Ranelagh Multi-Denominational School Anti-Bullying Policy (2022)

This policy should be read in conjunction with the Code of Behaviour and other related policies as outlined in section 5.4.

1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the *Code of Behaviour Guidelines* issued by the National Education and Welfare Board (NEWB), the Board of Management of RMDS 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 by the Department of Education and Skills (DES) in September 2013.

2. Key principles

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

- A positive school culture that welcomes difference and diversity and is based on inclusivity, that encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment and that promotes respectful relationships across the school community
- Effective leadership

- A consistent 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)
- On-going evaluation of the effectiveness of the Anti-Bullying policy.

3.   Definition of bullying

3.1 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 general behaviours apply to all types of bullying:

- Harassment based on any of the nine grounds in the equality legislation i.e. gender, including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community
- Physical aggression
- 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 above

The following types of bullying behaviour are included in the definition of bullying. This list of examples is non-exhaustive.

3.2 **Relational bullying (**manipulating relationships as a means of bullying), for example:

- Malicious gossip
- Excluding from the group
- Subtle forms may include being persistently followed at year time, being stared at in class, raised eyebrows in a classroom when the person makes a contribution
- Taking someone's friends away
- "Bitching"
- Spreading rumours
- Breaking confidence
- Talking loud enough so that the victim can hear
- The "look"
- The use of terminology such as 'nerd' in a derogatory way

3.3 **Cyber-bullying**, for example:

- 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
- Abusive/silent telephone/mobile phone calls
- Abusive text messages/ email/ website comments/blogs/pictures
- Abusive communication on social networks
- Abusive posts on any form of communication technology

3.4 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. It may be based on any of the nine discriminatory grounds mentioned in equality legislation. For example:

- 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
- 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
- Unwelcome or inappropriate sexual comments or touching
- Harassment

- Name calling and /or 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

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 off 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.

4.   The relevant teacher

The relevant teacher for investigating and dealing with bullying is the class teacher. Where an allegation of bullying is made it should in the first instance be reported back to the class teacher by the person who has become aware of the incident, in order that the class teacher can initiate the reporting process.

5.   Education and Prevention Strategies

5.1 Whole school approach

This policy is based upon the creation of a positive school climate which focuses on respect for the individual. Each member of the school community has a role to play in the successful implementation of this policy. All members of the school community are provided with a copy of the written document upon enrolment/employment in the school. It is the responsibility of the staff, led by the principal and the deputy principal to ensure that the pupils are taught the behavioural and learning skills they need to respond appropriately to the Anti-Bullying policy. The principal leads the staff in ensuring that there are additional communication mechanisms in place, so that parent(s)/guardian(s) are supported in understanding the norms and values underpinning the Anti-Bullying policy. These include class meetings, individual parent/teacher meetings, supporting the staff to build positive relationships with parent(s)/guardian(s), communicating clearly and regularly with the parent(s)/guardian(s) of the children in the school, and working in partnership with parent(s)/guardian(s) at all times and particularly when there are difficult issues to resolve. The Special Education Team have a particular responsibility to work with children with special educational needs, and their parent(s)/guardian(s), to reinforce the messages being taught in the classroom about bullying. The Board of Management has a responsibility to support the principal and the staff in delivering these messages (including making provision for continuing professional development) and in supporting the Parents

Association to deliver parent programmes that are supportive of the work of the school on bullying.

5.2 Strategies

All members of the school community will actively promote good manners, politeness, mutual respect and a caring attitude.

All the staff will promote high pupil self-esteem as a protective factor for all children. In practice, this means that all children will be provided with opportunities to achieve success at school. The special education team have a particular role in this regard to ensure that there is reinforcement of the anti-bullying message with children with special educational needs.

All school staff will model respectful language and respectful behaviour at all times in class and around the school.

The school will notice and acknowledge desired respectful behaviour by providing positive attention and praise.

The RMDS Code of Behaviour will be fully implemented.

All staff will endeavour to ensure that pupils know who to tell and how to tell about a bullying concern, for example;
1. Direct approach to teacher at an appropriate time, i.e. after class
2. Hand note up with homework
3. Get a parent or friend to tell on your behalf

The staff will ensure that parents know that they can approach the class teacher regarding concerns in this area.

The staff will endeavour to ensure bystanders understand the importance of telling if they witness bullying behaviour.

