Gaelscoil Mhainistir na Corann (GSMNC)

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Anti-Bullying Policy

School Position on Bullying

The school community of Gaelscoil Mhainistir na Corann believes that each pupil has a right to an education free from fear and intimidation.

The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of the targeted pupil(s).

Our anti-bullying policy is informed by Cineáltas: The Govenment's Action Plan on Bullying which is rooted in the following four key principles:

- ➢ Prevention: Through the generation of empathy and the provision of training which provides a foundation for knowledge, respect, equality and inclusion
- ➢ Support: Tangible and targeted supports based on a continuum of needs which provide a framework for school communities to work together
- ➢ Oversight: Visible leadership creates positive environments for children and young people and all members of our school community
- ➢ Community: Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships through the implementation of Cineáltas

Bullying is a children's rights issue and interferes with the following rights of the child:
- ➢ The right to freedom of expression (Article 13)
- ➢ The right to freedom of thought, conscience and religion (Article 14)

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- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

Gaelscoil Mhainistir na Corann does not tolerate bullying of any kind. Every report of bullying is treated seriously and dealt with, having due regard for the well-being of the targeted pupil(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of the 9 Inschool Leadership team members, exists to cultivate an environment free from bullying.

The immediate priority, should a bullying incident occur, is ending the bullying, (thereby protecting the person(s) being targeted) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Restorative, no Blame' approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life, in general, is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Preventing and addressing bullying is a shared community responsibility. It starts with each one of us, in our everyday attitudes, thoughts, words and actions. So let's work together towards an inclusive society free from bullying in all its forms and where diversity and individual difference are valued and celebrated.

1. INTRODUCTION

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 Mhainistir na Corann 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 by the Department of Education in September 2013. This policy document supersedes all previous Anti-Bullying policy documents published by the Board of Management.

The spiritual and caring ethos of our school is fostered and sustained by the Board of Management, the Principal, the parents, the teachers and the staff of our school. Our goal is to ensure the total welfare of every child who is educated in our school. Gaelscoil Mhainistir na Corann seeks to promote personal dignity and safety so that all members of our community may work and learn together in peace, free from all forms of harassment, bullying or negative behaviour. We are committed to maintaining an effective learning environment where:

- ➤ The parents/guardians are the primary educators
- ➤ Our children are valued
- ➤ Our children can feel secure and safe
- ➤ Our children are supported to develop their intellectual, social and emotional skills
- ➤ Our children learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, physical appearance, ability or disability
- ➤ Our children learn to take responsibility for their actions and behaviours both in school and in the wider community
- ➤ All forms of bullying and harassment are challenged

2. KEY PRINCIPLES OF BEST PRACTICE

The Board of Management, teaching staff and parents recognize the very serious nature of bullying and the negative impact that it can have on the lives of pupils and are therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- ➤ Effective leadership supporting a school culture and climate that celebrates diversity and welcomes difference and is based on inclusivity
- ➤ Promotion of respectful relationships across the school community
- ➤ Introduction of Restorative Practice, a programme which emphasises a shared commitment to approaches that seek to repair and restore interpersonal relationships

➤ Effective supervision and monitoring of children
➤ Encouraging the child to disclose and discuss incidents of bullying behaviour in a non-threatening environment
➤ Empowering the child as a potential witness of negative behaviour to "tell and share what they have witnessed"
➤ A shared understanding of what bullying is and its impact.
➤ Implementation of education and prevention strategies that build empathy, respect and resilience in children and explicitly address the issues of cyber-bullying and identity-based bullying including homophobic and transphobic bullying in an age-appropriate manner when deemed necessary
➤ Support for class teachers in carrying out their duty of care
➤ Consistent recording, investigation and follow-up of bullying behaviour
➤ On-going evaluation of the effectiveness of the anti-bullying policy

3. THE DEFINITION OF BULLYING

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

Bullying is <u>unwanted, targeted negative behaviour</u> online or offline that causes harm. The harm can be physical, social, psychological and/or emotional in nature and is conducted by an individual or group against another person (or persons). Bullying behaviour is <u>repeated over time</u> and involves an <u>imbalance of power</u> in relationships between two people or groups of people.

The following types of bullying 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.

<u>Isolated or once-off incidents</u> of intentional negative behaviour, including a once-off offensive or hurtful text message or other online <u>private</u> (direct post) 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 <u>private</u> message, image or statement on a social network site or another public forum where that message, image or statement can be viewed and/or repeated by other people will be

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regarded as bullying behaviour.

