



# Powerstown Educate Together National School

Roll No: 20384J

Powerstown Road, Tyrrelstown, Dublin 15

Telephone: 01 8272018

Email: [info@powerstownet.com](mailto:info@powerstownet.com)

[www.powerstownet.com](http://www.powerstownet.com)

*Powerstown Educate Together National School*

## Anti-Bullying Policy

*This policy has been formulated by Powerstown ETNS to assist staff, pupils, parents and the school community in making an informed decision in relation to anti-bullying and to comply with legislation and Department of Education and Skills circulars.*

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## Introduction:

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 Powerstown Educate Together National 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.

## Principles of best practice in preventing and tackling bullying behaviour:

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

- A positive school culture and climate which-
  - is welcoming of difference and diversity and is based on inclusivity;
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
  - promotes respectful relationships across the school community;

- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
  - build empathy, respect and resilience in pupils; and
  - explicitly address the issues of cyber-bullying and identity-based bullying, including in particular, homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

## Definition of Bullying

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 and

- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

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

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

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

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*. (Appendix 1)

## Investigating and dealing with Bullying.

Powerstown ETNS believes that a consistent and clear approach to dealing with bullying when it occurs is essential to effective practice.

The relevant teacher for investigating and dealing with bullying in Powerstown Educate Together National School is **your child's class teacher**. (Section 6.8.3 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The Procedure for investigating and dealing with Bullying has been developed in Powerstown ETNS in conjunction with staff, parents and community members. This procedure reflects best practice and implements the theory of restorative justice / practices.

Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:

- Become aware of the impact of their behaviour
- Understand the obligation to take responsibility for their actions
- Take steps toward making things right.

Through this process, students learn how to interact and manage their relationships with adults and peers. They become better equipped to understand how their actions impact others and how to monitor future behaviour. Restorative practices encourage accountability, improve school safety, help strengthen relationships and create more positive outcomes for students and the school community.

## **Implementation of education and prevention strategies including awareness raising.**

Powerstown Educate Together National School provides a positive and inclusive school culture to our community. Powerstown ETNS promotes healthy relationships, identifies common values and guidelines, develops social-emotional understanding and skills and promotes a sense of belonging in the school community. We continue to develop a cohesive, school community that allows for improved and increased communication.

Attention is given to the whole population through school-wide prevention practices. Restorative practices are used to manage difficulties.

The education and prevention strategies that will be used by Powerstown Educate Together National School are as follows (but not limited to):

**School wide Prevention Practices include:**

- Relational Practices: Working to understand how individuals in the classroom and school community relate to one another
- Circles: Coming together to facilitate student and teacher connectivity
- Routines: Developing positive classroom values and routines, adhering to them, discussing them and questioning them. (See school Positivity Plan - Appendix)
- Anti-Bullying Month - February (annually)
  - Develop awareness and understanding of bullying
  - Develop awareness and understanding of cause and effects of bullying
  - All classes use outlining structure of our Anti-Bullying Plan (detailed below) as a **basis for their teaching.**
  - Staff are encouraged to add to this structure and help the school develop a comprehensive Anti-Bullying programme, that will be reviewed annually.
- RSE month - November (annually). [See school's RSE Policy]
- Human Rights Month - January (annually)
- Stay Safe Programme is taught in every class. [See school's SPHE Policy]
- Internet Safety Programme for children based on "Web-wise".
  - The best way to address cyber bullying is to prevent it from happening. By focusing children's attention on appropriate online behaviour, how to stay safe and develop a culture of reporting any concerns about cyber bullying with hopefully minimise cyber-bullying within the school community
- Identity based bullying is explicitly dealt with and in particular homophobic and transphobic bullying.
  - Our SPHE and Learn Together Curriculums encourage respect for diversity and the dignity of each person
  - A zero tolerance approach to the use of gay-related language as a means of ridicule in ALL areas of the school is taught during anti-bullying month and Human Rights month. Class –based

programmes are followed to develop awareness of the impact of language/words and stereotyping on self and others. Specific reference is made to anti-gay name-calling and stereotyping.