The staff will ensure that all pupils understand their responsibilities under the Acceptable Use Policy (AUP) in order to ensure that access to technology within the school is strictly monitored.

The staff will endeavour to ensure that pupil use of mobile technology, including mobile phones, within the school, is strictly monitored and implemented.

The staff will endeavour to ensure there is clear understanding among pupils of the types of behaviour that count as bullying in our school.

The school is committed to excellent supervision practices as an essential strategy for the prevention of bullying.

The staff will 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 special educational needs.

The school will continue to actively involve parents and/or the Parents' Association in awareness raising campaigns around social media.

The staff will be especially vigilant in supervising "hot spots" and "hot times" for bullying. Hot 'spots' tend to be in the school yard, the park and corridors at assembly and dispersal time. Hot 'times' tend to be times where there is less structured supervision such as when pupils are in the school yard, wet day breaks in the classrooms or moving between classrooms.

The teaching staff will address the Anti-Bullying policy at class meetings and will give parent(s)/guardians a brief outline of the responsibilities of children, parent(s)/guardian(s) and staff in ensuring the policy is followed.

Parent(s)/guardian(s) will be kept up to date about strategies being used to maintain awareness of bullying as unacceptable through the school newsletter.

Bullying will be a standing item on the agenda for monthly staff meetings.

The Anti-Bullying policy will be reviewed annually at a staff meeting.

The staff will ensure that the Anti-Bullying policy is reviewed with each class, in an age-appropriate manner, every school year.

Feedback sheets sent to parent(s)/guardian(s) at the end of the school year will encourage feedback about any involvement with the Anti-bullying policy.

The feedback from the staff meeting, the written feedback from parent(s)/guardian(s) and feedback from pupils will be presented to the Board.

Parent(s)/guardian(s) are encouraged to contribute to and support the school's Anti-Bullying policy by encouraging positive behaviour both at home and at school, by being vigilant for signs and symptoms that their child is being bullied or is bullying others and by communicating any concerns to the school. See Appendix A for further information.

The school is committed to an active Student Council.

5.3 Implementation of curricula

The school maintains awareness of bullying as unacceptable through the Social, Personal and Health Education (SPHE) curriculum.

The Walk Tall and Stay Safe programmes are used throughout the school to support the Anti-Bullying policy.

Lessons are taught in all classes to all classes to help the children to better understand difference and diversity. See Core Curriculum and SPHE policy.

Lessons on cyber bullying will be taught in all classes. See SPHE policy.

The Arts curriculum will be used to promote the anti-bullying message in all classes, for example, visual arts activities such as poster displays, drama activities such as role play and cooperative games, English activities such as poetry and creative writing.

A list of useful resources for teachers and parents in developing these lessons is included at Appendix B.

Continuous professional development for all staff in delivering these programmes will be supported by the Board of Management.

The school will continue to support the delivery of the Garda SPHE Programmes .These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying

The school will specifically consider the additional needs of pupils with special educational needs with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

We dedicate the month of January to Anti-Bullying Awareness.

5.4 **Links to other policies:**

- ☐ SPHE policy
- ☐ Code of Behaviour
- ☐ Record keeping policy
- ☐ Health & Safety policy
- ☐ Special Educational Needs Policy
- ☐ Child Protection policy
- ☐ Yard time and playtime policy
- ☐ Extra- curricular policy
- ☐ RMDS Core Curriculum
- ☐ Acceptable Use Policy (AUP)
- ☐ Relationships and Sexuality (RSE) policy

6.   Investigation, Follow-up, Recording and Intervention

Note: The procedures for investigating and dealing with bullying must be consistent with the primary aim of resolving issues and to restore as far as practicable the relationship, rather than apportion blame.

