Scoil Mhuire gan Smál, Cill Choirle

Anti-Bullying Policy

Policy Details

Name of Policy: Anti-Bullying Policy

Date developed: September 2016   <u>Signed by</u>

Date Reviewed: January 2022   Chairperson:

Ref Code: TBA   Principal:

Edition: v2   Date commenced: Feb 2022

Contents

1. Policy Statement

1.1 Scoil Mhuire gan Smál is committed to respecting the rights and individuality of each person in the school and to promoting positive behaviour.

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

2. Policy Purpose

This policy is to provide the staff, parents/guardians and pupils of Scoil Mhuire gan Smál with guidance and procedures to promote positive behaviour and to minimise and manage bullying behaviours.

3. Scope

This policy applies to all staff, pupils, parents/guardians and other persons associated with Scoil Mhuire gan Smál.

4. Principles

4.1 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 their parents/guardians, and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

4.1.1   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

4.1.2   Effective leadership

4.1.3   A school-wide approach

4.1.4   A shared understanding of what bullying is and it's impact

4.1.5   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

4.1.6   Effective supervision and monitoring of pupils

4.1.7   Supports for staff

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

4.1.9   On-going evaluation of the effectiveness of the anti-bullying policy

5. Definition

5.1 Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted, by and individual or group against another person (or persons) and which is repeated over time. It includes:

- deliberate exclusion, malicious gossip and other forms of relational bullying

- cyber-bullying and

- identity-based bullying based on gender, sexual orientation, religion, age, ethnicity, race, disability, or special needs.

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

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

5.4 Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools 2013*

6. Education & Prevention Strategies

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

6.1 The awareness-raising exercises of the KiVa anti-bullying programme will be employed each year for each class. (See Appendix 9 for information on KiVa.)

6.2 SPHE Curriculum – this curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. Anti-bullying messages are given on a monthly basis across all classes. Themes covered in these classes reference all manifestations of bullying behaviour.

6.3 Stay Safe Programme – this programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying.

6.4 "Respect for all" – within the teaching of all subjects, we foster an attitude of respect for all; to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour.

6.5 Cooperation and group enterprise will be promoted through team sports, organising events such as a jumble sale, Junior Entrepreneur Programme, project work etc.

6.6 Sporting activities can provide excellent opportunities for channelling and learning how to control aggression.

6.7 The direct teaching of the 3 R's from 3rd to 6th Class:
- Respect for Self
- Respect for Others
- Responsibility for all my Actions

6.8 "Fun Friends" and "Friends for Life" programmes taught in 2nd and 4th class respectively, and "Circle Time" used in Junior Infants, Senior Infants, 1st and 3rd class.

6.9 Each class discusses the monthly Care Theme which is displayed in prominent positions inside and outside the building and referred during monthly assembly and newsletters.

6.10   Good supervision and monitoring systems are in place to prevent and deal with bullying behaviour eg differentiated playground playing zones, student council and two staff on duty wearing high visibility jackets.

6.11   Through the anti-bullying programme, staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied or engaging in bullying behaviour.

7. Reporting a Concern of Bullying Behaviour

7.1 A pupil or parent may bring a bullying concern to any teacher in the school. Individual teachers must take appropriate measures regarding reports of bullying behaviour in accordance with the school's anti-bullying policy.

7.2 In these procedures, the member of teaching staff who has responsibility for investigating and dealing with bullying is referred to as the "relevant teacher". This will be the class teacher, or a member of the KiVa team if referred to the team.

7.3 Given the complexity of bullying behaviour, it is generally acknowledged that no one intervention works in all situations. International and national research also continues to evolve in this area and the effectiveness of particular approaches continues to be reviewed.

7.4 All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant teacher.

7.5 Non-teaching staff such as SNAs, secretaries, caretakers and cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

7.6 On receipt of a report of alleged bullying behaviour, the pupil/parent/guardian/staff member are asked to complete a reporting form – see Appendix 3.

7.7 The relevant teacher will review the report form to determine if it meets the criteria for bullying behaviour i.e. screening process.

8. Procedures for Investigating (and dealing with) Bullying

8.1 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:

8.2 The primary aim for the class teacher 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).

8.3 In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred in line with this policy and National Anit-Bullying Procedures for Primary and Post-Primary Schools Sept 2013, and how best the situation might be resolved.

