

Mount Sion Primary School

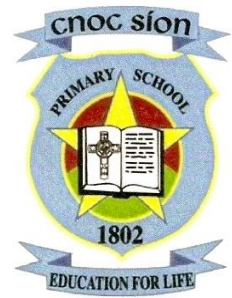
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ANTI-BULLYING POLICY

This Anti-Bullying policy is undertaken in the context of our school profile and school ethos. The school Code of Behaviour and SPHE Policy have relevance in the implementation of this Anti-Bullying policy and both are available from the school office.

a) Mount Sion School Profile

Mount Sion is a Catholic Primary school, which caters for boys only from Junior Infants to 6th Class. It operates under the patronage of Most Rev. Alphonsus Cullinan, Bishop of the Diocese of Waterford and Lismore, and the trusteeship of the Edmund Rice Schools' Trust and it fully supports the religious and educational philosophy of the founder, Edmund Rice. The Board of Management recognizes the role of the Trustees as per Section (2d) of the Education Act 1998. Acting in such a role, the Trustees have the right to be informed of any changes to this Enrolment Policy.

While Mount Sion Primary is a Catholic School, our enrolment policy does not discriminate against non-Catholic applicants. Mount Sion Primary School welcomes boys of all religions and none. The school is managed by a Board of Management, is funded by the Department of Education and Skills (DES), augmented by local fundraising, and operates within the guidelines and regulations set down from time to time by that Department.

b) The Ethos of the School

The focus of the school philosophy is the education of the whole child to enable him to reach his full potential. We show special concern for the disadvantaged, respecting the dignity and uniqueness of each person. Conscious of the legacy of Edmund Rice, our school upholds the values and principles of a Christian education in the Catholic tradition.

The Board of Management has adopted the Charter of the Edmund Rice Schools Trust. It aims to uphold the Five Key Elements of an Edmund Rice School, these being:

- Nurturing Faith, Christian Spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

Working together as a school community, the Board of Management, Principal, staff, parents and pupils will strive to provide an environment which will allow all pupils to develop to their maximum potential and fulfill their role in society.

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

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.

Key Principles underlying this policy:

- ❖ Mount Sion promotes a positive school culture and climate which
 - is welcoming of difference and diversity and is based on inclusivity
 - encourages pupils to disclose and discuss incidents of bullying behaviour in a non threatening environment
 - 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
 - explicitly address the issues of cyber-bullying and identity-based 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.

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

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

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

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

Additional information on different types of bullying is set out in Appendix 1 of this policy.

The Relevant Teacher(s) for Investigating and Dealing with Bullying

The following points inform our procedures for dealing with incidents of bullying.

- As all teachers are engaged, from time to time, in the supervision of pupils of all classes, it is recognised that any teacher may witness or have disclosed to, incidents of bullying behaviour.
- SNAs are also engaged in the supervision of pupils and may also witness or have disclosed to, incidents of bullying behaviour.
- It is a duty of all other staff, (both permanent and sessional), caretakers, secretary, cleaners, play therapists, sports coaches and School Completion Staff (including SCP placement personnel) to be mindful of bullying behaviour. Such members of staff may also witness or have disclosed to, incidents of bullying behaviour.
- An allegation of bullying may be disclosed by a pupil or by a parent/guardian.
- A disclosure of bullying behaviour or the witnessing of bullying behaviour must in all incidences be reported to the class teacher in the first instance and then to the principal.
- Where a parent or a pupil informs the principal of a bullying incident, the principal will inform the pupil's class teacher and the investigation will be commenced by the class teacher.

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- The initial investigation of bullying behaviour will be carried out by the class teacher of the pupil in question.
- A class teacher carrying out such an investigation will be supported by the principal.
- Where a bullying incident involves pupils from a number of classes, the initial investigation will be carried out by the relevant class teachers and may then be passed on to the principal. The principal may need to coordinate the investigation of pupils from several classes. Any outcomes will be responded to jointly by the class teachers and the principal.
- In certain circumstances it may be appropriate for a relevant support teacher to be involved in the investigation of an incident. The support teacher will work with the relevant class teacher and the principal in such an instance.
- Where a child accesses services provided by School Completion Personnel, the principal, in consultation with the class teacher, may deem it appropriate for such personnel to investigate an incident.