6.1 Reporting bullying behaviour

● Any pupil or parent(s)/guardian(s) may bring a bullying concern to any teacher in the school.
● All concerns must be reported to the relevant teacher.
● Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), childcare staff, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or concerns mentioned to them, to the relevant teacher.
● All concerns, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
● The relevant teacher must inform the principal of all concerns or incidents being investigated. The principal has a key role to play in ensuring that the steps outlined in this policy and in the Code of Behaviour are followed. The principal may be involved at any stage of the process.
● Teachers are advised to take a calm, unemotional problem solving approach when dealing with incidents of bullying behaviour.
● The reported concern should be investigated by the relevant teacher. If a group is involved, each member should be interviewed individually first. Thereafter, all those involved should be met as a group. At the group meeting each member of the group should be asked to give his or her account so that everyone in the group is clear about each others' statements. It may be helpful to ask each person to write their account of the incident(s).
● All interviews should be conducted with sensitivity and with due regard to the rights and privacy of all pupils concerned.
● In cases where the relevant teacher determines that bullying has occurred, the parent(s)/guardian(s) of the parties involved should be spoken to at an early stage and informed about the actions being taken (in line with the policy). In many cases, the issue is resolved at this point. Sanctions should be in line with the RMDS Code of Behaviour.
● In any situation where sanctions are required, this is a private matter between the pupil being sanctioned, his or her parent(s)/guardian(s) and the school.
● In cases where bullying has been proven, sanctions are as set out in the RMDS Code of Behaviour.
● Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving and restoring, as far as practicable the relationships of the parties as soon as possible.
● In cases where the relevant teacher considers that the bullying behaviour has not been adequately or appropriately addressed within 20 school days after she/he has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template. See Appendix D. A copy should be provided to the principal/deputy principal in all cases. The following should be considered in coming to a decision:

1) Whether the bullying behaviour has ceased
2) Whether the issues between the parties have been resolved as far as practicable
3) Any feedback for the parties involved, their parents, the school principal/deputy principal

- Steps at this stage may include further meetings and communication with pupils and parent(s)/guardian(s), by the class teacher and/or the principal. A report may be made to the Board of Management and their advice sought. Sanctions should be in line with the RMDS Code of Behaviour.
- Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with its procedures, the parent(s)/guardian(s) must be referred to the school complaints' procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.
- The principal will report to the Board of Management at every meeting the number of bullying cases recorded by means of the bullying template and will confirm that all of these cases have been or are being dealt with in accordance with the RMDS Anti-Bullying policy and the DES Anti-Bullying procedures for Primary and Post Primary schools.
- The Board of Management will undertake an annual review of the school's anti-bullying policy and its implementation by the school. Written notification that the review has been completed will be provided to all school staff and parents and published on the school website on the standard form (See Appendix E).

6.2 Recording of bullying behaviour

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

All staff must make a brief written record of any incidents witnessed by them or concerns notified to them in the Anti-Bullying incident book in the principal's office. This note should include the date the relevant teacher was informed of the concern/incident.

The relevant teacher must record all allegations of bullying and actions taken using the School Template. See Appendix C. The completed template must then be placed in the anti-bullying folder in the principal's office. A note referring the reader to this folder will be placed on the Aladdin database for each pupil named in the report by the relevant teacher.

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 relationship of the parties involved. All records should be kept in the anti-bullying folder in the principal's office. A note referring the reader to this folder will be placed on the Aladdin database for each pupil named in the report by the relevant teacher.

The relevant teacher must use the 20 day Recording Template 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. See Appendix D.

When the 20 day Recording Template is used, the original must be placed by the relevant teacher in the anti -bullying folder in the principal's office. A copy must be given to the principal. A note that the 20 day recording template has been completed must be placed on the Aladdin database of any pupil named in the report.

All recording of bullying incidents must be done in an objective and factual manner. Access to individual files in the folder is limited to the relevant teacher, the current class teacher, the principal and the deputy principal.

6.3 Programme of support/intervention for pupils affected by bullying

No one intervention works in all situations and the school will select from a range of evidence based interventions in dealing with bullying behaviour. A resource list is attached at Appendix B. All resource materials are kept in the principal's office.

Parent(s)/guardian(s) will be encouraged to support school interventions

Opportunities for pupils who have been affected by bullying to participate in activities designed to restore their self esteem, to develop their friendship and social skills and build resilience will be a key component of any programme of support. The school will make provision for the teaching of specific skills in this regard to individual pupils or groups of pupils affected by bullying.

A plan, similar in format to the Individual Behaviour Plan, may be drawn up for the pupil(s) in question. Review measures will be an integral part of this plan. A named teacher will have responsibility for the implementation of this plan.

Individual pupils who need specific support may be referred to outside services such as the National Educational Psychological Service (NEPS). Advice may be sought from the Special Education Support Service (SESS).

Referral may be made to the HSE/Gardai, in serious cases, in line with the Children First (2011) Guidelines.

Other established intervention strategies are included in Appendix B.

7. **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.

8. 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.

9. Ratification, Review and Communication

9.1 This policy was adopted by the Board of Management on 7th April 2014 and last reviewed on 13th December 2022.

9.2 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 of Education and the Patron if requested.

