SCOIL DARA

Community   Growth

Wisdom   Respect

Church Street,
Kilcock,
Co. Kildare.

_____

Anti-Bullying Policy

Rationale

This policy is related to and derives its value from the characteristic spirit/ethos of the school as expressed in the School's Mission Statement and the CEIST Charter.

Mission Statement

Scoil Dara promotes the development of a community of faith inspired by Gospel values. The community of the school works in a holistic manner to ensure that dependence is gradually replaced by the responsibility for self, society and the world. The dignity of each student, staff member and parent are honoured and reflected in school policies and structures. While educational excellence is promoted, it is the needs of the learner that direct the development of the school. We engage with alternative approaches to education especially for those who are most disadvantaged. The school promotes a spirit of service and care.

1. In accordance with the requirements of the Education (Welfare)Act 2003 and the Code of Behaviour Guidelines issued by the NEWB, the Board of Management of Scoil Dara 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 and Skills in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and staff in our community and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviours.

3. As a community we recognise the importance of continuing to develop and nurture the network of/range of/linking relationships integral to our school through each of the following:
   ❖ Having a positive school culture and climate which:
      o Is welcoming of difference and diversity and is based in inclusivity

- o Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
  - o 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:
  - o Build empathy, respect and resilience in pupils
  - o Explicitly addresses the issues of cyber-bullying and identity-based bullying including, homophobic and transphobic bullying.
- ❖ Effective supervision and monitoring of pupils
- ❖ Supports for staff
- ❖ Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- ❖ Ongoing evaluation of the effectiveness of the anti-bullying policy.

4. We want Scoil Dara Community to be a place where:
   → Students, staff and parents treat each other fairly and respectfully.
   → Students, staff and parents feel safe and can confidently report bullying. We encourage pupils, staff and parents to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
   → People support each other and problems are resolved.
   → There is a shared and sincere commitment to developing positive relationships

Principles of Policy

1. What is Bullying?

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

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

Department of Education guidelines on countering Bullying Behaviour in Primary and Post Primary Schools' (September 2013)

> "**Bullying is a behavioural problem which affects the lives of thousands of school children and their families, the humiliation, fear, frustration and social isolation and loss of self-esteem which children experience when bullied results in absenteeism from school, poor or deterioration in schoolwork, personality change, illness, depression and unfortunately sometimes suicide. Bullying knows no boundaries of age, sex or socioeconomic background. It can take many forms; it can be short term or continue over long periods, even years.**"

Anti-Bullying Centre, "Bullying at School; Key Facts '(Dublin:2001)

Bullying behaviour is not tolerated; this can include verbal, physical, psychological, damage to property, extortion, intimidation, racist, deliberate exclusion, malicious gossip, other forms of relational bullying, cyber bullying, identity-based bullying (homophobic, transphobic), bullying based on a person's membership of the travelling community and bullying of those with disabilities or special educational needs.

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 others **is regarded as bullying behaviour.**

Isolated or once off incidents of intentional negative behaviour, including once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and will be dealt with, as appropriate, in accordance with the school's code of behaviour.

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

2. Bullying as a Criminal Offence

Bullying may constitute a criminal offence under the following sections of legislation:

Non-Fatal Offences against the Person Act 1997	Section 10 of this act deals with harassment and provides that a person may be guilty of a crime ifs/he: 'without lawful authority or reasonable excuse, by any means including by use of the telephone, harasses another by persistently following, watching, pestering, besetting or communicating with him or her'. For the purpose of this section, a person harasses another where: a. He or she, by his or her acts intentionally or recklessly, seriously interferes with the other's peace and privacy or causes alarm, distress or har to the other, and b. His or her acts are such that a reasonable person would realise that the acts would seriously interfere with the other's peace and privacy or cause alarm, distress or harm to the other
Prohibition of Incitement to Hatred Act (1989)	Section 2 of the Prohibition of Incitement to Hatred Act (1989), makes it a criminal offence for a person to publish or distribute, show or play a recording of visual images or sounds, if the written material, words, behaviour, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred. Those convicted n indictment under this provision may be sentenced to a maximum of 2 years imprisonment and/or a fine of up to €10,000.

Even where bullying does not amount to a criminal offence, the perpetrator may be held liable for damages in civil court proceedings. For example, statements made on social media sites are covered under provisions of the Defamation Act 2009, which at Section 2 defines a defamatory statement as 'one which tends to injure a person's reputation in the eyes of reasonable members of society'.

Many pupils seem to feel that by posting anonymously on social networking sites, they can guarantee that their identity is protected. This, however, is not the case. Indeed, in many cases the content of messages makes it easy to identify the perpetrator. In any case, where the Guards have grounds for believing that a criminal activity may be occurring, applications can be made to the courts requiring the internet service provider or others in possession of relevant information to divulge a perpetrator's identity.

