

Seoil Baile an Áird,  
Baile An Áird,  
Cill Mochzallóg  
Co. Luimní

# Herbertstown N.S.

Herbertstown N.S.,  
Herbertstown,  
Kilmallock,  
Co. Limerick.

**Tel:** 061 385340

**Mob:** 087 7675488

**Email:** herbertstownns@gmail.com

**Uimhir Rolla:** 17364

# Anti-Bullying Policy

<b>Ratified by BOM:</b> _____
Signed: _____ <i>Chairperson BOM</i>
Signed: _____ <i>Principal</i>
Date for review: _____

Seoil Baile an Áird,  
Baile An Áird,  
Cill Mochgallóg  
Co. Luimní

# Herbertstown N.S.

Herbertstown N.S.,  
Herbertstown,  
Kilmallock,  
Co. Limerick.

Tel: 061 385340

Mob: 087 7675488

Email: herbertstownns@gmail.com

Uimhir Rolla: 173641

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 Herbertstown N.S. 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;
    - 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
    - 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)
  
  
  - ✓ Ongoing evaluation of the effectiveness of the anti-bullying policy

3. In accordance with the *Anti Bullying Procedures for Primary and Post-Primary Schools (2013)* 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
- Physical aggression
- Damage to property
- Theft of property
- Extortion
- Intimidation
- Isolation
- Name calling
- Written notes designed to intimidate another person
- Cyber bullying i.e. abusive emailing, texting, social networking\*
- Identity based bullying such as homophobic bullying, racist bullying, bullying based on family status, religion, a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

*\*Please note that networking sites have a minimum age limit in order to register. We strongly recommend that children under the age of 13 do not register on social networking sites.*

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 2013* (see attached).

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

\_Class teachers\_\_\_\_\_

\_Principal\_\_\_\_\_

\_\_\_\_\_

5. The **education and prevention strategies** (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

- ✓ Anti-bullying week per term (4<sup>th</sup> week of each term, first term to incorporate Stay Safe bullying theme)
- ✓ Organise a speaker for children/parents on bi-annual basis (gardaí, NEPS, Childline)
- ✓ Anonymous message boxes in classrooms to facilitate children reporting anything they are worried about, need help with etc. 'The Blog Box'. Checked regularly by teachers and messages dealt with accordingly.
- ✓ Permanent display on the topic in the corridor. Can be updated each Anti-Bullying Week. Will display definition, strategies, ways to identify bullying behaviour. Commercially produced posters and children designed work to be included.
- ✓ Display school rules.
- ✓ School assemblies during Anti-Bullying Week
- ✓ Up to date resources purchased (eg) Prim Ed Cyberbullying books, posters, Anti-Bullying resource books for each level.
- ✓ Teacher designed resource packs compiled and left in central location, containing worksheets, templates, booklets that teachers can draw on if a situation arises. Pack designed to accommodate dealing with the child engaged in bullying behaviour and the victim of the bullying.
- ✓ All teachers sign up to [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) website to access tools, educational video clips and resources.
- ✓ SPHE lessons designed around self worth and self identity.
- ✓ Data gathered from reports of bullying will be collated and analysed annually with a view to monitoring levels of bullying and identifying any particular issues that require attention or any significant trends in behaviour.
- ✓ The implementation and effectiveness of the anti-bullying policy will be included as an agenda item for staff meetings so as to ensure that concerns about the policy or the welfare of individual pupils can be shared and effectively addressed

6. 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:

*The aim of the teacher in investigating and dealing with bullying is to resolve any issues, and to restore, as far as is practicable, the relationships of the parties involved.*

- Listen to all reports. All cases will be noted, investigated and dealt with by the class teacher so that pupils will gain confidence in telling.
- Serious incidents will be referred immediately to the Principal.
- Class teacher records own notes in Teachers Journal
- Class teacher makes a professional judgement (once off isolated incident? Code of behaviour? Do notes correspond with definition of bullying as defined earlier in policy?)
- Class teacher monitors situation
- Class teacher maintains appropriate written records
- Interview
  - individual
  - Outside of classroom setting
  - Group interview
  - Witnesses
  - Written accounts accepted
  - Written records kept by teacher.
  - Answers sought to questions of what, where, when, who and why.
  - A calm unemotional problem-solving approach such as the No Blame Approach will be taken at this stage. Dealing with conflict in a non-aggressive manner.

(Minimum of 2 teachers present for oral communication such as this)

- In cases where it is established that bullying behaviour has taken place: Inform parents, separate meetings. Principal present. Inform them of the matter and explain the actions being taken. Their assistance will be sought in preventing a repeat of the behaviour.
  - Explain to the child they are in breach of the school policy. Encourage them to see the situation from the perspective of the pupil being bullied.
  - Staff notified of situation via staff meeting so that a whole school approach to monitoring and support can be implemented
  - 20 day monitoring period, expect an improvement in behaviour
  - Class teacher plans extra lessons on topic of Anti Bullying during this time. Makes use of prepared resource packs. Refer to [www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie) website for tools and resources.
  - Class teacher offers support to both parties
  - In the event of disciplinary sanctions being required (eg) loss of privileges, it should be made clear to all involved that this is a private matter between the pupil being disciplined, his/her parents and the school.
  - If after the 20 day monitoring period the situation has not been resolved or has escalated, the attached template will be forwarded to the Board of Management.
- In determining whether a bullying case has been adequately and appropriately addressed the teacher must, as part of his/her professional judgement, take the following factors into account:
- Whether the bullying behaviour has ceased
  - Whether any issues between the parties have been resolved as far as is practicable
  - Whether the relationships between the parties has been restored as far as is practicable
  - Any feedback received from the parties involved, their parents or the school principal
- Further meetings with parents to review. Seek advice (eg) from NEPS if necessary.

