



Anti-bullying policy

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 Malahide Portmarnock Educate Together 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.

POLICY STATEMENT:

Malahide Portmarnock Educate Together National School seeks to ensure that every child is protected from bullying at school, that incidents of bullying are responded to, and that children are given an education free from fear and intimidation, and have a positive, affirming school experience. Respect is fundamental to all interpersonal interactions in our school.

While, for the purpose of this policy, the terms 'person who demonstrates bullying behaviours' and 'recipient of bullying behaviours' are used, the school wishes to emphasise that the policy addresses these types of behaviours while endeavouring to ensure that the self-esteem and reputation of every child and adult is protected.

I. DEFINITION

- i. Bullying is when an individual (or group) deliberately and repeatedly hurts or upsets another individual (or group). Bullying may take the form of deliberately saying or doing unpleasant or nasty things: hitting, kicking, threatening or excluding other individuals (or group). Bullying is carried out by an individual (or group) over a period of time . A once-off fight or disagreement is not bullying, nor is it necessarily bullying when two individuals (or groups) of about the same strength quarrel or fight. 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.
- ii. The school notes that bullying may focus on the more vulnerable members of the school and society, including those who are perceived as being different in some respects. Therefore our school policy is reflective of bullying according to race, gender, sexual orientation, family status, marital status, membership of the traveler community, religious or political beliefs, and of bullying of pupils who may be physically, culturally, emotionally or academically different from other pupils. It includes cyber bullying and Child – Child, Adult – Child and Adult – Adult bullying.
- iv. Malahide Portmarnock Educate Together accepts the definition of bullying presented above. The Board of Management accepts that definitions may vary, but all definitions have the underlying theme of wilful,

conscious and intentional aggression which may be of a physical or psychological nature by a stronger individual or group (though not necessarily physically stronger) on an individual or group over a period of time. A behaviour must be intentional and directed, and the victim must experience a degree of intimidation due to this behaviour, for it to be seen as bullying. We recognise that it is not bullying when a teacher has made a fair and just comment on a student's work or, after investigating an alleged wrong doing in accordance with school procedures, finds it necessary to discipline a child in accordance with the discipline policy of the school.

2. OBJECTIVES

Malahide Portmarnock Educate Together School aims:

- i. To adopt a proactive approach to anti-bullying.
- ii. To create a supportive, inclusive ethos which will break down any inclination towards a culture of secrecy and create a school in which there is open, positive, well-received, well-intentioned communication.
- iii. To provide a multi-level approach to counter bullying, including open dialogue.
- iv. To maintain an 'open door' approach to the reporting of bullying, as far as practicable, given the different perspectives on bullying which may exist within the school community. Any comments on the anti-bullying policy from any representative group within the school community will be considered by the Board of Management.
- v. To inform all members of the school community of the anti-bullying policy.
 - a. This policy is given to all parents in the school as a matter for public record.
 - b. It is displayed on the school website and is available through the school office.
 - c. The policy is given to any organisers of after school activities.
 - d. A copy of the policy is provided to the Parents Association.
- vi. To keep the policy alive there will be an active process of consultation whereby all the constituted groups within the school Community will be consulted prior to any proposed change in the school policy. The policy will be reviewed once a year
 - a. The teaching staff have the responsibility for the preparation of any amendments to the policy.
 - b. The Board of Management, through the Principal, have the responsibility for the implementation of this policy.

3. RATIONALE

- i. Malahide Portmarnock Educate Together accepts that it is everyone's responsibility to report incidents of bullying to the school authorities, and that those employed in the school are obliged to act on any such disclosures.
- ii. The role of the bystander(s) in bullying situations will be taken into consideration, and other children who witness such situations will be taught how to deal with them.

- iii. Parents are expected to co-operate and collaborate with staff on bullying issues; and understand the staff acts in good faith when dealing with bullying behaviour.
- iv. The school recognises that there are different forms of aggression/inappropriate behavior, which do not necessarily constitute bullying, but will be dealt with under the Code of Positive behaviour.
- v. We recognise that there are different forms of bullying and that individuals may fall into different categories of bullies (people who demonstrate bullying behaviours) and victims (recipients of bullying). These types include: anxious bullies, passive victims, colluding victims and false victims. Different approaches may be required in dealing with these categories. Similarly, the school accepts that a variety of bullying behaviours exist and that different approaches may be employed to deal with these.
- vi. The school recognises that children with Special Educational Needs may have a greater involvement in bullying, as bully and/or victim, than children who do not have Special Educational Needs. Special measures which may not be described in this policy, may be required to deal with these children.

