Scoil Mhuire agus Íde

Newcastlewest,
Co. Limerick

ANTI-BULLYING POLICY FOR

SCOIL MHUIRE AGUS ÍDE

RATIONALE

In its Circular 045/2013, which issued to all school managements in September 2013, the Department of Education and Skills sets out new procedures, *Anti-Bullying Procedures for Primary and Post-primary Schools*. These procedures, which were developed in consultation with the relevant education partners, replaced the *1993 Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools*. These new procedures have resulted from a review of the 1993 guidelines and the implementation of the *Action Plan on Bullying – Report of the Anti-Bullying Working Group to the Minister for Education and Skills* which was published in January 2013.

The purpose of the new procedures is to give direction and guidance to school authorities and school personnel in preventing and tackling school-based bullying behaviour amongst its pupils and in dealing with any negative impact within school of bullying behaviour that occurs elsewhere.

School authorities and school personnel are now required to adhere to these new procedures in dealing with allegations and incidents of bullying.

All Boards of Management are now required to immediately commence the necessary arrangements for developing and formally adopting an anti-bullying policy which fully complies with the requirements of these procedures. It is envisaged that these changes will be implemented not later than the end of the second term of the 2013/14 academic year. The school's revised anti-bullying policy shall then be made available to school personnel and it should be published on the school's website if one exists. A copy of the school's anti-bullying policy shall also be provided to the Department and the patron if requested.

SUMMARY OF THE MAIN ELEMENTS OF THE NEW PROCEDURES

The following is a summary of the main elements of these procedures:
All Boards of Management are required to formally adopt and implement an anti-bullying policy that fully complies with the requirements of these procedures. A template anti-bullying policy which must be used by all schools for this purpose is provided in Appendix 4 of these procedures.
The school's anti-bullying policy must be made available to school personnel, published on the school website and provided to the Parents' association. A copy of the school's anti-bullying policy must be provided to the department and the patron if requested.
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. These procedures make clear that

this definition includes cyber-bullying and identity-based bullying (such as homophobic1 bullying and racist bullying).

These procedures outline key principles of best practice for both preventing and tackling bullying and require all schools to commit to these principles in their anti-bullying policy. These key principles are:

A positive school culture and climate

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)

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.

These procedures recognise that a cornerstone in the prevention of bullying is a positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity and respect. These procedures outline key elements of a positive school culture and climate and provide schools with some practical tips for building a positive school culture and climate.

These procedures also highlight the importance of a school-wide (management, staff, pupils and parents) approach. In addition to the role of management and staff, parents and pupils have a role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within the school of bullying behaviour that occurs elsewhere.

These procedures require that the prevention of bullying must be an integral part of a school's anti-bullying policy. The education and prevention strategies that the school will implement must be documented in the anti-bullying policy and must explicitly deal with the issue of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic2 bullying.

A school's anti-bullying policy must also set out the school's procedures for the formal noting and recording of bullying behaviour. **The school's procedures must be consistent with the guidance and direction set out in this document.**

These procedures emphasise that the primary aim of investigating and dealing with bullying is to resolve any issues and restore as far as is

---

1 1 **Homophobia** encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT). It can be expressed as antipathy, contempt, prejudice, aversion, or hatred, may be based on irrational fear, and is sometimes related to religious beliefs.

2 **Transphobia** (or less commonly **transprejudice**, or **trans-misogyny** when referring to transphobia directed toward trans women as it intersects with misogyny) is a range of negative attitudes and feelings towards transsexuality and transsexual or transgender people, based on the expression of their internal gender identity

practicable the relationships of the parties involved (rather than to apportion blame).

In any case 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); and

- o 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.
- The relevant teacher must record the bullying behaviour in the standardised recording template at Appendix 4 (and a copy must be provided to the Principal or Deputy Principal as applicable) in the following circumstances:
  - o 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
  - o Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported to the Principal or Deputy principal applicable.
- These procedures include oversight arrangements which require that, at least once in every school term, the Principal will provide a report to the Board of Management setting out:
  - o the overall number of bullying cases reported (by means of the bullying recording template in Appendix 3) to the principal or Deputy Principal since the previous report to the Board; and
  - o confirmation that all of these cases 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.*
- As part of the oversight arrangements, the Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation by the school. Written notification that the review has been completed must be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A standardised notification which must be used for this purpose is included at Appendix 5. A record of the review and its outcome must be made available, if requested, to the patron and the department.

