Scoil Treasa Naofa

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Scoil Treasa Naofa school has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management 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) 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;
- promotes respectful relationships across the school community;
- acknowledges the right of each member of the school community to enjoy school in a secure environment.
- acknowledges the uniqueness of each individual and his/her worth as a human being.
- promotes positive habits of self-respect, self-discipline and responsibility among all its members.
- prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
- has the capacity to change in response to pupils' needs.
- identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
- takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
- recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
- recognises the role of parents in equipping the pupil with a range of life- skills.
- recognises the role of other community agencies in preventing and dealing with bullying

(b) Effective leadership;

(c)A school-wide approach;

(d) A shared understanding of what bullying is and its impact;

(e) 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.

(f) Effective supervision and monitoring of pupils;

(g) Supports for staff;

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

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

Bullying is unwanted negative 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, 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 the 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 the school's code of behaviour.

Additional information on different types of bullying is set out in Appendix I of this policy.

4. The relevant teacher(s) for investigating and dealing with bullying are as follows:
- Principal
- Deputy Principal
- All Class teachers
- Relevant Teacher is the teacher that witnesses bullying or to whom bullying is reported e.g. the teacher on yard
- Anti-Bullying coordinator will be selected and will report at staff meetings.

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools):*

Education & Prevention Strategies

School-wide approach
- A **school-wide approach** to the fostering of respect for all members of the school community.
- The promotion of the **value of diversity** to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the **self-esteem** of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- **Whole staff professional development** on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention.
- **School wide awareness raising** and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- **Supervision and monitoring** of classrooms**,** corridors, school grounds, school tours and extra- curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- **Involvement of the student council** in contributing to a safe school environment e.g. Buddy system, mentoring and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- The school's **anti-bullying policy** is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the **Code of Behaviour** of the school (every year).The school's Code Of Behaviour and Anti-Bullying Policy are also available on our website www.scoiltreasanaofa.ie
- Implementation of regular (annual at a minimum) **whole school awareness measures** e.g. Friendship Week, Wellbing Month/Week, Multicultural Week
- **Encourage a culture of telling**, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that pupils know **who to tell and how** to tell, e.g.:
    - o   Direct approach to a teacher at an appropriate time, for example after class.
    - o   Hand note up with homework.
    - o   Make a phone call to the school or to a trusted teacher in 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 is taking place.
- Identify **clear protocols** to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
- Implementation of an **Acceptable Use Policy** in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, and the pupils' use of mobile phones is strictly prohibited.

Implementation of curricula
- The full implementation of the **SPHE** curricula and the **RSE** and **Stay Safe** Programmes.
- **Continuous Professional Development** for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme
- Targeted delivery of lessons on **Cyberbullying** and **Diversity** and **Interculturalism** at the appropriate class level.
- The school will specifically consider the additional **needs of SEN pupils** with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

Links to other policies
List school policies, practices and activities that are particularly relevant to bullying, e.g. Code of Behaviour, Child Safeguarding Statement, Supervision of pupils, Acceptable Use policy, Attendance, Data Protection, RSE

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach.

Every effort will 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 bring a bullying incident to any teacher in the school. **Incident report forms** will be kept in all classrooms and in the office and are completed thereafter.
- All reports will be investigated and dealt with by the relevant teacher or if appropriate the classroom teacher of the children involved.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with allegations of bullying behaviour:

- The Relevant Teacher investigates the allegation of bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end. In investigating and dealing with allegations of bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) 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;
- The school, through the relevant teacher, reserves the right to ask any teacher to write an account of what happened as part of an investigation. This does not necessarily imply that a pupil is guilty of misbehaviour.
- The relevant teacher(s) may then conduct a whole class enquiry in the classes involved in the alleged bullying behaviour.
- Following the class enquiry (if conducted) the alleged perpetrator is interviewed by the class teacher. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)

- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;

- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;

- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

- In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).

- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as a 'mistake' that can and must be remedied assuming that, if in the professional judgement of the relevant teacher, the offence is not categorised as a Gross Misbehaviour in our Code of Behaviour. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty, (again assuming that if in the professional judgement of the relevant teacher that the offence is not categorised as a Gross Misbehaviour as per our Code of Behaviour) and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.

- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. This information is recorded on the back of the Incident report form and on the Appendix II document which is filed and stored by the Principal.

- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event, the parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying incidents and their resolution is retained securely by the relevant teacher during investigation and is handed over to the Principal thereafter. A copy of the incident report and action taken is filed in the pupils' profile folder which is stored in a locked filing cabinet in the relevant classroom.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- S/he may be required to sign another promise, this time countersigned by a parent/guardian;

- Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured;

- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher'.

- Parent(s)/guardian(s), the relevant teacher and the Principal meet in a final effort to resolve the situation.

- The pupil may be suspended from the school. (See school's Code of behaviour)

- The case may be referred to the Board of Management and the pupil may be expelled from the school.