4. POSSIBLE SIGNS OF BULLYING

Parents and teachers must be aware of possible signs that an individual may have some involvement in bullying behaviour, be it as the recipient or the person who demonstrates the behaviour. The child may:

- show a change in mood e.g. becoming withdrawn, developing a stammer or displaying a loss of confidence, being sullen, having violent outbursts
- display phantom illness
- request money
- practise self-harm
- refuse to say what is wrong
- give improbable excuses
- show a deterioration in school performance
- be reluctant to go to school. This is not to be confused with school phobia.
- be unable to explain why some of his/her belongings or money are missing or damaged.

N.B. Parents should consider any factors at home which may have coincided with the onset of behavioural difficulties.

5. ROLE OF PATRON

- To ensure the policy is in keeping with the ethos of the school.
- To support the Board of Management in their role in the implementation of the policy.

6. ROLE OF THE BOARD OF MANAGEMENT

- To ratify the policy.
- To ensure the policy is reviewed as required and on a yearly basis, with student, teacher and parents (Appendix 1).
- To support the Principal and staff in implementing the policy.
- To support and fund training of staff in the area of anti-bullying.
- To ensure all parents joining the school receive a copy of the Anti-Bullying School Policy.
- To provide the physical infrastructure to make the school environment a more child friendly place.

- To provide for the health and safety of all those using its premises.
- To ensure that the school is following the Acceptable User Policy and DES guidelines in relation to safe internet access for the students.

7. ROLE OF SCHOOL STAFF

- To acknowledge and respect the unique role that both they and parents hold, and the different relationships which both they and the parents have with the child.
- To respect the need for confidentiality when they are dealing with parents or children involved in bullying behaviour, notwithstanding the professional obligations of the teacher.
- To acknowledge the importance of the parent – teacher partnership; particularly recognising the needs of those parents whose children are involved in bullying behaviour.
- To acknowledge the right of all children to a fair hearing.
- Most bullying in schools takes place in the playground. The school staff will at all times be vigilant for any signs of bullying. All accessible areas will be patrolled during break time. Non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, and cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- To educate the children, in line with our ethos, about self-respect, respect of others, empathy and kindness, in all forms of communication including face to face, by phone and cyber communication.
- To make clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

8. ROLE OF CHILDREN

- To respect the rights of others.
- To tell their class teacher and parents when they are unhappy.
- To stay within sight of staff during break times.
- To report instances of any form of bullying behaviour to the class teacher or parents (face to face, by phone, cyber). If, for any reason, they are uncomfortable with approaching the teacher, then they should bring the matter directly to the Principal.
- Bystanders will be encouraged to report any instances of bullying behaviour that they may be aware of, secure in the knowledge that confidentiality will be kept and their own safety and well-being preserved.
- To co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible

9. ROLE OF PARENTS

- To acknowledge the unique role that both they and the teachers hold, and the different relationships which both they and teachers have with the child.
- To be aware that there are potential risks and dangers associated with their children using forms of social media and that parental supervision is required
- To support the school in the education of the children, in line with the ethos, about self-respect, respect of others, empathy and kindness, in all forms of communication including face to face, by phone and cyber communication.
- To respect the need for confidentiality in all discussions relating incidents of bullying behaviour.