3. **Types of Bullying:**
   - **Physical Aggression** – behaviour such as pushing, shoving, tripping, elbowing, punching, kicking, poking, dominating space etc. It may also take the form of a severe physical assault. While pupils may engage in "mess fights", they can sometimes be used as a disguise for physical harassment or inflicting pain.
   - **Intimidation** – this behaviour involves aggressive (body) language or gestures, use of insults, facial expressions conveying dislike, threatening language, reprisals for telling, demands for money etc.,
   - **Isolation/Exclusion** – this occurs when a person is deliberately isolated, excluded or ignored by some or all. This behaviour is usually initiated by the person engaged in the bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil/staff member in a public place, by passing notes/ drawings around about the person, whispering insults about them loud enough to be heard.
   - **Relational** - undermining or rejecting a person's efforts to socialise and form friendships/relationships, peer pressure, pretending to be friendly but being sarcastic. One of the most common forms includes control, "Do this or I won't be your friend" (implied or stated); a group ganging up against one person, (girl or boy); nonverbal gesturing, malicious gossip, spreading rumours about a person or giving them the "silent treatment"
   - **Verbal** – persistent name calling directed at the same individual(s) which hurt, upset, insult, ridicule or humiliate, whispering, cruel comments, imitating, mocking, graffiti, sexual comments, racial remarks, comments about family background, academic ability etc. Targeting of one's accent or distinctive voice characteristics for the purpose of ridicule.
   - **Ability Related** – name calling in relation to one's perceived academic ability at either extreme.
   - **Interference with Property** – personal property can be the focus of attention for bullying behaviour. This includes interference with, damage to, theft of clothing, materials, property.
   - **Stalking and Inappropriate Behaviour** – this behaviour includes pestering of another person, being a nuisance, aggravating, following, shadowing, unnecessary contact etc.

- o **Extortion** – Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.
- o **Cyberbullying** – This type of bullying is increasingly common and is continuously evolving. It involves the usage of Social Media Technologies such as internet, digital media, mobile phone e.g., text, group messaging services, personal websites, online personal polling websites, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat rooms etc., and seeks to hurt, undermine, or humiliate a member or members of the school community. As online bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber bullying can occur at any time (day or night)
- o **Cyber bullying may include (but is not limited to)**
  - ➢ Bullying that is conducted by means of ICT such as text messages, social network sites, emails, instant messaging, apps, gaming sites, chat rooms, photos, and other online technologies.
  - ➢ Targeting a person through ICT with inappropriate and hurtful messages or information at any time of day or night in or outside of school.
  - ➢ The circulation or publishing through ICT, material recorded without consent for the purpose of undermining or causing damage to the personal or professional reputation of another person whether considered a "joke "or not.
  - ➢ Placing photographs or changing a photograph of another person online without that person's permission/consent.
  - ➢ "In directing" ie., making indirect, hurtful comments about another person.
  - ➢ Masquerading as another person while causing hurt or offence to another online.

This policy applies even when a student engages in inappropriate use of social media /ICT when not under the direct supervision of the school, when there is a clear connection to the school and its students or personnel. It should be further noted that cyber bullying using school technologies is in violation of the school's Acceptable User Policy.

Strategies to Counteract Cyberbullying may include some of the following:
- ✓ Students are explicitly informed about the appropriate use of Social Media/ICT in computer lessons, tutor class, SPHE, visiting speakers, assembly, posters etc.
- ✓ Designated members of staff monitor students use of ICT.
- ✓ Blocking of social networking sites in school.
- ✓ Vigilance and consistency re non – use of mobile phones and or devices which have internet access. (Mobile phone use for educational purposes under teacher supervision only, as per Scoil Dara Mobile Phone Policy)
- ✓ Strong security measures re use of Wi-Fi code and use of Twitter in school.

- o **Identity Based Bullying**

Identity based bullying may be directed at one or other aspects of a person's identity.
This may include (but is not limited to):
- ➢ Bullying behaviour based on one's race, religion, ethnic or social background,
- ➢ Bullying based on image and appearance.
- ➢ Bullying of those with specific educational needs, disabilities, or exceptional abilities.
- ➢ Homophobic bullying and/or bullying based on sexual/gender identity.
- ➢ Bullying based on a person's membership of the Traveller Community.

Strategies to Counteract Identity Based Bullying may include some of the following:
- ✓ Posters promoting equality
- ✓ Activities which celebrate the diversity of the community.
- ✓ RE/RSE/SPHE/CSPE lessons focusing on the inclusivity of our school community and ethos.
- ✓ Continually promoting through words and actions the necessity of respect for all members of the school community in keeping with our school ethos and core values of our school community.

- o **Harassment**

Harassment means:
Any form of unwanted conduct related to any of the nine discriminatory grounds (gender inc. Transgender), civil status, family status, sexual orientation, religion, age, disability, race, member of the Traveller Community)
- ➢ This applies to all aspects of school life, both during class and during school related activities. It applies to all members of the school community and persons who come into contact with students through school activities.
- ➢ Harassment is legally prohibited under equality legislation and is not permitted in Scoil Dara. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the harassment of pupils and staff on any of the nine grounds specified or the sexual harassment of pupils or staff.

All students will be made aware of what is meant by the term "Bullying" through various education and prevention strategies used in Scoil Dara and every student is encouraged to reflect on their own behaviour in this regard.

4. **Education and Prevention Strategies**
Raising awareness on and the prevention of bullying behaviour will be an integral part of Scoil Dara's Anti-Bullying Policy.

All members of the school community will be informed and understand the definition of bullying, the types of bullying, the impact of bullying and will be aware of our shared responsibility in addressing the issue with a consistent approach.