- Each class level completes at least one **age appropriate** scheme of work to educate children on diversity and the rights of gay, lesbian, bi-sexual and transgender people. A sample plan is included in Appendix 5.
- Through curriculum areas, especially SPHE and Learn Together, and extra-curricular programmes, pupils are provided with opportunities to develop a positive sense of self-worth.
- Student Council
- Annual Staff Meeting on Anti-Bullying- Information, Training, Policies and Procedures
- Annual Anti-Bullying Workshop for parents to be initiated from 2014 -2015 school year
- Good supervisory and monitoring measures are in place in Powerstown ETNS both to prevent and deal with bullying behaviour. Supervision arrangements are reviewed termly at staff meetings to ensure this continues.
- All substitute staff, student teachers and special needs assistants are asked to familiarise themselves with our Code of Behaviour and our Anti Bullying Policy prior to commencing placement.

### **Managing Difficulties:**

- Problem Solving Circles: Making space in the classroom to resolve conflict and solve problems
- Restorative Conversation: Having informal conversations, using restorative dialogue to repair or prevent harm
- Hallway Conferences: Using quick conversations to understand how people were affected and take steps to prevent harm
- Restorative Conferences: Meeting formally to prevent harm, enable people to resolve differences, and build social-emotional capacity through empathy

- **Peer Mediation:** Using a peer mediator to help resolve conflict before it becomes harmful or develops into bullying behaviour.

#### **Intense Intervention:**

- **Intervention Circles:** Making space in the classroom to resolve conflict and solve problems at the intense intervention level
- **Peer Juries:** Designating youth judge, jury, prosecutor and defence attorneys.
- **Restorative Conferencing:** Meeting formally with those involved to repair harm, enable resolution of differences and build social emotional capacity through empathy

# Bullying

## Investigate

All incidents must be recorded and photocopied twice – once for class teacher & one for file in office.

Teachers must investigate using Peer Mediation script.

### Level 1: Confidentiality & No punishment

Teacher interviews child using “Bullying Interview Script”.

Teacher may prompt child as necessary.

### Level 2: Parents informed & no punishment

Investigate incidents/allegations. If teacher concludes Bullying is occurring and it is perpetrator's second offence, proceed to Level 2

### Level 3: Principal, Parents & Reprimands in line with COB

Investigate incidents/allegations. If teacher concludes Bullying is occurring and it is perpetrators third offence, proceed to Level 3

## Procedures for investigation of bullying behaviour

### *Investigating:*

- ✚ All reports, including anonymous reports of bullying must be investigated.
- ✚ A pupil or parent may bring a bullying concern to any teacher in the school.
- ✚ The child's class teacher has responsibility for investigating and dealing with bullying when it is reported.
  
- ✚ The primary aim for the class teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);
- ✚ 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;
- ✚ All reports, including anonymous reports of bullying must be investigated and dealt with by the class 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;
- ✚ Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers and cleaners are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant class teacher;
- ✚ Parents and pupils are required to co-operate with any investigation 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;
- ✚ Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;
- ✚ Incidents will be investigated **outside the classroom** situation to ensure the privacy of all involved;
- ✚ Restorative vocabulary and mediation vocabulary will be used at all times.
- ✚ All investigative circles / discussions are conducted **with a mediation transcript and with sensitivity**. This ensures due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- ✚ When analysing incidents of bullying behaviour, the **class teacher** will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- ✚ If a group is involved, each member will be **interviewed individually at first**.
- ✚ Thereafter, all those involved will be **met as a group**. At the group meeting, each member should be asked for his/her account of what happened, **following the peer mediation script** (Appendix 6) to ensure that everyone in the group is clear about each other's statements;
- ✚ Each member of a group will be supported through the **possible pressures** that they may face them from the other members of the group after interview by the teacher;
- ✚ Those that are involved may be asked to write down their account of the incident(s) (or draw if necessary);

#### **If investigation concludes bullying is occurring:**

- ✚ In cases where it has been determined by the investigating teacher that bullying behaviour has occurred the following process is implemented:

1. Pupils who are alleged to have been involved in bullying behaviour are interviewed following the "school interview script" by the 'Class Teacher' to establish the nature and extent of the behaviour and any reasons for it.
2. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all pupils fairly, equally and respectfully, including the targeted pupil(s).
3. 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 the trouble into which they may ultimately get if the bullying continued.
4. When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
5. If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a 'mistake.' In this event parent(s)/guardian(s) will be informed and requested to countersign their daughter/son's promise. Breach of this additional promise by further bullying behaviour is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (See sanctions below).
6. All documentation regarding bullying incidents and their resolution is retained securely 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 on a strategy whereby a promise to end the bullying behaviour would be honoured;
- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and the pupil may be suspended from school.
- The case may be referred to the Board of Management and the pupil may be expelled from the school.
  - o the parents of the parties involved will be contacted on the day of disclosure to inform them of the matter and explain the actions being taken (by reference to the school policy).

✚ The school will give parents an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils. Parents will be given a copy of the child's behavior sheet and asked to discuss the incident with their child and sign it.

✚ Where the investigating teacher has determined that a pupil has been engaged in bullying behaviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied; Peer mediation and Stop Think Choose Do Approach will be used.(Appendix 6)

✚ It must be 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 or her parents and the school;

✚ Follow-up meetings with the relevant parties involved will be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;

✚ In cases where the investigating class 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 investigating teacher on the school's Bullying Record Template (Appendix 2)

+ In determining whether a bullying case has been adequately and appropriately addressed the investigating teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

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

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

## Cyber-Bullying.

Cyber-bullying is challenging as it takes place in unsupervised spaces with social rules being suspended. It can take place in the victim's own home at any time. The audience can be very large and rapidly reached. Perpetrators are not subject to constraints of time and place and

they frequently hide behind the cloak of anonymity. The scale and scope of cyber-bullying can be greater than other forms of bullying.

Both staff and pupils may be the victims of cyber-bullying and measures are in place to address both categories of potential victims.

A cyber-bullying incident might include features different from other forms of bullying and may necessitate a variety of responses. Key factors for assessment include:

- Motivation - the perpetrator might not realise that his/her actions are bullying\_\_
- Duration - how long the unacceptable behaviour continued
- Evidence - The victim will have evidence of what happened
- Taking responsibility for ones actions - Coming clean at an early stage and attempting to make good any damage caused.

#### **Pupil responsibility:**

- No pupils under 14 years of age are permitted to register with Facebook; it is against the law.
- No pupil should register with the online forum Ask.FM as it operates under a cloak of anonymity and is registered in Latvia.

#### **Implementation of Procedures**

If a case of cyber bullying is brought to the attention of staff, **LEVEL 2 and/or LEVEL 3 Bullying Procedures will be implemented** at the discretion of the BOM of the school.

### **Monitoring and Confiscation measures:**

If school email address and/or contact information is used in cyber bullying incident, user accounts will be immediately suspended. The time of this account suspension is at the discretion of the BOM.

Further sanctions may include restricting internet access, restricting access to school IT equipment, close supervision and monitoring of IT use.

If child brings his/her own electronic device (tablet, phone etc) to school, while cyber bullying investigation is ongoing and/or sanctions are in place due to cyber bullying the class teacher is permitted to confiscate device. Device must be collect by parent/guardian at a time agreed by class teacher

## **Procedures for the recording of bullying behaviour**

The Board of Management must ensure that Powerstown ETNS has clear procedures for the formal noting and reporting of bullying behaviour. All records are maintained in accordance with relevant data protection legislation.

 Circumstances whereby Bullying Behaviour must be recorded on a Bullying Record Template and reported immediately to the Principal or Deputy Principal are:

-  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.

- o Placing a once-off offensive or hurtful public message, image or statement in public view where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.
- o Physical aggression causing injury to someone that requires medical attention.

