

Anti-Bullying Policy

Faithlegg National School – 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 Faithlegg N.S. has adopted the following anti-bullying policy (to include anti cyber-bullying) within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013. 2. The Board of Management recognizes 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:
2. A positive school culture and climate which – is welcoming of difference and diversity and is based on inclusivity. Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment, and promotes respectful relationships across the school community. Effective leadership - A school-wide approach . A shared understanding of what bullying is and its impact . Implementation of education and prevention strategies (including awareness raising measures) that – build empathy, respect and resilience in pupils and explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying .
Effective supervision and monitoring of pupils . Supports for staff . Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and On-going evaluation of the effectiveness of the anti-bullying policy
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 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. This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive. Appendix 2 gives a list of specific examples of cyber –bullying, procedures to prevent cyber

bullying and information for students re. Cyber bullying Additional information on different types of bullying is set out in Section 2 of the Anti-Bullying Procedures for Primary and Post-Primary Schools. 4. The “Relevant Teacher(s)” for investigating and dealing with bullying in this school is the class teacher. (“At primary level, the relevant teacher will normally be the class teacher.” Procedures 6.8.3). 5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school are as follows: The anti-bullying module of the SPHE programme as it applies during each school year Awareness-raising exercises for each class group (g. from the “Awareness Raising” strand of the Anti-Bullying Campaign, via its website), pro-actively explaining the nature and variety, causes, consequences and unacceptability of bullying. Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying incidents. In the process they are made more aware of the nature of bullying and the various forms that it can take. Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time. Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through questionnaires that are regularly used in the school. Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the “Relevant Teacher” (in the case of staff members) or any staff member (in the case of parents/guardians). 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, (e.g. the six step approach available from the “Dealing with Incidents” section of the Anti-Bullying Campaign website) are as follows: The ‘Relevant Teacher’ investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it, with a view to establishing the facts and bringing any such behaviour to an end. The School, through the ‘Relevant Teacher’ reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour. Pupils who are alleged to have been involved in bullying behaviour are interviewed by the ‘Relevant Teacher’ to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s). The ‘Relevant Teacher’ does not apportion blame but rather treats bullying behaviour as a “mistake” that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others “in trouble” so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued. When an investigation is completed and/or a bullying situation is resolved the ‘Relevant Teacher’ will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information. If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a “mistake.” In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son’s

promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below). All documentation regarding bullying incidents and their resolution is retained securely in the school. Bullying incidents/ cyber bullying which occur outside school and which are reported to staff: Parents of both parties should be informed by Staff member /Principal to whom it was reported to. Sanctions: Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed: S/he may be required to sign another promise, this time countersigned by a parent/guardian; Parent(s)/guardian(s) may be contacted by the 'Relevant Teacher' and informed of the nature and extent of the bullying behaviour with a view to agreeing a strategy whereby a promise to end the bullying behaviour would be honoured; Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school. The case may be referred to the Board of Management and the pupil may be expelled from the school.

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

Bullied pupils: Ending the bullying behaviour
Changing the school culture to foster more respect for bullied pupils and all pupils,
Changing the school culture to foster greater empathy towards and support for bullied pupils
Indicating clearly that the bullying is not the fault of the targeted pupil through the awareness-raising programme
Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations
After resolution, enabling bullied pupils to complete a victim-impact statement
Making adequate counselling facilities available to pupils who need it in a timely manner
Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
Implementing a "buddy system" in the school (if applicable),

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

8. Supervision and Monitoring of Pupils: The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the 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 February 2015. 11. This policy has been made available to school personnel, is readily accessible to parents and pupils on request, and has been provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested. 12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, be readily accessible to parents and pupils on request, and will be provided to the Parents' Association. A record of the review and its outcome will be made available to the Department of Education and Skills and to the patron if requested. Compiled in consultation with Teachers, SNA, Pupils, Parents/guardians in April 2014.