The school recognises that there is 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. All teachers will be asked to avail of the opportunity within their subject to foster an attitude of respect for all. All subject departments will be asked to include the fostering of respect for all in their subject plan.

The school will have prevention and awareness raising measures across all aspects of bullying and will have strategies to engage pupils in addressing problems when they arise. Among the aims of such strategies will be to build empathy, respect and resilience in students.

The school will, through curricular and extra-curricular programmes, provide students with opportunities to develop a positive sense of self-worth.

School policies are available on the website and parents are directed in the journal to this website, www.scoildara.ie e.g., Anti-Bullying Policy, Code of Behaviour, SEN (Special Educational Needs) Policy, Acceptable User Policy. Hard copies are available on request.

Education and Prevention Strategies include:
- ✓ Promotion of the School Ethos – messaging on the importance of inclusion and the cultivation of o positive school culture where diversity and difference are embraced and celebrated. Respect for all and helping one another as central values is our guiding principle.
- ✓ The School Journal - communicates our message of respect for all within our code of behaviour, school values etc.
- ✓ Expected behaviour inside and outside the classroom is clearly explained in the school journal.
- ✓ Embracing difference and celebrating individuality is promoted in the messaging in our school journal.
- ✓ Through our school journal, students and their parents are guided to our school policies and requested to indicate where they have read, understood, and agree with them.
- ✓ CPD for teachers, year heads and other staff to develop anti-bullying strategies in Scoil Dara.
- ✓ School awareness in all aspects of bullying to include pupils, parents, guardians, and the wider school community. Community Garda education initiatives.
- ✓ Wellbeing week deals with aspects of bullying for different year groups with a focus on the celebration of individuality, diversity and interculturalism.
- ✓ School wide delivery on identity base bullying and in particular homophobic and transphobic bullying. Initiatives to include the inclusion of LGBT posters on notice boards, the display of our LGTB flag, discussions with parents about specific statements of welcome and respect for LGBT members of the

school community and the teaching of the SPHE resource, *Growing Up LGBT* and participating in LGBT awareness events.

✓ Prevention and awareness measures will also deal explicitly with cyberbullying, recognising that the best way to address cyberbullying is to prevent it happening in the first place. Like all aspects of anti-bullying the school's efforts will be a school wide approach and will focus on educating students how to stay safe while on-line and to develop a culture of reporting any concerns about cyberbullying. Parents will be particularly engaged in this dimension and at least one public event for parents will be hosted by the school or Parent Council annually.

✓ The school will specifically consider the additional needs of SEN pupils and pupils with disability regarding the programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

✓ Display of anti-bullying information in classroom and school corridors.

✓ Changing student attitudes from silence to openness regarding bullying.

✓ Student Rewards such as Hot Chocolate Friday, Student of the Month and Sticker for Success encourage citizenship, community, and respect as well as academic progress and commitment.

✓ Student Body – Meitheal, Prefects and Student Council all contribute to a safe school environment.

✓ Learning modules within SPHE, CSPE, and RSE raise awareness on the concept of Dignity and thus promote anti-bullying.

✓ Activities to promote students' self- esteem.

✓ Year Head/Tutors will conduct a survey of 1st Years to examine friendship dynamics and identify any issues which may be presenting.

✓ Lunch time activities to encourage inclusion and friendship.

✓ Regular assemblies promoting positive behaviour.

✓ Supervision of students before, during and after school.

✓ Liaising with primary schools on previous bullying instances, which are considered when forming first year classes.

✓ Explicit teaching of our Anti-Bullying Policy is carried out at assemblies, during tutor class time, SPHE, CSPE and within our RSE programmes.

✓ Surveys of student body to determine if bullying is taking place and the effectiveness of school approach.

✓ Whole group activities for each year to build community.

✓ Visiting speakers and workshops on bullying.

✓ Identifying bullying hotspots and ensuring supervision.

✓ The development of an Acceptable User Policy in the school to include the necessary steps to ensure that the access to technology within the school is monitored, as is the students' use of mobile phones.

✓ Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.

✓ Ensure that pupils know who to tell and how to tell, e.g.:
   o Direct approach to teacher at an appropriate time, for example after class.

- o Speak with their tutor, Year Head, or any member of staff that they feel comfortable with, Meitheal leader, prefect, member of the student council.
- o Hand up a note with homework.
- o Make a phone call to the school.
- o Get a parent(s)/guardian(s) or friend to tell on your behalf.
- o Ensure bystanders understand the importance of telling if they witness or know that bullying behaviour is taking place.

5. **Procedures for Investigation, follow-up, and recording of bullying behaviour and the established intervention strategies for dealing with cases of bullying are as follows:**

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

The school's procedures must be consistent with the following approach.
Every effort must be made to ensure that all involved (including pupils, parent(s)/guardian(s) understand this approach from the outset.

Reporting Bullying Behaviour
- ➢ Any pupil or parent(s)/guardian(s) may report a bullying incident to any teacher in the school. A report of alleged bullying behaviour which the person wants investigated should ideally be written down, preferably, on the school's form Complaint of Alleged Bullying Behaviour/Student Incident Report Form but will be accepted in any written format.
- ➢ The investigation of alleged bullying behaviour will be carried out by the relevant year head of the student(s) in question.
- ➢ All teaching staff and non-teaching staff of the school are encouraged to address incidents of bullying behaviour as witnessed by them or mentioned to them and to pass this information onto the relevant assistant principal (year head) for further investigation as is deemed necessary.