+ The investigating teacher must record all reports of bullying on the school standard Incident Report (Appendix 3)

+ If it is established by the investigating teacher that bullying has occurred, the investigating teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore as far as practicable, the relationships of the parties involved. Appropriate paperwork includes, but is not limited to:

- o Pupil written record of incident
- o Stop Think Choose Do Worksheet
- o Teacher record of what was said during interviews using Advice and Contact Template (Appendix 4)

+ The teacher must use the Bullying Record Template (Appendix 2) to record the bullying behaviour in the following circumstances;

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 2 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 2 does not in any

way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

- ✚ In cases whereby the school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Educational Psychological Service will be sought.
- ✚ Serious instances of bullying behaviour will, in accordance with the Children First and Child Protection Procedures for Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

## Procedures for the supporting of pupils affected by bullying behaviour

- ✚ "Is Mise" - A programme of support for pupils who have been bullied to be developed during the Term 1 of 2015/2016 school year. This programme will encourage pupils to participate in activities to raise their self esteem, to develop their friendships and social skills, and thereby build their resilience.
- ✚ Counselling may be provided for the child
- ✚ Through the Care - Team (established during 2015/2016 school year), pupils involved in bullying behaviour will be assisted on an on-going basis.
- ✚ Pupils who observe incidents of bullying behaviour are encouraged to discuss them with teachers and praised for doing so

## 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.

## Implementation

This policy was adopted by the Board of Management on 21<sup>st</sup> January 2014.

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

## Review

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 Parent Teachers' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Please see next page for previous versions and review dates for Anti Bullying Policy.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairperson of Board of Management)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Principal)

Date of next review: \_\_\_\_\_

### Previous Versions of Anti- Bullying Guidelines:

<b>Ratified by BOM</b>	<b>Review Date</b>
August 2011	September 2013
24 <sup>th</sup> September 2013	September 2014
25 <sup>th</sup> February 2014	September 2014
23 <sup>rd</sup> September 2014	June 2015
June 2015	June 2016
	June 2017
	June 2018
	June 2019
	June 2020

## Appendix 1: Definition and Types of Bullying

### Definition of Bullying:

In the context of these procedures, bullying is defined as 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 this non-exhaustive definition:

- (i) deliberate exclusion, malicious gossip and other forms of relational bullying;
- (ii) cyber-bullying; and
- (iii) 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.

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.

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 this definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour. A single incident can have a serious effect on a pupil and may also constitute harassment which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

## Types of Bullying:

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 (girl or boy); 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. **Staff and/or pupils can be victims of cyber bullying.** As school policy indicates the same procedures will be implemented irrespective of whom the the victim is.

- **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: Class Guide for Anti - Bullying Month

<b>Early Years:</b>	
<b>Junior Infants</b>	<b>Senior Infants</b>
<b>What is bullying</b>	
<b>Bullies hurt people 2-3</b> <b>Bullies like to Bully 4-5</b>	<b>Bullies keep on hurting people 6-7</b> <b>Bullies like to feel powerful 8-9</b> <b>Anyone, anywhere, anytime 10-11</b>
<b>How do people bully?</b>	
<b>Bullies hurt the body 12-13</b> <b>Saying nasty things 14-15</b> <b>Left out 16-17</b>	<b>Take Away 18-19</b> <b>Rude signs 20-21</b> <b>Bullies use mobile phones 22-23</b> <b>Computer bullies 24-25</b>
<b>Who gets bullied?</b>	
<b>Anyone can be bullied 26-27</b> <b>People look different 28-29</b>	<b>People act differently 30-31</b> <b>Things 32-33</b>
<b>How does bullying affect people?</b>	
<b>The jungle bully 1 34-35</b> <b>The jungle bully 2 36-37</b>	<b>The jungle bully 3 38-39</b> <b>The jungle bully 40-41</b>
<b>Who bullies and why?</b>	
<b>Anyone can be a bully 42-43</b> <b>Bully helpers 44-45</b> <b>Bullies who stand by 46-47</b>	<b>Laughing bully 48-49</b> <b>Bullies bully because 50-51</b>
<b>How do people deal with bullies?</b>	
<b>I trust 52-53</b> <b>Know what to say 54-55</b> <b>Act bravely 56-57</b>	<b>Circle of safe friends 58-59</b> <b>Safe places 60-61</b> <b>Stay calm 62-63</b>
<b>How can we prevent bullying?</b>	
<b>I belong 64-65</b> <b>I am special 66-67</b>	<b>I keep on trying 68-69</b> <b>Same and different 70-71</b> <b>Good friends 72-73</b>

