

Carriglea N.S.

Anti-Bullying Policy

This policy was first implemented in 2002. It was reviewed by the whole staff in 2011. Members of the Parents Association were also involved in this review. This policy was reviewed by staff, BOM and PA February 2014 to incorporate anti-bullying procedures for Primary and Post-Primary schools, September 2013. It has been reviewed regularly.

Bullying is defined as repeated aggression (verbal, psychological or physical), unwelcome behaviour conducted by an individual or a group against another or others.

2. DEFINITION AND TYPES OF BULLYING

Definition of bullying

In the context of these procedures, bullying is defined as 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 this non-exhaustive definition:

- (i) deliberate exclusion, malicious gossip and other forms of relational bullying;
- (ii) cyber-bullying; and
- (iii) 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.

In addition, 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.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Aims of this policy

- To foster a school ethos of mutual and self-respect
- To raise awareness of bullying as a form of unacceptable behaviour
- To outline, promote and raise awareness of preventative approaches that can be used in response to reported incidences of bullying
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour
- To outline procedures for noting and reporting instances of bullying behaviour
- To outline procedures for investigating and dealing with incidents of bullying behaviour

Likely Victims

- Any child or adult
- Children with poor self esteem or self image
- Children who attend resource, learning support or special classes
- Children who are particularly gifted
- Children who consistently outperform others and particularly the bullies

The Bully

- May be a victim themselves
- May learn behavior from an adult or siblings
- May bully because they find it difficult to fit in with peers
- May be under pressure to succeed
- May be reacting to something else in the child's life-(new baby,death,sudden illness etc)may be attempting to deflect attention away from own poor self image

Possible signs of bullying

- Unexplained bruises, scratches, cuts
- Fear of going home or out into the yard.
- Deteriorating school performance
- Unusually anxious, nervous or tense in school
- Evasiveness when questioned by a teacher about incidents
- Becoming isolated in class
- Regular interference with books or possessions
- Constantly asking for, or stealing money (to pay a bully)

Effects of bullying

- Reduced ability to concentrate
- Poor or deteriorating work
- Fear of going to school
- Loss of confidence and self esteem
- Alcohol, drug or substance abuse
- Aggressive behavior
- Depression
- Inability to continue with education
- Attempted suicide

Awareness within school

- Creating a school climate, which encourages children to report bullying
- Raising awareness of bullying through programmes like Stay Safe, Be Safe and Walk Tall
- Providing comprehensive supervision of pupils at all school activities
- Developing clear procedures for reporting and investigating bullying
- Providing a supportive environment for those affected by bullying behavior
- Liaising with relevant agencies in the local community-Community Garda
- Circle Time
- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, friendship week activities and other curriculum projects
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies
- Parents will be provided with information and advice on how to combat cyber bullying
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- The police will be contacted in cases of actual or suspected illegal content
- This policy will be reviewed annually. Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure
- At each Board of Management any identified cases of bullying in the school will be brought to the attention of members.

PROCEDURES TO PREVENT CYBER-BULLYING:

- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), curriculum projects
- The school will engage a speaker to facilitate a workshop on cyber bullying for 5th and 6th classes annually.
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies
- Parents will be provided with information and advice on how to combat cyber bullying through an information leaflet.
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly
- The police will be contacted in cases of actual or suspected illegal content
- This policy will be reviewed annually. Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure

INFORMATION 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 or call an advice line.
- 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
- There is plenty of online advice on how to react to cyber bullying. For example, [Ie.reachout.com](http://ie.reachout.com) and www.wiredsafety.org have some useful tips.

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.

Useful Websites

www.spunout.ie

www.childnet.int.org

www.kidsmart.org.uk/beingsmart

www.antibullying.net

www.bbc.co.uk/schools/bullying

<http://ie.reachout.com>

www.childline.ie/index.php/support/bullying/1395

www.abc.tcd.ie

www.chatdanger.com

www.sticksandstones.ie

www.kidpower.org

Procedures for reporting, investigating and dealing with bullying

We encourage all children to report any incident of bullying to their class teacher or teacher on yard duty so that all incidences can be dealt with at the time if possible. We also encourage parents to inform us of any concerns they might have connected with bullying.

