

Edmund Rice Senior School, New Ross. Anti-Bullying Policy

1. 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 Edmund Rice Senior School, New Ross, 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.

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

- ✚ A positive school culture and climate (See Appendix 1) 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; involves collaboration among and between staff & pupils and promotes respectful relationships across the school community; encourages the work of the student council in this area
- ✚ 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 ongoing evaluation of the effectiveness of the anti-bullying policy.
- ✚ Where bullying involves physical violence, it is school policy to look upon such events as common assault and any serious incident may be passed on to the Gardai. This includes reported incidents involving pupils of the school which take place outside the school, on the way to school, or on the way home from school.
- ✚ Classroom rules, corridor rules, playground rules, etc. are all designed to minimise times and places where bullying might take place.
- ✚ Children who engage in continuous bullying, may, with the sanction of the Board of Management, have their time-table modified so that they begin school later than other pupils, do not have play time in the school playground and may be sent home either earlier or later than the rest of the pupils.
- ✚ In extreme cases, the school may seek to have a persistent bully expelled from the school. See sanctions section of Behaviour Policy.

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

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

Bullying involves a desire to hurt through the use of a hurtful action . It is usually directed at someone who is lesser in power or strength (power imbalance) and (typically) involves repetition and an unjust use of power . It usually involves an evident enjoyment or feeling of power by the aggressor and a sense of being oppressed or uncomfortable on the part of the victim.

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 (internet/texts,etc .)
- 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.
- Physical
- Emotional
- Psychological

Isolated or once-off incidents do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of 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 and appears as Appendix 2 of this document.

It is school policy to listen to all complaints regarding bullying. All instances of bullying will be thoroughly investigated and will be logged in a special book. Children can misinterpret events but they rarely lie about being bullied. Bullies are very rarely honest with themselves or with others. This is not to discount the possibility of a malicious complaint. Therefore, all complaints of bullying will receive due process.

It is school policy to protect the names of pupils who complain about being bullied. Bullying will , as much as possible, be investigated without revealing names of victims.

4. The relevant teacher(s) for investigating and dealing with bullying are as follows:
- The class teacher(s) initially
 - The principal thereafter
 - Possibly the Home School Community Liaison teacher where appropriate.

5. The following education and prevention strategies, at the appropriate and relevant level for each class, will be used by the school:

- The school continually emphasises to all pupils that they are all responsible if anyone is being bullied - there are no innocent bystanders. The silent majority must always offer support to the victims of bullying. **The following discussion scenario is regularly put to class groups and to school assemblies:** *“If 2 pupils are being bullied in a class group, and three pupils in the group are bullying, that is a total of 5 pupils being affected by bullying. There are 30 pupils in the class. What are the other 25 of you doing? “ Looking on? To merely ‘look on’ is to encourage the bullies. “*
- It is recognised that an Anti-Bullying Policy can only work with the active co-operation of staff, parents, and pupils. A major aim of the Edmund Rice Student Council is to prevent bullying and to identify when bullying is taking place.
- An Anti-Name Calling / Anti-Bullying Contract will be issued to any pupil who is involved in bullying or name-calling. In this contract the pupil and parent testifies that they understand the damage that can be caused by bullying or name calling and each pupil promises not to indulge in such hurtful behaviour. This contract will be kept for reference on the pupil’s file.
- As far as is possible, Anti bullying workshops will be conducted with senior classes (Sticks and Stones Theatre Company,etc.) at least every second year.
- Anti Bullying worksheets will be distributed to all classes at regular intervals. (Prim-Ed Anti Bullying Programme ; Stay Safe Programme; SALT Conflict Resolution Programme) . Use will also be made of resources on www.webwise.ie and www.antibullyingcampaign.ie/ and other 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.
- A bullying survey will take place in each class at least once each year. The aim of this survey will be to ascertain the pupils who are perceived to be the victims of bullying and also the pupils in the school who are perceived to be bullying.
- It is recognized that both bullying victims and bullying perpetrators require education and help. This help will be provided whenever the school encounters victims or perpetrators.
- Provide pupils with opportunities to develop a positive sense of self-worth
- Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate online behaviour and on how to stay safe while online.
- There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and

relationships. The Stay Safe & RSE programmes at primary level are personal safety skills programmes which seek to enhance children's self-protection skills including their ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.

- The School has adopted a system of Restorative Practices through which it is always expected that perpetrators of aggression or bullying apologise to their victims through a process of recognising the harm they have done and taking responsibility for their own poor choices. In some cases, this process may involve parents/guardians.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour

The primary aim 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). With this in mind the schools procedures are as follows:

- ✚ In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred and how best the situation might be resolved. Inexperienced teachers are encouraged to consult with senior members of staff and with the principal in any cases that seem problematic.
- ✚ All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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. Our mantra is 'Tell, Tell, Tell'. Pupils are always encouraged never to keep a 'bad secret'.
- ✚ Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant 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 should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents
- ✚ Initial investigations of bullying will be done in class where possible but some incidents might be best investigated outside the classroom situation to ensure the privacy of all involved.
- ✚ All interviews should be conducted with sensitivity and with 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 relevant teacher(s) should seek answers to questions of what, where, when, who and why. This should 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 should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements
- ✚ Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher
- ✚ Where the relevant teacher(s) has/have determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied. See references to 'Pupil Contract' and 'Restorative Practices' above.
- ✚ In cases where it has been determined by the relevant teacher(s) that bullying behaviour has occurred, the incident (s) should be reported to the Principal who will formally inform the parents of the parties involved and explain the actions being taken.
- ✚ 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.

RECORDING: Noting and reporting of bullying behaviour is to be documented using the template for recording bullying behaviour (Appendix 3). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

- ✚ If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved. If the class teacher has any doubt regarding whether or not the incident falls under the definition of bullying she/he must consult with the principal.
- ✚ The relevant teacher must report the bullying incident to the principal who will keep a central register of all reported bullying incidents (i.e. incidents which fall under the definition of actual bullying as given above)
- ✚ The relevant teacher(s) must use the recording template at Appendix 3 to record the bullying behaviour.

7. The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used including suggesting that parents seek referrals so that appropriate outside agencies in order to receive further support for the pupils and their families if needed.

8. Supervision and Monitoring of Pupils:

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. This policy was adopted by the Board of Management on _____

10. This policy has been made available to school personnel and is published on the school website and provided to the Parents' Association for discussion.

11. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____

(Chairperson of Board of Management)

Date: _____

Date of next review: November 2017

APPENDIX 1: Practical tips for building a positive school culture and climate

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

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

APPENDIX 2: 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, email, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to face-contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Name calling: Persistent name-calling directed at the same individual(s) that 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 3: Template for recording bullying behaviour

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	
Other pupil(s)	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
Other	

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. Brief Description of bullying behaviour and its impact

8. Details of actions taken

Signed _____

Date _____

(Relevant Teacher 1)

Date received by Principal/Deputy Principal _____