<b>Lower:</b>	
<b>1<sup>st</sup> class</b>	<b>2<sup>nd</sup> class</b>
<b>What is bullying</b>	
<b>Not again 2-3</b> <b>Maddie's Problem</b>	<b>Not again 2-3</b> <b>Is this bullying 8-11</b>
<b>Forms of Bullying</b>	
<b>Gemma's nightmare 12-13</b> <b>Ouch that hurt 14-15</b>	<b>Billy meets his match 16-17</b> <b>Sticks and stones 18-19</b>
<b>Cyberbullying</b>	
<b>Cyberbullying stories 20-23</b> <b>Stop it before it starts 24-27</b>	<b>What will I do? 28-29</b> <b>Trouble for everyone 30-31</b>
<b>Targets of Bullying</b>	
<b>Grace's story 32-33</b>	<b>Picking the team 34-37</b> <b>Camisha's story 38-39</b>
<b>Effects of bullying</b>	
<b>What's wrong? 40-43</b>	<b>More than bad memories 44-45</b>
<b>Who bullies and why?</b>	
<b>What do bullies act and look like? 46-47</b> <b>Bystander bullies 48-49</b>	<b>Sad sam 50-53</b> <b>Some bullies are jealous 54-57</b>
<b>Dealing with Bullying</b>	
<b>Reporting bullying 58-61</b>	<b>Being confident 62-65</b> <b>Things I can do 66-69</b>
<b>Preventing bullying</b>	
<b>The game 70-73</b> <b>The new girl 74-77</b>	<b>Being friendly 78-79</b> <b>Angry feelings 80-81</b>

<b>Middle:</b>	
<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
<b>What is bullying</b>	
<b>A girl called Tiranno 2-5</b>	<b>POWER! 6-7</b> <b>Is it bullying? 8-9</b>
<b>Forms of Bullying</b>	
<b>Rough stuff 10-13</b> <b>False friends 14-17</b>	<b>Going crazy 18-21</b>
<b>Cyberbullying</b>	
<b>What is cyberbullying? 22-23</b> <b>Bullying in cyberspace 24-27</b>	<b>Staying safe in cyberspace 28-31</b> <b>What you can do 32-33</b>
<b>Targets of Bullying</b>	
<b>Logan has a secret 34-35</b>	<b>Marnie's photo 36-39</b> <b>Why are they being bullied? 40-41</b>
<b>Effects of bullying</b>	
<b>What's wrong Joe? 42-45</b>	<b>A life gone wrong 46-49</b>
<b>Who bullies and why?</b>	
<b>Cake face 50-53</b> <b>Four eyes 54-57</b>	<b>What a bully! 58-61</b>
<b>Dealing with Bullying</b>	
<b>Show that you're strong 62-65</b>	<b>Smart replies 66-69</b>
<b>Preventing bullying</b>	
<b>How can we stop it? 70-73</b>	<b>Not my business 74-77</b> <b>Posting information 78-81</b>

<b>Upper:</b>	
<b>5<sup>th</sup> class</b>	<b>6<sup>th</sup> class</b>
<b>What is bullying</b>	
<b>Bullying explained 2-3</b>	<b>The role of power 4-5 What's up? 6-9</b>
<b>Forms of Bullying</b>	
<b>Why me? 10-13 Fear in the playground 14-17</b>	<b>Is it just in my head? 18-21</b>
<b>Cyberbullying</b>	
<b>Cyberbullying explained 22-23 FACEspace 24-27</b>	<b>Cyber protection 28-31 Cyber law 32-33</b>
<b>Targets of Bullying</b>	
<b>Who gets bullied? 34-37</b>	<b>Why are they targets? 38-41</b>
<b>Effects of bullying</b>	
<b>Jeb's blog 42-45</b>	<b>The bully and the victim - 20 years on 46-47</b>
<b>Who bullies and why?</b>	
<b>Mobile phone image 48-51</b>	<b>The party 52-55 Bullying report 56-59</b>
<b>Dealing with Bullying</b>	
<b>Head-on collision 60-61 Understanding the problem 62-65</b>	<b>Ways to respond 66-69</b>
<b>Preventing bullying</b>	
<b>What can we do? 70-73`</b>	<b>Good friends 74-77 My big mouth 78-81</b>