9.3 This policy and its implementation will be reviewed by the Board of Management once in every school year. See Appendix E and F. 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 of the Department.

Signed:

Principal: Rosemarie Stynes   **Chairperson, BOM:** Lorraine Murphy

Date of Review: 13th December 2022

Date of next review: December 2023, or when protocols around new Anti-Bullying Guidelines issue to schools (whichever is sooner).

- **Appendix A: Indications of Bullying**

This section will look at the possible signs that a child can exhibit if he/she is being subjected to bullying behaviour, or if he/she is engaging in bullying behaviour. It is important to state that any child can, given certain circumstances, be a victim of bullying behaviour and any child can also engage in bullying behaviour. The focus must be to help everyone change their behaviour in order to create a dynamic which contributes to the well being of all. This might involve trying to identify what need the '*bully*' was trying to satisfy by their behaviour and to support them in having this need met in an appropriate fashion. It might also include looking at any behaviour that might contribute to the '*victim*' being in that position again in the future and to support them in changing this behaviour, where appropriate.

Children who are being bullied *may* develop some of the following symptoms:

- Feelings of insecurity and anxiety about how to deal with this very difficult and stressful situation.
- A reluctance to talk to anyone about what is happening to them.
- Reduced ability to concentrate on work at school and homework.
- Poor or deteriorating school work.
- Fear of going to or returning from school.
- Loss of confidence and self esteem.
- Aggressive or moody behaviour that is unusual for the child - this may be acted out towards siblings.
- Becoming withdrawn from family members and perhaps peers.
- Spending more time than usual alone in his or her bedroom.
- For younger children bed wetting and nightmares *may* be a symptom.
- The developing of a stammer *may* also be an indication that a child is being bullied.

While it is understandable that it may be difficult to accept that your child may be engaging in bullying behaviour, the reality is that some children do engage in bullying behaviour. Below is a *possible* list of indicators that *may* suggest that your child is engaging in bullying behaviour:

- The child may be acting somewhat differently than usual, more defensive and more prone to outbursts of anger.
- A parent may have a sense of unease with regard to their child's relationship with a peer group; the child may refer to "our gang" or "club" a lot of the time.
- The child may suddenly begin to become quite judgemental with regard to another child in his or her class.
- The child may look for more money for credit than usual for his /her mobile phone for text messaging.
- The child may change friends over a brief period of time.

It is important to state that any of the above signs of either being bullied or engaging in bullying behaviour may be due to other issues that are going on in the child's life. There may be other

types of stressors going on that can range from the child's own physical health to other classroom stressors to other issues at home. With this in mind, it is important that co-operation between school staff and parents/guardians and where appropriate, with the child, is at a maximum and where all voices, concerns, and issues are noted and followed through.

Further information can be found at www.npc.ie and at www4.dcu.ie /abc/

Appendix B: Resources and sample lessons

Cyber Bullying

www.webwise.ie for resources for primary teachers on cyber bullying. For example there is an online game, *Through the Wild Web Woods*, suitable for 6-10 year olds that could be used as a lesson on cyber bullying.

Let's Fight it Together, This DVD, produced by Childnet for the Department for Children Schools and Families in the UK (DCSF) is designed to challenge people to think about how they behave when using the internet and mobile technologies, the potential impact of cyber bullying, and ultimately to address and change unacceptable online activities thus helping to prevent young people and adults becoming victims or perpetrators of this behaviour. See www.childnet.com, it is available online at digizen.org. Suitable for Rang 6 only.

Inclusion and diversity

The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment. An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm. Schools can foster a culture that is accepting of difference.

For example, if children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying. Depending on the context and the age group of the children, the teacher could ask a child or a class group what they mean by the word 'gay'. An appropriate response to this question might be: 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.' To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish. Homophobic insults should be treated in exactly the same way as racist or other insults– the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.

Human Rights and the Rights of Lesbian and Gay People in the Primary school GBMDNS Fintan Walsh, 2008. See also www.milkfoundation.org.

This is a series of lessons based on the story of Harvey Milk, an American politician and gay rights activist who was assassinated in 1978. Suitable for Rang 6.

Out for Our Children Foundation Stage pack, Louise Davies, 2010.

This is a series of 15 lesson plans suitable for Junior Infants to Rang 2 with a focus on understanding that we are all different, we can all like different things, but we can still be friends. The lessons reflect the fact that there are different kinds of families and no one model is preferable. Many of the lessons are based on stories and the recommended stories have been purchased for the school.

