



Scoil Éinne



School Position on Bullying

The Scoil Éinne school community believes that each pupil has a right to an education free from fear and intimidation.

The teachers in this school together with other staff members seek, on an ongoing basis, to cultivate an environment in the school that is free from bullying.

This school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, this school does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying situation arise, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation in or outside the school, involving or having an impact on members of the school community, they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

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 Scoil Éinne 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 and Cineáltas which was published December 2022.
2. Cineáltas: Action Plan on Bullying is rooted in the following four key principles:
 - > Prevention: Through the generation of empathy and the provision of training which provides a foundation for knowledge, respect, equality and inclusion
 - > Support: Tangible and targeted supports based on a continuum of needs which provide a framework for school communities to work together
 - > Oversight: Visible leadership creates positive environments for children and young people and all members of our school community
 - > Community: Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships

Through the implementation of Cineáltas: Action Plan on Bullying we can all work together towards a diverse, inclusive Irish society free from bullying in all its forms, where individual difference is valued, nurtured and celebrated and where all our children and young people can feel happy and safe in our schools.

3. 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 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;
 - 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
4. 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.

Bullying is targeted behaviour, online, or offline, that causes harm. The harm can be physical, social and/ or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. (Cineáltas : Action Plan on Bullying) .

The following types of 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.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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

5. The 'Relevant Teacher(s)' for investigating and dealing with bullying in this school this year are a. The Principal, b. The Assistant Principal, c. All class teachers and special education teachers.
6. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school include both of the following:
 - The anti-bullying module of the SPHE programme as it applies during each school year, particularly the relevant exercises from the "Walk Tall" and "Stay Safe" programmes, and
 - Awareness-raising exercises from the 'Awareness-Raising' strand of the *Anti-Bullying Campaign* programme, pro-actively explaining the nature and variety, causes, negative consequences and unacceptability of bullying.

Using a combination of exercises from these programmes on a monthly basis, pupils will experience approximately 10 short awareness-raising exercises each year. In the process:

- Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying situations and so become more aware of the nature of bullying and the various forms that it can take.
- Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.
- Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through surveys that are regularly used in the school each year – e.g. a survey of all pupils who can read and write every half-term.

Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the 'Relevant Teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).

Through regular reports in school newsletters and other communications, as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the anti-bullying activities of the school and encouraged to support its work.

- An annual anti-bullying/friendship day/week
 - Student council cooperation
 - Visible notice boards
 - Seminars with parents/guardians
 - Questionnaires with pupils from Rang 3-6 each term
 - Regular school assemblies with the principal/assistant principal
 - Worry box in classrooms
7. The school's procedures for uncovering, investigation, follow-up and recording of bullying behaviour, and the established intervention strategies used by the school for dealing with cases of bullying behaviour, (e.g. the "4 Essential Steps" approach available from the '*Resolving Bullying Situations*' section of the *Anti-Bullying Campaign website*) are as follows:
 - The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it but with an impact within it, with a view to establishing the facts and bringing any such behaviour to an end.

- Since bullying is often hidden from teachers and not reported, but pupils “see everything,” surveys are regularly used (e.g. every half-term) to uncover possible bullying situations, allowing pupils to suggest to their teacher who s/he should talk to in relation to these.
- The School, through the ‘Relevant Teacher’ reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that any pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the ‘Relevant Teacher,’ acting *in loco parentis*, to establish the nature and extent of the behaviour and any reasons for it. 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).
- The ‘Relevant Teacher’ does not apportion blame but rather treats bullying behaviour as something 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’ but rather enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- 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.
- If a pupil has signed such a promise but then chooses to break that promise and continue the bullying behaviour, parent(s)/guardian(s) will be informed, at that “early stage,” (Procedures 6.8.9. (xiv)) and requested to countersign their child’s promise. Breach of this additional promise by further bullying behaviour would be regarded as a very grave matter and a sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying situations and their resolution is retained securely in the school.