## **Appendix 3: Anti Bullying Resource Materials for teachers**

These materials and resources are on display in all classrooms and staff rooms. They are also given to staff at induction every August and are referenced throughout our Anti Bullying Month

1. What is Bullying
2. Recognise, Reject, Report Slogan
3. Bullying Procedures Explained
4. Bullying Procedures - Outline
5. Poster / Slogan Competition Sample

Not included in this policy is the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013 which is given to each teacher in August Induction.

All teachers are asked to assist in the development of Anti-Bullying materials for the school.

# What is Bullying?



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, giving them mean looks, 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.**

**Anyone who knows of bullying behaviour  
should tell a teacher.**



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 are types of bullying behaviour: 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.

# Recognise Reject Report



# **Bullying Procedure**

### **Investigate**

All incidents must be recorded and photocopied twice – once for class teacher & one for file in office.

Teachers must investigate using Peer mediation script.

Teachers must record details of all investigations.

A copy of investigation must be kept in teacher's folder and school incident folder.

If teacher concludes after investigation that bullying is occurring proceed to Level 1.

### **Level 1: Confidentiality & No punishment**

Teacher interviews child using "Bullying Interview Script".

Teacher may prompt child as necessary. Important that child takes responsibility for actions and develops empathy towards victim.

Child signs behaviour promise sheet.

### **Level 2: Parents informed & no punishment**

Investigate incidents/allegations. If teacher concludes Bullying is occurring and it is perpetrators second offence, proceed to Level 2 (can be different victim).

Teacher interviews child using "Bullying Interview Script".

Child signs behaviour promise sheet.

Parents sign behaviour promise sheet

### **Level 3: Principal, Parents & Reprimands in line with COB**

Investigate incidents/allegations. If teacher concludes Bullying is occurring and it is perpetrators third offence, proceed to Level 3 (can be different victim).

Teacher interviews child using "Bullying Interview Script".

Parents immediately called.

Meeting with principal, parents, child and class teacher.

Code of Behaviour reprimands – including suspension implemented.

# **Bullying Procedure**

## **Investigate**

Class teacher investigates all allegations of bullying and/or repeated incidents through Peer Mediation Script.

**If teacher concludes Bullying is occurring, proceed to Level 1**

## **Level 1: Confidentiality & No punishment**

Teacher interviews child using “Bullying Interview Script”.  
Child signs behaviour promise sheet.

## **Level 2: Parents informed & no punishment**

Teacher interviews child using “bullying Interview Script”.  
Child signs behaviour promise sheet.  
Parents sign behaviour promise sheet

## **Level 3: Principal, Parents & Reprimands in line with COB**

Teacher interviews child using “bullying Interview Script”.  
Parents immediately called.  
Meeting with principal, parents, child and class teacher.  
Code of Behaviour reprimands – including suspension - implemented.



### **Competition Notice**

The school is holding an  
**Anti-Bullying Slogan Competition**  
for **ALL CLASSES** in the school.

*For this competition you will be given a special entry form that has the start of a sentence about bullying on it.*

*All you have to do is complete the sentence so it gives a clear/clever anti-bullying message to your fellow-pupils.*

**Closing date: 25<sup>th</sup> February 2014 at 11.00.a.m.**

**There will be three prizes for each class.**

All slogans will be put on display on Friday 28<sup>th</sup> February for parents, guardians and friends to view.

Winning slogans will also be published on school website, facebook page and on our Anti-bullying keyrings.