8.4 Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

8.5 It is very important that all involved (including each set of pupils and parents/guardians) understand the above approach from the outset.

8.6 Teachers should take a calm, unemotional, problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents/guardians.

8.7 Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved; but this is not always feasible.

8.8 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, and may be expected to assist the investigationIt is understood that there are no innocent bystanders if individuals remain passive where bullying is concerned. All bystanders are empowered to report bullying.

8.9 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.

8.10 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.

8.11 Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

8.12 It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).

9. Where it is determined Bullying Behaviour did not occur

9.1 The relevant teacher will determine under which process the alleged behaviour should be managed e.g. Code of Behaviour.

9.2 The relevant teacher will meet with the pupil and a parent/guardian to inform them of the situation and what the next steps are – see Code of Behaviour policy.

9.3 The relevant teacher will continue to support the pupils affected through the next process.

9.4 The relevant teacher will complete a report of the alleged bullying behaviour, the interviews conducted, the determination made, and the follow-up actions. This report will be entered in the Incident Report Book.

10. Dealing with Bullying Behaviour

10.1 In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the relevant teacher informs the Principal.

10.2 The parents 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).

10.3 The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

10.4 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.

10.5 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.

10.6   This will be recorded in an Incident Book retained in the Principal's office, and reported to the Board of Management.

10.7   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'.

10.8   In this event, parents/guardians will be informed and requested to countersign their son/daughter's promise.

10.9   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 in section 11 of this document.

10.10   The parents of the bullied child will also be informed. A meeting will be arranged for the relevant teacher and Principal to speak to the parents of the bullied child and the school's programme for supporting pupils who have been bullied discussed. A plan of action will be decided.

10.11   All documentation regarding bullying incidents and their resolution is retained securely in the school until the children involved reach 21 years of age (nine years after the pupil leaves 6th Class).

11.   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:

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

11.2   Parents/guardians 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.

11.3   Parents/guardians may be invited to a meeting with the relevant teacher and the Principal and the pupil may be suspended from school.

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

12. Follow-Up

12.1   It must be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, that this is <u>a private matter between the pupil being disciplined, his/her parents and the school</u>.

12.2   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. This can have a therapeutic effect.

12.3   In cases where the relevant teacher considers that the bullying behaviour has not been resolved within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at **Appendix 4**.

12.4   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 parents, or the school Principal or Deputy Principal

12.5   Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.

12.6   In the event that a parent has exhausted the school's complaint procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

13. Procedures for Recording Bullying Behaviour

13.1   All documentation regarding bullying incidents and their resolution is retained securely in the school.

13.2   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.

13.3   The relevant teacher must use the recording template at **Appendix 4** to record the bullying behaviour.

14. Referral of Serious Cases to the HSE

14.1   In relation to bullying in schools, *Children First National Guidance for the Protection and Welfare of Children 2017 (Children First)* and the *Child Protection Procedure for Primary and Post-Primary Schools* provide that in situations where "the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the Tusla Child and Family Agency.

14.2   Chapter 5 in the *Child Protection Procedures for Primary and Post-Primary Schools* also provides that where school personnel have concerns about a child but are not sure whether to report the matter to Tusla, the Designated Liaison Person must seek advice from the Tusla Child and Family Agency.

15. Supports for Pupils Affected by Bullying

15.1   Pupils who have been bullied may need counselling and/or opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed.

15.2   Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth. It is, therefore, important that the learning strategies applied within the school allow for the enhancement of the pupil's self-worth. Pupils who engage in bullying behaviour may need counselling to help them learn other ways of meeting their needs without violating the rights of others.

15.3   Pupils who observed incidents of bullying behaviour should be encouraged to discuss them with teachers.

16. Supervision and Monitoring of Pupils

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

The Board of Management complete an annual review of this Anti-Bullying Policy and implementation.

17. 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 grounds specified i.e. sexual orientation, religion, age, disability, special needs, race, ethnicity, membership of the Travelling Community, gender including transgender, civil status, family status.

18.   Implementation

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

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

Appendices

Appendix 1 – Key elements of a positive school culture and climate

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

Appendix 2 – 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 the class and around the school.
- Display key 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 bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
  - Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  - Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils.