Sanctions:

Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

- For (first) breach of promise – i.e. a resumption of bullying behaviour – s/he may be required to sign another promise, this time countersigned by a parent/guardian;
- In the unlikely event of a further (second) breach of promise – i.e. a resumption of bullying behaviour – the ‘Relevant Teacher’ may contact parent(s)/guardian(s) to inform them of the nature and extent of the bullying behaviour, to discuss the matter with them with a view to coming to a better understanding the reasons for the bullying behaviour, to suggest actions to be taken to help meet their child’s needs and to agree a strategy whereby a promise to end the bullying behaviour would be honoured;
- In the highly unlikely event of a further (third) breach of promise – parent(s)/guardian(s) may be invited to a meeting with the ‘Relevant Teacher’ and the Principal and a sanction may be imposed in accordance with the Code of Behaviour of the school.
- In the extremely unlikely event of a further (fourth) breach of promise – the case may be referred to the Board of Management and a further sanction may be imposed in accordance with the Code of Behaviour of the school.

The school's programme of support for working with pupils affected by bullying is as follows:

- For bullied pupils (as required under Procedures 5.2.2 (vii) and Appendix 1. 7.)
 - Ending the bullying behaviour,
 - Changing the school culture through ongoing awareness-raising to (a) foster more respect for bullied pupils and for all pupils and (b) foster greater empathy towards, and support for, bullied pupils,
 - Indicating clearly that the bullying is not the fault of the targeted pupil (a reassurance bullied pupils often need), through ongoing awareness-raising and through the speedy identification of those involved in bullying and speedy resolution of bullying situations and, after resolution, enabling bullied pupils to complete a victim-impact statement,
 - Making adequate support and/or counseling facilities available to pupils who need them (who seem less resilient and are slower to recover, make friends and enjoy school life again), within or outside the school as applicable, in a timely manner,
 - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
 - Implementing a 'buddy system' in the school (*if applicable*).
- For bullying pupils: (as required under Procedures 5.2.2 (vii)):
 - Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
 - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,
 - seeking other ways to "catch them doing the right thing" and giving appropriate praise,
 - Supporting them to overcome learning difficulties through Support Staff provision and to overcome emotional and/or social difficulties through class management and pastoral care within the school,
 - Helping those whose self-esteem is low by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
 - Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth, including creating opportunities to use appropriate praise,
 - In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
 - In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
 - Making adequate support and/or counselling facilities available to help remedy underlying issues for those who need them, within or outside the school as applicable, and to help them learn to meet their needs without violating the rights of others,

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. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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.

10. This policy was adopted by the Board of Management on 20/02/2023.].
11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department of Education and Skills and to the patron if requested.
12. 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 to the Department of Education and Skills and to the patron if requested.

Signed: Máire Ní Neachtain
(Chairperson of Board of Management)

Signed: Pádraigín Ní Linnáin
(Principal)

Date: 20/02/2023

Date: 20/02/2023

Date of next review: Yearly

Appendix 1 – Examples of Bullying Behaviour

Examples of bullying behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology •

Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	<ul style="list-style-type: none"> ● Spreading rumours about a person’s sexual orientation ● Taunting a person of a different sexual orientation ● Name calling e.g. Gay, queer, lesbian...used in a derogatory manner ● Physical intimidation or attacks ● Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> ● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background ● Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation & exclusion ● Ignoring ● Excluding from the group ● Taking someone’s friends away ● “Bitching” ● Spreading rumours ● Breaking confidence ● Talking loud enough so that the victim can hear ● The “look” ● Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<ul style="list-style-type: none"> ● Unwelcome or inappropriate sexual comments or touching ● Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> ● Name calling ● Taunting others because of their disability or learning needs ● Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying ● Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. ● Mimicking a person’s disability ● Setting others up for ridicule

Appendix 2 – Prevention/Awareness Raising (Required under Procedures 5.2.2 (iii) & Appendix 1. 5.)