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

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

This policy applies to activities and events that take place:

> ➢ During morning supervision
> ➢ During school time
> ➢ During yard time
> ➢ At assemblies
> ➢ On school trips
> ➢ At sporting/ cultural events
> ➢ During school organaised extra-curricular activities

Gaelscoil Mhainistir na Corann reserves the right to take action, if appropriate, against bullying perpetrated beyond the scope of the activities/events above. This will be the case in relation to cyber-bullying. **Appendices 1A & 1B** give a list of specific examples of bullying behaviour. These lists are not exhaustive.

4. ROLES AND RESPONSIBILITIES

The Board of Management

The Board is responsible for ensuring that the policy has been made available to school staff and the Parents' Association, is on the school website and is adequately communicated to all staff, parents/ guardians and children. On foot of that, they have a duty to ensure that the school community is enabled to deal effectively with bullying. The Board is committed to providing time and resources for the implementation of the policy. The Board will ensure that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

The Board of Management will also:

> ✔ receive and minute the regular reporting of bullying forms by the Principal
> ✔ discuss the progress in handling these reports of bullying

✓ review the Anti-Bullying policy annually using the DES Annual Review Checklist
✓ will make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the school's Code of Behaviour and its Anti-Bullying Policy

The Board of Management recognises the role of adults in modelling a high standard of behaviour. The staff of the school together with the parents/guardians have a responsibility to model the school's standards and values. Their dealings with the pupils and each other constitute a powerful example and source of learning for our children. The way in which parents and teachers interact will provide the children with a model of good working relationships.

The Anti-Bullying Team will

✓ abide by the Code of Behaviour and the school values
✓ fully implement the policy and its update when relevant
✓ promote and nurture a positive school climate
✓ support the class teacher in his/her duty of care in implementing the policy
✓ raise awareness about the importance of good relationships and the impact of negative behaviour during school assemblies
✓ organise whole school events to promote healthy relationships and develop social skills for making and maintaining friendships through cooperative games
✓ invite outside speakers/agencies to our school for the benefit of parents, teachers and/or children
✓ encourage professional development in education and prevention strategies specifically in relation to identity-based bullying and cyber-bullying

The Wider School Staff will

✓ acknowledge that bullying is a shared responsibility within the school
✓ implement prevention and intervention strategies which build and maintain a safe learning environment for the whole school community
✓ empower students to deal with conflict in constructive ways
✓ take all reports of bullying seriously and to report them to the relevant teacher/Principal if warranted
✓ document any serious bullying incidents using the Bullying Incident Report Form **(Appendix 3)**
✓ supervise and monitor classrooms, corridors, school grounds, school tours and extracurricular activities and all use of communication technology within the school
✓ engage in CPD as relevant

Non-teaching and ancillary staff will be encouraged to be vigilant and report negative behaviour issues to relevant teachers.

The class teacher will

- ✓ explicitly teach educational and prevention strategies in relation to bullying in accordance with the Social, Personal and Health Education (SPHE) curriculum and the implementation of the Restorative Practice programme
- ✓ explain the contents of this policy to the child so that he/she clearly understands the consequences of breaching the policy
- ✓ investigate and follow up on all reports of alleged bullying, including anonymous reports
- ✓ consult with the Principal/Deputy Principal as applicable at any stage in relation to a report of bullying
- ✓ inform their job share/parental leave partner of any alleged/confirmed case of bullying

The Parents/Guardians will

- ✓ familiarise themselves with the policy and explain the contents of this policy to the child so that he/she clearly understands the consequences of breaching the policy
- ✓ support the school in the implementation of the policy.
- ✓ attend the class meeting organised by the school at the beginning of the school year in relation to the code of behaviour, the anti-bullying policy and cyber etiquette and safety (4th - 6th class)
- ✓ attend, when possible, any other talks organised by the school in relation to online safety, bullying and positive behaviour initiatives
- ✓ watch out for signs that their child may be bullied
- ✓ speak to the class teacher if their child is being bullied or they suspect that this is happening.
- ✓ speak to the class teacher as soon as they are aware that issues are arising which are affecting their child
- ✓ encourage their children to tell if they are being bullied or if they have seen other pupils being bullied
- ✓ Notify the school if they think that their child is displaying bullying behaviour and to work with the school in addressing this problem. They should not defer letting the school know of any issue, in the hope that the problem will go away. Such a disclosure would be treated with the utmost sensitivity and care
- ✓ Ensure that if their children are online that they are using social media in a safe and responsible manner; parental supervision is very important in this area as there are risks associated with internet/website access