The above is a summary of the main elements of these procedures and should therefore be read within the context of the overall *Anti-Bullying Procedures for Primary and Post-Primary schools.*

A copy of Circular 045/2013 has been provided to members of the Board of Management and all school staff and members of the Parents' Association.

POLICY DEVELOPMENT SO FAR

Since the opening of Scoil Mhuire agus Íde in 1992 the school has highlighted and developed an anti-bullying atmosphere in the school. An Anti-Bullying Code (Appendix 3) has been in existence since the beginning, which focused on the unacceptable nature of aggressive and other hurtful behaviours; which emphasised that every pupil in the school has the right to enjoy his/her learning free from intimidation; and which stressed the fact that we are a 'telling' school.

In recent years it had become increasingly obvious that this original Anti-Bullying Code needed review and that a more appropriate policy should be put in place to meet the needs of this cyber age.

Scoil Mhuire agus Ide's Anti-Bullying Policy was last reviewed in 2010 and sought to set out a definition of bullying and to put clear structures in place to cope with bullying behaviour. All reports of bullying, no matter how trivial, were to be noted, investigated and dealt with by the teachers. It laid out that serious cases of bullying behaviour by pupils should be referred immediately to the Principal or Deputy Principal. In this way pupils would gain confidence in 'telling'. This confidence is vital. It made clear to all pupils that when they report incidents of bullying they are not telling tales but are acting responsibly.

Teachers were advised to take a calm, unemotional, problem-solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians.

In summary, all teachers were given the responsibility to actively promote an anti-bullying climate in the school. This could be achieved by:
raising the issue with the class group early in the year;
dealing quickly and thoroughly with all cases of bullying. All reports, no matter how trivial, should be recorded, investigated and dealt with by each individual teacher;
investigating and establishing the what, where, when, why?
being conscious of the danger areas – dressing rooms, toilets, corridors, playing field, etc.

STATEMENT OF CORE VALUES

Scoil Mhuire agus Íde strives to provide an environment of excellence and care for each member of its school community. We demonstrate our valuing of each person through respect, truth, compassion and challenge. We foster excellence through the highest standards in our teaching, learning and pastoral structures and programmes. These values are enshrined in our school's Mission Statement.

 In brief we aspire to help our students to take their place in society as educated, mature and committed Christians. We want our school to be not only a centre of academic excellence but also a caring community where personal faith is nurtured and developed.

We aim to create a caring environment in which everyone recognises the value of each individual and encourages an awareness of, and a response to, the needs of others. We aim to foster an appetite for learning and to develop self-discipline, initiative, responsibility and perseverance. We also aim to involve our students in the life-long process of education and to ensure that everyone achieves some degree of success in life. We value all kinds of achievement and we work to promote a school culture, which values diversity and nurtures an ethos of respect for self, others, and the wider community.

We believe that all our students have the right to grow and work without destructive harassment. Consequently, we do not tolerate bullying in any form.

SCOIL MHUIRE AGUS ÍDE ANTI-BULLYING POLICY

PREAMBLE

In accordance with the requirement of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Scoil Mhuire agus Íde 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.

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 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; 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 including in particular, 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); and

- On-going evaluation of the effectiveness of the anti-bullying policy.

BULLYING DEFINED

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

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 the definition of bullying:
- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and
- identity based bullying such as homophobic bullying, transphobic 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 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 our school's Code of Behaviour.

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

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

SOME EXAMPLES OF BULLYING INCLUDE:
- Any form of physical violence such as hitting, pushing or spitting on others
- Organising or encouraging fights
- Interfering with another's property by stealing, hiding, damaging or destroying it
- Using offensive names, teasing, mimicking or spreading rumours about others or their families
- Using put-downs, belittling others' abilities and achievements
- Writing offensive notes or graffiti about others

- Making degrading comments about another's culture, colour, religion, sexual orientation or family background
- Hurtfully excluding others from a group
- Sending hurtful messages, or images, by text message or on Facebook or other social networking sites.

PROCEDURES FOR INVESTIGATING AND DEALING WITH BULLYING

It has been our experience down the years that different problems require different responses. However, in the matter of dealing with bullying behaviour a consistent and clear approach is essential to effective practice. This policy re-emphasises what has been school policy here in SMI for many years: all incidents of reported bullying behaviour will be recorded, investigated and followed up on.

To ensure clarity among the entire school community about how bullying cases will be dealt with, the method(s) of intervention are specified in this policy.

