



Powerstown Educate Together National School

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Powerstown Educate Together National School

Anti-Bullying Policy

1.7

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:

- You Can Do It programme implemented from Junior Infants to 6th class to teach Healthy Habits of Mind and promote pupil well-being.
- 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
- Anti-Bullying Workshop for parents **every 2 years.**
- 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 Investigation Levels

Investigate

Teachers must investigate using peer mediation script.

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

Cyber bullying incidents must proceed to level 2 or 3 (which of these levels is at Principal & teacher's discretion).

All bullying incidents must be communicated to the Principal.

Teachers must record details of all investigations on bullying template on Aladdin and include uploaded promise sheet, behaviour sheets and investigation notes. Copies of the investigation sheets must be provided for files in the Principal's office and teacher's files.

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
- Victim & perpetrator receive mediated follow up support as per restorative practice

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 (can be different victim)
- Teacher interviews child using "Bullying Interview Script"
- Child signs behaviour promise sheet
- Parents sign behaviour promise sheet
- Victim & perpetrator receive mediated follow up support as per restorative practice

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

- Investigate incidents/allegations. If teacher concludes Bullying is occurring and it is perpetrator's 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
- Victim & perpetrator receive mediated follow up support as per restorative practice

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 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;
- 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. The Anti-Bullying coordinator and principal is to be informed of all bullying incidents.

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.
 - 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.

Please refer to Anti- Cyber Bullying Policy (PETNS 6A)

CB: 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 Board Of Management of the school.

CB: 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 on Aladdin and reported immediately to the Principal (or Deputy Principal in his/her absence) and the Anti-Bullying Coordinator 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.
 - 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.
 - 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 form on Aladdin (Appendix 11)
- 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:

- Pupil written record of incident
- Stop Think Choose Do Worksheet
- Teacher record of what was said during interviews using Advice and Contact Template (Appendix 4)
- The teacher must use the Bullying Record Template on Aladdin (Appendix 4) 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 on Aladdin (Appendix 4) must be completed in full and retained by the teacher in question and a copy provided to the Principal (Deputy Principal in his/her absence) and Anti-Bullying Co-ordinator as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal (Deputy Principal in his/her absence) 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.

All bullying investigations are reported to the Board of Management by the Principal at Board meetings.

Procedures for the supporting of pupils affected by bullying behaviour

- Pupils who have experienced bullying will be supported with an individualised programme through the Continuum of Support. Individualised programmes may draw on resources from You Can Do It to 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 Student Support Team (SST) (established during 2019/20 school year), pupils involved in bullying behaviour will be assisted on an on-going basis. Our SST consists of Principal, Deputy Principal, Assistant Principal 1 and the COS team (see Well Being Policy)
- 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 21st 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.

Previous Versions of Anti- Bullying Guidelines:

Ratified by BOM	Review Date
August 2011	September 2013
24 th September 2013	September 2014
25 th February 2014	September 2014
23 rd September 2014	June 2015
June 2015	June 2016
	June 2017
Updated June 2018 for BOM ratification August	June 2018
Update June 2019 for BOM ratification in October	October 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.

App Appendix 2: Anti Bullying lessons covered during Anti-Bullying Month

Early Years:

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

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

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

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

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 - Outline one page summary

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.**



Department of Education Definition:

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

Teachers must investigate using peer mediation script.

If teacher concludes after investigation that bullying is occurring proceed to Level 1. **Cyber bullying incidents must proceed to level 2 or 3** (which of these levels is at Principal & teacher's discretion).

All bullying incidents must be communicated to the Principal.

Teachers must record details of all investigations on bullying template on Aladdin and include uploaded promise sheet, behaviour sheets and investigation notes. Copies of the investigation sheets must be provided for files in the Principal's office and teacher's files.

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
- Victim & perpetrator receive mediated follow up support as per restorative practice

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 (can be different victim)
- Teacher interviews child using "Bullying Interview Script"
- Child signs behaviour promise sheet
- Parents sign behaviour promise sheet
- Victim & perpetrator receive mediated follow up support as per restorative practice

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

- Investigate incidents/allegations. If teacher concludes Bullying is occurring and it is perpetrator's 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
- Victim & perpetrator receive mediated follow up support as per restorative practice

Appendix 4: Bullying Record Template (Aladdin template available)

1. Name of pupil being bullied and class group

Name _____ Class _____

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

--

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

--

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

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

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

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

8. Brief Description of bullying behaviour and its impact

Details of actions taken

Signed _____ (Investigating Teacher)