- To report suspicions of bullying behaviour to the class teacher or principal, based on the information they have been supplied with regarding bullying and what to do about it.
- To accept any information regarding the involvement of the child in bullying behaviour, which is communicated to them, in good faith. The genuine concern of teachers for the child should be accepted.
- To devise and implement, with the class teacher, a plan of action regarding the involvement of their child in bullying. The plan would relate to action that would be taken by both the teacher and the parent.
- To fully support any policy decisions relating to behaviour, discipline and bullying behaviour about which they have previously been consulted, when in the presence of their child. If they need to question decisions, this will be done privately with the class teacher.
- To co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible

A. If you think your child is a recipient of bullying behaviour:

It may be useful to consider the following questions before coming to the school:

- What happened to the child?
- How often?
- Who is responsible?
- When did the bullying behaviour take place?
- Where did the bullying behaviour take place?
- Did your child report this?
- To whom was it reported?
- Who told you (parent) about this bullying behaviour?
- What are the signs that something is wrong?
- Is your child anxious about anything else?

B. If you think your child demonstrated bullying behaviour:

It may be useful to consider the following questions before coming to the school:

- Who is your child demonstrating bullying behaviours towards?
- What does your child do to this person?
- When does it happen?
- Where does it happen?
- How long has it been going on?
- How did you get to know of it?
- Has anyone reported it to the school?
- Why do you feel that he or she is involved?
- Is your child witnessing demonstrating bullying behaviour at home or in the community?
- Parents should record full details and inform the school.

10. INFORMATION ON AND AVENUES FOR THE REPORTING OF ALLEGED BULLYING

- The school will provide avenues for the Reporting of bullying behaviour. Children will be encouraged to express concerns to their teacher through e.g. Circle time; have access to Principal at all times; ask for confidential ‘chat’ with teacher(s); regular class surveys (administered the third week of every half term in First class to Sixth class as part of the Anti-Bullying Campaign) (Appendix 2)
- Bystanders who report witnessing bullying will not be named unless prior permission is granted but will be kept in confidence.
- Children may approach any member of Staff to report bullying concerns; the staff member will bring it to the attention of the Principal.
- Children or parents may write a note in the homework journal or letter. This note will be photocopied and filed.
- The parent or guardian may contact the school by requesting a meeting with the class teacher via email or phone. A note of this communication will be filed. An account of the meeting would be kept on the child's file.
- All forms of communication would be kept, confidentially, on file.
- The Principal will be informed of any bullying identified.

11. INVESTIGATION/REPORTING OF ALLEGED BULLYING

- The primary aim for the relevant 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 (rather than to apportion blame).
- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance.

The contact person in the school (usually the class teacher) will:

Step 1 – Attend to the safety needs of the alleged recipient of the behaviour.

Step 2 - Talk to all those involved separately, listening actively and record factual information as an Incident on Aladdin. (Shred any hard copy notes).

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved;

All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;

If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;

Each member of a group should be supported through the possible pressures they may face from the other members of the group after interview by the teacher;

It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

Determine whether to proceed to Step 3.

Step 3 - Inform the parents of alleged recipient and the Principal of the alleged bullying situation in the class. The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.

Step 4- Initiate an Anti-bullying case file by completing steps 1-8 of [Appendix 3](#) and storing it on the school Aladdin data system. Determine whether to proceed to Step 5.

Step 5– Speak with the person who is alleged to have displayed bullying behavior, Go through the Anti-Bullying Campaign Alleged Bullying Behaviour Checklist ([Appendix 4](#)).

Step 6 – If bullying behaviour is found, contact the parents of all parties involved to inform them of the matter and explain the actions being taken. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school. Parents will not be involved in the mediation process at this point.

It should be made clear to the child engaging in bullying behaviour how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied. The child signs the school's anti-bullying promise, and it is co-signed by teacher and parent ([Appendix 2](#)). No further blame or sanction.

Step 7– If the child needs support in fulfilling the anti-bullying promise, identify solutions to change this behaviour. This may include a behaviour contract.

Step 8 – Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;

IF THE BULLYING BEHAVIOUR IS FOUND TO HAVE HAPPENED AND IT CONTINUES:

If the bullying persists and involves the same individuals or if the bully bullies other individuals the school will:

Step 1 - Interview the child again.

Step 2 – Go through the Anti-Bullying Campaign Bullying Behaviour Checklist for a second time. ([Appendix 4](#)) If a behaviour contract was drawn up in Step 7 above, review the contract.

Step 3– Identify solutions. A behaviour contract will be drawn up and agreed by the bully and/or victim. This contract will be signed by the teacher, parent and the bully and if necessary the victim. If the contract was drawn up in Step 7 above, the child moves to level 5 on the Code of Positive Behaviour (Behaviour Plan).