This publication also includes a *frequently asked questions* section for teachers and staff - the authors note that some of the issues around LGBT inclusion can be challenging to explain to very young children. A glossary of useful terms is also provided.

This publication and other resources are available online at www.outforourchildren.co.uk

Challenging Homophobia in Primary Schools, created by Andrew Moffat.

This is a series of lessons suitable for pupils from Junior Infants to Rang 5. There are approximately three lessons/books per year. The idea behind these lessons is to encourage teachers to use this resource as part of literacy lessons – they lend themselves to helping to create an ethos where difference is accepted and celebrated throughout the school. This resource points out that it is an attempt to teach children that LGBT people exist and that it is ok. The books recommended are available here in RMDS in the Core Curriculum library.

This publication and other resources are available online at www.ellybarnes.com.

Further lessons are available from http://the-classroom.org.uk.

Addressing LGBT issues in primary school, by Hilary McLoughlin, Kildare ETNS, published in ET teachers News January 2014. Copies are available in the resource box on bullying, available from the principal's office.

Further information about young people and LGBT issues can be found at GLEN www.glen.ie, and BeLonGTo www.belongto.org

The Yellow Flag programme is a progressive equality and diversity initiative for primary and secondary schools which promotes and supports an environment for interculturalism. See www.yellowflag.ie

Other Resources:

www.kenrigby.net – Ken Rigby is an advisor to the Australian government who has written extensively on the issue and provided some strategies and interventions for schools to use. See also:
www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf

The Cool School Programme (www.hse.ie) is suitable for second level schools – however it has application for teachers dealing with incidents of bullying in primary schools as well.

Developing a Code of Behaviour: Guidelines for Schools, NEWB, 2008

Stay Safe and Walk Tall Programmes

Working Together for Positive Behaviour, Curriculum Development Unit, Mary Immaculate College, Limerick, 2006.

Working Together, Procedures and Policies for Positive Staff Relations – INTO, 2000

Code of Practice on the Prevention of Workplace Bullying – HSA, 2002(www.hsa.ie)

Circular 22/20 Appeals Procedures under Section 29 of the Education Act, 1998

Education Act, 1998 Section 15 (2(d))

Board of Management Members' Handbook (revised 2011), CPSMA

Bullying in the Workplace, Home and School: Questions and Answers Tony Byrne, Kathleen Maguire, Brendan Byrne- Blackhall Publishing 2004

Cotter, P. & McGilloway, S.(2011). Living in an "electronic age": Cyber bullying among Irish adolescents. *Irish Journal of Education*, 39, 44-56.

Department of Children and Youth Affairs (2012) *State of the Nation's Children: Ireland 2012*. Dublin: Government Publications.

Department of Education and Skills (2013). *Action Plan on Bullying: Report of the Anti-Bullying Working Group to the Minister of Education and Skills.*

Education (Welfare) Act, 2000 Section 23(1 – 5), 24(1 – 5)

Macintyre, Christine. (2009) *Bullying and Young Children* Routledge

Mayock, P. et al (2009). *Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, and Bisexual and Transgender People*. Dublin: Gay and Lesbian Equality Network (GLEN) and BeLonG To Youth Service.

Ombudsman for Children (2012). *Dealing with bullying in schools. A consultation with children & young people.* Dublin: Ombudsman for Children's Office.

O Moore, M. (2010) *Understanding School Bullying – A guide for Parents* Veritas
O Moore, M. (2012) *Cyber Bullying: the situation in Ireland*. Pastoral Care in Education: and international journal of personal, social and emotional development.

O Moore, M. and Stevens (2013). *Bullying in Irish Education*. Cork University Press.

O'Neill B., Grehan S. & Olafson K. (2011). Risks and safety for children on the Internet: the Ireland report. LSE, London: EU Kids Online p.34. Livingstone S., Haddon L., Gorzig A, &

Olafson K. (2011). Risks and safety on the Internet. The perspectives of European Children. Full findings. LSE, London: EU Kids Online, p.61-71.

The Equality Authority, 2005. *Schools and the Equal Status Act*:

http://www.education.ie/en/publications/education reports/ge schools and equality.pdf

Williams et al (2009). *Growing up in Ireland: National Longitudinal Study of Children – The lives of 9 Year Olds.* Dublin: The Stationery Office.

