Holy Rosary School

Anti-Bullying Policy

INTRODUCTION

This Anti-Bullying Policy was formulated by the principal, in consultation with staff members, the Students' Council, the Parents' Association, class parents and the Board of Management in the 2014/2015 school year. The policy is reviewed and approved annually. This policy applies to all school-related activities and events.

Holy Rosary School reserves the right to take action, where necessary, against bullying perpetrated outside the school which has any negative impact within school.

RATIONALE

The community of Holy Rosary School recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. 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 has adopted the following Anti-Bullying Policy within the framework of the school's overall Code of Behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

The Board of Management is 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 and respect

> ➢ encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
>
> ➢ promotes respectful relationships across the school community

- Effective leadership

- A school-wide approach (management, staff, pupils, parents)

- 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 e.g. colleagues, I.N.T.O. and Inspire Wellbeing

- Our 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

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)

- On-going evaluation of the effectiveness of the Anti-Bullying Policy.

RELATIONSHIP TO SCHOOL ETHOS

In accordance with our Vision Statement, our school is a place free from discrimination, threats, bullying and harassment for all pupils, staff members, parents and members of the Board of Management. We all want a school that our students, parents, staff and management are proud of, committed to and where all have an opportunity to contribute, learn and grow. We want Holy Rosary School to be a happy, welcoming community that values all students equally.

DEFINITION OF BULLYING

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 <u>repeated</u> over time.***

The following types of bullying behaviour are included in the definition of bullying: deliberate exclusion, isolation, malicious gossip, verbal and non-verbal intimidation ("looks"), persistent name calling, damage to personal property, extortion, physical aggression and other forms of relational bullying, cyber bullying, identity-based bullying such as homophobic and transphobic bullying, racist bullying, bullying based on a person's membership of any ethnic community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour 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 <u>social network site</u> or other <u>public forum</u> where that message, image or statement can be viewed and/or repeated by other people will be regarded as <u>bullying behaviour</u>.

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

Additional information on different types of bullying is set out in Section 2 of the *<u>Anti-Bullying Procedures for Primary and Post-Primary Schools</u>*.

ROLES AND RESPONSIBILITIES

- **Anti-Bullying Coordinators**: Principal and Deputy Principal
- **Annual Review of Policy**: Principal, Deputy Principal, In-School Leadership and Management Team and the Board of Management.
- **Implementation of the policy:** All Teaching Staff with the support of non teaching staff.

OUR EDUCATION AND PREVENTION STRATEGIES

The education and prevention strategies (including strategies specifically aimed at cyber bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

- Teach our child-friendly version of the **I.S.P.C.C. Shield Statements** to all pupils:
    1. **WE SEE GOOD THINGS IN EVERYBODY**
    2. **WE KNOW THAT WE ARE DIFFERENT AND WE ARE ALL EQUAL**
    3. **WE HELP EACH OTHER**
    4. **IF SOMEONE IS MEAN, WE SAY STOP and MOVE AWAY**
    5. **IF SOMEONE TELLS US TO STOP BEING MEAN, WE STOP**
    6. **WE CAN TALK ABOUT OUR FEELINGS AND WORRIES TO A TRUSTED ADULT**
    7. **IF BULLIED WE TELL A TRUSTED ADULT**
    8. **IF WE KNOW SOMEONE IS BEING BULLIED, WE TELL A TRUSTED ADULT**
- Shield Statements are:
    - Permanently displayed in all classrooms and in both playgrounds
    - Signed annually by parents of all pupils as a commitment by families to abide by the statements and support them fully (done via permissions on Aladdin).
    - Discussed termly at assembly and discussed monthly in class by Class Teachers on the 1st Monday of every month.

- Talk about bullying with the whole class at least once each term, teaching them how to:
  - ➢ Deal with situations through S.P.H.E. and role-play
  - ➢ Make eye-contact to stand up for themselves
  - ➢ Say STOP

- Since the failure to report bullying can lead to a continuation or an escalation of bullying, the school and parents encourage children to disclose and discuss incidents of bullying behaviour. This can be with the class teacher, the teacher on yard duty at the time, the principal or with parents. This is a "telling school" *(cross reference Stay Safe Programme).* Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.

