



Anti-Bullying Policy

CASTLEBAR PRIMARY SCHOOL

ROLL NO. 20562H

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 Castlebar Primary School has adopted the following anti-bullying policy within the framework of the school's overall Code of Good 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; and
- promotes respectful relationships across the school community;

(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 (**Appendix 1**)

(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

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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 2**.

Ref : Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Castlebar Primary School reserves the right to take action against bullying perpetrated outside the school, which spills over into the school.

4. The relevant teachers for investigating and dealing with bullying in this school are as follows:

- All class teachers
- Principal
- Deputy Principal
- *Any teacher may act as a relevant teacher if circumstances warrant it.*

5. 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:

School Wide Approach

Primary prevention includes a school-wide anti-bullying policy that includes all students, all parents/guardians, and all staff including teachers, administrators, support staff, and the Board of Management.

In Castlebar Primary School the following Annual/ Termly/ Monthly/ Weekly activities encourage friendship, respect and the promotion of Anti-Bullying:

- Care Week (Annual)
- Internet Safety Week (Annual)
- Marking and reflecting on Safer Internet Day each year (Annual)
- Year Group Assemblies with regular discussion by Principal, Deputy Principal, AP Post Holders, Student Council and other pupils.
- Group work such as Circle Time. (Ongoing)
- Restorative Practice Awareness Notice Board Display (Ongoing)

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- Restorative Practice Approach taken by the school to build and maintain relationships. (Ongoing)
- Promotion of Our Care Corner Rules *as part of Care Week and reinforced throughout the year.*

Education and Prevention strategies

- A consistent, school-wide approach to the fostering of respect for all members of the school community. This is evident throughout the school and is reflected in the everyday interactions among 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 extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- School-wide awareness raising and access to training on various aspects of bullying. This may include staff, pupils, parents/guardians, PA, BOM and the wider school community. A wide variety of agencies may be accessed to provide support and information in this area e.g. NPC (National Parents Council), An Garda Síochána, Local Education Centre, ISPCC etc...
- Close 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.
- Development and promotion of an Anti-Bullying code for the school-to be included in class lessons/assemblies and displayed publicly in classrooms and in common areas of the school.
- 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 on enrolment to the school. The Code of Behaviour and Anti-Bullying Policy are accessible on the school web site and also available as hard copies in the office.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Care Week, parent(s)/guardian(s) seminars; student surveys to review and evaluate policy & procedures
- 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.

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- Ensuring that pupils know who to tell and how to tell and that bystanders understand the importance of telling if they witness or know that bullying has taken place. This is achieved through using the Stay Safe Programme and other ideas may include:
 - 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.
 - Worry box
 - 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.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied and promotion of teacher parent partnership. This protocol would be in line with our policy on Complaints by Parents.
- The enforcement of our Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. ISPCC, Family Centre in Castlebar etc.

Implementation of curricula

- The full implementation of the SPHE and curriculum 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 etc.
- School wide delivery of lessons on **Cyber Bullying** (Be Safe-Be Web wise, Web wise Primary teachers' resources). **See Appendix 7**
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying
- 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).
- This work can extend into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies as well as through practical subjects
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression. GAA and soccer coaching is offered to some classes from outside agencies and teachers are also involved in coaching the school's soccer and Gaelic teams.

Links to other policies

This policy should be read in conjunction with our other policies and procedures e.g.

- SPHE Policy- Stay Safe Programme, Walk Tall

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- Code of Behaviour
- Child Safeguarding Statement
- Supervision Policy
- School Rules
- AUP (Internet Acceptable Use Policy)
- Parental as Partners
- Dignity at Work policy

Curricular Programmes:

- SPHE Curriculum
- Learn Together
- Stay Safe
- Walk Tall
- Circle Time
- Webwise
- INTO Respect Guidelines
- Community GARDA Schools programme
- Friends for Life Programme
- Lego Brick Club
- Incredible Years

Class-Based Work:

What do we teach in class?

