



Scoil Mhuire Moynalty

Anti-Bullying Policy

School Position on Bullying

- ❖ The school community at Scoil Mhuire Moynalty believes that each pupil has a right to an education free from fear and intimidation.
- ❖ The school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore it does not tolerate bullying of any kind.
- ❖ Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).
- ❖ An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.
- ❖ The immediate priority, should a bullying incident occur, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.
- ❖ All pupils are expected to contribute to the creation and maintenance a safe environment in the school. On becoming aware of any bullying situation, in or outside the school, involving members of the school community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.
- ❖ Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Anti-Bullying Policy

1. In accordance with the requirements of the *Education (Welfare) Act 2000* and the code of behavior guidelines issued by the NEWB, the Board of Management of Scoil Mhuire Moynalty has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. 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 acknowledges 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 behavior:
 - 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 behavior 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 behavior (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 behavior, 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 behavior 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 behavior, 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 behavior.

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 behavior.

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.

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/are as follows:
 - Ms. Kate O Boyle Junior & Senior Infants
 - Ms. Rosemarie Ormiston 1st & 2nd Class
 - Ms. Pauline Flanagan 3rd & 4th Class
 - Ms. Aileen McHale 5th & 6th Class
 - **Anti-Bullying Co-ordinator** is Ms. Rosemarie Ormiston, Deputy Principal.

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,
 - At least five awareness-raising exercises per school year for each class group (*e.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. (*Appendixes 2, 6 & 7*)
 - 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" (ie. Class teachers) A comprehensive set of Guidelines for Parents, Pupils and Teachers is available to everyone and referred to regularly. (*Appendix 14*)
 - Through regular reports in school newsletters, school website and other communications as well as at meetings with parent/guardian groups parents/guardians are regularly informed of the activities of the school 'Anti-Bullying Team' and encouraged to support its work.

- An annual anti-bullying/friendship day/week to be held in Term 1
 - CPD for teachers where new members of staff join the school.
 - Friendship Team for playtime in the yard.
6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:
- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour with a view to establishing the facts and bringing any such behaviour to an end.
 - 6 Quick Steps for dealing with possible bullying situations are clearly explained in *Appendix 13*
 - If a report of possible bullying is received the 'Relevant Teacher' will complete An Incident Report Form (*Appendix 3*). Attached to this report is an Action Taken Form (*Appendix 4*) on which brief details of the response to the report are recorded as they happen.
 - The School, through the 'Relevant Teacher' reserves the right to ask any pupil/class to write an account of what happened, as part of an investigation using either the Regular Class Survey (*Appendix 6*) or the Post Incident Class Survey (*Appendix 7*). This will be a standard procedure and does not necessarily imply that a pupil is guilty of misbehaviour. Teachers are reminded to read *Appendix 5* and *Appendix 13* in advance of any class survey.
 - 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. 'Relevant Teacher' will use the Alleged Bullying Interview Sheet (*Appendix 8*) & the *Bullying Behaviour Checklist* (*Appendix 9*). In the event that they have been involved in bullying behaviour they are asked to complete and honour a simple Pupil Promise (*Appendix 10*) that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
 - 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 (*Appendix 11*). 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).
 - If bullying was class-wide or a survey had a lot of evasive "don't know" answers, the teacher will emphasise the "Reform, not Blame" approach and ask the class to complete and sign a Joining-In Promise (*Appendix 12*) admitting any involvement and promising that in future they will not join in.
 - 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 the Action Taken Form (*Appendix 4*) from the original Incident Report Form to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
 - All documentation regarding bullying incidents and their resolution is retained securely & confidentially in the school.

- **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.
- The case may be referred to the Board of Management.

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 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 and a speedy resolution of bullying situations,
- 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 especially at the junior level.

- **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 honorable thing and giving them praise for this,
- 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 behavior 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 Travelling Community.
10. This policy was adopted by the Board of Management on _____
11. This policy has been made available to school personnel, parents/guardians, will be 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 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 (*Appendix 15*). 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 to the Department of Education and Skills and to the patron if requested.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: ___/___/_____

Date: ___/___/_____

Date of next review: ___/___/_____



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Examples of Bullying Behaviour

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 slugging,
 - 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.