**This year's slogan competition will be on the theme:**

**"If someone is being bullied I should..."**

*Good Luck!*



### **Competition Notice**

The school is sponsoring an  
**anti-bullying drawing competition**  
for **ALL CLASSES** with prizes for the winners

**They will be of either a poster or a picture.**

Deadline for entries is:

**THURSDAY 27<sup>th</sup> February 2014**  
at 11am.

There will be three prizes for each class.

**The competition will be on the theme:**

**"I can make a difference  
if I see someone being bullied"**

There will be an exhibition of ALL drawings on Friday 28<sup>th</sup> February.

All winning entries will be turned into key rings that can be purchased by pupils and families.

*You can start planning/practicing your picture from today so you will have an amazing entry!*

*Good Luck!*



# Powerstown Educate Together National School

Roll No: 20384J

Powerstown Road, Tyrrelstown, Dublin 15

Telephone: 01 8272018

Email: [info@powerstownet.com](mailto:info@powerstownet.com)

[www.powerstownet.com](http://www.powerstownet.com)

## Appendix 4: Bullying Record Template

### 1. Name of pupil being bullied and class group

Name \_\_\_\_\_ Class \_\_\_\_\_

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

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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

Physical Aggression	Cyber-bullying	
Damage to Property	Intimidation	
Isolation/Exclusion	Malicious Gossip	
Name Calling	Other (specify)	

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

**8. Brief Description of bullying behaviour and its impact**

**Details of actions taken**

Signed \_\_\_\_\_ (Investigating Teacher)

Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_



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Roll No: 20384J  
Powerstown Road, Tyrrelstown, Dublin 15  
Telephone: 01 8272018  
Email: [info@powerstownet.com](mailto:info@powerstownet.com)  
[www.powerstownet.com](http://www.powerstownet.com)

## Appendix 5: Incident Report

**PRIVATE & CONFIDENTIAL**

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Location: \_\_\_\_\_ Time: \_\_\_\_\_

People involved: \_\_\_\_\_

Record of Incident:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Action to be taken

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Signed: \_\_\_\_\_

Principal

School Stamp



**Follow up actions to be taken:**

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**Any other relevant information:**

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**Signed:** \_\_\_\_\_

**Print name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix 7: LGBT Exemplar Human Rights and The Rights of Lesbian and Gay People in the Primary School

The focus of this module is on the rights of lesbian and gay people in the context of human rights and equality. It is for senior pupils (5<sup>th</sup> / 6<sup>th</sup> Class).

### Relevant Curriculum Areas

- Ethical Education
- Social Personal and Health Education
- History

### Resources Used

- Kari Krakow, (2002). *The Harvey Milk Story*. Two Lives Publishing
- Kieran Rose. (1994) *Diverse Communities: The Evolution of Gay and Lesbian Politics in Ireland* (Cork University Press, 1994)
- Frances Hodgson Burnett. *The Secret Garden*
- Information from the internet
- Newspaper articles

### Methodology

1. **Class Work.** Introduce class to the figure of Harvey Milk as a Human Rights Activist (Ethical Education; S.P.H.E.) and as someone who made a significant political contribution in this regard (History). The emphasis is on studying rights, as opposed to sexuality, although be prepared for interest on this matter.
2. Kari Krakow's *The Harvey Milk Story* (Two Lives Publishing, 2002) is used to introduce the subject and generate discussion. Information from the internet can also be used.
3. **Project Work.** Following general discussion, divide children into groups and give research tasks to pursue as part of a class project. These groups are required to research areas such as:
  - Harvey Milk's family background,
  - San Francisco,
  - Harvey Milk's Political career,
  - The trial of Dan White (the man who killed Milk) and
  - Milk's legacy in the field of Gay Rights and Human Rights more generally.
4. The project will be displayed in a public part of the school building
5. Following from this, the class explore the history of Gay Rights in Ireland. Kieran Rose's *Diverse Communities: The Evolution of Gay and Lesbian Politics in Ireland* (Cork University Press, 1994) is useful as a teacher's resource in this respect, as was a variety of internet resources. Topical newspaper articles can also be discussed.
6. The scheme of work should be supported by ongoing analyses of Human Rights and Gender Discrimination. (For example, the novel *The Secret Garden* by Frances Hodgson Burnett could be a stimulus for exploring issues around gender and disability.
7. **Guest Speaker.** To impress the significance of exploring gay rights, a guest speaker could be invited to speak to the children (e.g David Norris.)