Investigating and Dealing with Incidents
- ➢ 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. This may be carried out in co-operation with other school personnel as appropriate e.g., counselling staff, tutors, teachers)
- ➢ Pupils and parents of students involved will be notified informing them of reports of specific allegations.
- ➢ 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.
- ➢ Teachers should take a calm, unemotional problem-solving approach.
- ➢ Incidents will be investigated outside the classroom situation to ensure the privacy of all involved.

➤ All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned to ascertain: what happened? When? where? Who was involved? Why has it happened? Impact of incident on those involved??This will be done in a calm manner setting an example in dealing effectively with a conflict in a non-aggressive manner.

➤ Pupils who are not directly involved can also provide extremely useful information in this way. Students will be encouraged to write out their statement(s) outlining the nature of the incident.

➤ It will be made clear to all students that when they report incidents of bullying, they are not considered to be telling tales but are behaving responsibly.

➤ If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved may be met as a group if it is deemed appropriate. 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. Support for all pupils involved in this process will follow, as necessary.

➤ In cases where it has been determined that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken (by preference of school policy)

➤ The school will give parents/guardians 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.

➤ It will 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/guardians and the school.

➤ Where it has been determined that bullying behaviour has occurred, it will be made clear as to how this behaviour is in breach of our Anti-Bullying Policy and Code of Behaviour. Efforts should be made to try and see the situation from the perspective of the pupil being bullied.

➤ 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 into account:

- Whether the bullying behaviour has ceased.
- Whether any issues between the parties have been resolved as far as it is practicable.
- Whether the relationships between the parties have been restored as far as is practicable
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal(s).
- Follow-up meetings with the relevant parties involved will be arranged separately with a view to bringing them together later if the pupil who has been bullied is ready and agreeable.
- The intervention strategies used by the relevant teacher will be one of the following or a blend of more than one of the following:

  The Traditional Disciplinary Approach
  Strengthening the victim
  Mediation
  Restorative Practice
  The Support Group Method
  The Method of Shared Concern.

- Initial training and continuous professional development will be provided to the relevant teachers in the above methods and any related new interventions methods that may emerge.
- Negotiating agreements between pupils and following these up by monitoring progress. This can be done on an informal basis or implemented through a more structured mediation process.
- The relevant teacher investigating alleged bullying behaviour can, in accordance with the school's code of behaviour, make a referral to relevant external agencies and authorities where appropriate to assist with resolving the issue.
- Working with parent(s)/guardian(s) to support school interventions.
- Restorative interviews.

➢ The school's procedures for noting and reporting bullying behaviour will adhere to the following:
  – While all reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher, the relevant teacher will use his/her professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same.
  – If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
  – The relevant teacher must use the recording template at Appendix 1 to record the bullying behaviour in the following circumstances:
     (a) In cases where the investigating teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 days (about 3 weeks) after he/she has determined that bullying behaviour has occurred.
     (b) Where the school has decided as part of its anti-bullying policy in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
  – In the cases above (a) and (b) above, the recording template in Appendix 1 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 1 does not in any way preclude the relevant teacher from consulting with the Principal or Deputy Principal at an earlier stage in relation to a case.
➢ All records involving investigations of bullying behaviour will be maintained in accordance with relevant data protection legislation.
➢ Where a parent 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 complaints procedures.
➢ In the event that a parent/guardian has exhausted the school's complaints procedure and is still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for Children.

6. **Supports for Pupils affected by Bullying.**

A programme of Support is put in place for students who are bullied/affected by bullying behaviour. This includes the following as necessary:
- Counselling including measures to raise student's self-esteem and provide coping strategies.
- Referral to external agencies.
- Opportunities and activities to develop friendships and social skills.
- Opportunities for additional support with learning.
- Meeting with Year head to monitor the situation.

A programme of support is put in place for students who bully. This includes the following as necessary:
- Activities to raise self-esteem.
- Behaviour Intervention Programmes.
- Counselling.
- Periodic meetings with year head to monitor the situation.

7. **Ongoing evaluation of the effectiveness of the ant-bullying policy.**

The anti-bullying policy will be subject to regular review. It will be reviewed in the light of incidents of bullying behaviour encountered. The prevention and intervention strategies in place will be reviewed regularly, at least once a year. Students and parents will be surveyed for their views and contributions at least once a year. The implementation and effectiveness of the anti-bullying policy will be an agenda item for staff meetings at least twice a year.

8. **Supervision and Monitoring of Pupils.**

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

9. **Oversight**

At least in every school term, the Principal will provide a report to the Board of Management setting out:
1. The overall number of bullying cases reported since the previous report to the board and
2. Confirmation that all cases referred have or are being dealt with in accordance with the school's anti-bullying policy and the "Anti-Bullying Procedures for the Primary and Post-Primary Schools"

The minutes of the Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school.