- **Stay Safe** lessons
- **Walk Tall** lessons
- **SMART** Internet Safety Lessons
- **My Selfie** and **Webwise** lessons
- Restorative Practice Questions
- Our whole-school Code of Good Behaviour teaches and encourages pupils to behave in a respectful, safe and friendly manner.
- Bystander Education- the school will emphasise the importance of Bystander Education in all classes.
- Children will be taught the Restorative Questions (**Appendix 4**). This approach will then be taught at an individual level for those children who have SEN or may need added reinforcement in this area. School staff will reinforce this strategy with children and model the approach in all their interactions during the school day.
- Lessons about the difference between “telling tales” v “reporting” will be taught.

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

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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);

Every effort will be made to ensure that all involved (including pupils, parents/guardians) understand this approach from the outset. An outline of this approach will be highlighted to any parent/guardian/ pupil or staff member who may become involved in a suspected incident of bullying.

Reporting bullying behaviour

- Any pupil, parent or guardian 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 secretary, caretaker, special needs assistants (SNAs), 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. The staff at Castlebar Primary School will take a Restorative Approach to resolve any issues and restore the relationships between parties, in so far as is practicable. When investigating incidents of bullying the teacher should seek answers using the Restorative question at Appendix 5.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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.
- Non-teaching staff such as secretaries, special needs assistants (SNAs), are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher
- During all stages of investigation the teachers will take a calm, unemotional problem-solving approach.
- 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;
- Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom setting 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. Pupils who are not directly involved can also provide very useful information in this way.

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- When analysing incidents of bullying behaviour, the relevant teacher will endeavour to 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, it is aimed that each member will 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;
- 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). See Restorative Practice Think Sheet resource (Appendix 4) which may be a useful resource.
- 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 her how she is in breach of the school's anti-bullying policy and efforts should be made to try to get 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, 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.

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- 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.

Method: School personnel will use a **Log of Actions on Aladdin** which will be shared with all relevant staff to record incidents and actions taken. Each staff member should **date and initial** the entry.

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

Informal: Pre-determination that bullying has occurred

- As above, all staff must keep a written record of any incidents witnessed by them or notified to them which they deem as a bullying-type incident. All incidents witnessed by a staff member must be verbally 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 on the aforementioned *Log of Actions*.
- The relevant teacher may investigate the report of bullying using one or more of the following:
 - Survey
 - Checklist
 - Restorative Practice questions.
 - Think sheet to support and promote Restorative Practice

Formal: Stage 1-Determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must update the log of actions 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 will retain the written records until the end of the year, when they will be passed on to the Principal and stored in a file in the Principal's office.

Formal: Stage 2-Appendix 5 (From DES Procedures)

The relevant teacher will use the recording template at **Appendix 3** 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.

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- 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. The Record of Bullying Behaviour is stored in a file in the Principal's office.

When the recording template is used, it must be retained by the relevant teacher in question and a copy given to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to any case.

Established intervention strategies

- Teacher interviews all pupils using the Restorative Practice questions.
- 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) to support school interventions
- No Blame Approach
- Circle Time
- Use of Care Week Resources
- Regular check in to Care Corner
- Restorative interviews
- Restorative conferencing
- Think sheet to support and promote Restorative Practice
- Peer mediation where suitable training has been given

The Procedures mention the following intervention strategies and reference Ken Rigby;
[www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

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

Further Resources are available on <http://www.antibullyingcampaign.ie>.

7. The school's programme of support for working with pupils affected by bullying is as follows:
(See Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

- 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.
 - Pastoral care system via Class teacher, SET & SNA if appropriate
 - Group work such as Circle Time.
- If pupils require counselling or further supports the school will endeavour to liaise with parents to organise support from our school counsellor or outside agencies. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring of 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 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 adopted by the Board of Management on 28/10/22.

11. This policy has been made available to school personnel, published on the school website and provided to the Parent-Teacher Association. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school on request.

