SCOIL FHURSA

ANTI-BULLYING POLICY

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Scoil Fhursa

Anti-Bullying Policy

November 2021

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 Fhursa has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.
2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

   - A positive school culture and climate 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 including in particular, homophobic and transphobic bullying.
   - Effective supervision and monitoring of pupils;
   - Supports for staff;
   - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
   - On-going evaluation of the effectiveness of the anti-bullying policy.

3. 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.

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 - (Note) Isolated or once off incidents of intentional negative behaviour, including a once off hurtful text message or other private messaging do not fall under the definition of bullying behaviour. However, in the context of this policy a once off offensive or hurtful public image or statement on a social network site or other public forum where that image or statement can be shared or repeated by others will be regarded as bullying behaviour.
- 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.

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

4. All Class Teachers are responsible for investigating and dealing with bullying. The Learning Support/Resource Teachers may work with some pupils to help them understand bullying behaviour, and to develop empathy.

5. The education and prevention strategies (including strategies specifically aimed at cyberbullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows : (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post Primary Schools):

   Scoil Fhursa Whole School Community adopts a No Anger, No Blame approach to bullying behaviour in our school. We support our students to take ownership and responsibility for their own behaviours and endeavour to bring a common thread through our contact with them by regularly highlighting the nature of bullying behaviour, encouraging regular Anti-bullying Self Checks and engaging in regular social climate testing surveys with the students. We are committed to the consistent raising of awareness of the merits of engaging positive behaviours within our community and we agree that by raising this awareness continuously we can build a culture of prevention of bullying behaviours amongst all members of the whole school communities.

Our Care Strategy holds at its core a stepped procedure for dealing with specific disclosures of bullying behaviour by teachers, parents and students. This Care Strategy is underpinned by the ongoing delivery of specific awareness raising modules on the subject of bullying behaviour prevention through the current SPHE program. We focus specifically on empowerment and resilience building amongst our community and particularly amongst our students.

Guidelines for teachers The teachers follow the Care Programme that focuses on preventing bullying according to the SPHE Curriculum.

September:
Revise "What is Bullying Behaviour" with the class. First class onwards.
Distribute Care Credit Cards (from the office) and ask the children to sign them.
Teacher stores cards in classroom.
Ask the children to sign the anti-bullying promise.
At this stage the Principal talks to the whole school about the Antibullying Programme

Each month
Use the checklist on bullying behaviour at least once a month as a teaching aid and to remind the children of the behaviour we expect.
Record the work in your Monthly Progress Record.

In the middle of each term
Revise "What is Bullying Behaviour" with the class.
Ask the children to fill in the bullying survey.
If there is a problem regarding any child in the class continue with the process as Detailed in this policy
If there is no problem this is the end of the process.

6. The school's programme of support for working with pupils affected by bullying is as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post Primary Schools):

The school pays particular attention to activities designed to raise self esteem and to develop their social skills. These are done with the child and with the class.

"Tips if you feel you are being bullied" are revised with the child.

7. 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.

8. 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.

9. This policy was adopted by the Board of Management on 23rd November 2021.

10. This policy has been made available to school personnel and is published on the school website and has been given to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

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

Signed: Seán Ó Meachtair Signed: Bríd Ní Neachtain

(Chairperson of Board of Management) (Principal)

Date: 23/11/2021 Date: 23/11/2021

Date of next review: 23rd November 2022

Addendum

Procedures for Investigating and Dealing with Bullying

(via Care Programme for year beginning November 2021)

1. At the beginning of term one all children are inducted into the Care Programme by engaging in an Anti-Bullying Lesson across all classes. The Principal speaks to all children at assembly about care for one another.
2. Each student signs an Care Promise and receives their Care Credit Card.
3. Anti-Bullying lessons are given on a monthly basis across all classes. Themes covered in these classes reference all manifestations of bullying behaviour.
4. Each class creates a Care Corner where all Anti-Bullying messages, creative images and any other materials relating to the issue are posted and regularly refreshed.
5. An Anti-Bullying class survey is rolled out to students once a term to measure the atmosphere of the class.
6. Disclosures of bullying behaviour will be dealt with through the Three Step Care Procedure. (Please see page…16)
7. At the end of each academic year each student will be awarded with a Teastas Cúrama (Care Certificate) in recognition of their caring behaviours throughout the year.
8. SCOIL FHURSA supports and encourages empathy based approaches to issues of a bullying nature and always strives to enhance and promote healthy behaviours amongst us by highlighting the benefits of such on a regular basis. We view the disclosure of bullying behaviour within our community as an opportunity for growth and healthy change for the future.
9. Our community will undertake an annual review of our Anti-Bullying Policy which will include an evaluation of the levels of bullying behaviour in our school and the effectiveness of our Care Strategy.