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Pupil Incident Observer Report

Name (Block Letters): _____ Class: _____

A. and B. to be completed by Teacher/Anti-Bullying Coordinator

A. Incident Location: _____

B. Day: _____ Date: _____ Time: _____

C. and D. to be completed by pupil named above

C. Others who were there: _____

D. Details of exactly what happened: _____

This is all I saw.

Name: _____ Date: ___/___/_____



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Please return to the Relevant Teacher or the Anti-Bullying Coordinator



Incident Report Form

Source of Report: Tick ✓ as appropriate Parent Pupil Staff-Member Survey Other

Date: _____

Name of Reporting Person (if applicable): _____

If Staff Member: _____

If Pupil: _____ Class: _____

If someone other than a Staff Member or Pupil:

Name of Reporting Person: _____ Phone: _____

Address: _____

Details of Alleged Incident:

Location of incident: _____

Time: _____ Day: _____ Date: _____

Possible Targeted Pupil(s): _____ Class/Group: _____

Possible Perpetrator(s): _____ Class/Group: _____

_____ Class/Group: _____

Others who were there: _____

Initial Details of Incident: _____

Action taken will be outlined on reverse in Appendix 4



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Please read all the "bold" parts of the points below to senior pupils (5th & 6th) before class surveys.

For younger pupils (2nd, 3rd & 4th) give a shorter, simpler version, e.g. points 1, 3, 5, 8, 10 & 11.

Information BEFORE Class Survey - Where This School Stands on Bullying

1. When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call BULLYING. This could include pushing or hitting them, "going at" their stuff, not letting them join in, calling them names, saying nasty things to them or about them, or "making fun" of them in any way.
2. If six pupils "pick on" someone just once each day for a week the targeted pupil is "picked on" and upset 30 times that week. That is BULLYING and it is very unfair.
3. Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don't let on or if they pretend they don't mind, they really want it to stop!
4. Our school policy on bullying says the following: *(Read one key sentence from the policy printed in pupils' school journals. Emphasise the fact that "respect" is fundamental to the whole policy).*
5. Pupils have a right not to be bullied because they are different. We are all different and that is a very good thing. We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at maths or bad at Irish etc. We should not be bullied because we are different. What is important is that everyone deserves equal respect.
6. You do not have to like everyone in your class group but you must still respect them. If you dislike some of them you can simply keep away from them but you must not bully them.
7. Often pupils who bully others do not realise the serious harm they are doing. Bullying can be very deeply damaging.
8. Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue bullying. If they report the bullying it can be stopped and everyone can "live happily ever after," even the bullying pupils(s). It is very important to report all bullying to a teacher.
9. In this school we try to bring bullying to an end so we don't need to tell the Principal, Parents, the Board of Management or the Gardaí.
10. We want all bullying to stop – NOW! If we hear that a pupil is bullying others we want to quietly meet that pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and that will be the end of the matter. But the bullying must stop!
11. We need your help. We need to know if there is anyone we need to talk to about bullying. We will now do a survey where you answer questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's it will look like you are not telling the truth - like you are helping those who bully others by hiding the truth.
12. In the survey you will be asked if you have "picked on" any pupil(s) yourself and also to name anyone in your class or in the school who has done so. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to.

Thank you!



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Regular Class Survey

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher. **I know that anyone who bullies others but who then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can "live happily ever after."**

Your Name (Block Letters): _____ Class: _____

Name any pupils(s) in your class that you know get called names or get teased, hurt or badly treated than most others:

Does this involve . . .

Calling them names Making fun of them Going at their stuff

Not letting them join in Pushing them Hitting or Kicking

Any other ways someone is mean to them: _____

Name any other pupils who know about this even though they may not be doing it:

Have you ever treated them this way? Often

Sometimes

Never

Name any pupil(s) in your class that you know regularly treat(s) them this way:

Do you think some pupils are meaner to you than to others in your class?

Yes

No

Name others who know about this: _____

What I have written above is true.

Name: _____

Date: ___ / ___ / ___



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Post Incident Class Survey

Bullying is being mean to someone **over and over again**. Someone could be pushing or hitting pupils, "going at" their stuff, not letting them join in games, calling them names, saying or writing nasty things about them or "making fun" of them. If this keeps happening it is bullying.