Reporting Form

Scoil Mhuire gan Smál

Reported by:	Date:
☐ Parent	Name:
☐ Student	Address & Phone:
☐ Staff Member	
☐ Other	

Details of Bullying Behaviour

Name of student feeling bullied: _____   Class _____

Dates: _____

Times: _____

People who may have used bullying behaviours:_____ Class _____

_____ Class _____

_____ Class _____

_____ Class _____

Others who may have joined in: _____ Class _____

_____ Class _____

_____ Class _____

Details of Bullying Incidents:

(Please include dates where possible)

_____

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_____

Student's Signature   _____   Date: _____

Parent's Signature   _____   Date: _____

Interviewed By: _____   Date: _____

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

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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 _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* Note: The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances.

Appendix 5 Checklist for annual review of the anti-bullying policy and implementation

The Board of Management 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

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	

Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____   Date _____

Chairperson, Board of Management

Signed _____   Date _____

Principal

Notification regarding the Board of Management's annual review of the Anti-Bullying policy

To: _____

The Board of Management of Scoil Mhuire gan Smál, Kilkerley 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 _____(date).

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

Signed: _____   Date: _____

Chairperson, Board of Management

Signed: _____   Date: _____

Principal

Appendix 6 – The Friends Programmes

'Fun Friends' and 'Friends for Life' are school-based anxiety prevention and resilience building programmes. Friends programmes helps students to develop resilience by teaching them effective strategies to cope with, problem solve and manage all kinds of emotional distress, including worry, stress, change and anxiety. Skills learned throughout the programme help students both now and in later life. The programme can be run by teachers as a whole class programme, or a s a small group intervention.

FRIENDS is an acronym for the skills taught throughout the programme:

- **F**eelings.
- **R**emember to Relax. Have quiet time.
- **I** can do it! I can try (Inner helpful thoughts).
- **E**xplore Solutions and Coping Step Plans.
- **N**ow reward yourself! You've done your best!
- **D**on't forget to practice.
- **S**mile! Stay calm, Stay Strong and talk to your support networks!

More information on the programmes can be found by following the links below.

- Presentation on NEPS' research on the implementation of Friends by Irish Primary Teachers: https://www.youtube.com/watch?v=JHYNhUlyyPA

- Irish Primary and Post Primary teachers/principals' reflections of the Friends programmes: https://www.youtube.com/watch?v=kDj1ny98hp0

- Further information on the programme can be found on the author's website: http://www.friendsresilience.org/

Appendix 7 Types and Forms of Bullying in the School Setting

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:**
  Shouted 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 of demeaning comments
  Malicious tricks/derogatory jokes
  Knowingly spreading rumours
  Belittling other's 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 form joining a group

  Deliberately preventing from joining in an activity, schoolwork-related or recreational

  Blaming a pupil for things s/he did not do

Emotional Maltreatment or Abuse in the SCHOOL Setting as defined by Hyman & Snook, 1999

- Discipline and control techniques based on fear and intimidation

- Low quantity of human interaction in which teachers communicate lack of interest, caring, and affection for students through ignoring, isolation and rejection

- Limited opportunities for students to develop adequate skills and feelings of self-worth

- Encouragement to be dependent and subservient, especially in areas where students are capable of making independent judgements

- Motivational techniques for performance that are overly critical, excessively demanding, unreasonable, and ignore children's ages and abilities

- Denial of opportunities for healthy risk taking such as exploring ideas that are not conventional and approved of by the teacher

- Verbal assaults including the use of sarcasm, ridicule, humiliation and denigration

- Scapegoating and bullying

- Failure to intervene when students are teased, bullied and scape-goated by peers

Emotional Abuse towards Children as defined in Dept. of Education Child Protection Guidelines

- Persistent Criticism, sarcasm, hostility or blaming

- Where level of care is conditional on his or her behaviour

- Unresponsiveness, inconsistent or inappropriate expectations of a child

- Failure to provide opportunities for the child's education and development

- Use of unrealistic or overly-harsh disciplinary measures

Workplace Bullying

- Exclusion and enforced isolation including exclusion from decision-making regarding own work, specialist equipment, area of responsibility or limiting access to own specialist room, responding to complaint with further isolation, refusal to process Grievance Procedure despite processing complaints procedures against colleagues