10. This policy was adopted by the Board of Management on **01 June 2017**

11. 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 and the patron (CEIST) if requested

This policy was last reviewed on:

Signed: _____   Signed: _____
(Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review:

Appendix 1

SCOIL DARA

Community   Growth

Template for Recording   Bullying Behaviour

Wisdom   Respect

1 Name of Pupil reporting alleged   bullying behaviour

Name		Class

2 Name(s) and class(es) of pupil(s) allegedly involved in bullying behaviour

Name		Class
Name		Class
Name		Class

3 Source of Bullying *(concern/report)* and Location

(tick relevant box(es) *

Source		Location	
Pupil Concerned		School Yard	
Other Pupil		Classroom	
Parent		Corridor	
Teacher		Bathroom	
SNA		School Transport	
Other		Other	

4 Name(s) of person(s) who reported the bullying concern

5 Type of Bullying Behaviour (tick relevant box(es) *

Physical Aggression		Malicious Gossip	
Damage to Property		Relational	
Isolation/Exclusion		Interference with Property	

| Name Calling/Verbal | | Cyberbullying | |
| Intimidation | | Other | |

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

Homophobic	Racist	Ability Related	Membership of Traveller Community	Other (specify)

7 Brief Description of Bullying Behaviour and its impact.

8 Details of Action Taken

Signed (relevant teacher):	Date:

Date Submitted to Principal/Deputy Principal	

*NOTE: - The categories listed in 3,5 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 2

Bullying Interventions in schools: Six major approaches

Ken Rigby
University of South Australia
www.kenrigby.net

Introduction

The content of this workshop is based largely on my 2010 book, "Bullying Interventions: Six Basic Methods." Camberwell: ACER.

A DVD produced by Loggerheads in England provides further background and illustrates the methods. See Rigby, K (2010) Bullying in schools: six methods of intervention.
See http://www.loggerheadfilms.co.uk/productspage/?category=1&product_i d=4

It is hoped that schools will consider each of the methods and employ those they believe are acceptable to the school and are applicable to the cases of bullying they deal with.

As an exercise school staff may like to complete a questionnaire called 'The Handling Bullying Questionnaire', which is being provided. This enables staff to indicate how they think cases of bullying might best be addressed.

Please note that this workshop and its content are concerned with interventions that are needed when cases of bullying arise, as unfortunately they do from time to time in every school. Of course, it is also very desirable to work towards providing a school environment in which the relations between students are positive and students are not inclined to treat each other badly. A great deal of such proactive work in schools is being undertaken in many schools to prevent the occurrence of bullying and such work can reduce the number of cases that occur. But, as yet, no school has succeeded in eliminating all forms of bullying and schools must act as they see fit when bullying does happen. Students and parents expect them to do so. In many countries the law requires it. This workshop is designed especially to help schools to think about what they can do in tackling actual cases.

Please feel free to use these ideas and materials (with acknowledgements) in intervention workshops and contact me if you like with any questions.

Adjunct Professor Ken Rigby
University of South Australia
Email ken.rigby@unisa.edu.au

A case of bullying

A 13 year old student is being repeatedly teased and called unpleasant names by another, more powerful student who has successfully persuaded other students to avoid the targeted person as much as possible. There is also evidence that the targeted student has been receiving threatening and abusive text messages instigated by the person who has been identified as the 'bully.'

As a result, the victim of this behaviour is feeling angry, miserable, and often isolated.

Knowledge of what has been happening has come to the attention of the school and a teacher or counsellor has undertaken to deal with this case.
In this workshop we will consider how such a case can be addressed using alternative methods of intervention.

Interventions

These are what I see as the six major intervention methods available to schools

The traditional disciplinary approach
Strengthening the victim
Mediation
Restorative Practice
The Support Group Method
The Method of Shared Concern

The aim of this workshop is to provide, quite briefly, some experience of how these methods may be used in order to stimulate discussion on when and how each may be used (or not used) in given situations in cases of bullying that have been identified.

A much fuller examination of each of these approaches is available through published articles, books and DVDs and these should be consulted by schools that are interested in deciding how they are going to act. Please consult the reference section.

Applying the traditional disciplinary approach

• Decide who will be the 'practitioner' and who the 'bully'
• Both should carefully read the case given on page 3
• The practitioner should follow the instructions given below. (The 'bully' should close the booklet and NOT be reading the following)

Practitioners instructions:

1. Begin by making it clear that you know what has been happening and that it constitutes bullying – and is 'completely unacceptable in this school'
2. Ask the student what he/she has to say about it. (But do not accept any excuses)
3. Point out that there are school rules against such behaviour and students who engage in bullying others are to be punished.
4. State the nature of the sanction that will be applied (Make it up)
5. Stress what will happen next if the bullying continues

Afterwards, discuss:

• How the 'bully' felt about the treatment he/she received and what effect it was likely to have
• Under what circumstances would this approach – or one like it – be justified.

Note that applications of this approach vary with some authorities advocating preliminary discussions with classes about how students should treat each other and serious talks with the parents of students who engage in bullying. Sanctions are seen as necessary, in part because they send a message to all students that bullying will not be tolerated.

Some 75% of teachers around the world approve of this approach, yet the evidence does not suggest that it is usually effective in preventing bullying from continuing.

Strengthening the victim: TARGET SCRIPT

If the target of bullying can respond effectively, the 'bully' need not be confronted by the school. Various ways have been suggested on how the targeted child can stand up to the bully, from martial arts training to the use of so-called 'fogging.' Below is an example of how the target may learn to respond, without making matters worse and actually discouraging the verbal bully who is clearly failing to get a rise out of what happens.