Date of next review: 23rdNovember 2022

The Care Programme

The Care Programme is a methodology for enhancing care, empathy and compassion in children and in so doing, reducing the possibility of children using bullying behaviours with each other or in their social groups.

Induction

At the beginning of term one all children must be inducted by their teacher into the Care Programme. It is advisable that training takes place in all classes at the same time. A good way of beginning the training session is to engage in an Anti-Bullying Lesson with the class and then explain how the Care Credit Card works. After induction each student signs a Care Promise and begins a Care Book – this is a diary/ scrap book in which entries are made at each Care Lesson. The Care Book is also used when the Care Procedure is invoked by the Class Teacher.

Care Programme Launch or Care Day

Care day is an agreed date for the launch of the Care programme. On this day the children are presented with their Care Credit Cards.

The Care Corner

In preparation for Care Day each class creates a Care Corner where all Anti-Bullying messages, creative images and any other materials relating to the issue are posted and regularly refreshed.

Care Modules

Care modules are given on a monthly basis across all classes at the same time. Themes covered in these classes can reference all manifestations of bullying behaviour, mental health issues, empowerment & resilience building, friendship themes and any other relevant Care enhancing subject matter.

Anti-Bullying Survey

An Anti-Bullying class survey is given out to students once a term to measure the class social atmosphere and to help children to become accustomed to disclosing bullying behaviours.

Care Certificate.

At the end of each academic year each student will be awarded with a Care Certificate in recognition of their caring behaviours throughout the year.

For Induction & Launch

Care Credit Cards

 This Care Credit Card belongs to: _____ Date:_____SCOIL FHURSA	 This Care Credit Card belongs to: _____ Date:_____SCOIL FHURSA
 This Care Credit Card belongs to: _____ Date:_____SCOIL FHURSA	 This Care Credit Card belongs to: _____ Date:_____SCOIL FHURSA
 This Care Credit Card belongs to: _____ Date:_____SCOIL FHURSA	 This Care Credit Card belongs to: _____ Date:_____SCOIL FHURSA
 This Care Credit Card belongs to: _____ Date:_____SCOIL FHURSA	 This Care Credit Card belongs to: _____ Date:_____SCOIL FHURSA

Care Promise

Student's Name: _____ Class: _____

Teacher's Name: _____ Date: _____

I have been trained to know what bullying behaviour is and how it can hurt and damage people. I understand that when bad behaviour is repeated against someone, it is bullying.

All students, teachers, parents and other school staff have agreed that we want our school to remain a safe, healthy and happy place where everyone is treated in the same way.

I know that I must try to care about everyone in the school environment.

If I see anyone who is not behaving in a caring way and may be behaving in a bullying way towards another student then I must not ignore it.

I must tell an adult so that the person who is being bullied will not suffer any longer and the bullying will stop.

I have also agreed that I will never behave in a bullying way towards anyone in our school and that if I do, it will be seen and understood by others and an adult will be told.

When this happens there will be an investigation into what has gone on and I will fill the care discussion sheet and I may lose a care credit.

Promise Form No: _____

Student Signature: _____

Date: _____

Parent(s) Signature: _____

Gathering class information Surveys:

Per-Term

Today, we explained what bullying is. It's important to remember that bullying is repeated. If it is happening to you, or you are seeing it happen to someone else, or if you think you might be doing it yourself, it is really important that you talk to someone about it, because it is affecting your mental health.

☐ Boy ☐ Girl Age: ____ Class: ____

1. Has anyone in school repeatedly hit, kicked, pushed or hurt you physically this year? ☐ Yes ☐ No
2. Has anyone in school this year repeatedly called you a name? ☐ Yes ☐ No
3. Did anyone in school repeatedly make fun of you? ☐ Yes ☐ No
4. Have you been repeatedly left out of groups, games or being part of any activity in school this year? ☐ Yes ☐ No
5. Has anyone repeatedly threatened you in school, made you feel afraid of them, or intimidated you? ☐ Yes ☐ No
6. Have you felt bullied in school this year? ☐ Yes ☐ No
7. If you have been bullied in school this year, did you tell anyone about any of the incidents involved? ☐ Yes ☐ No

   Would you like to write why or why not and what happened?
8. Have you seen someone else being bullied in school this year? ☐ Yes ☐ No
9. Have you yourself bullied anyone in school this year? ☐ Yes ☐ No

Comments / Bothers / Worries:

Care Certificate

This certifies that _____

Class: _____

has worked hard at being caring for the year.

Teacher's Signature: _____

School Stamp:

Care Procedure

Care Procedure

The Care Procedure is a no ange no-blame approach to dealing with actual disclosures of bullying behaviour. Class teachers work with their students to resolve bullying issues and to help students to understand their roles in any bullying problems. There are three steps in the procedure. It starts when a member of the school community is made aware that bullying is happening. At the beginning of the process each child gets a care credit card with three credits. The children sign a Care Promise. Each child must keep their credits as they demonstrate caring behavior in school. When we are made aware of bullying behaviour we start the following steps.