Bullying is always unfair, disrespectful, and wrong. Nobody deserves to be bullied and anyone who knows of bullying behaviour should tell a teacher.

If you know of any bullying happening in your class or in the school please write the details below so we can talk to those doing it and ask them to stop. If they promise to stop & keep that promise they will not be punished, they will not be in trouble, and everyone can "live happily ever after."

Thank You.

If you saw or know about bullying that happened recently in class or in school please write:

Name(s) of bullied pupil(s): _____

Name(s) of bullying pupil(s): _____

Where it happened: _____ Day: _____ Date: ___/___/___ Time: _____

Others who saw it: _____

Did any of these join in and if so who? _____

What happened: _____

Why do you think this school does not like bullying? _____

How do you think bullying affects people? _____

The information I have given above is true.

Name: _____ Class: _____ Date: ___/___/___



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Alleged Bullying Interview Sheet

This interview should be conducted in an amicable way, seeking information and a promise

Team Member(s): _____ Time: _____ Date: ____/____/____

Interview with: _____ Class: _____ Due to Report/Survey (R/S): _____

1. Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y / N)? _____
2. We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this? __
3. We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)? _____ Explain: _____
4. Who do you think might be getting bullied in your class? _____ (Probe)
5. The pupil is: _____
6. The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this? _____ (Probe)
7. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y / N)? _____

(Use the checklist overleaf, then return to complete the section below).

P.T.O. →

-
8. Why have you been treating her/him this way? _____ (Probe)
 9. Have you ever been bullied? (Y / N) _____ If 'Yes,' how did it feel? _____ (Probe)
 10. Imagine your Mother being treated this way by big people at her work. How do you think she would feel? _____ (Probe)
 11. If you knew she was treated this way how would you feel? _____ (Probe)
 12. Now, can you understand how unfair it is to treat someone like this (Y / N)? _____
 13. Did you know that bullying breaks our school rules (Y / N)? _____
 14. We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y / N)? _____

We will now ask you to sign a written promise

To be completed by team member later:

Parent signature required (Y/N)? _____

Promise signed (Y/N)? _____

Returned with parent signature (Y/N)? _____

Date: ____ / ____ / ____



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Bullying Behaviour Checklist

Please use the letter "Y" for "yes," or "sometimes" or even for "once."

Pupil Name: _____ Class: _____ Date: ___/___/___

When you are with (N): _____ have you ever . . .

Verbal: Called (N) names? _____ (E.g. Ref. Survey).
 Said things to make (N) feel bad? _____
 Said (N) is "thick"? _____
 Said nasty things (N) heard? _____
 Teased (N) (Toilets/Dressing Room)? _____
 Teased (N) about appearance? _____
 Said (N) is "a swot"? _____
 Said nasty things about (N)'s parent (e.g. mother) or family? _____
 Said bad things or made fun of (N) Re:
 Skin Colour? _____
 Religion? _____
 Nationality? _____
 Home Background? _____
 A disability (special needs)? _____

Written: Written nasty notes about (N)? _____
 Written graffiti about (N)? _____
 Sent text messages about (N)? _____
 Put nasty things about (N) on the Internet?

Sent an embarrassing phone message about (N)? _____

Property: "Borrowed" (N)'s stuff without (N)'s permission? _____
 Hid (N)'s stuff? _____
 Stole (N)'s stuff? _____
 Damaged (N)'s stuff? _____
 "Went at" (N)'s stuff? _____
 Tried to get money from (N)? _____

Discrimination: Treated (N) badly because (N) seems "different"? _____
 Treated (N) badly because you think he is "not like us"? _____

Social: Laughed at (N), with others, knowing that (N) could hear you? _____
 Pretended (N) wasn't there? _____
 Given (N) a "dirty" or disgusted look? _____
 Left (N) out of games? _____
 Left (N) alone on bus, in yard etc? _____
 Tried to cause trouble between (N) and (N)'s friends? _____
 Made fun of (N) in front of others? _____
 Stared at (N) as a group? _____
 Said (N) said things he did not say? _____
 Spread rumours about (N)? _____