When the bully makes a statement (as in the script) look the bully in the eye and give your response calmly, nonchalantly, without any hostility.

Role play this with your partner – the 'bully' who will be using the Bully Script.

Bully: You have a great big nose
Target: True, it is large

Bully: It looks like a beak
Target: True, it does stand out

Bully: You are the ugliest kid in the school
Target: That's your opinion

Bully: You are wearing pov shoes
Target: You are not wrong

Bully: You must be stupid to keep agreeing with me
Target: That's true

Bully: You keep saying that's true
Target: That's true

In the next part of this exercise reply by asking a question which can surprise and put the bully on the 'back foot.' Look at the bully with mild curiosity.

Bully: You are such an idiot.
Target: Why do you think so ? (Wait for the answer)

Bully: Everybody hates you.
Target: That's interesting. Why do you think that ? (Wait)

Bully: You are always in the library at lunch time
Target: That's right. Why does that concern you ? (Wait)

Finally Bully: All those kids in the library are nerds
Target: It may seem like that to you

Bully: You have no friends
Target: That's what you think !

Strengthening the victim: THE BULLY SCRIPT

Your role is to make a number of statements designed to ridicule and upset the target

After making you statement listen to the target's response, then move on to your next statement.

Bully: You have a great big nose

Target……………………………….

Bully: It looks like a beak
Target……………………………….

Bully: You are the ugliest kid in the school
Target……………………………….

Bully: You are wearing pov shoes
Target……………………………….

Bully: You must be stupid to keep agreeing with me
Target……………………………….

Bully: You keep saying that's true
Target……………………………….

In the next part of this exercise the target will ask you a question, which you should try to answer briefly.

Bully: You are such an idiot.
Target……………………………….

Bully: Everybody hates you
Target……………………………….

Finally, just listen to the target's replies:
Bully: All those kids in the library are nerds
Target……………………………….

Bully: You have no friends
Target……………………………….

Now discuss with the 'target' how you felt (as a bully) on hearing the target's responses.
Also discuss the conditions under which you think this approach might work, or not work.

Mediation

Mediation can occur when two students (for example 'bully' and 'victim' agree to seek help from a mediator, a teacher or trained peer mediator, to resolve the issue that is causing the conflict.

From Lewers and Murphy (2000, p. 61)

Procedure

As an exercise you might like to see how the case of bullying might be dealt with using a mediation approach. Assume that both the bully and the victim are prepared to come – without compulsion – to a mediation session.

Work in threes - role playing (i) the teacher (ii) the bully and (iii) the mediator:

1. The mediator asks each of the students in turn to explain the situation as he/she sees it

2. The other student is required to listen without interrupting and, at the end, to summarise what has been said – to the satisfaction of the speaker.

3. Each is then asked to make suggestions as to how the issue might be resolved. The mediator records each suggestion without unnecessary comment.

4. Each suggestion is listed, then examined and discussed to discover one to which they agree will resolve the conflict.

Under what circumstances might this approach work, or not work?

Restorative Practices

Restorative practices are designed to restore damaged relationships between individuals or groups. They require that the 'offender' acknowledges wrongdoing and the harm he or she has caused, and then acts restoratively, eg, through an apology and compensatory action.

This approach may be applied at a Community Conference at which the offender(s) and 'target(s)' meet, together with other interested parties, eg parents, or in a classroom with students as participants, or in at meeting at which the 'bully' and the 'victim' are present. For the latter, here is a possible script.

The practitioner follows the script given below with partners playing the parts of 'bully' and 'victim.'

1. *In the presence of the victim, 'the bully' is asked the following questions[3]:*
    What happened?
    What were you thinking of at the time?
    What have you thought about since?
    Who has been affected by what you have done?
    In what way?

2. *The practitioner now switches to the victim:*
    What did you think when you realized what had happened?
    What have you thought about since?
    What impact has this incident had on you and others?
    What has been the hardest thing for you?

What do you think needs to happen to make things right?
3. *Next, it is back to the bully:*
   What do you think you need to do to make things right?
   How can we make sure this doesn't happen again?

After a restorative action has been suggested, undertaken and (importantly) accepted by the target, the case may be concluded, though the situation may continue to be monitored
• What assumptions does this method make about the nature of the bully?
• Under what circumstances do you think this method should be employed?

Adapted from Rigby, K (2010) Bullying interventions in schools: Six major methods. Camberwell: ACER.

Support Group Method

There are seven steps in the method, beginning with an interview with the victim, then holding a meeting with a group of students including both the bullies and other students (but not the victim), and ending with meetings with the individuals who have taken part in the application of the method.

Step 1 - Talking with the victim
The practitioner meets with the victim to establish the impact that the bullying has had. The victim is not asked to describe particular incidents in which bullying has taken place but, is encouraged to provide a detailed and graphic account of the distress that he or she has experienced. This may take the form of a piece of writing or a drawing that expresses how the child has been affected by the bullying. The victim is asked to identify the 'bullies' and to suggest the names of people to form a group who could help solve the problem. Assurance is given that no one will be punished.

Step 2 - Convening a group meeting
This meeting includes the children who have been identified as those engaging in the bullying, and some other students who are selected by the practitioner because they are expected to be helpful in bringing about a positive outcome. The victim is not required to be present. Generally, the group size is around 6 to 8.