✓ never directly approach a student, or the parent of a student, at the school to intervene in behavioural issues

The Pupils will

✓ abide by the Code of Behaviour and the school values
✓ show consideration, respect and support towards others
✓ identify bullying behaviour
✓ never bully others
✓ tell if they are being bullied or if they see someone else being bullied
✓ engage in responsible reporting when witnessing or experiencing bullying behaviour
✓ show empathy for targeted members of the school community and as a result, take safe and sensible action as a bystander
✓ share their views about the policy and procedures as well as make suggestions as they see fit to the representatives of the Student Council

5. OUR EDUCATION AND PREVENTION STRATEGIES

GSMNC will utilise a range of education and prevention strategies approved by DES (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) to encourage good behaviour and discourage bullying. We will seek to develop a positive school culture in the following ways:

- the clear communication of the **Code of Behaviour** to all
- the implementation of the **Restorative Practice Programme** to model respectful behaviour to all members of the school community at all times, with an emphasis on repairing harm and building relationships
- The implementation of the **FUSE primary antibullying programmes** for 4th and 5th class - https://antibullyingcentre.ie/fuse/how-fuse-works/
- the teaching of the **Weaving Wellbeing, Bí Sábháilte (Stay Safe), Grow in Love, Webwise and RSE programmes,** at the correct times of the year
- the implementation of the **Primary School Garda Liaison Programme** (https://www.garda.ie/en/crime-prevention/community-engagement/community-engagement-offices/schools-programme.html)
- the use of **additional programmes** where necessary. Eg. 'Incredible Years Programme', 'Friends for Life Programme, SALT, Get Up Stand Up' and other relevant SPHE programmes related to bullying
- the **explicit teaching to pupils of what respectful language and respectful behaviour** looks, sounds and feels like in class and around the school

- the promotion of the value of **diversity** to address issues of prejudice, unconscious bias and stereotyping, and to highlight the unacceptability of bullying behaviour
- the delivery of rights based education programmes (such as Amnesty International's primary programmes - https://www.amnesty.ie/what-we-do/human-rights-education/human-rights-education-resources-primary-school/)
- the teaching of specific lessons on bullying and all issues relating to it with the clear message that **GSMNC is a "telling school"**
- the organisation of an annual **Wellbeing Week,** an **Anti-Bullying Week** https://tacklebullying.ie/anti-bullying-week/), and an **Internet Safety Day** https://www.webwise.ie/saferinternetday/
- the organisation of an **annual/biannual internet safety talk** for students, teachers and parents given by an outside agency such as **Barnardos, Dr Maureen Griffin** etc
- **the explicit teaching to pupils about the appropriate use of social media** and social media etiquette (netiquette) for senior classes using educational platforms such as Seesaw using the following programes (https://www.webwise.ie/ + www.tacklebullying.ie)
- **specifically addressing issues** that may affect children with learning
- difficulties or special educational needs **during the child's learning support time**
- **social skills lessons** in the **context of Special Educational Needs (SEN)**
- focusing on the **school value of the month** at monthly **school Assemblies +** the awarding of a **Student of the Week** based on that month's value
- **"Good Manners Month"** in **February**
- the promotion of **co-operative yard and class board games** during break and other times to foster respect and cooperation between class groups
- the organisation of **displays of visually prominent key respect messages**, child-friendly posters that **promote positive relationships and diversity** in classrooms, in assembly areas and around the school and involve pupils in the development of these messages
- **involvement of our Student Council** in contributing to a positive school ethos: **Looking out for others - an item on the monthly agenda**
- Green Schools: **committed members looking after our school environment**
- **dedicated section for parents on the school website** on internet use and cyber safety.
- **fostering and enhancing the self-esteem** of our children and an **attitude of respect for all** through our **extra-curricular activities**: Drama, Music, Art, Chess, Performing Arts, ICT, Sports, and Gymnastics

6. PROCEDURES FOR INVESTIGATING, RECORDING 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); with this in mind, the school's procedures are as follows

Reporting Potentially Bullying Behaviour

- Children are consistently encouraged to disclose incidents of negative behaviour to any adult in whom they trust. Children are taught that "telling" is an act of kindness and friendship as defined in the Stay Safe Programme. Children are constantly assured that any disclosure will be treated with sensitivity for all involved.
- Any pupil or parent(s)/guardian(s) may bring a potential bullying incident to any teacher in the school.
- All reports, including anonymous reports of potential bullying, will be investigated and dealt with by the relevant teacher(s).
- Teaching and non-teaching staff such as the secretary, Additional Needs Assistants (ANAs), bus drivers, sports coaches, caretaker and cleaning staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher(s);

