



Anti-bullying Policy 2023

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1. Full Compliance

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 Canalway Educate Together National School has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. Key Principles of Best Practice

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 staff. The BOM are 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;
- promotes respectful relationships across the school community;

Effective leadership:

- A school-wide approach;
- A shared understanding of what bullying is and its impact;

Implementation of education and prevention strategies (including awareness raising measures) that:

- build empathy, respect and resilience in pupils; and
- Explicitly address the issues of cyber bullying and identity-based bullying including, in particular, homophobic and transphobic bullying.

Effective supervision and monitoring of pupils and identification of hotspots;

- Supports for staff;
- 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.

3. The Definition & Types of Bullying.

- Definition of Bullying

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

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

- Types of Bullying

The following are some of the types of bullying behaviour that can occur amongst pupils:
([section 2 of DES Anti Bullying Procedures](#))

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 10 person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

Cyber-bullying: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

Name calling: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often namecalling 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.

COVID: Many forms of bullying can take place through COVID19. The school staff and management are aware of the potential for bullying through racism, name-calling, exclusion, gossip, cyberbullying & physical aggression. CWETNS update the children on general COVID information at an age appropriate level as a prevention. Should COVID related bullying occur, it will be identified under the categories above and interventions will be put into place in accordance with this policy. CWETNS management are also aware that COVID school closures and isolations periods result in students being online more often and have updated the acceptable usage policy accordingly to set out expected behaviours for conference calling (Zoom) & Google Classrooms.

NOTE:

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 social network site or other public forum where that message, image or statement can be viewed, shared 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 our school's code of behaviour.

This policy applies to activities and events that take place:

- During school time (including break times)
- Going to and from school
- School tours/trips
- Extra-curricular activities – if or when Canalway ETNS facilitate this.

Canalway ETNS reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

4. Who is Responsible for Doing What?

“The adults in the school have a responsibility to model the schools standards of behaviour, in their dealings both with pupils and with each other, since their example is a powerful source for learning for pupils” NEWB – Guidelines for schools.

The relevant teacher(s) for investigating and dealing with bullying are as follows:

Anti-Bullying Coordinators:

School Principal
Deputy Principal

Those Responsible For Implementing This Policy:

School Principal

Responsibility for links with parents and dispersal of relevant information and supports.

School Principal & Deputy Principal

Responsibility for supporting teachers in relation to Social Personal Health Education (SPHE), Stay Safe and RSE programmes.

School Principal & Deputy Principal

Responsibility for supporting teachers in relation to restorative practice and promotion of initiatives like circle time. They will also support victims and offenders.

Yard Monitor: ANA Liaison

Additional Needs Assistants (ANAs) will assist teachers in monitoring pupils and activities on yard.

All Teaching Staff, with the support of ANAs

All Teaching Staff, with the support of ANAs, will investigate and record incidents of bullying behaviour.

The Anti-Bullying Committee / School Principal & Deputy Principa

This committee reviews the policy annually and monitors its implementation regularly, including the creation and implementation of annual Action Plans.

Note: The "relevant" teacher is normally the class teacher.

5. 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:

- Anti-bullying Fortnight annually – after Friendship Month.
- Staff Training – Dermot trained by ABC (UCD) Train the Trainer. Staff revise Antibullying Prevention Strategies, Policy and Procedures at induction and prior to Antibullying Week.
- The Bullying Circle Activities & posters around the school
- Student Anti-bullying Policy.
- Friendship Boxes on corridors to nurture a 'telling culture'.
- Play-works.
- Posters (Cyber, Bullying Circle & Anti-bullying) in key places around the school.
- Friends For Life.
- Walk Tall Programme & Stay Safe Programme for all classes.
- School Wide Approach – Coffee Morning for information on anti-bullying, surveys, and newsletters.
- External speakers.
- Webwise Resources – Online Safety.
- Gay Lesbian Equality Network (GLEN) Resources
- Books & Videos.
- Student Council survey children on Hot Spots.

- Roots of Empathy to be piloted in school year 2018 / 2019.