- Destruction of previously good reputation including removal of responsibilities, removal from supervision and substitution scheme

- Limiting or preventing communication with colleagues including using alleged requirement of confidentiality to undermine support of colleagues

- Eroding positive relationships with colleagues, including use of insulting terms or disparaging remarks in front of other staff

- Withholding of information necessary to do one's work, including no in-service training in timetabled unfamiliar subjects, limiting in-service training re. changes in specialist subject area

- Erosion of a person's opportunity of contributing including refusal to allow participation on relevant committee (e.g. for union rep on staff/management liaison committee), preventing from accompanying own class on field trip in own specialist area, favouring instead two teachers unfamiliar with that specialist area

- Talking down to including tone used in communication conveying this attitude

- Angry outbursts including disciplinary staff member in front of students, leaving threatening message on phone, angry outburst to colleague whose help was sought

- Blamed wrongly for errors including apportioning blame rather than listening to explanation

- Abusive surveillance including refusal of access to personal file within statutory timeframe, asked to explain and be accountable for uncertified sick days taken over a year

- Invasion of privacy including having CCTV camera placed outside or (uniquely in the whole SCHOOL) inside specialist room , walking through specialist room for no particular reason during class time many times, standing outside home in the early morning, giving home address and mobile phone number to 3rd parties without consent, use of private correspondence outside intended context

- Giving extra menial tasks outside one's brief including adding unnecessary extra complications and additions to workload for example on pretext of safety

- Setting impossible tasks including adding to workload to the point of overload

- Persistent and unfounded criticism including criticising and complaining about, or implying criticism by treating less well without justification

- Inconsistent application of rules including change of responsibilities, attaching to Post of Responsibility without consultation

- Insults and put-downs including directly or by innuendo

- Withholding of recognition including banning from school office and/or school secretary's office, refusal to recognise position of elected school steward of teacher union

- Stealing credit for another's ideas and work including giving no credit for assisting injured colleague, refused permission to accompany student to hospital when parents were not contactable, no credit for suggestion of better use of facilities, though implemented

- Spreading malicious rumours about someone including about home life or family

- Unfair and unjust manipulation of one's timetable including giving over classes in specialist areas uniquely to unqualified teachers rather than maintaining normal continuity for three years, replacing with unfamiliar SPHE and CSPE without agreement, qualifications or in-service training. Timetabling for work necessarily involving extra non-timetabled travel time and/or non-timetabled break time. Refusal to consult, as normal, on preferred times for supervision and substitution, leaving alone to supervise larger than safe number of students

- Withholding of support including not providing necessary in-service, not providing facility to contact parents by phone or letter, to deal with serious injuries or to contact emergency services

- Total suspension of verbal communication including refusing access to school office and/or school secretary's office, receiving a very large number of letters to private home address

Appendix 8 For Parents

Effects of Bullying

- Feelings of insecurity – Afraid or anxious when going to school

- Signs of being isolated from peer group

- Signs of interference with personal property, books, school bags

- Frequently asking for money

- Damage to self-confidence

- Lowering of self-esteem

- Unexplained mood changes, being nervous, tense and unhappy

- Behaviour changes – angry outbursts towards siblings and parents

- Stress-distress – worried about little things

- School performance deteriorating

- Extreme anxiety/panic attacks

- Nervous breakdown

- Depression

- Self-harm

- Suicide

Some of these signs can also indicate problems other than bullying. Try to talk to your child about what is going on. Sometimes an older sibling can communicate on a closer level to your child.

Tips if you feel you are being bullied

- Try to stand up for yourself but never try to fight back in violence

- Make sure you are standing tall, shoulders back and looking people straight in the face

- Walk tall, make loud footsteps this lets people know that you own your own space

- Give the people or person who you feel is bullying you the 'you don't bother me' look

- Plan some 'you don't bother me' responses that make the person you feel is bullying you look foolish for behaving in a bullying way towards you

- Stay cool, try to make sure you look as if the bullying behaviour isn't bothering you at all

- Talk to your friends and remind them what you have learned about by-standing, people who are bullying and people who are being bullied. Try to make a plan together about how to begin to stand up instead of by-standing

- If that doesn't work, tell someone you trust

- If an adult is bullying you, then look for help from another adult you can trust