The relevant teacher(s) for investigating and dealing with potential bullying is (are) as follows:
- the class teacher
- the teacher that witnesses bullying or to whom bullying is reported
- principal
- deputy principal

6.1 Recording of Bullying Behaviour

It is imperative that all recordings of bullying incidents must be done in an objective and factual manner. The school's procedures for noting and reporting bullying behaviour are as follows:
- All staff must keep a written record of any incidents witnessed by them or notified to them, including the actions taken and any discussions with those involved.
- If it is established by the class teacher that bullying has occurred, he/she will 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.
- While all reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher(s), they will use their professional judgement in

relation to the records to be kept of these reports, the actions taken and discussions with those involved regarding same.

6.2 Investigation

I.   Once an allegation of bullying behaviour has been made, it will be investigated and followed up on by the relevant teacher. Parents of the alleged victim who have made the complaint will be made aware that procedures for investigation as outlined in this policy will commence. The relevant teacher will use his/her professional judgement in relation to the records kept, the actions taken and any discussions with those involved regarding the same.

II.   The relevant teacher will seek answers to the following questions: What happened? Who was present? When and where did the incident occur? along with the Restorative Practice Questions. (Please see point X. below and **Appendix 2**) This will be done in a calm and objective manner with an emphasis on facts, insofar as possible at this point. Incidents will be investigated outside the classroom situation to ensure the privacy of all involved.

III.   If a group is involved, each member will be interviewed by the teacher, individually at first. Thereafter, the class teacher will meet all those children involved as a group, if deemed necessary. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.

IV.   Each member of a group will be supported through the possible pressures that they may face from the other members of the group after an interview by the teacher.

V.   Where appropriate or helpful, those involved will be asked to write down their account of the incident(s).

VI.   Children who are not directly involved may provide useful information and therefore may also be interviewed. All interviews will be conducted with sensitivity and due regard to the rights of all children concerned.

VII.   Parents of all those involved will be informed of the alleged incidents and no blame will be apportioned. The relevant teacher will contact each set of parents in person by means of a telephone call.

VIII.   The relevant teacher must use his/her professional judgment to determine whether bullying has occurred and how best the situation will be resolved. **This will take time.**

IX.   Parents and children are required to cooperate with the 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.

X.   **Restorative Practice Approach Questions for the challenging behaviour include:**
   - What happened? - (stick to the facts)

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- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

- **Questions to be asked when dealing with the victim include:**
  - What happened?
  - What were you thinking/feeling at the time?
  - What have your thoughts been since?
  - How has this affected you / others?
  - What has been the hardest thing for you?

Following this period of investigation, there are three possible outcomes:
1. **No bullying** has been identified and no further action needs to be taken.
2. **Inappropriate behaviour** has taken place and will be dealt with in accordance with the Code of Behaviour.
3. **Bullying behaviour** has been identified. **Appendix 3** DES Bullying Behaviour Record needs to be filled in at this point to document the details of the bullying to date. This will be retained and saved in a secure location on the School's Drive. The principal, deputy principal and relevant teacher only, will have access to these records on the School's Drive

6.3 Procedures to be followed in the event of determined bullying

6.3(a) Formal Stage One - Informing all relevant parties

I.   The principal and other relevant staff are informed of the bullying.

II.   The principal and class teacher 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. All relevant parties are made aware of the fact that the bullying behaviour must be adequately and appropriately addressed within 20 school days. (See 6.3(b) below)

Principal, Parents and child who is bullying

I.   The teachers/principal meets with the parents/guardians along with the child to make it clear to them that they are in breach of the school's Anti-Bullying policy.

II.   The parents are assured that this is a private matter between the child, his or her parents and the relevant school personnel.

III. Specific reference will be made to the unacceptable behaviours with a clear outline of

what is now expected of the child.

IV.   Every effort will be made to get him/her/them to see the situation from the perspective of the child being bullied.

V.   The opportunity will be given to parents to discuss ways in which they can reinforce or support the actions being taken by the school and the support for their child. These are outlined in section 7.

VI.   In accordance with the philosophy of Restorative Practice sanctions are unlikely to be imposed at this point, however, there may be exceptions to this.

Principal, parents and victim of bullying.

I.   The teachers/principal meets with the parents/guardians along with the child to make it clear to them that they have been the victim of bullying behaviour, that they are not to blame and that the situation is unfair.