Appendix 1 Bullying can take a number of forms. These may include any of the following (this list is not exhaustive): Repeated aggressive behaviour/attitude/body language, for example: Shouting and uncontrolled anger, Personal insults, Verbal abuse, Offensive language directed at an individual, Continually shouting or dismissing others, Public verbal attacks/criticism, Domineering behaviour, Open aggression, Offensive gestures and unwanted physical contact. Intimidation, either physical, psychological or emotional, for example: Treating in a dictatorial manner, Ridicule, Persistent slagging, Deliberate staring with the intent to discomfort. Persistent rudeness in behaviour and attitude toward a particular individual. Asking inappropriate questions/making inappropriate comments re. personal life/family Asking inappropriate questions/making inappropriate comments re. social life or schoolwork. Interference with property, for example: Stealing/damaging books or equipment Stealing/damaging clothing or other property Demanding money with menaces Persistently moving, hiding or interfering with property Marking/defacing property Undermining/Public or Private Humiliation, for example: Condescending tone, Deliberately withholding significant information and resources, Writing of anonymous notes, Malicious, disparaging or demeaning comments, Malicious tricks/derogatory jokes, Knowingly spreading rumours, Belittling others' efforts, their enthusiasm or their new ideas, Derogatory or offensive nicknames (name-calling), Using electronic or other media for any of the above (cyber bullying), Disrespectfully mimicking a particular individual in his/her absence, Deliberately refusing to address issues focusing instead on the person. Ostracising or isolating, for example: Deliberately marginalising an individual Deliberately preventing a person from joining a group, Deliberately preventing from joining in an activity, schoolwork-related or recreational Blaming a pupil for things s/he did not do.

Appendix 2 Cyber Bullying: There are many types of cyber-bullying. The more common types are: 1. Text messages – can be threatening or cause discomfort. Also included here is 'Blue-jacking' (the sending of anonymous text messages over short distances using blue-tooth wireless technology)

1. Picture/video-clips via mobile phone cameras – images sent to others to make the victim feel threatened or embarrassed
2. Mobile phone calls – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
3. Emails – threatening or bullying emails, often sent using a pseudonym or somebody else's name

4. Chat room bullying – menacing or upsetting responses to children or young people when they are in a web-based chat room
5. Instant messaging (IM) – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
6. Bullying via websites – use of defamatory blogs (web logs), personal websites and online personal ‘own web space’ sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one’s school, therefore making it easy to find a victim) and Myspace , Snapchat, Instagram, Twitter etc. It is necessary to keep up to date as much as possible with newest websites.

Explanation of slang terms used when referring to cyber-bullying activity:

1. ‘Flaming’: Online fights using electronic messages with angry and vulgar language
 2. ‘Harassment’: Repeatedly sending offensive, rude, and insulting messages
 3. ‘Cyber Stalking’: Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other on-line activities that make a person afraid for his or her own safety
 4. ‘Denigration’: ‘Dissing’ someone online. Sending or posting cruel gossip or rumours about a person to damage his or her reputation or friendships
 5. ‘Impersonation’: Pretending to be someone else and sending or posting material online that makes someone look bad, gets her/him in trouble or danger, or damages her/his reputation or friendships
 6. ‘Outing and Trickery’: Tricking someone into revealing secret or embarrassing information which is then shared online
 7. ‘Exclusion’: Intentionally excluding someone from an on-line group, like a ‘buddy list’
- This list is not exhaustive and the terms used continue to change.

PROCEDURES TO PREVENT CYBER-BULLYING: Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness raising exercises Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, and other curriculum projects Staff CPD (Continuous Professional Development) will assist in learning about current technologies Parents will be provided with information and advice on how to combat cyber bullying.

Outside professionals will be invited to information evenings. Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children Pupils and parents will be urged to report all incidents of cyber bullying to the school All reports of cyber bullying will be investigated, recorded, stored in the Principal’s office and monitored regularly Procedures in our school Anti-bullying Policy shall apply The police will be contacted in cases of actual or suspected illegal content This policy will be reviewed annually. Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure.

INFORMATION FOR PUPILS: If you are being bullied by phone or on the Internet: Remember, bullying is never your fault. It can be stopped and it can usually be traced. Don’t ignore the

bullying. Tell someone you trust, such as a teacher or parent or call an advice line. Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue. Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you. Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence. If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender. There is plenty of online advice on how to react to cyber bullying. For example, ie.reachout.com and www.wiredsafety.org have some useful tips. Text/video- messaging. You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. If the bullying persists, you can change your phone number. Ask your mobile service provider about this. Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details. Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Useful Websites www.spunout.ie www.childnet.int.org www.kidsmart.org.uk/beingsmart
www.antibullying.net www.bbc.co.uk./schools/bullying <http://ie.reachout.com>
www.childline.ie/index.php/support/bullying/1395 www.abc.tcd.ie www.chatdanger.com
www.sticksandstones.ie www.kidpower.org

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

To: Parents / Guardians

The Board of Management of Faithlegg wishes to inform you that:

- o The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 5/10/2021 [date].
- o This review was conducted in accordance with the checklist set out in Appendix 4 of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed Jacqui Delanty Cassidy
Chairperson, Board of Management

Date October 5th 2021.

Signed Seamus Hanrahan
Principal

Date 5/10/2021