Education and Prevention Strategies

The education and prevention strategies (including strategies specifically aimed at cyber-Bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows

- The Stay Safe Programme will be taught in each class beginning in the 1st week of October
- SPHE
- RSE Programme
- Walk Tall Programme
- Anti-Bullying website (to be set up by the Department of Education & Skills)
- Strategies to prevent Cyber-bullying will be used in accordance with the school Cyber-Bullying policy attached as Appendix 2
- Each year we will hold an Anti-Bullying Week in the 3rd week of September
- When possible outside agencies (ISPCC, Sticks & Stones Drama, NPC) will be engaged to deliver talks/programmes to classes and/or parents.
- As part of our Respect Statement Strategy each class will draw up their own Respect Policy for the current year. Each class will display their own Respect Policy Statement in their own classroom.
- All Staff members will draw up a respect Policy which will inform the interactions between staff members.
- Teachers, SNAs and School Completion Programme Personnel, while supervising, will circulate in the relevant yard/class space to ensure pupils are free to enjoy their break-times without being subjected to bullying behaviours.
- Pupils will be regularly reminded in class, in assembly, in the playground to tell when another pupil hurts them in any way. Pupils will be regularly reminded that aggressive behaviour will never be tolerated.
- Pupils will be reminded regularly that while they are coming to or from school they are subject to the School Anti-Bullying policy and the School Code of Behaviour.
- At various times throughout the year a support programme may be delivered to a class by a resource teacher in order to establish the skills necessary to make and maintain friendships, to avoid unwanted behaviours and to act in an independent manner free from intimidation.
- Parents are asked not to tell their child to hit back if someone hurts them in school.
- Parents will be given appendix 4 as a guide to observe their child's demeanour.
- Teachers can influence attitudes to bullying behaviour in a positive manner through a range of curricular initiatives.
- SEN provision and awareness of anti-bullying
- Effective practice includes prevention and awareness raising measures across all aspects of bullying and involves strategies to engage pupils in addressing problems when they arise. In particular, such strategies need to build empathy, respect and resilience in pupils.

The Investigation and Handling of Alleged Bullying Incidents:

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:

- i. The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)
- ii. In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- iii. All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- iv. All non-teaching staff, school secretary, SNAs, caretakers, SCP Staff and cleaners will report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- v. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- vi. Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- vii. Incidents will be investigated outside the classroom situation to ensure the privacy of all involved.
- viii. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved may also provide very useful information.
- ix. When investigating incidents of bullying behaviour, the relevant teacher will use Restorative Questioning. This will be done in a calm manner.
- x. If a group is involved each member will be interviewed individually at first. Thereafter the group will be interviewed together.
- xi. It will be pointed out to each individual pupil in such a group situation that intimidation or threatening behaviour following questioning will not be tolerated.
- xii. In certain situations (depending on the age level and ability of the child in question) it may be beneficial for a pupil to give a written account of what happened.
- xiii. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken. Parents will be given an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- xiv. Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him how he is in breach of the school's anti-bullying policy and efforts will be made to try to get him to see the situation from the perspective of the pupil being bullied.
- xv. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his parents and the school.

- xvi. A follow-up restorative practice meeting with the relevant parties involved will be arranged separately with a view to possibly bringing pupils together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.
- xvii. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template (Appendix 3)