II.   They will be praised for speaking out and seeking the help of adults.

III.   Any feelings they might have about the bullying will be validated.

IV.   It will be explained that they are not alone and that all parties will be working together to put an end to the issue. The steps that will be taken to support them and to put an end to the bullying will be explained and outlined in section 7.

6.3(b) Formal Stage One - Actions to be Taken for the following 20 school days

1. **Appendix 4** will be used to document any incidents of concern during that 20-day period. The purpose of this record is:
   - To aid memory by recording details of incidents
   - For clarity in the assessment of the situation
   - For planning and intervention

2. At the end of 20 school days, the following points must be considered:
   - Whether the bullying behaviour has ceased;
   - Whether any issues between the parties have been resolved as far as is practicable;
   - Whether the relationships between the parties have been restored as far as is practicable;
   - Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal
   - Should the action taken at this stage prove not to have resolved the issue, or if all parties involved are not satisfied that the bullying has ceased, formal stage 2 of the process will commence. (see 6.4 below)

III.   **Appendices 3 & 4** will be passed by the Principal to the Board of Management at the appropriate time.

IV. In the case of a serious incident within those 20 days between the same parties, the Code of Conduct will be immediately invoked and the Board of Management will be informed as soon as is practicable.

6.4 Formal Stage Two - 20 Days have Elapsed, and the issue has not been resolved

The Board of Management will be informed and following a Board meeting, the next steps will be decided. They may include

1. sanctions implemented aiming to encourage positive behaviour and to support the esteem of the relevant children.

2. more serious sanctions such as 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.

3. **The parents of a child or children who are implicated in a bullying case and who find themselves in a situation where disciplinary sanctions are required, are assured that this remains a private matter between the child/children being disciplined, his or her parents/guardians and the relevant school personnel. Follow-up meetings with all relevant parties involved will be arranged separately.**

4. 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.

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

6.5 Resolution / Follow-Up:

➢ Follow-up Restorative Practice meetings with the relevant parties, facilitated by the class teacher and/or a member of the anti-bullying team will take place at an appropriate time to discuss any issues that have arisen in the week and to identify any additional supports that might be required.

➢ These may be arranged separately with a view to possibly bringing all students together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.

➢ It will be made clear that pupils who have engaged in bullying behaviour who reform are not blamed or punished and get a 'clean sheet'. They are affirmed for the change in their mindset and behaviour.

➢ A victim-impact statement may be helpful in certain situations.

7. OUR PROGRAMME OF SUPPORT

Our Programme of Support for working with pupils affected by bullying is as follows:

Bullied pupils:
- ending the bullying behaviour
- by offering them an immediate opportunity to talk about the experience to to an adult of their choosing
- indicating clearly that the bullying is not the fault of the targeted pupil
- additional classes/resources/attention will be organised to address the emotional needs of the child. This may take the form of check-ins, role play, coaching assertiveness training, conflict resolution etc.
- A child who is affected by bullying may be supported, if necessary, by a "GO TO" member of staff with whom the child has confidence and trust. The "GO TO" person listens to the child and reports back to the class teacher only. This form of support is for the child. Parents must speak with the class teacher.
- 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). Parents may wish to do the same outside of school.
- Special arrangements may be initiated to observe and support the child on the yard/school trips.
- If the child requires counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise the same, i.e. NEPS, School Completion Programme, HSE, and Family Counselling Services in Cork City.
- If they so wish, enabling bullied pupils to complete a victim-impact statement
- By offering continuing support when they feel they need it.

Bullying pupils:
- making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet'
- by offering them an immediate opportunity to talk about the experience to to an adult of their choice
- Making adequate support (counselling/coaching), insofar as possible, available to help those who need to learn other ways of having their needs met 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). Parents may do the same outside of school.

➢ In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child.

See **Appendix 5** for further advice for students, parents and bystanders in how to Combat Bullying and the Action Towards Prevention and Dealing with Bullying Behaviour.

Adult Bullying of Children

All complaints against a teacher are handled under the agreed INTO/CPSMA Complaints Procedure. A copy of this procedure is available on the school website.

8. OVERSIGHT

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 in **Appendix 3 & 4**) 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 will not include any identifying details of the pupils involved.

9. 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.

10. 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.

11. PUBLICATION

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 the Patron if requested.

11. ANNUAL REVIEW

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 of Education.