Each bullying incident will be dealt with primarily by the teacher who witnessed the incident or had the incident reported to him/her. The primary aim of that teacher in investigating and dealing with the bullying incident is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

This teacher must keep appropriate written records on the school's own Bullying Incident Sheet (Appendix 1). This initial written record will assist his/her efforts to resolve the issues and help restore good relationships between the parties involved. A copy of this Incident Sheet must be given to the relevant Year Head.

All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In this way pupils will gain confidence in 'telling'. 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.

Non-teaching staff such as the secretary, SNA's, caretakers, cleaners are encouraged to report incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

In cases where, having investigated an incident, spoken to both parties and their parents/guardians, a 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 officially recorded by the relevant teacher in the recording template (Appendix 4).

These completed recording templates (Appendix 1 and Appendix 4) are used to officially report resolved and unresolved bullying incidents to the Principal and Deputy Principal. They will become a valuable and readily accessible source of data in relation to bullying behaviour in the school. Data gathered from these reports must be regularly (at least once in every school year) collated and analysed with a view to monitoring levels of bullying behaviour and identifying any particular issues that require attention or any significant trends in behaviour. A record of this analysis must be retained and be made available to the Board of Management. Appropriate responses to any issues identified will be then be drawn up and implemented.

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/guardians or the Principal or Deputy Principal.

Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents/guardians must be referred, as appropriate, to the school's principal.

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

SUMMARY OF ESTABLISHED PROCEDURES WHEN DEALING WITH BULLYING INCIDENTS

- All incidents are reported to the Year Head using a Bullying Incident Sheet (Appendix 1). The teacher, whether class teacher or tutor, then deals with the incident using a suggested 'Seven Step' approach (see Appendix 2).
- Further assistance and support is available, if needed, from the Principal, Deputy Principal, and Pastoral Care Team.
- Parents/Guardians of students involved in the reported incident will be informed.
- Using the suggested Seven Step approach, the victim(s) and alleged bully or bullies will be interviewed separately. The impact of the bullying and the hurt caused will be communicated to the bully.

- All written reports (Appendix 1) of bullying behaviour are collected and filed by the Year Heads and current cases being dealt with are brought to the attention of the Principal and Deputy Principal at their weekly Disciplinary Meeting. Copies of all reports are given to the Principal and Deputy Principal and these are filed and form the basis of the Principal's Report to the Board of Management which will take place once each academic term.
- In the case of serial bullying or if the student persists in bullying despite correction the Principal and Board of Management will have no option but to apply a suspension, (of up to five days), taking the gravity of the offence into account.
- If bullying persists further the school authorities must consider the rights of the other students to a safe learning environment, free from harassment; and therefore it may not be possible to retain the bullying student in the school.

Parents will be informed of this, and will be asked to refer the student to a psychologist from the Department of Education and Skills or the HSE. However, they must understand that the school's primary obligation is to protect the victims of the bullies, and this may ultimately mean permanent exclusion for persistent bullying.

The victim may receive counselling and support to help him/her to come to terms with the experience. This may involve on-going support to help develop social strategies to cope with bullying.

EDUCATION AND PREVENTION STRAGEGIES TO BE USED BY THE SCHOOL

The prevention of bullying is an integral part of this school policy. Below we document the broad parameters of a prevention programme which has been in place in SMI for a number of years. We have found that prevention and awareness measures across all aspects of bullying together with strategies which engage pupils in addressing problems when they arise have worked well in our school. In particular, such strategies are intended to build empathy, respect and resilience in our students.

As self-esteem is a major factor in determining behaviour, our school aims, through our curricular and extra-curricular programmes, to provide students with opportunities to develop a positive sense of self-worth.

Initiatives and programmes focused on developing students' awareness and understanding of bullying, including its causes and effects, will deal explicitly with the issue of identity-based bullying and in particular homophobic and transphobic bullying. Established practice in recent years has been, for example, to include Lesbian Gay Bisexual and transsexual (LGBT) posters on notice boards, discussion with parents about specific statement of welcome and respect for LGBT members of the school community, teaching the Social Personal and Health Education (SPHE)

resource, *Growing Up LGBT* and participating in LGBT awareness events are just some of the ways in which a school can address homophobic and transphobic bullying.