Intimidation: Given (N) an angry stare? _____
 Given (N) a disgusted look? _____
 Tried to make (N) angry? _____
 Threatened (N)? _____
 Ganged up on (N)? _____
 Followed (N) around? _____
 Sent (N) a threatening text? _____
 Forced (N) to do something (N) did not want to do? _____

Physical: Thrown objects at (N)? _____
 Pulled (N)'s hair? _____
 Stuck a pencil/pen in (N)? _____
 Pushed (N)? _____
 Punched (N)? _____
 Kicked (N)? _____
 Hit (N)? _____
 Pinched (N)? _____
 Splashed/Wet (N)? _____
 Tripped (N)? _____
 Spat at (N)? _____
 "Head-locked" (N)? _____
 Grabbed at (N)'s private parts? _____

Any other details or comments: _____

Return to main interview sheet overleaf and complete it now! **P.T.O.** →



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Pupil Behaviour Promise

Pupil Name: _____ *Class:* _____

I know that all of my fellow pupils are different from each other and from me in many ways. *(These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc).* I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: *(Handwrite below "I will always treat (N) fairly and respectfully")*

Name: Pupil: _____ **Date:** ___/___/___

Teacher: _____



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Pupil Behaviour Promise 2

Pupil Name: _____ *Class:* _____

I know that all of my fellow pupils are different from each other and from me in many ways. *(These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc).* I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any of these differences or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly or to be mean to me. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils fairly, equally and respectfully despite our differences and whether I like them or not.

In particular: *(Handwrite below "I will always treat (N) fairly and respectfully")*

Name: Pupil: _____ Date: ___/___/___

Teacher: _____

Parent(s) / Guardian(s): _____



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"Joining-In" Promise

Your Name: _____ Class: _____

It is now clear that in this class group there has been some bullying of at least one pupil, _____ . What was happening was _____

This was really very unfair. How would you feel if it were happening to you?

It is also clear that many pupils knew it was going on, with some pupils starting it and other pupils joining in or laughing. It is hard to believe that you did not know this was happening.

However, we are not trying to blame or punish people. We only want to know that if you ever did this or joined in or laughed along you will not do so any more. We want the bullying to stop completely, with no punishment for anyone who did it and without having to tell either the Principal or parents so we are now asking you to indicate clearly the following and then complete the promise below:

Did you ever join in with the bullying of this pupil?

Often

Sometimes

Never

Did you ever start the bullying of this pupil?

Often

Sometimes

Never

Do you promise that you will never start this in future and that if someone else does so you will make sure not to join in or laugh along (Yes/No)?

I know that it is not fair and breaks the School Rules to bully another pupil either on my own or as part of a group.

The information I have given above is true.

Name: _____ Date: ___ / ___ / _____



Scoil Mhuire Moynalty

Anti-Bullying Campaign



6 QUICK STEPS FOR DEALING WITH POSSIBLE BULLYING SITUATIONS IN YOUR CLASS/SCHOOL

1. If an incident has taken place that might involve bullying, record whatever details are known by completing "Incident Report Form" (*Appendix 3*) and then follow the remaining steps below to investigate and resolve it. Please note that all actions taken to deal with such an incident should be recorded on "Action Taken Form" (*Appendix 4*), usually photocopied onto the reverse of (*Appendix 3*)
2. Whether there has been an incident or not, to find out if there is bullying taking place, make yourself and at least one colleague familiar with "Information Before Class Survey," headed "Where this school Stands on Bullying" (*Appendix 5*)
3. Visit the class (both classes in multi-grade setting) and:
 - (a) Explain that you are going to carry out a survey,
 - (b) Explain what you have in mind and why, using the key points from *Appendix 5*
 - (c) Explain to the pupils that for behaviour to be bullying, things must be happening that are **deliberate, hurtful to someone and are repeated over and over again,**
 - (d) Explain that any pupils found to be involved in bullying will not be punished provided they promise to stop the bullying and keep that promise. (This "Reform, not Blame" approach is necessary so pupils will feel able to give you the information you need. They will usually know if someone is treating others unfairly but may be reluctant to report it, for various reasons, if perpetrators are likely to be punished).
 - (e) Explain that the survey is confidential, that nobody will be shown what anyone wrote about what might be going on, (unless it was so bad that the Gardaí had to be told, which is very unlikely) but that they will have to put their names on their questionnaires.
4. Survey all children in the class (multi-grade) using copies of the "Regular Class Survey" (*Appendix 6*). This is necessary since bullying might take place in the yard at break time and pupils from other class within multi-grade classroom might see it. Ask the pupils to put their names on the questionnaires. You can tell them that any pupil who honestly does not know of any bullying taking place they should write "I don't know" on each line of the questionnaire before putting their name on it.
5. Later, read through the questionnaires for evidence of bullying. It is likely that there will be several possible bullying situations mentioned but some may not all actually involve bullying. Remember, to be bullying the behaviour **must be deliberate, hurtful and repeated over time.**
6. Interview any alleged perpetrators using the "Alleged Bullying Interview" form (*Appendix 8*) and the "Bullying Behaviour Checklist" form (*Appendix 9*). Those interviewed are reminded that they must be honest in the interview so you can trust their promise to stop and avoid any punishment at the end. Seek clarification at any stage in the interview by asking the pupil to "explain."
7. In the event that there has been bullying taking place, ask the pupil to complete a signed "Pupil Behaviour Promise" form (*Appendix 10*) and countersign it. In most cases pupils will keep that promise.