	Exercises From: “Walk Tall”	Exercises From: “Stay Safe”	Exercises From: “Anti-Bullying Campaign”
Junior Infants	3.3 Kind or not so Kind	2.1 Friendship 2.2 What is Bullying?	9 Exercises – Friendship, Kindness and Respect - see <i>pages below</i> . .
Senior Infants		2.3 How can we stop Bullying?	9 Exercises – Friendship, Kindness and Respect - see <i>pages below</i> . .
1st Class		2.1 Friendship 2.2 What is Bullying 2.3 Exclusion	9 Exercises – Friendship, Kindness and Respect - see <i>pages below</i> . .
2nd Class	4.6 Bullying (Cope – Tell)	2.4 Effects of Bullying 2.5 Class Agreement	9 Anti-Bullying Exercises - see <i>pages below</i> . .
3rd Class	4.1 What is Bullying? 4.2 The Effects of Bullying 4.3 What we think of Bullying 4.4 Witnessing Bullying 5.5 A Bully-Free Zone 4.6 Standing up to Bullying	2.1 Friendship 2.2 What is Bullying? 2.3 Other types of Bullying	9 Anti-Bullying Exercises - see <i>pages below</i> . .
4th Class	5.3 Dealing with Bullying	2.4 Cyber-Bullying 2.5 Coping with Bullying 2.6 Class Agreement	9 Anti-Bullying Exercises - see <i>pages below</i> . .
5th Class	7.4 Bullying 8.4 Name Calling	2.1 Friendship 2.2 What is Bullying 2.3 Other types of Bullying	9 Anti-Bullying Exercises - see <i>pages below</i> . .
6th Class	8.4 Bullying 9.5 Name Calling	2.4 Cyber-Bullying 2.5 Coping with Bullying 2.6 Class Agreement	9 Anti-Bullying Exercises - see <i>pages below</i> . .

Appendix 2 Contd. Sample: Prevention/Awareness-Raising Exercises
from the *Anti-Bullying Campaign* – Fostering Friendship, Kindness and Respect
for Junior and Senior Infants and First Class (Age 4-7 years)

An Outline of Primary Strand 1 - Tools for Raising Awareness

Age 4-7 Years – Developing a Culture of Friendship, Kindness and Respect

*Before addressing the bullying issue in Second Class (age 7-8)
children should ideally have done all of the positive exercises below during the previous three school years*

Junior Infants (Age 4-5):

- Exercise 1.0.01** Board Game for Dice – Friendship, Kindness & Respect 1
- Exercise 1.0.02** "Sesame Street - What Is A Friend" – Video and Questions for Teacher to Ask
- Exercise 1.0.03** "Sesame Street - Because We're Friends" – Video and Questions for Teacher to Ask
- Exercise 1.0.04** "Sesame Street - I Am Your Friend" – Video and Questions for Teacher to Ask
- Exercise 1.0.05** "Grumpy Tree Story" – Video and Questions for Teacher to Ask
- Exercise 1.0.06** "Sesame Street - Looking For A Friend" – Video and Questions for Teacher to Ask
- Exercise 1.0.07** "Colour Your World With Kindness" – Video and Questions for Teacher to Ask
- Exercise 1.0.08** "Respect Explained" – Video and Questions for Teacher to Ask
- Exercise 1.0.09** "Sesame Street - Respect" – Video and Questions for Teacher to Ask

Senior Infants (Age 5-6):

- Exercise 1.0.11** Board Game for Dice – Friendship, Kindness & Respect 2
- Exercise 1.0.12** "Sesame Street - Get Along Together" - Video and Questions for Teacher to Ask
- Exercise 1.0.13** "A Random Act of Kindness" – Video and Questions for Teacher to Ask
- Exercise 1.0.14** "Be Responsible, Safe, Respectful Song" – Video and Questions for Teacher to Ask
- Exercise 1.0.15** "Simple Act of Kindness Creates Endless Ripple" – Video and Questions for Teacher to Ask
- Exercise 1.0.16** "Respect" – Video and Questions for Teacher to Ask
- Exercise 1.0.17** "Respect Song Video - Classroom Mix Version" – Video and Questions for Teacher to Ask
- Exercise 1.0.18** "Kindness Rhyme For Kids - You Are Amazing" – Video and Questions for Teacher to Ask
- Exercise 1.0.19** "Kindness Changes Everything" – Video and Questions for Teacher to Ask