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

Signed:  (Single Manager)

Date: 28/10/22

Reviewed: Signed:  Dated: 22/11/23

Reviewed: Signed: _____ Dated: 13/03/24
Chairperson, Board of Management

Reviewed: Signed: _____ Dated: _____

Reviewed: Signed: _____ Dated: _____

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Appendix 1

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' Committee 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, toilets, 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.

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Appendix 2

Types of bullying and examples of bullying behaviours

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

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.

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.

Isolation/exclusion and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some 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'.

Cyber-bullying: 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, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

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

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, schoolbooks 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

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.

General behaviours which apply to	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.• Physical aggression
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<p>all types of bullying</p>	<ul style="list-style-type: none"> • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber (See Also Appendix 6 and 7)</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumours, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • 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. Snapchat, Roblox, Instagram, Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p><u>Identity Based Behaviours</u> 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).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • 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

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<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> ● 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
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation & exclusion ● Ignoring ● Excluding from the group ● Taking someone’s friends away ● 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
<p>Sexual</p>	<ul style="list-style-type: none"> ● Unwelcome or inappropriate sexual comments or touching ● Harassment
<p>Special Educational Needs, Disability</p>	<ul style="list-style-type: none"> ● 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

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Appendix 3

Template for record 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(s)	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
Other	

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

Name: _____

Address: _____

Phone No. _____

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

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

7. Brief Description of bullying behaviour and its impact

8. Details of actions taken

Signed _____

Date _____

Position held in school _____

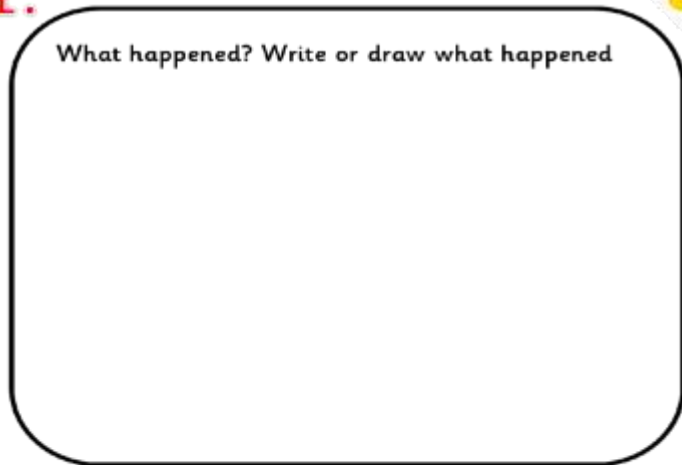
Date submitted to Principal/Deputy Principal _____

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Appendix 4 Restorative Practice Think Sheet

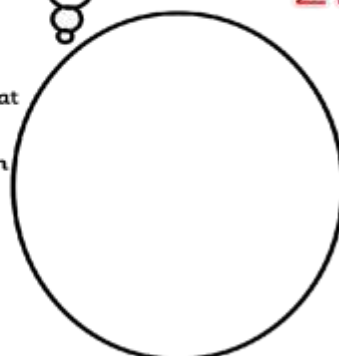
1.

What happened? Write or draw what happened



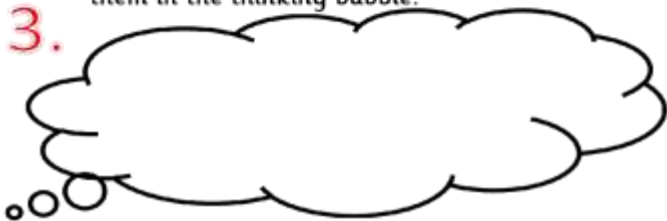
2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.



What have your thoughts been since the incident? Write them in the thinking bubble.

3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.



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Appendix 5

Restorative Practice Questions

Questions for the pupil(s) engaged in bullying behaviour:

- What Happened?
- What were you thinking of at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

Questions for the pupil(s) who is bullied:

- What Happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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Appendix 6: Advice for Parents

(A) Support Re Cyber Bullying

(B) Support Re Other Types of Bullying

(A) Support Re Cyber Bullying

Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons.

Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone.

It may take the form of general insults or impersonation, defamation or prejudice-based bullying.

Unlike other forms of bullying a once-off posting can constitute bullying.

While this policy addresses issues related to cyber bullying of students (i.e. situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

Key Measures re Cyber Bullying

Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.

Students will be informed about cyber bullying in the course of their education at the school.

Gardaí will be invited to visit the school to talk about cyber bullying.

Teachers will dedicate a standalone lesson to deal with the issue of cyber bullying.

Parents will be invited to a talk on bullying to include cyber bullying.

Students and staff are expected to comply with the school's policy on the use of computers in the school. (Acceptable Use Policy).

Parents will be provided with information and advice on cyber bullying.

Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, Roblox, and SnapChat.

Castlebar Primary School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the Internet without a member of staff present.

"Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all mobile devices are left in.

... Try turning off the wifi when you are going to bed.

"Be Aware of What Your Children are Doing Online"

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- Talk with your children about cyberbullying and other online issues regularly.
- Know the sites your children visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.
- Tell your children that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.
- Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.
- Ask for their passwords, but tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your children on social media sites or ask another trusted adult to do so.
- Encourage your children to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.
- Remain calm and ask questions - who, what, why; where; when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school; internet or phone provider, or Gardaí.
- Talk to your children; let them know they can talk to you; keep the channels of communication open."

Establish Rules about Technology Use

- Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.
- Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.
- Encourage children to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.
- Tell children to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities."

(B) Support Re Other Types of Bullying

Teaching a child to say "NO" in a good assertive tone of voice will help deal with many situations. A child's self-image and body language may send out messages to potential bullies.

Parents should approach their child's teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because

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of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.

Sometimes parental advice to a child is to "hit back" at the bully if the abuse is physical. This is not appropriate and indeed sometimes makes the situation worse.

Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.

It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.

Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

What If Your Child Is Bullying?

Don't panic. This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.

Don't punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim's point of view. This would need to be done over time.

Bullies often suffer low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.

Talk to your child's teacher and find out more about your child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.

If the situation is serious you may need to ask the school or G.P. to refer your child for extra support.

Appendix 7: Cyber Bullying

A lot of cyber bullying occurs when children lose sight of the consequences. Some don't think sending messages, which they see as "just messing" or "joking", is bullying and don't understand how they can hurt someone. One of the most common reasons for cyber bullying is an attitude among bullies that they won't get caught. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced. As with traditional bullying, pressure from friends can be a trigger for cyber bullying too. As well as this, some pupils do not appreciate that posting online is a form of publishing. Rather, some see the internet as "not the real world". This feeling leads to children believing that they cannot be

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reprimanded for what they do online.

Terms that will be useful to listen out for and to understand when dealing with cyber bullying (Webwise 2015)

Term	Description
Frapping	The action of editing someone's Facebook profile or status without the person's permission.
Happy Slapping	The misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the Internet.
Hashtag	A hashtag is a word or a phrase preceded by a # sign to identify messages on a specific topic
Twitter, Tumblr, Instagram, Facebook	Social media platforms where people can share content, be followed or have friends and post comments and material to be viewed by friends, followers or the public
Whatsapp, Viber, Snapchat	Online messaging apps that allow users to communicate in groups or individually. Access to the internet is necessary. Snapchat messages delete themselves after a set number of seconds. However, screenshots can be taken during this time to record and maintain the picture or message.
Selfie	A self-portrait typically taken with a hand held camera or phone
Troll	A troll is a deliberately provocative use of an internet message board, social network or comments section. A troll upsets or angers others by leaving hurtful or off-topic remarks in an online community, usually to illicit emotional responses.
Viral	Content is said to have gone viral (photos, videos, blogs) when they are circulated rapidly and widely from one user to another.
Tagging	To describe a link to a website, person or place on the internet using a social media platform. Usually photos, people or websites are tagged to link in that user and inform them of the content. People can tag others to be hurtful and lead unwanted traffic to that person's profile or picture. This can lead to photos being shared and inappropriately shared.
Screenshot	A photo that can be taken of the screen of a mobile phone using the device itself.