Stories for use in the classroom:

- *Can I Play Too?* Noel Lambert, Veritas (2006)
- *Dear Bully* 70 Authors Tell Their Stories. Edited by Megan Kelley Hall and Carrie Jones, Harper Collins (2011)
- *Bully.com* a novel - Joe Lawlor – Eerdsmans Books for Young Readers (2013)

Appendix C: School Template for recording concerns about bullying behaviour

1. Name of pupil(s) about whom the concern arises

Name _____Class_____

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

_____

_____

_____

3. Source of concern (tick relevant box(es))*			**4. Location** of alleged incidents (tick relevant box(es))*	
Pupil concerned			Yard/park	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other staff member (specify)			Other (specify)	

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

6. Type of alleged 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 concern and its impact**

9. **Details of actions taken**

Date principal informed(use extra pages if needed)

Signed _____ (Relevant Teacher)

Date _____

Appendix D: 20 Day Recording Template

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))*			**4. Location** of incidents (tick relevant box(es))*	
Pupil concerned			Yard/park	
Other Pupil			Classroom	
Parent			Corridor	
Teacher			Toilets	
Other staff member (specify)			Other (specify)	

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**

Date principal informed(use extra pages if needed)

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Appendix E: 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*?	Y
Has the Board published the policy on the school website and provided a copy to the parents' association?	Y
Has the Board ensured that the policy has been made available to school staff (including new staff)?	Y
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?	Y
Has the Board ensured that the policy has been adequately communicated to all pupils?	Y
Has the policy documented the prevention and education strategies that the school applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
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?	Y

Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	N
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	N
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?	Y
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	N
Has the Board put in place an action plan to address any areas for improvement?	Will consider in light of Cineáltas Action Plan released by DES and update accordingly.

Signed _____   Date 13th December 2022

Chairperson, Board of Management

Signed _____   Date 13th December 2022

Principal

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

To: RMDS School Community

The Board of Management of RMDS 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 13th December 2022.

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 ___13th December 2022___

Chairperson, Board of Management

Signed _____   Date ___13th December 2022___

Principal

Appendix F: Success criteria

Success criteria establish the link between information as to how things should be and information as to how things are. The criteria are used to express the ideal. The criteria allow the school to judge how well it is achieving its stated intention. Success can be measurable through perceptions or by using factual data. The intended outcomes of the successful implementation of this policy are as follows:

- Children understand what the term 'bullying' means.
- Each class has reviewed the Anti-bullying policy over the course of the year and children have been able to speak openly and report that they have found it useful.
- Children are reporting incidents they are involved in and that they have seen to staff.
- Children feel that there is a caring, cooperative and positive atmosphere in the school.
- All staff are aware of what constitutes bullying behaviour.
- Teachers are engaging children in lessons on bullying and report they feel it is worthwhile.
- All staff feel that this policy has clarified the process for dealing with (alleged) incidents of bullying.
- The teaching staff are aware of the unique and powerful role that they have in the lives of their pupils and the importance of close collaboration with parent(s)/guardian(s) around the well being of the children.
- Teachers feel that when parents/guardians have been consulted they have worked cooperatively to solve the problem.
- All staff feel that there is a caring, cooperative and positive atmosphere in the school.
- Parents/guardians are aware of what constitutes bullying behaviour.
- Parents/guardians report that they have found policy helpful and insightful.
- Parents/guardians report that they can approach the school about an (alleged) bullying incident.
- Parents/guardians feel that their children are happy in school and are well-supervised.
- When an issue has arisen, parents/guardians report that they have been part of the solution and have been listened to.
- Parents/guardians report that the policy gives them clarity around the issue of bullying.
- Parents/guardians feel that there is a caring, cooperative and positive atmosphere in the school.
- Parent(s)/guardian(s) are mindful of their role as primary educators of their children and are also respectful of the different yet unique role that the teacher has in their child's life, and they recognise the importance of collaborative conversations with teachers in order to promote the welfare of the children.
- The Board are kept up to date with ongoing strategies e.g. assemblies, anti-bullying week, etc.
- The Board have been informed of any ongoing issues in relation to bullying and are satisfied that correct procedures are being followed.
- The Board have actively promoted the Anti-bullying Policy among staff, parents and children.
- The data from cases of bullying dealt with in the school have been analysed and patterns of bullying behaviour noted. Changes to the policy have been made on foot of this evidence.