First Class (Age 6-7):

- Exercise 1.1.01** Board Game for Dice – Friendship, Kindness & Respect 3
- Exercise 1.1.02** "Kid's Guide - Getting Along With Classmates" – Video and Questions for Teacher to Ask
- Exercise 1.1.03** "Inspirational Video – Pay it Forward" – Video and Questions for Teacher to Ask
- Exercise 1.1.04** "Life Lessons sharing and respecting others" – Video and Questions for Teacher to Ask
- Exercise 1.1.05** "Kids For Character: Respect" – Video and Questions for Teacher to Ask
- Exercise 1.1.06** "Kindness Speech by 10 Year Old Girl" – Video and Questions for Teacher to Ask
- Exercise 1.1.07** "Yes, That's Bullying" – Video and Questions for Teacher to Ask
- Exercise 1.1.08** "Stand Up~ Bullying Commercial" – Video and Questions for Teacher to Ask
- Exercise 1.1.09** "Bully-Free Zone! Song" – Video and Questions for Teacher to Ask

Appendix 2 Contd. Sample: Prevention/Awareness-Raising Exercises
from the *Anti-Bullying Campaign*, Strand 1 – Raising Awareness Handbook
for Second to Sixth Classes (Age 7-12 years) and the Whole School Community

An Outline of Primary Strand 1 – Tools for Raising Awareness
Age 7-12 Years – Explaining the Nature and Unacceptability of Bullying

Second Class (Age 7-8):

Exercise 1.2.1: "Sesame Street – Good Birds Club (2011)" – YouTube Video & Printed Questions to Ask

Exercise 1.2.2: "Types of Bullying" – Worksheet Exercise

Exercise 1.2.3: "The Meanest Girl in Second Grade" – YouTube Video & Accompanying Worksheet

Exercise 1.2.4: "Snakes and Ladders" Exercise – game with anti-bullying messages

Exercise 1.2.5: "Cyber Bullying Cinema Commercial" - YouTube Video & Accompanying Worksheet

Exercise 1.2.6: "Meena Cartoon – Who is Afraid of the Bully" - YouTube Video & Accompanying Worksheet

Exercise 1.2.7: Annual Anti-Bullying Drawing Competition (2 Weeks)

Exercise 1.2.8: Annual Anti-Bullying Slogan Competition (2 Weeks)

+ **Surveys:** From the "Resolving Situations" section with 'Reform, not Blame' approach explained before every survey

Third Class (Age 8-9):

Exercise 1.3.1: "Recognising Bullying" – Worksheet Exercise

Exercise 1.3.2: "Strength in Numbers" - YouTube Video & Accompanying Worksheet

Exercise 1.3.3: "It's up to You" – YouTube Video & Accompanying Worksheet

Exercise 1.3.4: "Rudolph the Red-Nosed Reindeer" Worksheet Exercise

Exercise 1.3.5: "Words Hurt – Don't be a part of it" - YouTube Video & two Accompanying Worksheets

Exercise 1.3.6: "Emma's Story - Cyberbullied by a Best Friend" – YouTube Video & Accompanying Worksheet

Exercise 1.3.7: Annual Anti-Bullying Drawing Competition (2 Weeks)

Exercise 1.3.8: Annual Anti-Bullying Slogan Competition (2 Weeks)

Exercise 1.3.9: "Inspirational Video – Pay it Forward" – Video and Questions for Teacher to Ask

+ **Surveys:** From the "Resolving Situations" section with 'Reform, not Blame' approach explained before every survey

Fourth Class (Age 9-10):