- The display of <u>posters</u> and <u>pictures</u> promoting positive and anti-bullying behaviour in classrooms

PROCEDURES RE. BULLYING BEHAVIOUR

Our school's procedures emphasise that the primary aim in investigating and dealing with bullying is to resolve any issues and restore as far as is practicable the relationships of the parties involved (rather than to apportion blame).

Our procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

1. A reported incident of bullying behaviour will be investigated by the Class Teacher/Principal/Deputy Principal asking "what, who, when, where, why" questions to establish whether bullying has occurred

2. In any case where it has been determined by the Class Teacher/ Principal/Deputy Principal that bullying behaviour has occurred:

- The parents of the parties involved should be contacted at an early stage and requested to discuss the matter with the teacher/principal with a view to solving the problem. The actions being taken should be explained.

- The relevant 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.

- Parents and pupils are required to co-operate with any investigation.

- If a group is involved, they will be met both individually and as a group. Each member will be asked for his/her account of what happened to ensure that everyone is clear about what everyone else has said. This account will be recorded.

- Pupils who are not directly involved but who may have useful information will be expected to assist the investigation.

- Children should understand there are no innocent bystanders if they remain passive where bullying is concerned — All bystanders *must* report bullying.

- Using questions in keeping with Restorative Practice the alleged "bully" will be asked to reflect on their behaviour and its consequences for themselves and for the person who is the victim. He/she will be asked to sign an undertaking that "this behaviour will not re-occur."

- The situation will continue to be monitored to ensure that the problem has been resolved, actions taken recorded, and records reviewed and analysed.

- The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal.

3. In any case where it has been established that <u>bullying behaviour took place</u>, the Principal/Deputy Principal should complete **TEMPLATE FOR RECORDING INCIDENTS WHERE IT HAS BEEN ESTABLISHED THAT BULLYING BEHAVIOUR TOOK PLACE** (**Appendix 1)**. This incident sheet is retained on the child's file until that file is destroyed.

4. In any case where it has been established that <u>bullying behaviour did not occur</u>, the Principal/Deputy Principal should complete **TEMPLATE FOR RECORDING INCIDENTS WHERE IT HAS BEEN ESTABLISHED THAT BULLYING BEHAVIOUR DID NOT TAKE PLACE** (**Appendix 2)**. This incident sheet is retained on the child's file until that file is destroyed.

5. Once a term the principal will provide a report to the Board of Management, setting out the overall number of bullying cases recorded on the bullying recording template **(Appendix 1)** and confirmation that all of these cases have been or are being dealt with in accordance with the school's anti-bullying policy.

6. The Board of Management must undertake an annual review of the school's Anti-Bullying Policy and its implementation by the school in accordance with the checklist set out in **Appendix 5a** of the Department of Education & Skills Anti-Bullying Procedures for Primary and Post-Primary Schools. Written notification that the review has been completed must be made available to school personnel, published on the school website, and provided to the Parents' Association. **(Appendix 5b).**

7. 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, in keeping with the school's Parental Concerns Policy, to the Board of Management.

8. If 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.

THE SCHOOL'S PROGRAMME OF SUPPORT

- Teaching the Shield Statements.

- Self-esteem and self-confidence are fostered and developed throughout the school day eg. during "Circle Time" and Social Personal and Health Education (SPHE) lessons.

- Group work opportunities for teamwork.

- Team building.

- Posters promoting positive behaviour.

- Restorative practice.

- Curricular and extracurricular activities to develop positive self-worth.

- Developing pupil's awareness of identity-based bullying i.e. the "Growing Up" lesson in SPHE.

- Student Council.

- Referral to Support Agencies.

CYBER BULLYING

Cyber bullying includes (but is not limited to) communicating via electronic means with the objective of causing hurt, fear, embarrassment, humiliation, alarm and/or distress to one or more persons. It includes the use of mobile phones and other electronic devices with the objective of upsetting someone.