CONGRATULATIONS! YOU HAVE MADE YOUR SCHOOL A SAFER PLACE FOR YOUR PUPILS!

Ideally, anti-bullying awareness raising exercises would also be ongoing throughout the school year so pupils would better understand the nature and unacceptability of bullying, what it is they should avoid doing and be better able to complete the questionnaires.



Scoil Mhuire Moynalty

Anti-Bullying Campaign



Anti-Bullying Guidelines for Pupils, Teachers & Parents

What is bullying?

Bullying can mean many different things. Bullying can take many forms, but its aim is always to make a person feel upset, intimidated or afraid and if this happens again and again it is bullying.

These are some ways children and young people have described bullying:

- being called names
- being teased
- being pushed or pulled about
- being hit or attacked
- having your bag and other possessions taken and thrown around
- having rumours spread about you
- being ignored and left out
- being forced to hand over money or possessions.

Children get bullied

- at school – in the playground, in class or in the toilets
- on their way to and from school
- on the bus

What does it feel like to be bullied?

Bullying hurts. It makes you scared and upset. It can make you feel embarrassed in front of others. It can make you feel that you are all alone and that you have no friends. It can make you so worried that you can't work well at school. Some children have told us they have skipped school to get away from it. It can make you feel that you are no good, that there is something wrong with you. People who bully you can make you feel that it's your fault but it is not your fault - it is their fault. (The label 'bully' for a bullying child is problematic. The word 'bully' as a verb for the action is better, e.g. a child who bullies.)

Why do some people bully?

There are a lot of reasons why some people bully. They may see it as a way of being popular, or making themselves look tough and in charge.

Some bullies do it to get attention or to get something, or to make other people afraid of them. Others might be jealous of the person they are bullying. They may even be getting bullied themselves.

Some people who bully may not even understand how wrong their behaviour is or how it makes the person being bullied feel.

Why are some young people bullied?

Some young people are bullied for no particular reason, but sometimes it's because they are different in some way – perhaps it's the way they talk, their size, their looks, their name or just because they are very good at something.

Sometimes young people are bullied because the bullying person thinks they won't stand up for themselves.

Some research.....

Boys were found to engage in three times as much bullying as girls. Research found that the popular belief that children who bully feel insecure and anxious inside is NOT true. In fact, children who bully have a low level of anxiety. The typical child who bullies others has 'an aggressive personality pattern' combined, at least in boys, with physical strength.

The factors which were found to help create an aggressive personality problem were: negative emotional attitudes of the primary caretaker characterised by lack of warmth, permissiveness by the primary caretaker for the child's aggressive behaviour, use of 'power-assertive' child rearing methods such as physical punishment and the child's temperament.

If you're being bullied what can you do?

Always remember – It's not your fault! It's the bullying person who has the problem, not you. Don't put up with bullying. Ask for help.