Exercise 1.4.1: 12 Short Animated "Webisodes" (e.g. 2 sessions of six each) & Accompanying Worksheet

Exercise 1.4.2: "When the Going gets Scruff" - YouTube Video & Accompanying Worksheet

Exercise 1.4.3: "Cyber-Bullying by Phone" Powerpoint Presentation

Exercise 1.4.4: "The Power of One – School Video Sample" - YouTube Video to be followed by Survey

Exercise 1.4.5: "Bully (Amazing Short Animation film)" - YouTube Video & Accompanying Worksheet

Exercise 1.4.6: "Supporting Difference" - YouTube Video & Accompanying Worksheet

Exercise 1.4.7: Annual Anti-Bullying Drawing Competition (2 Weeks)

Exercise 1.4.8: Annual Anti-Bullying Slogan Competition (2 Weeks)

Exercise 1.4.9: "Snakes and Ladders" Exercise – game with anti-bullying messages

+ **Surveys:** From the "Resolving Situations" section with 'Reform, not Blame' approach explained before every survey

Fifth Class (Age 10-11):

Exercise 1.5.1: "Simon Says" exercise, focusing positively on difference, to be led by Teacher

Exercise 1.5.2: "Anti-Cyberbullying (FCF Youth Version)" - YouTube Video & Accompanying Worksheet

Exercise 1.5.3: "Antibullying PSA: The Price of Silence" - YouTube Video & Accompanying Worksheet

Exercise 1.5.4: "BackMeUp – Anti-cyberbullying" - YouTube Video & Accompanying Worksheet

Exercise 1.5.5: "Cyber-Bullying Online" Powerpoint Presentation

Exercise 1.5.6: "Talent Show - Cyberbullying Prevention" - YouTube Video & Accompanying Worksheet

Exercise 1.5.7: Annual Anti-Bullying Drawing Competition (2 Weeks)

Exercise 1.5.8: Annual Anti-Bullying Slogan Competition (2 Weeks)

Sixth Class (Age 11-12):

Exercise 1.6.1: "Mean Girls"- *You Tube Video & Accompanying Worksheet*

Exercise 1.6.2: "How to UnMake a Bully, Vol. 2" – *YouTube Video to be followed by small group or class discussion*

Exercise 1.6.3: "Cyber-Bullying" – *You Tube Video & Accompanying Worksheet*

Exercise 1.6.4: "Childnet International – Cyberbullying" – *You Tube Video & Accompanying Worksheet*

Exercise 1.6.5: *Short Worksheet Exercise to avoid being cyberbullied & handout of tips re. phone & online bullying*

Exercise 1.6.6: "Tolerance PSA - Dear Parents" – *You Tube Video to be followed by discussion in school & at home*

Exercise 1.6.7: *Annual Anti-Bullying Drawing Competition (2 Weeks)*

Exercise 1.6.8: *Computerised Anti-Bullying Poster Competition or Annual Anti-Bullying Slogan Competition (2 Weeks)*

Exercise 1.6.9: *5th & 6th Class (Age 11-12) Anti-Bullying Snakes and Ladders - Game*

+ **Surveys:** From the "Resolving Situations" section with 'Reform, not Blame' approach explained before every survey

All Classes: (Age 8 - 12):

Curricular Anti-Bullying Resources: **Social, Personal & Health Education, Religious Education, and/or other subject area activities supporting anti-bullying work**

Teachers Section: 13 – *A Selection of Poems, some of which can help older pupils understand how bullied children might feel & maybe encourage further writing*

Literature: *Any literature on themes of Friendship, Kindness, Respect, Bullying etc.*

School Visits: *Visiting Anti-Bullying Drama/Speaker if available/affordable*

Staff Awareness of Bullying:

Primary & Post-Primary Level Videos: *Sample Various Pupil Awareness-Raising Videos from our programme*

Teachers Section: 01 (a) – *Powerpoint Presentation for Teachers on Bullying and how the Anti-Bullying Campaign works*