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Prevention of Cyberbullying

In conjunction with other curricular implementation, here are some specific approaches that can be employed by the class teacher to prevention cyberbullying;

- Explicit teaching of computer rules at the beginning of each school year
- Explicit teaching of our SMART online code
- Explicit reference to cyber bullying and what it is when covering the Stay Safe programme
- Teaching of Webwise lessons on safe internet use (My Selfie and the Wider World) during February of each year
 - Lessons 1 / 2 and 5; First and second classes
 - Lessons 1 – 5; Third to Sixth classes
- Marking and reflecting on Safer Internet Day each year
- Using teachable moments to reflect on behaviour online
 - When sharing information
 - Taking and uploading pictures
- Modelling good behaviour online through class blogs, twitter accounts and other online technology

Responding to Cyberbullying

In conjunction with our schools policy on recording and responding to bullying here are some tips for class teachers; (Adapted from Webswise 2015)

- Support: Provide the person being bullied with support and reassurance.
- Evidence: Help the child keep relevant evidence for investigations. This can be done by taking screen shots or printing webpages. Do not allow the deletion of phone messages
- Inform: Give the child advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online
- No Retaliation: Ensure that the young person does not retaliate or reply to the messages
- Privacy: Encourage the child to keep personal information private on the internet
- Investigation: The cyber bullying claim needs to be investigated fully. If the perpetrator is known, ask them to remove offending remarks or posts. All records should be kept as part of the investigation.
- Guidelines: Refer to and be aware of the school's Acceptable Use Policy and Code of Good Behaviour

Reference Section

- Department of Education and Science Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (1993) available on DES website www.irlgov.ie/educ
- Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008
- Stay Safe and Walk Tall Programmes
- Responding to Bullying. First Steps for Teachers. The Cool School Programme. NE Health Board
- Investigating and Resolving Bullying in Schools. The Cool School Programme. NE Health Board
- Stop it! Steps to Address Bullying. Wexford Education Network. Wexford Area Partnership. Phone: 053 23994
- Anti-Bullying Unit. Trinity College. Dr. Mona O Moore.
- Achieving Positive Behaviour. A Practical Guide. Patricia Dwyer. Marino
- Working Together for Positive Behaviour, Curriculum Development Unit, Mary Immaculate College, Limerick, 2006
- Working Together. Procedures and Policies for Positive Staff Relations. INTO, 2000

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- Code of Practice on the Prevention of Workplace Bullying. HSA, 2002
- Circular 22/02 Appeals Procedures under Section 29 of the Education Act, 1998
- Education Act, 1998 Section 15 (2(d))
- Education (Welfare) Act, 2000 Section 23(1 -5), 24 (1-5)
- Management Board Members' Handbook. Revised 2007. CPSMA.
- Report to the Minister of Education Niamh Bhreathnach, T.D. on Discipline in Schools. Maeve Martin Spring 1997. Ch. 4 p.56-61 Recommendations for Schools
- Anti-Bullying Procedures for Primary and Post-Primary Schools, Sept 2013.
- PDST Information booklet on Anti-Bullying
- Anti-Bullying Procedures for Primary and Post-Primary Schools c. 045/2013
- <http://www.pdst.ie/node/4202>

Anti-Bullying Policy

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?	

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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 13/03/24

Chairperson, BoM

Signed _____

Date 13/03/24

Principal

Anti-Bullying Policy



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

To: _____

The Board of Management of Castlebar PS wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 13/03/24.
- 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 13/03/24

Fionnghuala King, Chairperson BoM

Signed _____ Date 13/03/24

Principal