Step One – Recording Form

If any member of the whole school community discloses issues of a bullying nature towards a student by another student or group of students within the school to a class teacher a Recording Form will be filled out by this person and the alleged victim of the bullying behaviour. As much detail as possible must be given, including dates, times and places where bullying behaviour may have taken place including names of any students who may have engaged in bullying behaviour.

Step Two – Awareness Raising Lesson & Bullying Behaviours Class Worksheet

The class teacher reminds the class what bullying is by going through the Checklist of Bullying Behaviours. The class teacher will then distribute the Bullying Behaviours. The class teacher will then distribute 'The Gathering Class Information Survey's'. The children in Scoil Fhursa are all trained in recognising bullying behaviour, the role of someone who ignores it and how to fill in the survey.

Step Three – Care Discussion Worksheet

Students who have been named as engaging in bullying behaviours or who have admitted that they have used bullying behaviour will fill the care discussion worksheet. This worksheet is designed to support the student/s in question to recognise where they have used bullying behaviours, how this has affected the victim of the behaviours and how to begin to **empathise** with the discomfort of the victim. The student/s in question will then forfeit a care credit from their care credit card and will be encouraged to begin to earn this credit back by being as caring as they possibly can towards their peers.

Parents are to be informed at this stage.

Recording Form

Reported by: ☐ Parent ☐ Student ☐ Staff Member ☐ Other	Date: Name: Address & Phone:

Details of Bullying Behaviour

Name of student feeling bullied: _____Class_____

Dates: _____

Times: _____

People who may have used bullying behaviours: _____Class_____

_____Class_____

_____Class_____

Others who may have joined in: _____Class_____

Details of Bullying Incidents:
(Please include dates where possible)

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

Teacher's signature: _____ Date: _____

Bullying Behaviours List

Remember, bullying is when the behaviours below are repeated or done to a person more than once.

Verbal Bullying

Verbal Bullying is- Name Calling, Teasing or slagging, saying hurtful things about someone's clothes, hair, things or family.

Saying bad things about a person's religion, language, colour or where they come from.

Cyber Bullying or Written Bullying

Writing nasty notes or graffiti, sending nasty text messages, using the computer to write nasty things about someone so that others can see it.

Social Bullying

Being deliberately ignored or left out. Being made fun of in front of others. Being given dirty or nasty looks. Being stared at. Being prevented from making new friends.

Intimidation Bullying

Being given hostile or angry looks. Being ganged up on. Being threatened. Being followed.

Physical Bullying

Throwing objects, blocking someone's path, being pushed or shoved. Being kicked, hit, pinched, tripped or head locked. Having clothes torn or pulled at. Hair pulling, scratching.

Ensure that parents are informed before filling the care discussion sheet with pupil

Care Discussion Sheet

Adult: Student: Date:

The recent bullying behaviour surveys we carried out are showing us that you may be involved in bullying behaviour towards another student or group of students.

Do you know who is being bullied? ☐ yes ☐ no ☐ no idea

As you know, we have all been trained to recognize bullying behaviour in our school. When we were being trained, we all promised that we would always be truthful and tell someone if we witnessed someone being bullied. This is because we all agreed that we want a school that is happy, healthy and safe for everyone.

If you were being bullied, we would now be trying to discover from others what was being done to you, and we would be talking to anyone involved in treating you that way. Do you understand this?

Do you know which student we are talking about? ☐ yes ☐ no ☐ no idea

Did you realize that other students felt that you were behaving in a bullying way towards this person? ☐ yes ☐ no

Do you understand that they told us about it because we promised each other to care about everyone in our school community and to tell someone if we saw something that we felt was bullying behaviour? ☐ yes ☐ no

What way have you been behaving towards this student that has made others feel that you were behaving in a bullying way?

We want to help you talk about it because you know that when we were all trained, we were told that people who bully others are themselves usually unhappy about things.

Do you know why you have been treating this student in this way?

Do you know anyone who has ever been bullied? (If yes) How did it feel?

If someone you know was being bullied like this student, how would you feel?

Do you remember from our training how being bullied makes someone feel

You have broken your Care promise that you made when we began our Care Programme. You have also broken the school rules and you have hurt someone by your behaviour towards them. Do you understand how serious this is?

Do you understand that you have now lost a Care Credit? ☐ yes ☐ no

Are you ready to promise again to never behave in a bullying way towards a student in our school? ☐ yes ☐ no

We will now make a list of strategies on how to move on from this situation going forward.

Care Credit Loss Date:	School Stamp:
Care Credit Return Date:	
Parent's Signature:	
Date:	