

Scoil Eoin Phóil

Anti-Bullying Policy

Children's version

1. The Board of Management of **Scoil Eoin Phóil** has adopted the following anti-bullying policy and it is part of the school's overall code of behaviour.

The purpose of this policy is to prevent and / or tackle school-based bullying behaviour amongst its pupils and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. Scoil Eoin Phóil therefore:

- is welcoming of difference and diversity and strives to be inclusive
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment
- promotes respectful relationships across the school community

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- 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 under the school's code of behaviour.

Adults in the school environment may unwittingly or otherwise engage in, instigate or reinforce bullying behaviour. Issues arising in these circumstances will be dealt with under the schools' complaints procedures. (*see schools' Code of Behaviour*).

Below are listed some examples of bullying behaviour. This is not an exhaustive list.

Examples of bullying behaviours

General behaviours which apply to all types of bullying	<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.
Cyber Bullying	<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 / images / photographs / videos. • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 • Talking loud enough so that the victim can hear • The "look" • Use of 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

4. The relevant teacher for investigating and dealing with bullying is as follows;

- The class teacher(s) initially. (Any teacher may act as relevant teacher if circumstances warrant it)
- The Principal thereafter if necessary.

5. What will the school do:

- *Raise awareness of all aspects of bullying.*
- *Build empathy, respect and resilience.*
- *Build self-esteem and self-worth.*
- *Ensure that appropriate web-filtering is in place when pupils are accessing technology within the school.*
- *Teach the SPHE programme based on the themes of 'Myself', 'Myself and Others' and 'Myself and the Wider World'.*
- *Ensure the fullest possible integration and inclusion of pupils with special educational needs within the school community.*
- *Support respect for all within the school communities outlined in the school's Mission Statement.*
- *Give regular reminders at assemblies and in classes of the important school rules regarding the prevention of bullying behaviour.*
- *Organise, with the Parent Teacher Association, local Gardaí and other agencies, talks and seminars for pupils and parent(s)/guardians on bullying issues particularly in relation to the appropriate use of social media.*
- *Provide a curriculum where pupils have opportunities to be valued and grow in confidence with their peers.*

- *Provide opportunities for pupils to be involved in sporting and/or other extra-curricular activities where team-work, good sportsmanship, co-operation and collaboration can be strengthened.*
- *Model respectful behaviour to all members of the school community at all times.*
- *Explicitly teach what respectful language and respectful behaviour looks like; acts like; sounds like; feels like in class and around the school.*
- *Display key respect messages in classrooms, in assembly areas and around the school.*
- *Acknowledge respectful behaviour in a variety of ways.*
- *Consistently tackle the use of discriminatory and derogatory language in the school.*
- *Actively watch out for signs of bullying behaviour.*
- *Ensure that there is adequate supervision of classrooms, corridors and school yard .*

6. How will the school investigate reports of bullying incidents?

(i) The relevant teacher when dealing with bullying will try to resolve any issues and restore the relationships of those involved.

(ii) The relevant teacher will use her/his professional judgement to decide whether bullying has occurred and how best to resolve the situation.

(iii) The relevant teacher will investigate all reports of bullying. Pupils should know that when they report incidents of bullying that they are not telling tales but are behaving responsibly.

(iv) All school staff should report any incidents of behaviour they have witnessed.

(v) All investigations should have respect for all the pupils concerned.

(vi) Pupils who are not directly involved can also provide useful information.

(vii) Each pupil should be interviewed individually at first and then as a group. At the group meeting, each should be asked for their account.

(viii) Pupils may be asked to write their account.

(ix) Where bullying has occurred, parents will be contacted.

(x) Where sanctions are required, this is between the child being discipline, his/her parents(s) and the school.

(xi) If the bullying has not been resolved within 20 school days, the relevant teacher will record this on the school recording sheet. (Yellow)

(xii) If parent(s)/Guardian(s) are not satisfied that the school has dealt with a bullying case according to these procedures, they must be referred to the school's complaints procedure.

(xiii) If parent(s)/Guardian(s) are not satisfied at that stage, they must be advised that they can contact the Ombudsman for Children.

(xiv) All incidents of bullying will be recorded.