



Ballygar National School

ANTI-BULLYING POLICY

INTRODUCTORY STATEMENT.

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 Ballygar N.S. 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. This policy is a review of an existing Anti-Bullying policy by teachers, parents and BOM.

RATIONALE.

The school believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The School also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour.

BULLYING IS WRONG AND WILL NOT BE TOLERATED

It is important therefore that the School has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly. The BOM recognise the need for a clear policy in order to

- I. To make the staff, the children and parents aware of bullying and the procedures in the school to deal with it.
- II. Providing clear guidelines on how to deal with it.
- III. To conform with legislation.

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour:

- A positive school culture and climate ([See Appendix 1](#)) 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;
- involves collaboration among and between staff & pupils and promotes respectful relationships across the school community;
- (appendix 1 outlines how the school tends to build a positive school culture and climate)
- Effective leadership
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that
 - build empathy, respect and resilience in pupils and
 - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying
 - Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- Ongoing evaluation of the effectiveness of the anti-bullying policy.

RELATIONSHIP TO CHARACTERISTIC SPIRIT OF THE SCHOOL

Our school seeks to cherish all children equally and in pursuit of this vision to create a happy, tolerant, safe environment in which each child is happy, confident and is aware of the steps they need to take if they are bullied

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

AIMS

- To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
- To give teachers and parents clear guidelines on how to deal with bullying and prevent bullying behaviour.
- To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
- To strive to develop confidence and self esteem through a positive school climate.

- To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To develop procedures for noting, investigating and dealing with incidents of bullying behaviour.
- To implement a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
- To work with appropriate agencies in countering all forms of bullying and anti bullying behaviour.

GUIDELINES

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.

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.

Appendix 2 gives a list of specific examples of bullying behaviour which we at Scoil Mhuire Gan Smál have identified as being relevant to our school. This list is not exhaustive.

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Who is responsible for investigating and Dealing with Bullying?

The relevant teacher(s) for investigating and dealing with bullying are as follows:

- The class teacher(s) (or any teacher in the school if circumstances warrant it) initially
- The principal/deputy principal thereafter if necessary

Educational and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

The following strategies will be used

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.
- 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.
- The school's anti-bullying policy is discussed with pupils and is available on the school website. Parents will be reminded on occasions through the school newsletter that anti-bullying policy is available on website.
- The implementation of regular per year whole school awareness measures e.g. anti-bullying week, friendship week, safer internet day
- We will treat bullying as a serious offence and take every possible action to eradicate it from our school.
- The review of the Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, pupils are not permitted to use mobile phones in school or on any school activities or trips.
- Use of Webwise Primary Programme.
- 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

- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.
- **Children will be encouraged to do the following if they are being bullied.**
 - Say “NO”, run away and tell an adult and keep telling.
 - in school, inform your teacher or teacher on yard duty.
 - If a child informs another child of a bullying incident, she/he should always tell a teacher.
 - Ask teachers and parents for help on how to avoid a situation where they may be bullied.
- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Hand note up with homework.
 - Make a phone call to the school or to a trusted teacher in the school
 - Get a parent(s)/guardian(s) or friend to tell on your behalf
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

We encourage parents/guardians to:

- Look for unusual behaviour in their children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in their child’s education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- Inform the School IMMEDIATELY, if they feel their child is a victim of bullying.
- Advise their child not to fight back but encourage them to tell. It can make matters worse!
- Make sure their child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help.
- All parent(s)/guardian(s) are encouraged to approach their child’s class teacher if they suspect that their child is being bullied.

Implementation of curricula

- The full implementation of the SPHE, 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
- Community Gardai to visit the school to cover issues around personal safety and cyber-bullying with whole classes and small groups.
- 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.
- The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary, see booklet).

See appendix 3 for an outline of the education and prevention strategies that we recommend and encourage parents and children to follow if they are being bullied

Links to other policies

- Code of Behaviour
- Child Protection policy
- Supervision of pupils
- Acceptable Use policy

PROCEDURES FOR INVESTIGATION, FOLLOW UP AND RECORDING OF 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);

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- 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 incidents: Style of approach (see section 6.8.9)

- In investigating and dealing with 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;
- 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;
- 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;
- 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 should be met as a group. At the group meeting, each

member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

- Children may be asked to write an account of what happened as part of an investigation
- 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;**

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

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. These incidents will be recorded in the school's incident books. (to be stored in staff room) All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same
- The relevant teacher must inform the principal of all incidents being investigated

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:

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 which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- Records will be retained by the relevant teacher for the school year and treated as confidential.