All incidences will be noted, and a record of all investigations will be kept by the class teacher

Child to Child Bullying

- Unless the incident is of a very serious nature, it will be dealt with by the classroom teacher who will talk to the children involved. Teachers respect the need to support the esteem of each party involved in an incident. When a teacher becomes aware that a child is regularly involved in incidents he/she will start a record of such incidents. The purpose of this record is:
 - To aid memory by recording details of the incident
 - For clarity in assessment of the situation
 - For planning and intervention

Should the action taken at this stage prove not to have resolved the issue, the staff will proceed to stage two.

- The Principal will arrange to meet with the parents of the child who is seen to be bullying and separately with the parents of the victim of bullying. The children themselves may be required to attend part or all of these meetings. The child who is bullying will be placed on report. This means that the child's behaviour in all areas is monitored during the day. The child has a meeting with his/her teacher to decide on what areas of behaviour need to be worked on. All positive behaviour, progress on work etc will be noted, at the end of the day, the teacher writes his/her own comment on a behaviour card. The purpose of this card to focus as much as possible on the positive qualities and efforts of the child, and to motivate the child to move away from negative behaviour. The child should be able to see that parents and school are working together in his/her interest, so the co-operation of the parents is essential. Initially a review of the reports will be carried out on a weekly basis, in a meeting with the Principal, teacher, parents and child. If progress is being made, longer intervals between meetings may be decided upon. The child who is the victim of bullying will also meet with the teacher and principal. This meeting will be to address and devise strategies for the child to deal with the bullying. This may involve reinforcing the programme being covered in class, or other strategies.
- It is the duty of the school to provide a safe environment for all the children. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and Board of Management. The sanctions implemented aim to encourage positive behaviour and support the esteem of the child in accordance with the schools code of discipline. These sanctions may include a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported in writing by the Principal to the Chair of the Board of Management.

- **Bullying by Adults**

In the case of **intra-staff bullying**, Carriglea National School will adopt the procedures outlined in Section C (c2) of the INTO booklet: 'Working Together: Procedures and Policies for Positive Staff Relations'. A copy of this document is available for free download on the INTO website.

In the case of **Teacher – Child bullying**, a complaint should in the first instance be raised with the teacher in question by the parent/guardian of the child if possible and then if necessary referred to the Principal. Where it has not been possible to agree a framework for resolution, the matter should be referred in writing by both parties to the Board of Management for investigation.

In the case of **Parent – Teacher** bullying, the Principal should be informed in the first instance, and if deemed necessary the Board of Management should subsequently be informed in writing.

In the case of **Parent/Visitor to the school – Child** bullying, the complaint should be referred in the first instance to the child's class teacher and subsequently to the Principal if unresolved.

In the case of **Principal – Parent/ Child** bullying, the matter should be raised with the Principal if possible, or referred to the Chairperson of the Board of Management.

Procedures for investigating and dealing with bullying

School authorities must ensure that the school has clear procedures for investigating and dealing with bullying and that these are set out in the school's anti-bullying policy. The school's procedures must be consistent with the following:

- (i) The primary aim for the relevant teacher 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);
- (ii) In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- (iii) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. 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;
- (iv) Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- (v) 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;
- (vi) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- (vii) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- (viii) Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;
- (ix) 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;

(x) 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;

(xi) 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;

(xii) Each member of a group should be supported through the possible pressures that they may face them from the other members of the group after interview by the teacher;

(xiii) It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

(xiv) In cases where it has been determined by the relevant teacher 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 (by reference to the school policy). 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 the supports for their pupils;

(xv) 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;

(xvi) 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;

(xvii) 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. This can have a therapeutic effect;

(xviii) In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be

recorded by the relevant teacher

(xix) 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; and

- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

(xx) 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 complaints procedures;

(xxi) In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

Resources

Stay safe Programme

Be Safe Programme

INTO guidelines on countering bullying behaviour

Department of Education circular M42/93

Walk Tall Programme

SALT Programme

Prim Ed Bullying

Review.

It is hoped to review this policy annually in the school

Chairperson: Conor Blackwell

Date: 20/3/19