Follow up and recording

- 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:
    - o Whether the bullying behaviour has ceased;
    - o Whether any issues between the parties have been resolved as far as is practicable;
    - o Whether the relationships between the parties have been restored as far as is practicable;
    - o Any feedback received from the parties involved, their parent(s)/guardian(s)s or the school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred
- All staff must keep a written record of any incidents witnessed by them or notified to them on the incident report form, on the pupil's profile on Aladdin. Incident report forms are available in all classrooms, the staffroom and from the Principal's office. All incidents must be reported to the relevant teacher.
- A written record of **all** reports of bullying, the investigation and actions taken and any discussions with those involved regarding same will be kept by the Principal/relevant teacher.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records on the pipils' Aladdin profile which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2-Appendix II (From DE Procedures)

The relevant teacher must use the recording template at **Appendix II** to record the bullying behaviour in the following circumstances:

 a) 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

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. (Most likely if they can be categorised as "Gross Misbehaviours" as per the school's Code of Behaviour)

When the recording template is used, **it must be retained by the relevant teacher in question (on pupil's Aladdin profile) and a copy maintained by the principal in the pupil's file in the office.**

When the recording template is used, it must be accessible to the relevant teacher in question and a copy must also be maintained by the principal. The copy retained by the teacher will be uploaded to the pupil's Aladdin file (password protected to allow only the Principal and relevant teacher access to it). The teacher copy will then be shredded. The copy retained by the Principal will be in the child's file in the Principal's office in a locked filing cabinet in the office. Only the relevant teacher and Principal will have access to these files. Pupil files will be maintained by the school until the pupil reaches age 21. The school will always aim to provide a safe environment for all students. Should the above interventions fail and the bullying continue, a programme of appropriate sanctions may be implemented by the Principal in consultation with the parents and Board of Management. The sanctions implemented aim to encourage positive behaviour and support the esteem of the child. These sanctions may include a period of isolation within the school day under the supervision of a member of staff or a period of suspension during which there will be ongoing consultation with the parents to decide on appropriate action(s) to be taken in the best interests of the child. Suspension for any period of time will be reported in writing by the Principal to the Chair of the Board of Management.

7. The school's programme of support for working with pupils affected by bullying is as follows:

<u>Bullied pupils:</u>
- Ending the bullying behaviour,
- Reinforce the school culture to foster more respect for bullied pupils and all pupils,
- Reinforce the school culture to foster greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- After resolution, enabling bullied pupils to complete a victim-impact statement,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, School Completion Programme, HSE, Primary Care Services, Family Counselling Services in Dublin 8;

<u>Bullying pupils:</u>
- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,' (assuming the offence is not categorised as a Gross Misbehaviour as per our [Code Of Behaviour](), in the professional judgement of the relevant teacher.)
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others,
- Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.

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 intervention where possible.

9. 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 (See Appendix III) 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.

10. This policy was originally adopted by the Board of Management on 2nd April 2014.

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 if requested.

12. 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 (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _Patrick S. Foley_   Date: _8th December 2021_

　　　　 Chairperson – Board of Management

Signed: _Ann Marie Spillane_   Date: _8th December 2021_

　　　　 School Principal

Date of next review: December 2023

Appendix I

Definition of bullying
In the context of these procedures, bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in this non-exhaustive definition:

(i) deliberate exclusion, malicious gossip and other forms of relational bullying;

(ii) cyber-bullying; and

(iii) identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Types of bullying
The following are some of the types of bullying behaviour that can occur amongst pupils:

General behaviours which apply to all types of bullying	➔ **Harassment based on any of the nine grounds in the equality legislation** e.g. sexual harassment, homophobic bullying, racist bullying etc. ➔ **Physical aggression** - *This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.* ➔ **Damage to property** - *Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.* ➔ **Name calling** - *Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.* ➔ **Slagging** ➔ **The production, display or circulation of written words, pictures or other materials aimed at intimidating another person** ➔ **Offensive graffiti**

	➜ **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.* ➜ **Intimidation**- *Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.* ➜ **Insulting or offensive gestures** ➜ **The "look"** ➜ **Invasion of personal space** ➜ **A combination of any of the types listed.**
Cyber	*This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-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). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.* ➜ **Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation ➜ **Harassment**: Continually sending vicious, mean or disturbing messages to an individual ➜ **Impersonation**: Posting offensive or aggressive messages under another person's name ➜ **Flaming**: Using inflammatory or vulgar words to provoke an online fight ➜ **Trickery**: Fooling someone into sharing personal information which you then post online ➜ **Outing**: Posting or sharing confidential or compromising information or images ➜ **Exclusion**: Purposefully excluding someone from an online group ➜ **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety ➜ Silent telephone/mobile phone call ➜ Abusive telephone/mobile phone calls ➜ Abusive text messages ➜ Abusive email ➜ Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles ➜ Abusive website comments/Blogs/Pictures ➜ Abusive posts on any form of communication technology