01 (b) – *Video Presentation for Teachers on Bullying and how the Anti-Bullying Campaign works*

03 (a) – *Powerpoint Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

03 (b) – *Video Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

09 – "Not in the Break Room, Not on the Playground" – *You Tube Video*

10 – "To this Day Project – Shane Koyczan" – *You Tube Video*

11 – *Lucy's Story – Tragedy of teen son, taunted online, told by his mum*

13 – *Poems to help Teachers understand how bullied children might feel*

Visiting Drama: *Attend any Visiting Anti-Bullying Drama/Speaker with pupils*

Regular Reports & "Thank You's": *Presented at staff-meetings, staff-days, in-school inservice etc.*

Parent Awareness of Bullying:

Teachers Section: Exercise 03 (a) – *Powerpoint Presentation for Parents and Teachers on Bullying & Cyberbullying with an outline of the Anti-Bullying Campaign*

Exercise 03 (b) – *Video Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

Policy: *Publication of Anti-Bullying policy in School Prospectus / School Website / Pupil Journals*

Newsletters: *Regular parents newsletter items re. anti-bullying activities*

Appendix 3. – Resolving Possible Bullying Situations - for Second to Sixth Classes (Age 7-12 years)

(Required under Procedures 5.2.2 (v)/(vi),5.3.1 (viii) & Appendix 1.6)

From: Anti-Bullying Campaign Strand 2 – Resolving Bullying Situations Handbook

Strand 2: – 4 Essential Steps to Rapidly Uncover and Resolve Possible Bullying Situations

Tools to Rapidly Uncover and Resolve Possible Bullying Situations

Every incident or suspicion reported must be investigated and dealt with.

There follows a complete list of tools/pages for the various stages of investigating bullying. In most cases, however, only the following need to be used:

Essential Step 1 (back to back) to record any report of bullying and progress in dealing with it.

Essential Step 2 (back to back) to remind pupils of no blame approach and then carry out a whole class survey.

Essential Step 3 (back to back), to guide conversation with pupil to establish if bullying did take place – allow up to 30 minutes per pupil.

Essential Step 4 (a) or (b) - if bullying has been confirmed, a first promise not to bully or a second promise, if needed (supported by a parent).

Some of the other tools/pages may sometimes be helpful in more difficult cases.

FULL LIST OF TOOLS/PAGES

If a report of possible bullying is received from any source, always complete **Essential Step 1**. This includes an “Incident Report” form and (copied back-to-back) an “Action Taken” form on which brief details of the response to the report are to be recorded as they happen.

Even if the facts are known, always read or summarize the **Essential Step 2** “Information Before Class Survey” page for pupils and carry out a survey to “establish the facts,” identify other witnesses and protect any reporter by creating many possible “sources” for the information. Then use the “Regular Class Survey” page so pupils can tell their teacher who, in their opinion, the teacher should talk to.

If necessary, (if bullying was class-wide or a survey had a lot of evasive “don’t knows”), emphasise again the “Reform, not Blame” approach and ask the class to complete and

sign a “Joining-In” promise form, enabling them to admit any involvement in the bullying and promising that in future they will not join in.

3 Speak with any alleged perpetrators using the **Essential Step 3** “Alleged Bullying Interview” form. In the conversation use the “Bullying Behaviour Checklist” to establish the nature and/or gravity of the behaviour.

If necessary, (though it is seldom necessary) ask each identified witness to individually complete an “Incident Observer Report” form.

If necessary (in the unusual event that sufficient information has not been forthcoming through the survey), organise the Anti-Bullying Team to use the “Whole Class Individual Interview” form with all class members individually within one class period.

If necessary, seek staff feedback using the “Suspected Vulnerable Pupil Alert,” “Pupil Friction Alert” or “Named Bullied Pupil Alert” notices.

4 As **Essential Step 4** ask each confirmed perpetrator to complete and honour a simple “Pupil Behaviour Promise”. For breach of a previous promise (e.g. bullying a different pupil) or more serious bullying use a “Pupil and Parent Behaviour Promise.” Then complete the “Action Taken” form (from **Essential Step 1**).