Formal Stage 2-Appendix 4 (From DES Procedures)

The relevant teacher must use the recording template at **Appendix 4** 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) all confirmed instances of bullying behaviour must be recorded and reported immediately to the Principal or Deputy principal

When the recording template is used, it must be retained by the relevant teacher in question for the school year and a copy maintained by the principal.

Teachers records are retained in a secure place in teachers classroom.

All records will be retained in the principal's office for a period of nine years after the pupils involved leave sixth class.

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time

DISCIPLINARY STEPS:

Where a pupil has been found to be engaged in bullying behaviour and despite promising to stop continues with bullying behaviour the following sanctions may be imposed:

1. They will be warned officially to stop offending.
2. Informing the bullies' parents/guardians: In school diary or by letter or a specific in school meeting.

3. The child and their parent(s)/guardian(s) may be required to sign an agreement to stop the bullying behaviour.
4. Parent(s)/guardian(s) and the child will be invited to attend a meeting with the relevant teacher and school principal
5. They may be excluded from the School premises at break and/or lunch times.
6. We may arrange for them to be escorted to and from the School premises.
7. The case may be referred to the Board of Management and expulsion from the school may be considered.
8. If they do not stop bullying they will be suspended for a minor fixed period (one or two days).
9. If they then carry on they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period.
10. For a single serious incident of bullying a child may be suspended without warning—pending the earliest possible consultation with parents.
11. If they will not end such behaviour, they will be requested to appear before a special council of discipline of the school—made up of Chairman of the Board of Management, Principal, class teacher and one other teacher.

SCHOOL'S PROGRAMME OF SUPPORT FOR WORKING WITH PUPILS AFFECTED BY BULLYING

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

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - SPHE lessons
 - stay safe programme
 - walk tall
 - social skills group
 - Group work such as circle time
- Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used including suggesting that parents seek referrals so that appropriate outside agencies in order to receive further support for the pupils and their families if needed.
- If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour. Should such an instance arise NEPS will be contacted for advice.

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, help, support and counselling will be given as is appropriate to both the victims and the bullies:

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- Arrange for them to be escorted to and from the School premises.
- By taking one or more of the eight disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways:

- By talking about what happened, to discover why they became involved.
- Informing the bullies' parents/guardians.
- By investigating appropriate support from Health Services—i.e. Child Care, Child Guidance etc.
- By continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the eight disciplinary steps described below to prevent more bullying

ROLE OF THE PARENT

Parents support and co-operation is essential to the smooth running of the school. If Parents and Teachers work in harmony they will create a positive attitude which will bring out the best in their children and so maximise their learning potential. Parents will be informed at an early stage of problems arising and well before possible suspensions are involved. Parents are expected to CO-OPERATE with Teachers in the implementation of school rules, and the carrying out of sanctions.

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.

- There are agreed supervision and monitoring practices in the school
- Mobile phones are not permitted on school premises. If a child brings a mobile phone to school he/she must surrender it to teacher/principal or school office during the school day (9.20-3pm)
- Mobile phones are generally not permitted on school tours/outings except in special circumstances

PREVENTION OF HARASSMENT

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

This policy was adopted by the Board of Management in April 2016.

This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: Fr. Michael Breslin
Chairperson

Signed: Claire O Connor
Principal

Date: 20th Feb 2018
Date of next review: Feb 2018

Date: 20th Feb 2018

Appendix 1

Practical tips for building a positive school culture and climate

The following is an outline of some of the ways that Scoil Mhuire Gan Smál will aim to 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
- On occasion and when deemed necessary, school staff will get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school
 - Hot spots- in the playground/school yard/outdoor areas, corridors and other areas of unstructured supervision
 - Hot times -where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

Appendix 2

What is bullying? Cad is Bullaíocht ann ?