Identity Based Behaviours **Including any of the nine discriminatory grounds mentioned in Equality Legislation** (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	➔ Spreading rumours about a person's sexual orientation ➔ Taunting a person of a different sexual orientation ➔ Name calling e.g. Gay, queer, lesbian...used in a derogatory manner ➔ Physical intimidation or attacks ➔ Threats
Race, nationality, ethnic background and membership of the Traveller community	➔ Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background ➔ Exclusion on the basis of any of the above
Isolation/exclusion and other relational bullying	➔ *This occurs where a certain person is deliberately isolated, excluded or ignored by some of or the entire class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore"(implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".* This type of bullying involves manipulating relationships and the bullying behaviours involved may include: ➔ Malicious gossip ➔ Isolation & exclusion ➔ Ignoring ➔ Excluding from the group ➔ Taking someone's friends away ➔ "Bitching" ➔ Spreading rumours ➔ Breaking confidence ➔ Talking loud enough so that the victim can hear ➔ The "look" ➔ Use or terminology such as 'nerd' in a derogatory way
Sexual	➔ Unwelcome or inappropriate sexual comments or touching ➔ Harassment

Special Educational Needs, Disability	➔ Name calling ➔ Taunting others because of their disability or learning needs ➔ Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying ➔ Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. ➔ Mimicking a person's disability ➔ Setting others up for ridicule

Appendix II

1.   Name of pupil being bullied and class group

Name: _____   Class: _____

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

Name	Class

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

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilet	
School Bus	
Other	

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

6.   Type of Bullying Behaviour (tick relevant boxes))

Physical 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

Who?	
Where?	
When?	
What?	
Why?	

9.   Details of actions taken

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Signed: _____   Date: _____

   (Relevant Teacher)

Date submitted to Principal/Deputy Principal: _____

Appendix III

Bullying by Adults The procedure set out below may be initiated in relation to any of the following circumstances, which may occur in the workplace or otherwise in the course of employment:

● adult bullying;

● sexual harassment; or

● harassment on other specified discriminatory grounds which could, in the circumstances, be regarded as offensive, humiliating or intimidating.

Scoil Treasa Naofa operates these procedure on bullying, sexual harassment or other harassment on specified discriminatory grounds. This includes a clear statement that any such behaviour is not acceptable within the school. In this regard, it should be noted that a complaint of sexual harassment or bullying may result in disciplinary action. Where a complaint of sexual harassment or bullying is not upheld, no action shall be taken against the complainant provided the allegation was made in good faith. If the complaint was brought maliciously, it should be treated as misconduct and the disciplinary procedure invoked.

The procedure outlined below is specifically designed to address adult bullying, sexual harassment or harassment on other specified discriminatory grounds, in an industrial relations framework.

It is also open to any member who considers that s/he is being discriminated against, to contact his/her CEC District Representative or INTO Head Office with a view to referring a complaint to the Director of Equality Investigations or Labour Court, as the case may be.

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

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

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

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

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

This policy is in line with the school's health & safety policy for staff at work.

Appendix IV

Advice for Parents

Effects of Bullying

Bullying can affect pupils in many different ways. When pupils are bullied their lives may be made miserable. They may suffer injury. They may be unhappy about coming to school. They may lose self confidence and self esteem, blaming themselves for the bullying. Some children may experience stressful symptoms such as stomach aches and headaches, nightmares or panic attacks. (This form of unhappiness is likely to affect their concentration and learning). If unchallenged, other pupils can learn that bullying is a quick and effective way of getting what they want.

Indications of Bullying Behaviour – Signs and Symptoms

The following signs/symptoms may suggest that a pupil is being bullied:

- Anxiety about travelling to and from school - requesting parents to drive or collect them, changing route of travel, avoiding regular times for travelling to and from school.
- Unwillingness to go to school, refusal to attend, mitching.
- Deterioration in educational performance, loss of concentration, enthusiasm or interest in school.
- Pattern of physical illnesses (e.g. headaches, stomach aches).
- Unexplained changes either in mood or behaviour. It may be particularly noticeable before returning to
- school after weekends or more especially after longer school holidays.
- Visible signs of anxiety or distress - stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.
- Spontaneous out-of -character comments about either pupils or teachers.
- Possessions missing or damaged.
- Increased requests for money or stealing money.
- Unexplained bruising or cuts or damaged clothing.
- Reluctance and/or refusal to say what is troubling her/him.
- Those signs do not necessarily mean that a pupil is being bullied. If repeated or occurring in combination, these signs warrant investigation in order to establish what is affecting the child.

What to do if your child is being bullied

- Discuss the experience with your child to find out the precise details of what has happened.
- Reassure her/him that you and the school will help her/him.
- Discuss with her/him what to do next - he may be able to suggest strategies for dealing with it
- Encourage her/him to tell his teacher.
- Contact the school as soon as possible.
- Follow-up to ensure that the matter is dealt with and resolved.
- What to tell your child to do if someone they know is being bullied
- Tell a teacher (privately if necessary)
- Tell his/her parents - they will contact the school.
- Talk to the person who is being bullied - you may be able to help her/him.

- Reject bullying behaviour among your friends - tell them that it is wrong to bully.
- Help the bullied person to get away from the situation.
- Know and follow the school code of discipline.
- What to tell your child to do if you are being bullied
- Tell the teacher immediately. Tell your parents when you get home.
- Help the teacher to investigate it. Tell a friend about what is happening.
- Tell the bully to stop.