7. The school's **programme of support** for working with pupils affected by bullying is as follows:
- Teacher designed support packs, kept in a central location, added to on a regular basis with resources teachers research and deem suitable
  - Implementation of the Stay Safe programme. 'Stay Safe Week' once a term.
  - Whole school support
  - Whole class teaching (eg) SPHE
  - Opportunity for one to one support from LS or Resource teacher
  - Use of the Jenny Mosely scheme of books to promote self-esteem and social skills
  - Communication with NEPS and assistance sought if necessary

**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. 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.

10. This policy has been made available to school personnel and provided 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 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.

12. This policy was adopted by the Board of Management on \_\_\_\_\_

Signed: \_\_\_\_\_  
Chairperson BOM

Signed: \_\_\_\_\_  
Principals

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Anti-cyber bullying.

Herbertstown NS aims to ensure that children are safe and feel safe from bullying, harassment and discrimination. This school is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

### Understanding Cyber-Bullying.

- Cyber-bullying is the use of ICT (usually a mobile phone or the internet) to abuse another person
- It can take place anywhere and involve many people
- Anyone can be targeted including pupils and school staff
- It can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.
- While bullying involves a repetition of unwelcome behaviour the Anti-Bullying Procedures for Primary and Post-Primary Schools, Sept. 2013 states:  
*2.1.3. In addition, in the context of these procedures 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.*

### What is cyber-bullying?

There are many types of cyber-bullying. The most common types are:

1. Text messages. Can be threatening or cause discomfort. Also included here is 'bluejacking' (sending anonymous text messages over short distances using Bluetooth wireless technology)
2. Picture/video-clips via mobile phone cameras. Images sent to others to make the victim feel threatened or embarrassed.
3. Mobile phone call. Silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. Emails. Threatening or bullying emails, often sent using a false name.
5. Chat room bullying. Menacing or upsetting responses to children or young people when they are in a web based chat room
6. Instant messaging(IM). Unpleasant messages sent while children conduct real-time conversations online using instant messaging tools.
7. Bullying via websites. Use of defamatory blogs, personal websites and online personal 'own space' sites such as Youtube, Facebook, Ask.fm, Bebo etc.

### Some terms explained:

- **'Flaming'**: online fights using electronic messages with angry and vulgar language
- **'Harassment'**: Repeatedly sending offensive, rude and insulting messages.
- **'Cyber Stalking'**: Repeatedly sending messages that include threats of harm or are highly intimidating or engaging in other online activities that make a person afraid for his or her own safety.
- **'Denigration'**: 'Dissing' someone online. Sending or posting cruel gossip or rumours about a person to damage his or her reputation or friendships.
- **'Impersonation'**: Pretending to be someone else and sending or posting material online that makes someone look bad, gets him/her in trouble or danger, or damages his/her reputation or friendships.
- **'Outing and Trickery'**: Tricking someone into revealing secret or embarrassing information which is then shared online.
- **'Exclusion'**: Intentionally excluding someone from an on-line group, like a buddy list.



### **Aims of policy:**

- To ensure that pupils, staff and parent understand what cyber-bullying is and how it can be combated.
- To ensure that practices and procedures are agreed to prevent incidents of cyber-bullying
- To ensure that reported incidents of cyber-bullying are dealt with quickly and effectively.
- 

### **Procedures to prevent cyber-bullying:**

- Staff, pupils, parents and BOM will be made aware of issues surrounding cyber bullying through the use of appropriate awareness raising exercises
- Pupils will learn about cyber-bullying through SPHE, assemblies, Anti-Bullying Week etc.
- The children in 5<sup>th</sup> and 6<sup>th</sup> will engage in the 'Bullying in a cyber world' programme.
- Parents will be provided with information and advice on how to combat cyber-bullying.
- Pupils will sign an Acceptable use of ICT contract
- Parents will be expected to sign an Acceptable Use of ICT contract prior to enrolment and to discuss its meaning with their children.
- Pupils and parents will be urged to report all incidents of cyber bullying to the school
- Procedures in our Anti-Bullying Policy will apply

### **Information for pupils:**

If you are being bullied by phone or on the internet:

- ✓ Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- ✓ Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- ✓ Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- ✓ Don't give out your personal details online – if you are in a chat room do not say where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you to build up a picture about you.
- ✓ Keep and save any bullying emails, text messages or images. Then you can show them to teacher or parent as evidence.
- ✓ If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

### **Text/video messaging:**

- ✓ You can easily stop receiving text messages for a while by turning-off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number.
- ✓ If the bullying persists, you can change your phone number.
- ✓ Don't reply to abusive or worrying text or video messages
- ✓ Your mobile service provider will have a number for you to ring or text to report phone bullying.
- ✓ Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.

### **Useful websites:**

- [www.spunout.ie](http://www.spunout.ie)
- [www.kidsmart.org.uk/beingsmart](http://www.kidsmart.org.uk/beingsmart)
- [www.bbc.co.uk/schools/bullying](http://www.bbc.co.uk/schools/bullying)
- [www.childline.ie](http://www.childline.ie)
- [www.chatdanger.com](http://www.chatdanger.com)
- [www.kidpower.org](http://www.kidpower.org)
- [www.childnet.int.org](http://www.childnet.int.org)
- [www.antibullying.ie](http://www.antibullying.ie)
- [www.reachout.com](http://www.reachout.com)
- [www.abc.tcd.ie](http://www.abc.tcd.ie)
- [www.sticksandstones.ie](http://www.sticksandstones.ie)