Cyber bullying is bullying carried out using 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) anonymously.

Cyber bullying may take the form of general insults or impersonation, defamation or prejudice-based bullying.

Unlike other forms of bullying a once-off posting can constitute bullying.

While this policy addresses issues related to cyber bullying of students (i.e., situations in which one or more students are the victim[s] of bullying), the policy also applies to teaching and other school staff.

Key Support Measures re Cyber Bullying:

- Advice will be communicated to help students protect themselves from being involved in bullying (as perpetrator or as victim) and to advise them on reporting any incidents.

- Students will be informed about cyber bullying in the course of their education at the school.

- Gardaí are invited to visit the school to talk about cyber bullying.

- Parents will be invited at times to talks on bullying to include cyber bullying.

- Students and staff are expected to comply with the school's Mobile Phone and Other Technological Devices Policy.

- Parents will be encouraged to be informed of the technologies their children are using.

- Parents and students are advised that it is illegal for a child under 13 to register with and use many social media networks, including Facebook, Instagram, Snap Chat, Viber etc. Reminders regarding this will be circulated to parents/guardians.

- Holy Rosary School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is

allowed to work unsupervised on the Internet while on the school premises. *(cross reference Acceptable Use Policy).*

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 sexual harassment or harassment 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.

RATIFICATION AND REVIEW

This policy was ratified by the Board of Management on 27th January 2015.

This policy is made available to school personnel and is published on the school's website. A copy of this policy will be made available to the Department of Education and the patron/trustees if requested.

This policy and its implementation will be reviewed by the Board of Management annually. 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/trustees and the D.E.

Signed: _____

                  Chairperson of Board of Management

                  _____

                  Principal

                  _____

                  Date

SCHEDULE OR REVIEW

YEAR:	DATE OF REVIEW:	SIGNED:
2020/21		
2021/22		
2022/23		
2023/24		
2024/25		
2025/26		

APPENDICES

1. Template for staff "Recording incidents of Bullying Behaviour".

2. Template for staff "Recording incidents where it has been established that Bullying Behaviour did not take place".

3. For families: How You Can Support Your Child.

4. More on Cyber Bullying Behaviours.

5. Checklist for Annual Review of Anti-Bullying policy and its implementation.

6. Notification re. The Board of Management's annual review of the Anti-Bullying policy.

7. Pupil Survey

APPENDIX 1:

RECORDING INCIDENTS WHERE IT HAS BEEN ESTABLISHED THAT BULLYING BEHAVIOUR TOOK PLACE

1.   Pupil alleged to have been bullied

Name: _____ Class:

_____

2.   Pupil/s and class(es) alleged to have engaged in bullying behaviour

3. Source of bullying concern/report   **4. Location**

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
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. If identity-based bullying is alleged, indicate the relevant category

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

8. Brief description of alleged bullying behaviour

9. Details of action taken

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

APPENDIX 2:

**RECORDING INCIDENTS WHERE IT HAS BEEN ESTABLISHED THAT
BULLYING BEHAVIOUR DID NOT TAKE PLACE**

1.   Pupil alleged to have been bullied

Name: _____ Class:
_____

2.   Pupil/s and class(es) alleged to have engaged in bullying behaviour

3. Source of bullying concern/report   **4. Location**

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
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. If identity-based bullying is alleged, indicate the relevant category

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

8. Brief description of alleged bullying behaviour

9. Details of action taken

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

APPENDIX 3

FOR PARENTS: HOW YOU CAN SUPPORT YOUR CHILD

(A) Support Re Cyber Bullying

(B) Support Re Other Types Of Bullying

(C) What If Your Child Is Bullying

(A) Support Re. Cyber Bullying

Holy Rosary NS endorse the advice given from the Irish **'Sticks and Stones'** Anti-Bullying Programme. A representative, Patricia Kennedy, wrote the following words in the Irish Daily Mail on October 31, 2012:

> "**Cyberbullying is NOT 24/7; it's only 24/7 if a child is allowed access to their phone or the internet**. Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.
>
> ... Try turning off the Wi-Fi when you are going to bed to make sure there are no 3am online arguments. The anti-bullying initiative I represent, Sticks and Stones, work with children from all backgrounds, from designated disadvantaged schools to fee-paying schools, and **we are constantly surprised at the level of innocence that most children have in relation to the 'friends' they make online.**
>
> They don't think there are any dangers involved in chatting with strangers online, and they don't think there are any repercussions involved for them regarding what they post.
>
> ... In our anti-bullying workshops, children tell us one of the reasons they don't 'tell' about bullying is that parents 'overreact'. Don't be that parent.

If your child tells you that they are being bullied — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again.

Remain calm and ask questions — who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or gardaí.

Talk to your children; let them know they can talk to you; keep the channels of communication open."

Holy Rosary NS also endorses the advice given by the USA's Federal Department of Health:

"**Be Aware of What Your Kids are Doing Online**

Talk with your kids about cyberbullying and other online issues regularly.

Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with.

Tell your kids that as a **responsible parent** you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools.

Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.

Ask for their passwords, but tell them you'll only use them in case of emergency.

Ask to "**friend**" or "**follow**" your kids on social media sites or ask another trusted adult to do so.

Encourage your kids to tell you immediately if they, or someone they know, is being cyberbullied. Explain that you will not take away their computers or mobile phones if they confide in you about a problem they are having.

Establish Rules about Technology Use

Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.

Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.

Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.

Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities."

Holy Rosary NS encourages you to also look at links for parents on our school website.

(B) Support Re. Other Types Of Bullying

Teaching a child to say "NO" in a good assertive tone of voice will help deal with many situations. A child's self-image and body language may send out messages to potential bullies.

Parents should approach their child's teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.

Sometimes parental advice to a child is to "hit back" at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse.

Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.

It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.

Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

(C) What If Your Child Is Bullying?

1. Don't panic. This may be a temporary response to something else in the child's life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.

2. Don't punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to

understand the victim's point of view. This would need to be done over time.

3. Bullies often suffer low self-esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don't only look for negatives.

4. Talk to your child's teacher and find out more about your child's school behaviour. Enlist the teacher's help in dealing with this. It is important that you both take the same approach.

5. If the situation is serious you may need to ask the school or G.P. to refer your child to the child guidance clinic for help.

APPENDIX 4

<u>Types of Behaviour Involved in Cyber Bullying</u>

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

Types of Behaviour in Cyber Bullying...

1. **Hate Sites**

   - Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.
   - Abusive messages.
   - Transmitting abusive and/or threatening messages.
   - Chat rooms and discussion forums.
   - Posting cruel and/or or abusive comments about someone.

2. **Electronic Devices**

   - Sending humiliating and abusive video messages or photographic images messages.
   - Making silent or abusive phone calls.
   - Sending abusive text messages.
   - Interactive gaming.
   - Locking victims out of games.
   - Spreading false rumours about someone.
   - Hacking into someone's account.
   - Sending viruses.
   - Sending hacking programs to another person.
   - Unauthorised interference with a computer device.

3. Abusing Personal Information

- Transmitting personal photos, videos emails.
- Blogs Posting blogs where others could see them without the owner of the blog's permission.

Appendix 5b

<u>Notification regarding the Board of Management's</u>
<u>annual review of the Anti-Bullying Policy</u>

To:_____

The Board of Management of Holy Rosary School wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of _____

- This review was conducted in accordance with the checklist set out in <u>Appendix 5a</u> of the Department's *Anti-Bullying Procedures for Primary and Post- Primary Schools*

Signed_____   Date_____
Chairperson, Board of Management

Signed_____   Date_____
Principal

<u>PUPIL SURVEY</u>

1. WHAT IS BULLYING?

2. WHAT WOULD YOU DO IF YOU FELT YOU WERE BEING BULLIED?

3. WHAT WOULD YOU DO IF YOU SAW/KNEW THAT SOMEONE WAS BEING BULLIED?