Recent and continuing developments and in-school experience also suggest that prevention and awareness measures must also deal explicitly with cyber-bullying. The best way to address cyber-bullying is to prevent it happening in the first place. While, effectively, schools are powerless to control this type of bullying behaviour, prevention and awareness raising measures will focus on educating students on appropriate online behaviour, how to stay safe while online and also on developing a culture of reporting any concerns about cyber-bullying. The whole school approach and the co-operation of parents are also vital in this regard.

This school prides itself in being very sensitive to the needs of students with disabilities or with Special Educational Needs (SEN). This policy has to be read in conjunction with other school policies and initiatives which deal with this sensitive issue. Here in SMI, approaches which focus on decreasing the likelihood of bullying for students with SEN include improving inclusion, focusing on improving social skills, paying attention to key moments such as the transition from primary to post-primary and cultivating a good school culture which has respect for all and helping one another as central tenets.

Teachers in SMI help influence attitudes to bullying behaviour in a positive manner through a wide range of curriculum initiatives. There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. All of our students would have experienced the Stay Safe Programme at primary level and this is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. The Relationship and Sexuality Education (RSE) programme in our school provides opportunities to explore and discuss areas such as human sexuality and relationships, which has particular relevance to identity-based bullying. The subject of bullying can also be raised in many other subject areas, such as English literature, and also in other module type programmes such as the *Schools for Health in Ireland* framework which provides guidance on developing a health promoting school.

There is, in effect, great latitude and space within the teaching of all subjects to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In Civics Social and Political Education (CSPE) the interdependence of people in communities at local, national and international levels is stressed. In Geography and History references to colonisation, exploitation and dictatorships could be used to

illustrate the negative aspects of power. This work is often extended into many other areas of school life such as Art, Drama, Religious Education and Physical Education. Our school makes a special effort to promote co-operation and group enterprise through team sports, school clubs as well as through practical subjects such as Home Economics, Woodwork, Design and Communication Graphics (DCG) etc. Sporting activities provide excellent opportunities for channelling and learning how to control aggression.

IF YOU ARE BULLIED:

Recent surveys, carried out by the Anti-Bullying Centre located in Trinity College, Dublin, demonstrate that the vast majority of students who are bullied will not seek assistance. This is the core difficulty in this area for schools and, therefore, it is vital that we endeavour to create an anti-bulling climate in SMI by actively promoting responsible and respectful behaviour. It is important that students are encouraged to report incidents of bullying. Everybody must be continually reminded that we are a 'telling' school. This in itself would send a clear message to the bully and the bullied.

However, the impact and consequences of being bullied can be very traumatic. It is normal to feel frightened and humiliated by the experience. Feelings of anger are perfectly normal since bullying is so unjust.

In some cases bullying can cause anxiety and stress, affecting work, sleep and concentration. The victim may feel confused and vulnerable which could affect relationships with family and friends. Feelings of guilt are common, where the victim blames him/herself for the situation. All of these feelings are perfectly normal reactions.

However, the victim must realise that he/she is not to blame and it is the bully who has the problem.

HOW DO WE PREVENT BULLYING IN SMI?

Bullying thrives in a climate of fear and secrecy. To prevent bullying we must not allow cases of bullying to go unreported. This requires staff to:

- be observant of signs of distress or suspected incidents of bullying
- report all incidents that come to their attention by filling out the Bullying Incident Sheet (see Appendix 1) and giving it to the relevant Year Head
- make efforts to remove occasions for bullying, by actively patrolling during supervision duty
- arrive at class on time
- take steps to help victims and remove sources of distress without placing the victim at further risk
- deal with suspected incidents and if in doubt about procedures to contact the Principal, Deputy Principal, or Pastoral Care

Team who will support and assist with the designated procedures.

THE SCHOOL RECOMMENDS THAT PARENTS:
- watch out for signs of distress in their children, e.g. unwillingness to attend school, a pattern of headaches, missing schoolbooks or equipment, requests for extra money, damaged clothes or bruising, etc.;
- take an active interest in their children's social life and acquaintances;
- advise their children to tell a member of staff about the incident. If possible allow them to report and deal with the problem themselves. Confidence and respect can be gained through taking the initiative and dealing with the problem without parental involvement;
- inform the school if bullying is suspected;
- keep a written record (who, what, when, where, why, how);
- do not encourage their children to retaliate;
- be willing to attend interviews at the school if their child is involved in any bullying incident;
- inform the school of suspected bullying even if their children are not directly involved or affected.