## Human Rights and The Rights of Lesbian and Gay People in the Primary School

The school aims to develop schemes of work for Picture books, Fiction Books and Non Fiction Books that emphasise Human Rights and the Rights of Lesbian and Gay People:

Here is a sample of some of the books that PETNS aim to develop schemes of work for during the academic year 2013/2014.

### Junior Infants:

- ✚ Uncle Bobby's Wedding by Sarah S. Brannen.  
Putnam, 2008 (jPS Bran) Ages 4-7.

Chloe, a young guinea pig, fears she will lose her favourite uncle when he marries, but instead discovers that she will gain an Uncle Jamie.

### Senior Infants:

- ✚ The Sissy Duckling by Harvey Fierstein. Illus. by Henry Cole.  
Simon & Schuster, 2002 (jPS Fier) Ages 4-8.

Elmer is derided by his father and schoolmates for not being like the other male ducklings until he proves that a "sissy" can be a real hero.

### 1<sup>st</sup> & 2<sup>nd</sup> Class

- ✚ The White Swan Express by Jean Davies Okimoto and Elaine M. Aoki. Illus. by Meilo So.  
Clarion, 2002 (jPS Okim) Ages 4-8.

Heartwarming story of four couples, including a lesbian couple, who travel to China to adopt baby girls.

### 3<sup>rd</sup> - 5<sup>th</sup> Class

- ✚ Too Far Away to Touch by Leslea Newman. Illus by Catherine Stock.  
Clarion, 1995 (jPS Newm) Ages 5-9.

Zoe's Uncle Leonard is dying of AIDS, and he and his partner comfort her in this picture book for older kids.

## Peer Mediation Script

### Incident

Who would like to speak first? (ask all the children)

What happened? What is your side of the story? (ask each child)

Reflect each story back to children

### Feelings

How do you feel? (ask each child) Why?

Reflect it back to child

### Ideas

Do you have any ideas that will help you both?

### Agreement

Which idea would you like to try?

Do you both agree?

Thank each child



Powerstown ETNS

# Peer Mediation Script for Teachers /SNAs

## Incident

Your actions upset me, do you know why?  
What is your side of the story?  
Reflect each story back to child(ren)

## Feelings

How do you think your actions made me feel?  
How did it make you feel?  
Reflect it back to the child(ren)

## Ideas

Do you have any ideas that will help us both?

## Agreement

Which idea would you like to try?

Thank each child



Powerstown ETNS

# Appendix 9: Stop, Think, Choose, Do Worksheets (J&S)

What is my problem?

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How do I feel? \_\_\_\_\_

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What do I want to happen? \_\_\_\_\_

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## Choose



I can solve this problem by:

Choice	Result
1.	
2.	
3.	
4.	

## Do



The best result is: \_\_\_\_\_

---

Is this what I want to happen? \_\_\_\_\_

---



## Evaluation of Problem Solving Plan

Is there anything else you would like to add to your plan?

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Pupil signature: \_\_\_\_\_

Sit with your parent(s)/guardian(s) and evaluate your decision:

Parent comments:

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Parent signature: \_\_\_\_\_

Sit with your teacher and evaluate your decision:

Teacher comments:

---

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Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Stop



What is the problem?

# Think



How do I feel?  
What do I want to happen?

I can solve the problem by:

# Do



The best result is:

# Choose



## Evaluation of Problem Solving Plan

Is there anything else you would like to add to your plan?

---

Pupil signature: \_\_\_\_\_

Sit with your parent(s)/guardian(s) and evaluate your decision:

Parent comments:

---

---

Parent signature: \_\_\_\_\_

Sit with your teacher and evaluate your decision:

Teacher comments:

---

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