Procedures to be Followed when Investigating an Allegation of Bullying Behaviour

- 1) The teacher will speak to the victim of the bullying behaviour, in a separate place from the rest of the class, to establish the facts of what happened and to establish the impact on the victim. The teacher will establish the number of events that have taken place, their frequency and the circumstances of these events. The principal will facilitate investigations outside of the classroom.
- 2) As in 1) the teacher will speak to the pupil who has allegedly carried out bullying behaviour and will ask the same questions. The principal will facilitate investigations outside of the classroom.
- 3) The teacher may need to ask questions of other relevant pupils.
- 4) If it is established that bullying has taken place the teacher (in consultation with the principal) will discuss the events with the parents of both the victim and the pupil who has bullied.
- 5) Sanctions may be applied to the pupil who has bullied depending on the severity of the incident and depending on the child's previous behaviour record. In keeping with the school Code of Behaviour a pupil will be given a chance to improve his behaviour if the incident is proven to be his first offence.
- 6) He will be given advice on how to behave and he will be informed of sanctions for future bullying behaviour. Sanctions may include removal from the playground and or the issuing of a discipline card, up to and including suspension.
- 7) If the victim is able, a restorative practice session will be carried out with the victim and the bully. This may be facilitated by the class teacher, a support teacher or the principal.
- 8) A follow-up contact will be made by the teacher to the parents of the victim within 3 weeks of the establishment of a bullying incident. This follow-up will be used to determine if the bullying behaviours have ceased.
- 9) It may be necessary to separate a victim and a bullying pupil for a period of time in order to allow the victim time and space to cope with bullying behaviours.
- 10) Both the victim and the pupil who has bullied will be given opportunities to speak about the behaviours and their impact. This can be facilitated by the class teacher, a support teacher, the principal, if suitable the School Completion Coordinator or the school Play Therapist.
- 11) Pupils will be supported to establish relationships with each other or with other pupils. This may be facilitated by group sessions with a support teacher, by the class teacher organising 'friend/buddy groups' for the playground.
- 12) The HSCL teacher may visit the homes of either or both of the pupils involved.
- 13) Where it is established that a pupil fabricates an instance of bullying behaviour his parents will be informed. The pupil may be subject to the school Code of Behaviour depending on the circumstances.

- 14) Where it has been established that bullying has taken place, Appendix 3 will be used to record such instances of bullying behaviour. This record will be kept by the class teacher and a copy given to the principal.
- 15) A Class Teacher will complete a 20 Day Record Sheet (Appendix 4 – labelled 20 Day Record Sheet) in the case where bullying behaviour has not ceased after 20 days. In such an instance the Principal will sanction the pupil who is carrying on the bullying behaviour. This sanction can range from Green Card up to and including suspension. A pupil persisting in bullying behaviour at this stage will be dealt with according to the School Code of Behaviour and may receive ongoing suspensions. The 20 day report is a mechanism for reporting to the Principal and the Board of Management and it is understood by the Board that this reporting requirement does not supersede nor interfere with the implementation of the School Code of Behaviour.
- 16) In the case of a child against whom allegations of bullying behaviour are made but the teacher finds such allegations difficult to substantiate a tracking form (Appendix 5) will be completed. The tracking form will be used to monitor a pupil's behaviour, in so far as he is alleged to engage in bullying behaviour, over the course of his time in Mount Sion. This form may over time confirm a pattern of behaviour or may be used to prove that a child is being wrongly targeted by his peers.

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.

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.

Oversight

At least once in every term the Principal will provide a report to the Board of Management setting out:

- 1) the overall number of bullying cases reported (by means of Appendix 4) since the previous report to the Board and
- 2) confirmation that all cases referred to at 1) above have been or are being dealt with in accordance with the school's anti-bullying policy and the Anti-Bullying Procedures for Primary and Post-Primary Schools.

Annual Review by the Board of Management

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' Council. A record of the review and its outcome will be made available, if requested, to the patron and the Department. The standardised checklist (Appendix 8) will be used in undertaking the review.

This policy was adopted by the Board of Management on 26/03/2014.

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



Signed: _____,
T. O'Sullivan, Chairperson

Date: 26/03/2014



Signed: _____,
Principal

Date: 26/03/2014

Date of Next Review: May 2015

Appendix 1

Types of Bullying

(as per Department of Education & Skills Anti-Bullying Procedures for Primary & Post-Primary Schools 2013)

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

- **Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in ‘mess fights’, they can sometimes be used as a disguise for physical harassment or inflicting pain.
- **Intimidation:** Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.
- **Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person’s attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: “Do this or I won’t be your friend anymore”(implied or stated); a group ganging up against one person; non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the “silent treatment”.
- **Cyber-bullying:** This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person’s sexuality, appearance etc.
- **Name calling:** Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.
- **Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Appendix 2

Mount Sion Primary School

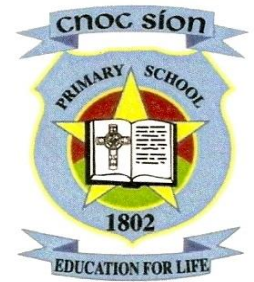
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Anti-Cyber-Bullying Policy

Mount Sion Primary School aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly. As any instance of cyber-bullying is most likely to take place outside of school it is hereby acknowledged by the Board of Management that it may not always be possible for school personnel to fully establish the facts and/or the evidence which may substantiate that bullying took place. It is also hereby understood that the implementation of the school's cyber-bullying policy is fully dependent on the cooperation of the parents of the pupils involved. Every reasonable effort will be made by school personnel to investigate all allegations of cyber-bullying.