12. RATIFICATION

This policy was adopted by the Board of Management on _31.05.2023_

Signed: _____   Signed: _Áine Ní Shúilleabháin_

(Chairperson Board of Management)   **(Principal)**

Date: _01-06-2023_   Date: _01.06.2023_

Date of next review: _I gceann bliana_

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 teasing, mocking or taunting → 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) → 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
Cyber Bullying Cyber bullying is deliberately hurting someone's feelings using information and communication technology such as	→ E-mails → Mobile Phone (calls, texts, pictures, videos) → Instant Messaging → Social network sites (eg Facebook, Instagram, Snapchat, Tick Tock, Twitter, You Tube etc) → Chat rooms → Blogs → Games consoles → (Please see our Acceptable Use Policy)

APPENDIX 1(B) - Examples of bullying behaviours - This list is not 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 • Name calling • Teasing, mocking or taunting • 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.
Cyber	• **Denigration**: Spreading rumours, 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 • **Cyberstalking**: 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. Snapchat/TicToc/Facebook/Instagram • Twitter/YouTube 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	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian…used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller Community	• 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. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • Spreading rumours • Breaking confidence • Talking loudly enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
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

When Challenging a Behaviour:

• What happened? - (stick to the facts)

• What were you thinking at the time?

• What have you thought about since?

• Who has been affected by what you have done?

• In what way have they been affected?

• What do you have to do to make things right?

To Help Those Affected

• What did you think when you realised what had happened?

• What impact has the incident had on you?

• Has it impacted on others?

• What has been the hardest thing for you to deal with?

• What do you think needs to happen to make this right?

APPENDIX 3 **GSMNCs BULLYING BEHAVIOUR RECORD**

1. Name and class of pupil being bullied

Name (Ainm) _____ Class (Rang) _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

Name (Ainm)	Class	Name (Ainm)	Class

3. Who reported the behaviour?

	Name(s) (Ainm/neacha)
Pupil concerned	
Other pupil(s)	
Parent	
Teacher	
SNA	
Other person	

4. Location of incidents (Tick)

Classroom (Rang)		**Astroturf**	
Corridor (Siúltáin)		**Basketball Courts** (Cúirteanna)	
Toilets (Leithris)		**Playground - Backyard**	
Hall (Halla)		**Parents' Carpark** (Carrclós)	
Other (Eile)		**Outdoor classroom**	

5. Type of bullying behaviour (please tick):

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

6. Where behaviour is regarded as identity-based bullying, please indicate the relevant category:

Racist	Disability/ SEN related	Membership of Travelling Community	Homophobic	Other (please specify)

7. Brief Description of bullying behaviour and its impact.

8. Details of actions taken.

Signed _____ Date: _____ (Relevant Teacher)

Date submitted to the Principal / Deputy Principal: _____

☐ Bullying issues have been resolved and no further action is required

☐ Bullying behaviour has not been satisfactorily resolved and **Appendices 3 & 4** must be presented to the Board of Management at an appropriate time for further action.

Signed _____ Date: _____ Relevant Teacher

Signed _____ Date: _____ Principal

Date submitted to the Board of Management: _____

APPENDIX 4 - Action Taken in Response to Incident Report - Behaviour

Scríobh cuntas d'aon suirbhé, agallamh, geall, glaoch gutháin, comhairliúchán le tuistí, múinteoirí, príomhoide srl mar atá oiriúnach. *(Please record any survey, interview, phone call, consultation with parents, teachers, principal etc as relevant)*

Dáta / *Date*	Gníomh / *Action*

Combating Bullying and the Action Towards Prevention and Dealaing with Bullying Behaviour:

ADVICE FOR PUPILS

→ Tell yourself that you do not deserve to be bullied and that it is WRONG.

→ Be proud of who you are. It is good to be an individual.

→ Encourage children to express in a clear, calm, confident manner that another child's behaviour is upsetting them.

→ Stay with a group of friends/people. There is safety in numbers.

→ Be assertive – shout NO. Walk away confidently. Go straight to a teacher or member of staff.

→ Fighting back makes things worse– So don't fight back. REPORT to a teacher or parent(s)/guardians instead. If you need support find a friend and both of you speak to the teacher.

→ Generally, it is best to tell an adult you trust straight away. You will get immediate support.

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

IF YOU KNOW SOMEONE IS BEING BULLIED:

→ TAKE ACTION

→ Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.

→ If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.

→ The school will attempt to empower children to discourage bullying if they are witness to it

→ Make each child aware that if they know somebody is getting a hard time from another/others, they too have a responsibility to highlight to that person or an adult that the behaviour is wrong and upsetting.

ADVICE FOR PARENTS

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