Some time later, if appropriate, ask targeted pupil to complete a “Targeted Pupil Impact Statement” form.

While most investigations using these tools quickly result in a satisfactory outcome, some cases may involve the use of more of the optional “if necessary” tools and so take more time. Please be patient.

*Also, there may sometimes be a temptation to take extreme action in response to bullying. **Please do not!** It may lead to a backlash against the targeted pupil. Remember that the main objective is to get a signed promise to stop bullying that will be upheld.*

All used pages are confidential unless a legal imperative dictates otherwise. If a pupil keeps her/his anti-bullying promise, the pages should be kept on file and not shown to anyone (apart from a school anti-bullying team, if applicable). However, if a pupil chooses to break that promise then disclosure is possible.

Appendix 4

**The 'Relevant Teacher(s)' for investigating and dealing with possible bullying situations in this school
(as required in *Anti-Bullying Procedures for Primary and Post Primary Schools, 2013*
Appendix 1 – *Template Anti-Bullying Policy, section 4*)**

(‘At primary level, the relevant teacher will normally be the class teacher.’ Procedures 6.8.3)

- Ms./Mr. _____ for _____ Class,
- Ms./Mr. _____ for _____ Class,
- Ms./Mr. _____ for _____ Class.
- Ms./Mr. _____ for _____ Class,
- Ms./Mr. _____ for _____ Class,
- Ms./Mr. _____ for _____ Class.
- Ms./Mr. _____ for _____ Class,
- Ms./Mr. _____ for _____ Class,
- Ms./Mr. _____ for _____ Class.
- Ms./Mr. _____ for _____ Class.
- Ms./Mr. _____ for _____ Class.
- Ms./Mr. _____ for _____ Class,
- Ms./Mr. _____ for _____ Class,
- Ms./Mr. _____ for _____ Class.
- Ms./Mr. _____ for _____ Class.
- Ms./Mr. _____ for _____ Class.



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Appendix 5: Regular Class Survey

Your Name: _____

Class: _____

Name any pupils(s) in your class who is/are being bullied:

Does this involve . . .

Calling them names

Making fun of them

Going at their stuff

Not letting them join in

Pushing them

Hitting or Kicking

Texts/calls

Any other ways someone is mean to them: _____

Have you ever treated them this way?

Often

Sometimes

Once

Never

Name any pupil(s) in your class that you know regularly treat(s) them this way:



About yourself

1. Do you have friends? Yes No
2. Are you happy at school? Yes No
3. Does anyone bother you? Yes No

If so, how?

Name the person(s) involved _____

4. Did you tell anyone about this?

Yes No

5. Who did you tell? _____

6. Would you like to add anything about this? _____

Everything that I have written is truthful.

Name: _____ Date: _____

Appendix 6: Checklist for the yearly review of the anti-bullying policy and its function.

The board of management should perform a yearly review of the anti-bullying policy and on the way in which it is applied. This checklist should be used for the review. This checklist is a tool but not an exhaustive list for use. The following steps should be taken to complete this checklist: to study and review qualitative and quantitative analysis of how the school's anti-bullying policy is implemented.