UNDERSTANDING CYBER-BULLYING:

- Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person
- It can take place anywhere and involve many people
- Anybody can be targeted including pupils and school staff
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.
- While bullying involves a repetition of unwelcome behaviour the **Anti-Bullying Procedures for Primary and Post Primary Schools, September 2013**, states:

2.1.3. In addition, in the context of these procedures 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.

WHAT IS CYBER-BULLYING?

There are many types of cyber-bullying. The more common types are:

1. **Text messages** – can be threatening or cause discomfort. Also included here is 'Bluejacking' (the sending of anonymous text messages over short distances using bluetooth wireless technology)
2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed

3. **Mobile phone calls** – silent calls, abusive messages or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name
5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room
6. **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger), Yahoo Chat or similar tools
7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal ‘own web space’ sites such as You Tube, Facebook, Ask.fm, Bebo (which works by signing on in one’s school, therefore making it easy to find a victim) and Myspace – although there are others. This policy will cover potential future interactions on evolving cyber platforms.

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

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

AIMS OF POLICY:

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated
- To ensure that practices and procedures are agreed to prevent, in so far as is possible, incidents of cyber-bullying
- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.

PROCEDURES TO PREVENT CYBER-BULLYING:

- Staff, pupils, parents and Board of Management (BoM) will be made aware of issues surrounding cyber bullying through the use of appropriate awareness-raising exercises
- Pupils will learn about cyber bullying through Social, Personal and Health Education (SPHE), assemblies, Anti-Bullying week activities and other curriculum projects
- The school will engage a speaker to facilitate a workshop on cyber bullying for 5th and 6th classes annually. Classes 1st to 6th will participate in the ‘Bullying in a Cyber World’ programme.

- Staff CPD (Continuous Professional Development) will assist in learning about current technologies
- Parents will be provided with information and advice on how to combat cyber bullying
- Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract, for pupils 3rd class to 6th class
- Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- All reports of cyber bullying will be investigated, recorded, stored in the Principal's office and monitored regularly
- Procedures in our school Anti-bullying Policy shall apply where cyber bullying is established to have taken place between current pupils of Mount Sion Primary School
- The Gardaí will be contacted in cases of actual or suspected illegal content
- This policy will be reviewed annually. Pupils, parents and staff will be involved in reviewing and revising this policy and any related school procedure

INFORMATION FOR PUPILS:

If you are being Bullied by Phone or on the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line. Pupils will be allowed to report cyber-bullying by emailing the details to the school office.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you are in a chat room, do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender
- There is plenty of online advice on how to react to cyber bullying. For example, le.reachout.com and www.wiredsafety.org have some useful tips.

Text/Video Messaging

- You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages.
- Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

Useful Websites

www.spunout.ie

www.childnet.int.org

www.kidsmart.org.uk/beingsmart

www.antibullying.net

www.bbc.co.uk/schools/bullying

<http://ie.reachout.com>

www.childline.ie/index.php/support/bullying/1395

www.abc.tcd.ie

www.chatdanger.com

www.sticksandstones.ie

www.kidpower.org

www.antibullyingireland.nfshost.com

Compiled in consultation with teachers, SNAs, pupils (Student Council) and parents/guardians.