Step 3 - Explaining the problem
The practitioner draws attention to the problem and especially to the distress that the victim is experiencing, using evidence provided by the victim. Specific incidents are not described and no accusations are made.

Step 4 – Promoting shared responsibility
It is made clear that no one is going to be punished and that the group has been convened to help solve the problem and that everyone has a responsibility to improve the situation.

Step 5 – Asking for ideas
The practitioner asks for suggestions about how things can be made better for the victim. Each person present is asked to make a personal statement on what he or she will do to help.

Step 6 -Leaving it up to them
Having explained the situation, the practitioner passes responsibility for the problem over to the group, thanks them for their support and indicates that there will be further meetings with each of the students to see how things are going

Step 7 - Final meetings
A week or so later the practitioner meets with members of the group individually to ascertain progress. The victim is also interviewed as part of the monitoring process.

It is important to recognise that although no one is being blamed for the bullying this approach is quite confrontative and conveys that the children do have a joint responsibility to improve the situation for the victim. In extreme cases, as when there have been serious assaults, a disciplinary approach is seen as appropriate with the usual sanctions being applied, or even police action.

<div align="right">Ken Rigby copyright, March 2010</div>

Possible role plays for the Support Group Method

1. Role play the interaction between the practitioner and the victim (see Step 1 on page 10). This involves:

    (i) Carefully explaining your role, which is to help students who may be feeling unsafe and troubled by how they are being treated by others at the school

    (ii) Gaining the confidence of the victim and listening carefully to an account of what the student has experienced

    (iii) Ensuring that the victim understands that no-one will be punished and it is safe to talk about who has been involved in the bullying.

    (iv) Obtaining a good picture of the distress that the victim has experienced to be shared later with the bullies.

    (v) Recording the names of the bullies.

    (vi) Arranging for another meeting later to discuss progress

2. Role play the group meeting with the 'bullies' – say three of them – and a similar number of other students who are likely to be supportive of the victim. (The victim is NOT present at this meeting)
The practitioner goes through the process described in Steps 3, 4, 5 and 6 on page 10.
The practitioner should ensure that everyone appreciates the distress that the victim has been experiencing and that there is a joint responsibility to help that person
Make sure that everyone present indicates what he or she are prepared to do to help

Emphasise that there will be a further meeting arranged to discuss progress.
The practitioner should leave the meeting once the students have become motivated to help – and the role play can continue briefly with just the 'students'

On completion of the role plays, discuss together the circumstances under which this approach is likely to work – or not work.

The Method of Shared Concern

This account is based upon suggestions made by Anatol Pikas, the author of the so-called Shared Concern Method

The method involves several stages:

1. On the basis of reports or observations, identify and interview the 'suspected bullies' one by one. Below is a proposed procedure, assuming in this case that the interviewee is female (the same procedure is used if male).

> • Greet her in a firm but friendly manner.
> • Explain briefly who you are and why you have asked her to talk with you: that is, because you are concerned about X (the person being bullied)
> • Share what you have heard or noticed about how X is feeling; that she/he has appeared upset, lonely and quite depressed. But make no accusations.
> • Ask the student what she has noticed about X
> • As soon as there is any recognition by the student that things are not so good, ask: WHAT CAN WE DO ABOUT IT?
> • Listen to her suggestions – or make some yourself. Reinforce positive responses.
> • Explain that you will be talking to others about how the situation can be improved
> • End on a positive note and arrange for another meeting at a definite time to see how things have progressed.

2. Next, interview the targeted student and explain what is happening. Stress that no-one is going to be punished. Discover more about the case, for instance, whether there may have been any provocation on the part of the target. Gain the target's confidence!

3. Meet with the suspected bullies again individually - and ascertain progress. If adequate progress has been made, convene a meeting with the group of suspected bullies.

4. At the 'bullies only meeting' help the students to make an agreed plan to resolve the conflict with the cooperation of the target.

5. At a final summit meeting – with the target now present - help the students to negotiate an acceptable solution.

As an exercise, role play with a partner Stage 1 above. Then discuss how the suspected bully felt about the interview. Then consider and evaluate the rest of the process and suggest when it could be used.

Exercise on selecting a method

As an aid to discussing what choices may be made in the employment of a given method, readers may like to consider the following cases. Decide which one(s) may be most appropriately dealt with using the approaches described above. These are: (i) the traditional disciplinary approach (ii) strengthening the victim (iii) mediation (iv) restorative practice (v) the Support Group Method (vi) Method of Shared Concern. Bear in mind that more than one method may sometimes be applied in a particular case.

Case 1: An adolescent boy is found to have sexually assaulted a girl in the school playground.

Case 2: Several girls in secondary school have been identified as spreading rumours about another girl being a lesbian. She is very angry about it.

Case 3: A secondary schoolboy has been identified as continually upsetting another younger boy by taunting him about his father being in jail. When asked to reflect on what he has been doing the older boy feels ashamed of himself.

Case 4: Two young boys are continually arguing and upsetting each other at school. One of them has gained the ascendancy.

Case 5: A quiet, shy girl aged 9 years is continually being ridiculed by some girls in her class. She has started staying away from school. She tells the teacher about how upset she is.

Case 6: A child keeps complaining that other students keep saying they don't like him.