ANTI BULLYING POLICY – Review

Department of Education and Science Initiatives

- (1) Task force on bullying report to Minister Jan 2013
- (2) New guidelines issued by DES in Sept 2013
- (3) DES advise that new policy must be in place by Easter 2014

Canalway ETNS Action Plan

- In summer 2013, the Principal considered the Task Force on Bullying report to Minister Jan 2013.
- February 2014 – Principal and DP examine Anti-Bullying Procedures for Primary and Post Primary Schools September 2013.
- February 2014 - Schedule time for plan formulation at staff meeting.
- Policy formulation begins **wc**18.03.2014. Templates and folders are organised and filed in principal's office.
- Draft policy made available to parents in the secretary's office wc31.03.2014 for 1 week.
- Staff review suggestions made by the parents. (none received)
- Board of Management review draft policy and approve wc07.03.2014.
- Policy posted on school website: wc28.04.2014
- Examination of DES reporting template at staff meeting 03.04.2014.
- Anti-bullying on agenda for Staff Meetings, Parents Meetings and Board of Management meetings.
- Anti-bullying Policy revised following training by ABC in 2017.
- Proposed to staff & parents on January 2018.
- Ratified by BOM in February 2018
- Reviewed annually

6. Our Procedures RE Bullying Behaviour.

The school's 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. *Since the failure to report bullying can lead to a continuation or a deterioration 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, Special Needs Assistants, and the principal or with parents. This is a "telling school" as defined in the Stay Safe Programme. Children will therefore be constantly assured that their reports of bullying either for themselves or peers will be treated with sensitivity.*
2. *An Incident of bullying behaviour will be noted and recorded by the class teacher or the teacher on duty/yard duty in form APPENDIX 1, and filed in the Principal's Office.*

Principal to be informed. If it occurs and is noted in the yard, a reference is to be made in the yard book.

3. The Incident will be investigated – what, who, when, where, why?
4. An effort will be made to resolve any issues and to restore as far as practicable, the relationships.
5. The teacher will exercise professional judgement to determine whether bullying has occurred and as to how it can be resolved.
6. Parents / Guardians and pupils are required to cooperate with any investigation. The parents informed of the incident prior to pupil meetings and guided to the policy and procedures to be taken.
7. Serious incidents, or a recurring incident of bullying behaviour which has in the opinion of a teacher not been adequately or appropriately addressed by the anti-bullying co-ordinators within 20 school days will be recorded on the DES template and shall be reported to the principal / deputy principal. The teacher will also use the DES recording template where he/she considers the bullying behaviour to constitute serious misconduct.
8. 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.
9. Pupils who are not directly involved can also provide very useful information in this way, and 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.
10. The person who was bullied will be supported. They will explain what happened and how it felt. Their feelings will be noted, and if appropriate they will write down a full description of how it felt, and the extent of the hurt. The person being bullied will be offered the opportunity to meet with the perpetrator, when the bullying is close to being resolved. They will not be pressured into this, and can decline.
11. The alleged “bully” will be asked to reflect on his/her behaviour and its consequences for himself/herself and for the person who has been bullied. (Restorative Practice) The alleged bully will be informed of how it felt for the person being bullied, and the description from the bully will be communicated to them. The alleged bully will reflect deeply, until the co-ordinator is sure that empathy is displayed and authentic.
12. The alleged bully will be given the opportunity to discuss any experiences they have had with bullying themselves, and if they have ever been bullied.
13. Parents will be made aware of this behaviour and requested to come and discuss it with the teacher/principal with a view to solving the problem. If necessary and age appropriate, the aggressor will be asked to sign an undertaking that “this behaviour will not re-occur.”
14. The situation will continue to be monitored to ensure that the problem has been resolved. Actions taken will be recorded on the school administration software system. Records will be reviewed and analysed.
15. The code of behaviour will be invoked in circumstances where it is deemed prudent by the relevant teacher and school principal. Discipline is a private matter for the family and the pupil.
16. If a case remains unresolved the matter will be referred to the school’s Board of Management. The Board will also be briefed at monthly meetings in relation to the number, if any, of templates which have been completed.
17. Additionally, 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 Board of Management.
18. 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.

19. The parties will be offered the opportunity to meet in the future, provided both parties are agreeable. Priority will be given to the sensitivities and rights of the children.