Signed: _____
Chairperson, Board of Management

Date: _____

Appendix 3

Recording Bullying Behaviour

1. Name of pupil being bullied _____ Class _____

2. Name(s) and classes of pupil(s) engaged in bullying behaviour

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

Pupil concerned	Other pupil	Parent	Teacher	SNA	Other

4. Name of person reporting the bullying concern

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5. Location of incidents (tick relevant box(es))

Playground	Classroom	Corridors	Toilets	To/from school	Other

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

Physical aggression		Cyber Bullying	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Damage to property	
Intimidation		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category

Racist	Membership of Traveller Community	Disability/SEN	Identity based	Other (specify)

8. Brief description of bullying behaviour and its impact

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9. Details of actions taken

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Signed: _____
(Relevant teacher)

Date: _____

Date report submitted to Principal: _____

Appendix 4

Record to be completed if after 20 days of establishing bullying behaviour has occurred and the bullying behaviour has not stopped

Recording Bullying Behaviour

1. Name of pupil being bullied _____ Class _____

2. Name(s) and classes of pupil(s) engaged in bullying behaviour

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

Pupil concerned	Other pupil	Parent	Teacher	SNA	Other

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5. Location of incidents (tick relevant box(es))

Playground	Classroom	Corridors	Toilets	To/from school	Other

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

Physical aggression		Cyber Bullying	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Damage to property	
Intimidation		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category

Racist	Membership of Trav. Community.	Disability/SEN	Identity based	Other (specify)

8. Brief description of bullying behaviour and its impact

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9. Details of actions taken

--

Signed: _____

(Relevant teacher)

Date: _____

Date report submitted to Principal: _____

Appendix 5

Tracking Form for recording Allegations of Bullying Behaviour

Name of pupil: _____ Class: _____

Date of observation/reported behaviour: _____

Behaviour:

Tracking Form Incident No: (EG 1/1, 1/2) _____

Dates of previous behaviours:

Is this pupil targeting the same pupil(s)? Yes No

Is this pupil being wrongly reported by his peers as engaging in bullying behaviour? Yes No

Recommendation:

Signed: _____

Date: _____

Appendix 6

Signs of Bullying to watch out for!

Children may:

- be frightened of walking to and from school (fear of meeting a controller, or ambush or beating)
- change their usual route (same reason)
- not want you to go on the school bus (bags thrown around the bus, out of window, covert beating, threats, insults, no proper supervision)
- beg you to drive them to school (attacks etc on the way even by those accompanying)
- be unwilling to go to school or be 'school phobic' (general fear of continued bullying including identity based bullying)
- feel ill in the mornings (fear and stress)
- start truanting (to avoid the pain)
- begin to do poorly in their school work (stress, fear, sometimes being asked for work to be copied)
- come home with black eye, bruises etc
- come home regularly with clothes or books destroyed (result of physical bullying)
- come home starving (bully taking lunch or dinner money)
- become withdrawn, start stammering, lack confidence (extreme fear and stress)
- become distressed and anxious, stop eating (extreme fear and stress, feeling of hopelessness, due to one or other form of bullying)
- attempt or threaten suicide (feeling of hopelessness, possibly due to bullying that he cannot verbalise)
- cry themselves to sleep, have nightmares (feeling of no redress, hopelessness)
- have their possessions go missing (bullying, robbery)
- ask for money or start stealing (to pay the bully)
- continually 'lose' their pocket money (payment of bullies or blackmail)
- refuse to talk about what's wrong (fear of bully threats, hopelessness)
- have unexplained bruises, cuts, scratches (physical bullying)
- begin to bully other children, siblings (many bullied children do this)
- become aggressive and unreasonable (taking out frustrations on other targets)
- give improbable excuses for any of the above (fear, hopelessness, no redress)
- get upset after receiving text message or after computer visit (cyber bullying)
- spend too much time in room alone (unable to talk about the cyber bullying)

Appendix 7

Practical tips for building a Positive School Culture and Climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like, in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch pupils being good - notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school - this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents and/or the Parents' Council in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and on corridors.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/school yard/outdoor supervision.
- School staff can get pupils to help them to identify bullying "hot spots" and "hot times" for bullying in the school.
- Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
- Support the establishment and work of student councils

Appendix 8

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 <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed: _____
Chairperson of the Board of Management

Date: _____

Signed: _____
Principal

Date: _____

Notification regarding the Board of Management's Annual Review of the Anti-bullying policy of Mount Sion Primary School

To: _____

The Board of Management of Mount Sion Primary School 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 ____/____/_____.
- This review was conducted in accordance with the checklist set out in **Appendix 8** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed: _____ Date _____
Chairperson, Board of Management

Signed: _____ Date _____
Principal