Case 7: A child in kindergarten is continually going around attacking and hurting other children

Case 8: Some girls keep ridiculing one of their mates because she is overweight.

Case 9: A teenage boy has viciously attacked another boy causing him serious injuries. The parents of the attacker are dismayed that their son should do such a thing. Legal action is pending, but an alternative course of action may be acceptable to the injured boy and parents of the victim.

Case 10: Abusive comments have been put on the internet about the alleged sexual behaviour of a 15-year-old girl. The culprit has been identified.

Case 11: Some girls have been constantly ridiculing a boy who has arrived at the school from an orphanage in Croatia, because he does not know who his father is.

Case 12: Nasty emails are being received by an adolescent boy ridiculing him on the grounds that he is gay. Inquires at the school reveal that a group of boys are continually harassing the adolescent.

Case 13: Three black adolescents have been bullying a white student whom they allege has been making racist remarks about them.

From Rigby, K (2010) Bullying interventions in schools. Six Basic Methods. Camberwell: ACER. This book provides suggested answers to the question.

REFERENCES TO INTERVENTIONS

What schools are doing?
Rigby, K., & Bauman, S. (2007). What teachers think should be done about cases of bullying. Professional Educator. Melbourne: Australian Council for Educational Research.

Rigby, K and Bauman, S (2009) How school personnel tackle cases of bullying: A critical examination. In Shane Jimmerson, Susan Swearer and Dorothy Espelage (Eds) The International Handbook of School Bullying, 455-468.

Rigby, K., & Thomas, E. B. (2010). How schools counter bullying: Policies and procedures in selected Australian schools. Camberwell : ACER.

On the effectiveness of interventions
Smith, PK., Pepler, D and Rigby, K (2004) Bullying in schools: How successful can interventions be? (pp. 251–274). Cambridge: Cambridge University Press

Rigby, K & Slee, P T (2008) Interventions to reduce bullying, International Journal of Adolescent Medicine and Health, 20, 165-83

The traditional disciplinary approach
This is consistent with the approach described by Dan Olweus.

Olweus, D (1993) Bullying at school, Oxford and Cambridge, MA, Blackwell Publishers Note that practitioners using this approach typically also recommend the use of positive reinforcement to encourage pr-social behavior

Strengthening the Victim
Field, E. M. 1999, Bully busting, Lane Cove, NSW, Finch Publishing Pty

Rigby, K (2010) Strengthening the victim. Chapter 5, pages 46 to 57. In Bullying interventions in schools . Six Basic Methods. Camberwell: ACER.

Mediation
Cohen, R (2005) Students resolving conflic.: Peer Mediation in Schools. Tucson, Arizona.Good Year Books.

Restorative Practices
Thorsborne, M & Vinegrad, D (2006) Restorative practice and the management of bullying: rethinking behaviour management, Queenscliff, Victoria, Inyahead Press

The Support Group Method

Robinson, G., & Maines, B. (2008). Bullying: A complete guide to the Support Group Method. London: Sage.

Smith, P.K., Howard, S., & Thompson, F. (2007). Use of the Support Group Method to tackle bullying, and evaluation from schools and local authorities in England. Pastoral Care in Education, 25, 4–13.

The Method of Shared Concern

Pikas, A. (2002). New developments of the Shared Concern Method. School Psychology International, 23(3), 307–36.

Rigby, K. (2005). The Method of Shared Concern as an intervention technique to address bullying in schools: An overview and appraisal. Australian Journal of Counselling and Guidance, 15, 27–34.

Readymade Production. (2007). The Method of Shared Concern (a staff training resource for dealing with bullying in schools). Adelaide, Readymade Production <www.readymade.com.au/method. This is a widely used training DVD for schools.

Rigby K. (2009) School bullying and the case for the method of shared concern In Shane Jimmerson, Susan Swearer and Dorothy Espelage (Eds) The International Handbook of School Bullying, 547-558.

Rigby, K., & Griffiths, C. (2010) Applying the Method of Shared Concern in Australian school: An evaluative study. Canberra, ACT:Department of Education, Employment and Workplace Relations. Readymade Production. (2007) http://ww.deewr.gov.au/schooling/nationalsafeschools

Comparisons and evaluations of the approaches

Renn, S., Van Velsen, J., Matheison, P., Dennis, K., & Langley, J. (2009). The bullying intervention toolkit. Queenscliff, Victoria: Inyahead Press.

Rigby, K. (2010) Bullying interventions in school. Six Basic Methods.
Camberwell: ACER

Rigby, K. (2010) Breaking the cycle. Education Review, March Edition.

Rigby, K. (2010) Bullying in schools: six methods of intervention. See http://www.loggerheadfilms.co.uk/products-page/?category=1&product_id=4 This is a DVD in which the six methods are demonstrated and compared

Appendix 3

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

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

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

Signed _____   Date _____
     Chairperson, Board of Management

Signed _____   Date _____
     Principal

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

To: _____

The Board of Management of Scoil Dara, Church Street, Kilcock, Co. Kildare, wishes to inform you that:

o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].

o This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed _____ Date _____

Chairperson, Board of Management

Signed _____ Date _____

Principal

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.

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

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

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

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

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

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

- Explicitly teach pupils about the appropriate use of social media.

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

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

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

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

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

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

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

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

- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and

other areas of unstructured supervision.

- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.