- Make a diary of everything that is happening to you with dates and times, be as clear as you can about the types of bullying that are happening to you

- Ask your class teacher can you talk to them and decide if you need a parent or guardian with you, bring your diary with the dates and times of what has been happening with you

- The class teacher will then start the Care Plan

- You don't have to worry about the people you feel are bullying you being told about this

- Your class teacher will do a survey of your class/year group to find out what the problem is first

- Your teacher will then take things further and you can relax and trust that nothing will happen to you for telling

Some signs that your child may be using bullying behaviours

- Your child is being aggressive and using bullying behaviours with his/her siblings

- Your child has been a victim of bullying behaviours

- Your child has begun to bring home items that you haven't bought them, on a regular basis

- Your child has begun to speak of others in a negative way, about other children's appearances, other cultures or other children's problems

- You feel your child is insensitive to others' feelings

- You feel your child's self-esteem may be low

Steps to take, if you feel your child is being bullied

Even if you have no specific evidence of bullying, **discuss** bullying regularly and openly at home and what to do about it.

If your child tells you that they feel they are being bullied, **praise them** for having the courage to tell you and **tell them** that you will work it out so that they don't need to be afraid of the bullying getting worse.

Ask your child to write down everything that has been happening to them in as much detail as possible with dates, times, places where the bullying took place.

Talk to your child about how to be empowered and strong. **Tell** your child that you believe in their ability to stand up to this experience.

Make an appointment with your child's class teacher. Bring all details with you. Your child may decide that they would like to tell their teacher. Allow this if necessary as your child is empowering themselves to deal with the situation.

Your child's class teacher will use a variety of teaching resources such as Walk Tall, SPHE lessons, Stay Safe, Care Programme, Kiva lessons, to deal with the issues that you have brought to light.

Assure your child that this way of dealing with the problem is going to be very safe for them, and that they will not have to face the person/s who they feel have been bullying them to tell them about it. The adults will take care of that.

Empowerment strategies and resilience building for your child are very important at this stage. Get advice or read books on how to do this for them.

Bullying Behaviours List

Remember, bullying is when the behaviours below are repeated or done to a person more than once.

VERBAL BULLYING

Verbal bullying is – Name Calling, teasing or slagging, saying hurtful things about someone's clothes, hair, things or family.

Saying bad things about a person's religion, language, colour or where they come from.

CYBER BULLYING OR WRITTEN BULLYING

Writing nasty notes or graffiti, sending nasty text messages, using the computer to write nasty things about someone so that others can see it.

SOCIAL BULLYING

Being deliberately ignored or left out. Being made fun of in front of others. Being given dirty or nasty looks. Being stared at. Being prevented from making new friends.

INTIMIDATION BULLYING

Being given hostile or angry looks. Being ganged up on. Being threatened. Being followed.

PHYSICAL BULLYING

Throwing objects, blocking someone's path, being pushed or shoved. Being kicked, hit, pinched, tripped or head locked. Having clothes torn or pulled at. Hair pulling, scratching.

Appendix 9 Information on KiVa

What is KiVa?

KiVa is a research- and evidence-based antibullying program that has been developed in the University of Turku, Finland, with funding from the Finnish Ministry of Education and Culture. The strong effectiveness of KiVa has been proven scientifically through a large national randomized and controlled trial as well as several different studies. KiVa is being used around the world and it is the world's most studied anti-bullying programme.

How does KiVa work?

The goal of KiVa is to prevent bullying and to tackle the cases of bullying effectively. The program is based on decades of extensive research of bullying and its mechanisms. KiVa is based on three main elements: prevention, intervention and monitoring.

The cornerstones of KiVa: Prevention, intervention, and monitoring

Prevention: to keep bullying from happening

The preventive actions, such as the KiVa curriculum, are directed at all students and focus on preventing bullying. Student lessons and online games are concrete examples of these kind of actions. These measures form the backbone of KiVa.

Intervention: Tools to tackle bullying

The interventive actions in KiVa are targeted specifically to the children and adolescents who have been involved in bullying. The goal is to provide schools and students with solution-focused tools how to put an end to bullying.

Annual monitoring

KiVa offers tools to monitor the situation in the schools through annual online surveys for both students and staff. This feedback provides schools with information on how to improve their antibullying work.