis an bpolasaí seo.

4. Príomhoide
- Monatóireacht
- Sainmheon na scoile a mheabhrú do pháistí agus d'fhoireann na scoile
- An polasaí seo a phlé le páistí agus le foireann na scoile
- Cinntiú go bhfuil Cód Iompair agus Polasaí Frithbhulaíocht i bhfeidhm go héifeachtach sa scoil
- Na nósanna imeachta ata leagtha amach thuas a leanúint
- Imscrúdú a dhéanamh ar aon eachtra bhulaíochta a nochtaítear
- Teagmháil a dhéanamh le tuismitheoirí/caomhnóirí
- Clár idir ghabhála a chur i bhfeidhm
- Cásanna bulaíochta a chur os comhair sn Bhoird Bainistíochta
- Cásanna a chur chuig an mBord nuair a theipeann ar an gclár idirghabhála
- Soláthar oiliúna chuí do bhaill foirne a mholadh agus a thabhairt suas chun data go rialta.

5. Bord Bainistíochta
- Polasaí frithbhulaíochta a chruthú is a chur i bhfeidhm
- Ábhar a phlé ag gach cruinniú go rialta
- Traenáil cuí a chur ar fail d'fhoireann na scoile, de réir mar a oireann
- Déileáil le cásanna bulaíochta nuair a theipeann ar an gclár idirghabhála
- Teagmháil a dhéanamh leis na húdaráis proifisiúnta cuí (cigirí nó NEPS) de réir mar a oireann
- Athbhreithniú a dhéanamh ar an bpolasaí seo