- **Believe in yourself.** Don't believe what the bullying person says of you. You know that's not true.
- **Say 'no' emphatically,** then walk away
- **Check out your body language.** Practise walking with confidence, standing straight with head held high and taking deep breaths.
- **Practice assertiveness.** Stand tall, look the bully in the eye, breathe steadily, speak calmly and firmly. This can help you to feel stronger, and also makes you look more confident.
- **Don't suffer in silence** – talk to someone you trust. It always helps to share a problem and to know that you are not alone. In schools and clubs, adults in charge have to pay attention to any complaints you make about being bullied.
- **If an adult is bullying you, then look for help from another adult you can trust.** You have rights, and you must insist on them. There are rules and procedures to deal with adults who bully at home, in school, in sport clubs and where people work. If you are too nervous, take along a friend.
- **Choose when to resist.** Sometimes the only sensible thing to do is to give in. Just get away and tell someone.
- **Try not to use violence.** It never solves anything, and usually just makes the situation worse.
- **Keep a diary.** Keep a record of details – who, where, when, how – as this will make it easier for you when you tell your story.
- **Have an answer ready.** Well chosen words can often make a bullying person look foolish, and that's the last thing they want!
- **Try not to show you are upset or angry** (even if you are). Reacting to the bullying person is only giving them what they want.
- **If there's a gang involved try to approach each person on their own,** rather than when they're together. If you talk straight to them, you'll probably find that they're not so confident without the protection of the group.
- **Ask your friends to support you.** People who bully don't like being outnumbered or isolated.
- **Try to make new friends** if the ones you have at the moment seem to enjoy trying to make you feel bad.
- **Change your routine.** Try to avoid being on your own in places where you are likely to be picked on.

Do you bully others?

- Have you ever hurt someone on purpose?
- Have you ever used your size or strength to win against someone weaker?
- Do you repeat rumours, even if you're not sure they're true?
- Have you ever tried to turn your friends against someone?
- Have you ever watched others bullying someone without doing anything to stop it?
- Have you ever used the excuse 'I was only messing' when you knew you weren't 'only messing'?

If answering these questions made you feel uneasy, maybe you should look at the way you treat other people.

Talking to someone always helps.

Choose a trusted friend or maybe one of the organisations listed in this booklet.

Remember that bullying is always wrong – feeling good shouldn't mean having to make someone else feel bad.

Signs of bullying

As an adult, what are the signs I should look out for?

One of the most terrible effects of bullying is that the bullied child will very often deny that it's happening. It's important that you don't put even more pressure on a child who may be bullied. Forcing someone to tell when they don't want to can itself be a form of bullying. **But there are certain signs to look out for if you have suspicions.**

These can include:

- A change in behaviour, such as suffering a lack of concentration and/or becoming withdrawn, excessively clingy, depressed, fearful, emotionally up and down
- Afraid and anxious when going to or coming from school
- Happy at the weekend but not during the week. A drop in performance in school.
- Physical signs: stomach aches, headaches, sleep difficulties, bedwetting, bruising
- Bingeing on food
- Unexplained bruises
- School performance steadily getting worse
- Being generally nervous, tense, unhappy
- Not explaining suspicious incidents
- Signs of being isolated from others of the same age
- Signs of regular interference with personal property, books, etc.
- Frequently asking for (or perhaps stealing) money.

Although these can also indicate problems other than bullying, it's important that you don't ignore them. Try to encourage the child to talk about what's going on, either to you or to another trusted adult.

How to approach the subject

- Broach the subject obliquely, giving the victim the option to talk about it or not
- Let them know that you are willing to listen at any time
- When they start to talk, listen carefully to what they have to say
- Once they begin to discuss the bullying, it may seem to be all they can talk about. Be patient and let them go on – it's better for them to let it all out than to bottle it up.

What to do next

- Don't over-react – victims need rational advice and help, not emotional overload
- Believe the victim. No one should have to put up with bullying.
- Ask victims if they have any suggestions about changing the situation
- Contact the school as soon as you are satisfied that the allegation is well founded
- Seek advice from an individual or a support group with experience in this area.

What should I do if my child is being bullied?