Date _____

Date submitted to Principal/Deputy Principal _____

Alleged Bullying Interview Sheet

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

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

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

(Y / N)? _____

2. We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this (Y / N) ? _____

3. We have done lots of work about bullying in your class and in the school. Do you remember? (Y / N) ? _____

4. We are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)? _____ Can you explain that to me: _____

5. Who do you think might be getting bullied in your class? _____ (Probe if necessary)

6. The pupil is: _____ (reiterate to child)

7. The survey/investigation shows that people think you have been bullying her/him a bit. Can you think of what you may have been doing that might make them think this? _____ (Probe)

8. I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y / N)? _____

Behaviour Checklist - Please make sure you are aware of ALL negative behaviours that have taken place

<p>Verbal: Called (N) names? ____ Said things to make (N) feel bad? _____ Said (N) is "thick"? _____</p> <p>_____ Said nasty things (N) heard?</p> <p>_____ Teased (N) (Toilets/Dressing Room)? _____ Teased (N) about appearance?</p> <p>_____ Said (N) is "a swat"?</p> <p>_____ Said nasty things about (N)'s parent (e.g. mother) or family?</p> <p>_____ Said bad things or made fun of (N) re. Skin Colour? _____ Religion? _____</p> <p>_____ Nationality?</p> <p>_____ Home Background?</p> <p>_____ A disability (special needs)? _____</p> <p>Written: Written nasty notes about (N)? _____ Written graffiti about (N)? _____</p> <p>_____ Sent text messages about (N)? _____ Put nasty things about (N) on the Internet? _____ Sent an embarrassing phone message about (N)? _____</p> <p>_____ Property: "Borrowed" (N)'s stuff without (N)'s permission?</p> <p>_____ Hid (N)'s stuff?</p>	<p>Social: Laughed at (N), with others, knowing that (N) could hear you? _____ Pretended (N) wasn't there?</p> <p>_____ Given (N) a "dirty" or disgusted look?</p> <p>_____ Left (N) out of games?</p> <p>_____ Left (N) alone on bus, in yard etc?</p> <p>_____ Tried to cause trouble between (N) and (N)'s friends?</p> <p>_____ Made fun of (N) in front of others?</p> <p>_____ Stared at (N) as a group?</p> <p>_____ Said (N) said things he did not say?</p> <p>_____ Spread rumours about (N)? _____</p> <p>Intimidation: Given (N) an angry stare? _____ Given (N) a disgusted look?</p> <p>_____ Tried to make (N) angry?</p> <p>_____ Threatened (N)? _____</p> <p>_____ Ganged up on (N)? _____</p> <p>_____ Followed (N) around?</p> <p>_____ Sent (N) a threatening text?</p> <p>_____ Forced (N) to do something (N) did not want to do?</p> <p>_____ Physical: Thrown objects at (N)? _____</p>
--	--

Any other comments or details:

9. Why have you been treating her/him this way? _____ (Probe)

10. Have you ever been bullied? (Y / N) _____

If 'Yes,' how did it feel? _____ (Probe)

11. Imagine your sibling (name) was treated this way by a person in the school. How would they feel? _____

How would it make you feel. _____

12. Imagine your Mother being treated this way by big people at her work. How do you think she would feel? _____ (Probe)

If you knew she was treated this way how would you feel? _____ (Probe)

13. Now, can you understand how unfair it is to treat someone like this (Y / N)?

14. Did you know that bullying breaks our school rules (Y / N)?

15. We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this.

We need to know that you know how serious it is and we need to know for sure that it will not happen again.

Can you promise this (Y / N)? _____

We will now ask you to sign a written promise

To be completed by team member later:

Parent signature required (Y/N)? _____

Promise signed (Y/N)? _____

Returned with parent signature (Y/N)? _____

Date: ____ / ____ / ____

Staff Member signature _____

Date: ____ / ____ / ____

Pupil Behaviour Promise Level 1

Student Name: _____ Class: _____

I know that all the boys and girls in my school are different from each other and from me in many ways. *(These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc).*

I would not like if my friends made me feel sad because of any of these differences or just because they did not like me.

I know that I have a right to be different from others.

I know that this does not give anyone the right to be mean to me or to hurt my feelings. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other boy and girls should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way.

I promise that in future I will treat all my class mates fairly, equally and respectfully despite our differences and whether I like them or not.

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

Signed: Pupil: _____ Date: ___/___/___

Teacher: _____

Pupil Behaviour Promise Level 2

Student Name: _____ Class: _____

I know that all the boys and girls in my school are different from each other and from me in many ways. *(These might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, bad at learning, good at sports etc).*

I would not like if my friends made me feel sad because of any of these differences or just because they did not like me.