7. The Schools Programme of Support / Intervention Strategies.

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

1. Circle time.
2. Restorative practice.
3. No Blame Approach.
4. Our support teacher will facilitate one-to-one self-esteem building activities. Work with small groups will also be facilitated.
5. Through the means of curricular activities to develop positive self worth.
6. Developing pupil's awareness of identity-based bullying and in particular trans-phobic bullying, i.e. the "Growing Up" lesson in SPHE. Particular account will also be taken of the important and unique role pupils with Special Educational Needs have to play in our school.
7. LGBT lessons using Learn Together Curriculum, and topics to be integrated discreetly through-out classes across the curriculum.
8. Anti bullying policy – report form. Inform Dermot & Fiona, report to them.
9. Continued Supervision and Monitoring.
10. Parents Meetings.
11. Restorative Practices.

NOTE: This isn't a sequence of actions, and that only some may apply in each situation; each situation will have its own individual programme of support put in place

8. 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.

Cyber bullying includes the use of mobile phones and the internet with the objective of upsetting someone.

It 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 the policy also applies to teaching and other school staff.

'The management of CWETNS notes that while the 'cyberbullying act' is most likely to happen outside of school hours, the effects are felt during school life, and we will use this policy accordingly.'

9. 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.

10. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified, i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.

11. Date This Policy Was Adopted

This policy was adopted by the Board of Management on: March 2014

12. Availability of This Policy

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

13. Review of This Policy

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: *Tréasa Ní Mhurchú*

Signed: 27.09.2023

Signed: *Dermot Stanley*

Signed: 27.09.2023

Appendix (1): 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)

4. Location of incidents
(Tick relevant box)(es)

Playground		Pupil Concerned	
Classroom		Other Pupil	
Corridor		Parent	
Toilets		Teacher	
School Bus		Other	
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. Where behaviour is regarded as identity-based bullying, indicate the relevant category

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

8. Brief Description of bullying behaviour and its impact

9. Details of action taken

Signed: _____ (Relevant Teacher) Date: _____

Date Submitted to Principal/ Deputy Principal: _____

Appendix (2): How You Can Support Your Child

- (A) Support Re Cyber Bullying
- (B) Support Re Other Types of Bullying

(A) Support Re Cyber Bullying

We 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 wifi 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."

And we endorse 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."

We encourage you to also look at [links for parents on our school website on the Cyber Bullying page](#).

(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.

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 (3): Types of Behaviour Involved in Cyber Bullying

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. Mobile Phones

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.

CANALWAY EDUCATE TOGETHER NATIONAL SCHOOL.

ANTI-BULLYING POLICY FOR STUDENTS

INTRODUCTION:

The Board of Management, the staff the parents at Canalway ETNS wrote this policy in January 2017. At CWETNS we celebrate that each child is different and we welcome diversity. We are aware how serious bullying is and how hurtful it can be to children and adults. This policy was written to help us to prevent bullying in CWETNS. This policy will also help us to deal with bullying if it does happen.

DEFINITION:

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

*The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying, extortion, isolation, and persistent name calling,
- 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.

PREVENTATIVE ACTIONS: How do we Stop it from happening?

- Anti-Bullying Policy.
- Anti-bullying Week
- Child Friendly CWETNS Bullying Policy.
- School culture and Climate (Post Boxes?)
- Posters.
- Teaching about the Bullying Circle.
- Assemblies.
- Playworks.
- Identifying Hotspots.

WHAT TO DO IF YOU ARE BULLIED:

- Tell a trusted Adult – teacher, parent, family member.
- Never keep it a secret.

WHAT TO DO IF YOU SEE SOMEONE BEING BULLIED:

- Tell a trusted Adult.
- Be a defender.

INTERVENTIONS: What do we do if it does happen?

- Teacher will investigate if bullying has happened, and then we will fill out a form.
- Dermot will be informed of this.
- Parents will be informed of this.
- The Board of management will be informed of this.
- Dermot & Teacher will meet with the bully and the victim – No Blame Approach..

NO BLAME APPROACH – What is the No Blame Approach?

Victim meets with a Teacher or Principal and identifies who was involved. Explains how it felt with picture, writing or describing.

Student or Students who are bullying meet with Dermot / Teacher individually and as a group. They will explain what happened.

The hurtfulness of the behaviour is explained to them.

They will discuss this in depth, having empathy for the victim.

They may be told to sign a statement assuring they will not re-offend.

If the bullying continues, the Code of Discipline will be followed.

TYPES OF BULLYING:

- Physical
- Verbal
- Relational – Exclusion / Gossip
- Cyber
- Extortion
- Identity Based bullying - racist, homophobic
- SEN
- Graffiti