THE SCHOOL RECOMMENDS THAT STUDENTS:
- report all incidents of bullying behaviour to a class teacher, Class Tutor, Year Head or member of the Student Council.
- be on the look-out for signs of stress among fellow students.
- do not intentionally exclude anyone from their groups.

SUPERVISION AND MONITORING OF STUDENTS
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.

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.

ADOPTION/PUBLICATION/REVIEW
This policy was adopted by the Board of Management on 17- June 2014

This policy has been made available to school personnel, published on our website (www.scoilmhuireaguside.ie), is available to parents and pupils on

request. A copy of this policy will be made available to the Department and the patron if requested.

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.

Signed: _Derek Heverin_   Signed: ___Sheilagh O' Mahony Kennedy__

       (Chairperson of BOM)   (Principal)

Date: _17-6-14_   Date: _17-6-14_

Date of next review: __May 2015_

APPENDIX 1

SCOIL MHUIRE AGUS ÍDE

BULLYING INCIDENT SHEET

TEACHER: _____   **TO YEAR HEAD:** _____

'Pupils have a right to be safe and happy at school.'

**To be completed at the time of incident by member of staff.
Please note and follow the procedure detailed overleaf**

Date:
Time:
Place:

Pupils Names:

Details of Incident:

APPENDIX 2

SUGGESTED APPROACH TO DEALING WITH REPORTS OF BULLYING IN SCOIL MHUIRE AGUS ÍDE.

It is school policy in Scoil Mhuire agus Ide to inform parents as soon as possible after an incident has accured.

Step One – **Interview with the victim.**
When the teacher finds out that bullying has occurred he/she starts by talking to the victim about his/her feelings. The teacher will need to find out who was involved, including non-participant spectators. The teacher encourages the person, who has been bullied to write down the effects of the bullying, how it makes him/her feel.

Step Two – Convene a meeting with the people involved.
The teacher arranges to meet with the individual or group of pupils who have been involved in the incident. This may include some bystanders or colluders who joined in but did not initiate any bullying. (No more than six or eight.)

Step Three – Explain the problem.
The teacher tells the individual or group about the way the victim is feeling in order to emphasise the enormity of the victim's distress.

Step Four – Share responsibility.
The teacher does not attribute blame but states that he/she knows that the individual or group can do something about it, something to help.

Step Five – Ask the group for their ideas.
All involved are encouraged to suggest a way in which the victim could be helped to feel happier.

Step Six – Leave it up to them.
The teacher ends the meeting by passing over the responsibility to the individual or group to solve the problem. He/she arranges to meet with them again, individually, a week later to see how things are going.

Step Seven – Meet them again.
About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

APPENDIX 3

SCOIL MHUIRE AGUS ÍDE
ANTI-BULLYING CODE

For the purpose of this Code, bullying is defined as repeated aggression, verbal, psychological or physical, conducted by an individual or group against others.

Isolated incidents of aggressive behaviour, which are not condoned by the school, cannot be described as bullying. However, when this behaviour is systematic and ongoing it is bullying.

With this is mind, we declare that:

- **Every pupil in SMI has the right to enjoy his/her learning and leisure free from intimidation within the confines of the school.**

- **Our school community will not tolerate any unkind actions or remarks – even if these were not intended to hurt. Repeated unkind actions or remarks will be regarded as bullying and those who are involved in this behaviour will be liable to sanction.**

- **Pupils should support each other by reporting all instances of bullying. We are a 'telling' school – bullying is too serious not to report every incident.**

- **Bullying will be dealt with seriously. Fighting (arranged or otherwise) will not be tolerated. Our School Rules state: 'Any use of offensive language, harassment, gross misbehaviour, or aggressive, threatening or violent behaviour towards another member of the school community is not acceptable and will be regarded as a serious breach of the Code that warrants severe sanction'.**

(Anti-Bullying Policy also available – ratified by Board of Management in Sept, 2010)

Appendix 4

Recording of Bullying Behaviour

Name of pupil bullied and class group

1. Name _____ Class_____
2. **Name(s) and class(es) of pupils(s) engaged in bullying behaviour**

_____
_____
_____
_____

3. **Source** of bulling concern/report (tick relevant box(es))*

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. **Location** of incidents (tick relevant box(es))*

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Pupil 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 _____

Appendix 5:

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

The Board of Management must undertake the 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 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 the school staff (including new staff) ?	
Is the Board satisfied the 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 al 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 not 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 _____   Date _____

Chairperson, Board of Management

Signed _____   Date _____

Principal