I know that I have a right to be different from others.

I know that this does not give anyone the right to be mean to me or to hurt my feelings. I know I should be treated fairly, equally and respectfully in school because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other boy and girls should be treated fairly, equally and respectfully. It is wrong to treat anyone any other way.

I promise that in future I will treat all my class mates fairly, equally and respectfully despite our differences and whether I like them or not.

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

Signed: Pupil: _____ Date: __/__/__

Teacher: _____

Parents/Guardians: _____



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Appendix 5: Incident Report (Aladdin template available)

PRIVATE & CONFIDENTIAL

Date: _____ Teacher: _____

Location: _____ Time: _____

People involved: _____

Record of Incident:

Signed: _____ Date: _____

Action to be taken

Signed: _____

Principal

School Stamp

Follow up actions to be taken:

Any other relevant information:

Signed: _____

Print name: _____

Date: _____

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 (5th / 6th 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.)

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.

1st & 2nd 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.

3rd - 5th 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.



Powerstown Educate Together National School Mediation Script

Who would like to speak first?

- What happened?
- What were you thinking at this time?
- What have you thought about it since?
- How do you feel?
- Who has been affected and in what way?
- What do you need (to do) so that things can be put right and everyone can move on?
- Do you agree?

Thank each child



Remember:

- Be Fair: Everything will work much better.
- Engage with everyone who is affected.
- Explain why the decision needs to be made and any contributing factors.
- Make sure everyone knows what is expected of them in the future.

Appendix 9: Stop Think Choose Do Worksheets

Senior Behaviour Reflection

Stop



What is my problem?

Think



How do I feel? _____

What do I want to happen? _____

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?

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: _____

Junior Behaviour Reflection

<h2>Stop</h2>	<h2>Think</h2>	<h2>Choose</h2>	<h2>Do</h2>
			
<p>What is the problem?</p>	<p>How do I feel? What do I want to happen?</p>	<p>I can solve the problem by:</p>	<p>The best result is:</p>

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: _____

Appendix 10: Restorative Conference Script (Repair of Harm)

P.E.T.NS. RESTORATIVE CONFERENCE SCRIPT **FACILITATOR GUIDE – Acknowledged Harm/Accepted Responsibility**

Welcome Welcome, as you know my name is xx and I have been asked to facilitate this meeting. (*Introduce participants if necessary*). I have spoken to all of you about the incident (*briefly outline what happened*) xxxx (*wrongdoer name*) has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right.

Step 1	<p>START WITH WRONGDOER(S) – I would like to start by asking</p> <ul style="list-style-type: none"> • Can you tell us about what happened and how you became involved OR what happened? <ul style="list-style-type: none"> ◦ What happened next OR what else? (<i>ask this until their story unfolds</i>) • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What’s been the hardest thing for you?
Step 2	<p>TURN TO HARMED PERSON(S) – I would like to start by asking</p> <ul style="list-style-type: none"> • Can you tell us about what happened and how you became involved OR what happened? <ul style="list-style-type: none"> ◦ What happened next OR what else? (<i>ask this until their story unfolds</i>) • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What’s been the hardest thing for you?
Step 3	<p>THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS (<i>if necessary theme in views of those not present</i>)</p>
Step 4	<p>GO BACK TO THE WRONGDOER(S) – you have just heard how xxxx and others have been affected by what you did</p> <ul style="list-style-type: none"> • Do you all see that harm/upset that has been caused? • Is there anything you want to say at this stage? • Do you think that something needs to be done to repair that harm/put it right?
Step 5	<p>GO BACK TO THE HARMED PERSON – What do you think needs to happen?</p>
Step 6	<p>GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?</p>
Step 7	<p>RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS – What do you think/feel about what has been said? – What would you like to see come out of today’s meeting?</p>
Step 8	<p>RETURN TO WRONGDOER – What do you think/feel about what has been said?</p>
Step 9	<p style="text-align: center;">MAKE CONTRACT</p>
Step 10	<p>OPTIONAL QUESTIONS – Would you do anything differently now?/What other choices could you have made?/What have you learned from the meeting?</p>
Step 11	<p>FINAL INVITATIONS TO SPEAK – before I close the meeting is there anyone else who wishes to say or ask something?</p>
Closing	<p>CLOSING THE MEETING – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.</p>



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Appendix 11: Incident Report (Aladdin template used by staff)

PRIVATE & CONFIDENTIAL

Date: _____ Teacher: _____

Location: _____ Time: _____

People involved: _____

Record of Incident:

Signed: _____ Date: _____

Action to be taken

Signed: _____

Principal

School Stamp