- Discuss bullying openly and regularly with your children – don't wait for them to raise the issue.
- Thank the child for disclosing the problem. Confidence is the first casualty of bullying, so let your child know you believe them and will support them. Tell them it's not their fault.
- Listen carefully. Don't rush the story. Show you are concerned and sympathetic.
- Get all the details – what, who, when, where, etc.
- Write down the details and check the information with your child. This will be important for any meetings which may come later.
- Take action. Don't wait to see if it all blows over.
- Make appropriate changes that may help prevent your child being singled out and to build their confidence at the same time (e.g. new clothes, different hairstyle, etc.)
- Seek professional help if necessary (e.g. speech therapy, dental work, etc.)
- Bring your information to the relevant authority, and insist on getting an adequate response.

How do I approach the School?

- Make an appointment
- Speak to an appropriate teacher as soon as possible.
- Think about asking someone to accompany you for support.
- Don't exaggerate. Be honest and stick to the facts as you understand them.
- Use your notes to make sure you don't forget to mention any important points.
- Recognise that you may be upset when you speak to the teacher.
- Accept that your child may not have told you all the facts, and that there may be another side to the story.
- Ask for a copy of the school's policy on bullying.
- Find out what action the school intends to take.
- Arrange for a follow-up meeting with the teacher to measure any improvement in the situation.
- After the meeting, you may wish to make a note of what was agreed and send a copy to the teacher.
- If you are not happy with the teacher's response, make an appointment to see the principal.
- If you still feel dissatisfied having talked to the principal, contact members of the Board of Management who are there to represent your interests. Remember to keep copies of all letters you send and receive.
- If your child is happy to have you attend, you can request that all interviews with him or her on this issue are conducted in your presence.
- If the problem persists, then you should consider moving your child to another class or even another school if this is possible.
- You should consider carefully whether further aftercare is needed following a move to another class or school.

How can I tell if my child bullies others?

Here are some indicators of bullying behaviour:

- a tendency to bully family members
- being a victim of bullying
- regularly witnessing bullying behaviour in their environment
- being frequently short-tempered and/or aggressive
- having past experiences which can still cause negative feelings
- bringing home items that you know weren't bought
- speaking of others in a negative way, perhaps on the basis of their appearance or beliefs of social status
- showing an interest in violent behaviour
- showing little sensitivity towards others
- having low self esteem
- being the subject of previous complaints or suggestions of bullying behaviour

Although these can also indicate problems other than bullying, it's important that you don't ignore them. Try to encourage the child to talk about what's going on, either to you or another trusted adult.

Directory of Support Services

Anti-Bullying Centre	(01) 6082573
CAB – Campaign Against Bullying	(01) 2887976
Childline Freephone	1800 666660
Irish Association for Counselling and Psychotherapy	(01) 2300061
ISPCC	(01) 6794944
The National Association for Parents Support (NAPS)	(0502) 20598
Parentline (Parents under Stress)	(01) 8733500
Samaritans (Callsave)	1850 609090
Sticks and Stones Theatre Company	(01) 2807065
Trinity College Dublin – Anti-Bullying Research Centre	(01) 6601011
Victim Support	1800 661771

Some Useful Websites

Bullying @ school information – www.scre.ac.uk/bully

Bullying information on Bullying Child/Parents/Teachers www.lfcc.on.ca/bully

Bullying in schools www.ericece.org/pubs/digests/1997/banks97

What Parents should know about Bullying – www.accesseric.org/resources/parent/bully

Anti-Bullying Campaign Tools for Teachers - www.antibullyingcampaign.ie

Appendix

ABC Bullying at School, the Anti-Bullying Research & Resource Centre
Trinity College, Dublin

You Can Beat Bullying - A Guide for Young People, Kidscape

The abc of Bullying, Marie Murray & Colm Keane, 1998 – Mercier Press

What do You know about Bullying, Pete Sanders, 2000 – Aladdin Books Ltd.

Bullying and Harassment in the Workplace, Lucy Costigan, 1998 – Columba Press

Bullying – don't let them suffer in silence, Save the Children (Resource Pack)



Scoil Mhuire Moynalty Anti-Bullying Campaign



Annual Review & Checklist Board of Management

Our Anti-Bullying Policy states:

- 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 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.

Review: _____

Outcome: _____

Signed: _____

(Chairperson of Board of Management)

Signed: _____

(Principal)

Date: ___/___/_____

Date: ___/___/_____

Date of next review: ___/___/_____