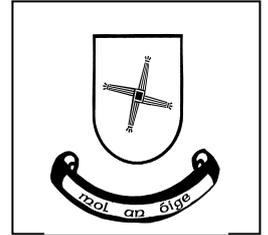


# Scoil Bhríde N.S. Portlaoise



## Anti-Bullying Policy

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behavior guidelines issued by the NEWB, the Board of Management of Scoil Bhríde N.S. Portlaoise 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 recognizes the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
  - A positive school culture and climate which –
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages pupils to disclose and discuss incidents of bullying behavior in a non-threatening environment; and
    - promotes respectful relationships across the school community;
  - Effective leadership;
  - A school-wide approach;
  - A shared understanding of what bullying is and its impact;
  - Implementation of education and prevention strategies (including awareness raising measures) that –
    - Build empathy, respect and resilience in pupils; and
    - Explicitly address the issues of cyber-bullying and identity-based bullying;
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behavior (including use of established intervention strategies); and
  - On-going 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:

***Bullying is unwanted negative behavior, 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:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behavior, 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 behavior.

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 behavior.

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

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

The 'Relevant Teachers' for investigating and dealing with bullying in this school are the class teachers/Principal/Deputy Principal. **Any teacher may act as a relevant teacher if circumstances warrant it.** A list of class teachers for the school year 2013-14 is included with this policy. Appendix 2.

4. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) which may be used by the school include the following :
  - The anti-bullying module of the SPHE programme as it applies during each school year,
  - Awareness-raising exercises for each class group which may include ; poetry, drama, art and scenarios, pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying. Teachers will endeavour to integrate anti bullying material across the curriculum throughout the school year.
    - Pupils are helped to examine the issue of bullying in a calm rational way, 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 can be detrimental for those who are targeted, even if this is not always obvious at the time.
    - Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that may be regularly used in the school.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. 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).

- School Anti Bullying Team
  - An annual anti-bullying week which will be held on the week prior to Halloween mid term break.
  - Friendship day/week
  - C.P.D. when available and deemed appropriate may be provided for all staff.
  - Compilation of a folder of anti-bullying materials and resources. A copy of this will be given to each teacher in the school.
  - Classroom and school pledges which may be displayed in classrooms, in Principal's/Deputy Principal's office or on corridors.
  - Pupil powerpoints/presentations eg. Respect, Caring for Others, Good Friends etc.
  - Education and strong emphasis on cyberbullying (particularly in Senior Classes) Explicitly teach pupils about the appropriate use of social media.
  - Posters/displays.
  - Quotations from high profile people on bullying eg. Davy Fitzgerald, Brian O Driscoll etc..
  - Education Re safe internet usage.
  - Video/Cartoon/You Tube footage.
  - Education Re Role of Bystanders. 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.
  - The H.S.C.L. Coordinator will endeavour to organize meetings/events for parents/guardians with a view to providing information regarding the whole area of bullying and also to raise awareness among parents/guardians of the importance of their monitoring role regarding cyberbullying.
  - 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.
  - Mentoring system between pupils in Senior School and Junior School.
  - Use of bullying reporting boxes throughout the school where pupils can leave written accounts.
  - Senior pupils being used as yard Sheriffs
5. 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 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end. The relevant Teacher may involve the Principal/Deputy Principal when it is deemed necessary and appropriate. Pupils may be interviewed initially individually and possibly later in groups. Answers will be sought to questions of What, Where, When, Who, and Why ?
  - The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This

will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour.

- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they may be asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s) and the incident will be dealt with as per school code of behaviour.
  - Parents/Guardians will be informed of bullying incidents.
  
  - All bullying behaviour must be recorded on the standard school template. (Appendix 3) The relevant teacher retains a copy but must also furnish the Principal and Deputy Principal with a copy. All documentation regarding bullying incidents and their resolution is retained securely in the school. The relevant teacher will provide Principal and Deputy Principal with a copy of same for filing.
6. The school's programme of support for working with pupils affected by bullying is as follows:
- Bullied pupils:
    - Ending the bullying behaviour,
    - Changing the school culture to foster more respect for bullied pupils and all pupils,
    - Changing the school culture to foster greater 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 professional support facilities available to pupils who need it in a timely manner,
    - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help 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).
  
  - Bullying pupils:
    - Making it clear that bullying pupils who reform are not blamed or punished,
    - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
    - Making adequate professional support facilities available to help those who need it learn other ways of meeting their needs besides violating the rights of others,
    - 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 behavior 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 and no blame in return for keeping a promise to reform.

7. 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.

8. 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 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.

9. This policy was adopted by the Board of Management on \_\_\_/\_\_\_/\_\_\_\_ [date]. It will be reviewed annually by the Board of Management. (Appendix 4 )

10. 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.

11. 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: \_\_\_\_\_ (Chairperson of Board of Management)

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

Signed: \_\_\_\_\_ (Principal)

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

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

**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 slugging
  - 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

Class List Scoil Bhríde N.S. Portlaoise 2013-14

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Name and Teacher

### **Name and Teacher**

[Junior Infants a](#) Mr Fingleton  
[Junior Infants b](#) Ms Cuddy  
[Junior Infants c](#) Ms A Prendergast  
[Junior Infants d](#) Ms C. Hayes  
[Senior Infants a](#) Ms Cleary  
[Senior Infants b](#) Ms Martin  
[Senior Infants c](#) Ms Mahon  
[Senior Infants d](#) Ms Redmond  
[1st Class a](#) Ms Moynan  
[1st Class b](#) Ms Toibin  
[1st Class c](#) Ms Fleming  
[1st Class d](#) Ms Kelly, Ms Payne  
[2nd Class a](#) Ms Ciara Carroll  
[2nd Class b](#) Ms Callanan  
[2nd Class c](#) Ms Rice  
[2nd Class d](#) Ms McCarthy  
[3rd Class a](#) Ms Doheny  
[3rd Class b](#) Ms Shanahan  
[3rd Class c](#) Ms Young  
[3rd Class d](#) Ms O'Sullivan, Ms Larkin  
[4th Class e](#) Ms Cushen  
[4th Class a](#) Ms Downey  
[4th Class b](#) Mr Meade  
[4th Class c](#) Ms Carroll  
[5th Class d](#) Mr Monaghan, Ms Burke  
[5th Class e](#) Ms Nolan, Ms Burke  
[5th Class a](#) Ms Hayes, Ms Burke  
[5th Class b](#) Ms Dalton, Ms Burke  
[5th Class c](#) Ms. Ozenbrook, Ms Burke  
[6th Class e](#) Ms R Ging  
[6th Class a](#) Mr M McEvoy  
[6th Class b](#) Mr O'Lionaird  
[6th Class c](#) Ms McElligott  
[6th Class d](#) Ms C Carroll

## **Appendix 3 Template for recording bullying behavior**

**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"/>
School Bus	<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-based 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 actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher)

Date \_\_\_\_\_

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

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

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

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

Signed \_\_\_\_\_  
Chairperson, Board of Management

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Principal

Date \_\_\_\_\_