Bullying can occur through several types of anti-social behaviour. It is any action which sets out to frighten or hurt another child. It can be:

a) Physical

This behaviour includes pushing, shoving, punching, spitting, 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

b) Verbal

Verbal abuse can take the form of name calling or threats of any kind. It can take the form of hurtful sneering/teasing—very often this hurtful sneering is seen as mere fun or ‘MESSING’ by the child who does it. In many cases this occurs while the bully is ‘showing off’ to his/her ‘pals’. The bully may even need convincing that any harm is being done—to him/ her it is just a ‘mess’ This type of bullying may be directed towards gender, ethnic origin, physical/social disability, or particular type of personality, etc.

c) Name calling

Persistent name-calling directed at the same individual(s) that 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

d) 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.

e) Isolation/exclusion and other relational bullying

A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends. This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the 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'.

f) Damage to property or theft

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. Physical threats may be used by bullies in order that the pupil hand over property or money to them

g) 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

h) Cyberbullying

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, email, 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,

- Denigration: spreading rumours lies or gossip
- 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 word to provoke an online fight
- Trickery- fooling someone into sharing personal information which you then post online
- Outing- position 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 calls
- Abusive telephone/mobile phone class
- Abusive text messages
- Abusive email
- Abusive communication on social networks eg facebook, twitter, you tube or game consoles
- Abusive website comments/blogs/pictures

- Abusive posts on any form of communication technology

(i) Identity bases behaviour

Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community)

(j) 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

(k) Relational

This involves manipulating relationships as a means of bullying. Behaviours include

- Malicious gossip
- Isolation and exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- Bitching
- Spreading rumours
- Breaking confidence
- Talking loud enough so that the victim can here

(l) Special education needs, disability

- Name calling
- Taunting orther 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
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Appendix 3

We following is an outline of the education and prevention strategies that we recommend and encourage parents and children to follow if they are being bullied

Remember that your silence is the bully's greatest weapon! Bullies are afraid of one thing—they are afraid you will tell—so tell someone—always tell some one.

AS A YOUNG PERSON/CHILD:

If you are being bullied

- a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- b) Be proud of who you are. It is good to be individual.
- c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- f) Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- g) Generally it is best to tell an adult you trust straight away. You will get immediate support.
- h) The teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

If you know someone is being bullied:

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

AS A PARENT:

- Teach respect for self and others.
- Make time to listen to your child.
- Monitor what TV/Videos/Playstation games etc that your child watches.
- Monitor your child's mobile phone and social media accounts
- Look for unusual behaviour in your children. For example,
 - Pretending to be sick.
 - Drop in level/standard in school.
 - Change in behaviour.
 - Withdraw from friends/activity in school.

- Unwilling to speak about school.
- Moody at home/highly emotional.
- Crying/upset over least thing.
- Bruises (unexplained).
- Loss of property.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help.
- Be supportive of the child and assure them it's not their fault. Encourage them to be strong and advise them to tell the teacher/older child. Nothing will happen to them.

Ballygar N.S. does not welcome Bullies !!'

What should parents do if their child is the Bully?

- Remain calm.
- Don't bully or hit your child- this will make it worse.
- Try to find out why your child is bullying.
- Don't hesitate to ask for help.
- Talk to the child's teacher at school.
- Set realistic, firm guidelines and rules to help your child control his/her behaviour.
- Ensure that your child apologises, either in person or in writing to the child he/she bullied.
- Bullies need to achieve success to make them feel good about themselves.
- Reward positive behaviour consistently.
- Try to encourage the bully to empathise with the child/children being bullied.

Appendix 4

Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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	
Toilets	
School Bus	
Other	

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

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

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

9. Details of actions taken

Signed _____

Date _____

(Relevant Teacher 1)

Signed _____

Date _____

(Relevant Teacher 2)

Date submitted to Principal/Deputy Principal _____

Questionnaire

1. What is your favourite subject? _____

2. What is your least favourite subject? _____

3. What are you good at in school? _____

4. What are you not good at in school? _____

5. Are you happy in the classroom? Yes

No

Ok

6. Do you ever feel left out in the classroom?

Yes

No

Ok

7. Are you happy in the yard? Yes

No

Ok

8. Do you have friends to play with? Yes

No

9. Do you feel left out or lonely in the yard?
Yes

No

10. Do you do anything to upset others at school?
Yes

No

11. Does anyone take things belonging to you without asking?
Yes

No

12. Do you take things belonging to others without asking?
Yes

No

13. What makes you feel happy at school?

14. What makes you feel sad at school?

Role of the Parents

Parents support and co-operation is essential to the smooth running of the school. If Parents and Teachers work in harmony they will create a positive attitude which will bring out the best in their children and so maximise their learning potential. Parents will be informed at an early stage of problems arising and well before possible suspensions are involved. Parents are expected to CO-OPERATE with Teachers in the implementation of school rules, and the carrying out of sanctions.

Signed: Fr. Michael Breslin

Chairman B. O. M.

Date: 20th Feb 2018