Yes/No

Has the Board formally accepted an anti-bullying policy in accordance with the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> .	
IS the policy available on the school website and has a copy been made available to the parent's committee?	
Is the policy available to the school staff, including newly appointed staff?	
Is the Board satisfied that the staff have enough information about the policy and procedures in order to implement them effectively and continuously in their day to day work?	
Is the Board satisfied that the pupils have enough information about the policy?	
Is the Board satisfied that the preventative and educating strategies to be implemented in school are documented in the policy?	
Is the Board satisfied that all preventative and educating strategies are implemented?	
Has the effectiveness of said preventative and educating strategies implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with all incidents of bullying in accordance with the policy?	
Is the Board satisfied that all periodic reports from the principal have been heard and recorded in the minutes?	
Is the board satisfied that how well the school is handling reports of bullying that are dealt with at an early stage and therefore not included in the periodic report from the Principal is discussed?	
Is the Board satisfied that no complaint has been made by a parent regarding the handling of a bullying incident in school?	
Is the Board satisfied that no parent has withdrawn a child from the school due to the mishandling of a bullying incident?	
Is the Board satisfied that the Ombudsman for Children has not investigated how a bullying incident in the school was handled or brought to conclusion?	
Is the Board satisfied that the details of cases reported to the Principal have been analysed to identify any questions, trends or patterns in bullying behaviour?	
Is the Board satisfied that no aspects of the school policy or its implementation have been identified as needing improvement?	
Does the Board have an action plan implemented to focus on areas needing improvement?	

Signed _____
Cathaoirleach, an Bord Bainistíochta

Date _____

Signed _____
Príomhoide

Date _____

Appendix 7: Checklist for Teachers

Is it bullying

Food for thought

Feature	Indicator
What effect does it have on the child?	Physical: -stomach ache/headache etc -physical injury/attack/violence Psychological -embarrassed, afraid, angry, upset, down etc -depression or suicidal tendencies
What type of incident happened?	Physical Verbal Psychological Cyberbullying
Is it continuous?	Did it happen before? Was it premeditated?
Imbalance of power	Was there an abuse of power involved? Did the victim feel powerless/unprotected?
The beginning of the bullying	Did anything happen beforehand? Was it unprovoked?

Checklist

		√	X
1	Is negative behaviour directed at the victim?		
2	Did this behaviour happen before? (is this is an isolated incident, refer to the Cód Iompair except in the case of point 3)		
3	-Was an abusive or sensitive message uploaded to a social network platform or to any other public forum? -Could others see or share the image or message? NB: One occasion of such behaviour is considered Cyberbullying.		
4	What aspect is involved? -Physical -Verbal -Psychological		
5	Was the behaviour planned?		
6	Was the victim targeted on purpose?		
7	Is one person involved? Are multiple people involved?		
8	Is relational bullying involved? (leaving out, isolating, gossip etc)		
9	Is the behaviour targeting the victim's identity? (sexuality, race, religion etc)		
10	Is the victim targeted due to his/her special educational needs?		



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Appendix 8



Report From Someone Who Witnessed The Incident

Name: _____ Class: _____

A. agus B. to be filled out by the teacher

A. Where the incident happened _____

B. Day: _____ **Date:** _____ **Time:** _____

C. agus D. to be filled out by the pupil named above

C. People who were there:

D. What happened exactly:



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Appendix 9



Survey regarding an Incident

Bullying is bad behavior directed towards someone again and again.

If you know about any bullying happening in the class or at school, write about it below. We will talk to the people involved and if they promise to stop the bullying behavior, they will not be in trouble.

If you witnessed or if you know of bullying happening in class or at school recently, write about it here:

Names of the pupils being bullied: _____

Names of the pupils doing the bullying: _____

Where it happened: _____ Day: _____ Date: ___/___/___ Time: _____

Who else saw the bullying? _____

Was anyone else involved? If so, who? _____

What happened?

In your opinion, why doesn't this school like bullying? _____

In your opinion, how does bullying affect people? _____

All of the information above is true.



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Appendix 10



Warning regarding a pupil who is being bullied

Pupil's Class: _____



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Appendix 11



Incident Report Form

Please return to the class teacher

Source of information: Parent Pupil Staff Member Survey Other

Date: _____

Name of person who reported: _____ Class: _____

If it is someone other than a teacher or pupil:

Name: _____ Phone no: _____

Address: _____

Details of the alleged incident:

Where did it occur: _____

Time: _____ Day: _____ Date: _____

Victim/victims (according to the source): _____ Class: _____

The pupil(s) who carried out the incident (according to the source):

_____ Class: _____

Other witnesses: _____

Details of the incident: _____