Step 4 – Get child to sign the school's anti-bullying promise, co-signed by teacher and parent. Contract/Plan are reviewed on a weekly basis.

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after the determination that bullying behaviour has occurred, it must be recorded by the relevant teacher in [Appendix 3](#).

In determining whether the bullying case has been adequately and appropriately addressed, the relevant 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 have been restored as far as is practicable
- Any feedback received from the parties involved, their parents or the principal or DP.

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 to the school's complaints procedures. 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.

13. WORKING WITH THE ALLEGED RECIPIENT OF BULLYING BEHAVIOUR:

Stage 1 – It may be necessary to find out what type of victim the pupil is, e.g. is he/she a classic victim (not responsible) or a provocative victim (responsible)? The victim will be encouraged to find ways in which they themselves can improve the situation.

If the victim is a provocative victim then he or she needs to realise that their own behaviour is contributing to the bullying behaviour.

Stage 2 – Follow up meetings.

Stage 3 – Assertiveness Training for Victims and Other Groups.

The aim of this is to allow opportunities for pupils to explore alternative strategies appropriate to the particular bullying situations they currently face or of previous situations which they would have preferred to have handled differently.

Victims may be identified through surveys of school records. Children may be separated. This training may deal with:

- Use of body language i.e. assertive/confident body language.
- Assertive techniques.
- How to respond appropriately to different situations.

- Resisting manipulation and threats.
- Responding to name-calling.
- How to enlist support.
- Remaining calm in stressful situations.
- Boosting of self-esteem.
- How to be positive about oneself.
- How to stand up for oneself.
- Maintaining assertive behaviour.
- The role of bystanders, the responsibilities of bystanders to help change behaviours.

If it is the view of the Principal that the child would benefit from professional counselling then they will be referred to the appropriate outside agencies.

14. STRATEGIES FOR DEALING WITH BULLYING BEHAVIOUR

The following support systems may be employed when dealing with various forms of bullying:

- Mediation
- Peer mediation
- Peer mentoring
- No Blame Approach (see below)
- Method of shared concern
- Social skills training
- Behavioural counselling
- Curricular approach i.e. Learn Together Programme, Social, Personal Health Education (SPHE), Circle Time, and Assembly. (See below)
- Thematic Approach
- Outside Supports may be engaged, when necessary, to assist in tackling bullying.

Tackling of bullying through the curriculum

The aim of curricular intervention is:

- To help children develop an awareness of what happens in social situations and to provide practice in the skills needed to cope effectively.
- To heighten the self-esteem of children providing opportunities to improve their relationships with others.
- To encourage pupils to formulate positive goals.
- To encourage problem solving and co-operative work.
- To focus on positive behaviour and empathy.
- The subject of bullying will be dealt with through discrete lessons, at least once a term, in the Social Personal and Health Education (SPHE) and the Learn Together Programme
- Efforts will be made to include material in various subject areas which will deal with the theme of bullying.

- Circle time, role plays, drama etc., will be employed to explore the theme of bullying and to identify approaches to dealing with various situations that students may find themselves in.
- In a situation where chronic bullying has been identified, intensive curricular intervention may be employed.
- Whole school Friendship Fortnight every academic year. 2nd class and higher classes will have Anti-bullying week at the same time.
 - Class specific anti-bullying activities on the Anti-bullying Campaign website will be covered in all classes, engaging in the topics: Fostering friendship, kindness and respect; Strand 1-Raising Awareness; Strand 2 – Resolving Situations
 - Antibullying campaign will be carried out in all classes (Appendix 2)
- Prevention and awareness raising measures must also deal explicitly with cyber-bullying. These should focus on educating pupils on appropriate online behaviour and how to stay safe online, emphasising that digital content posted on-line can be viewed and shared by numerous people almost instantly, and is almost impossible to remove completely.

15. TYPES OF BULLYING BEHAVIOUR

A. Bullying of a new child to the school

Given that a new child to the school might be more vulnerable to bullying behaviour or has a history of involvement in bullying behaviour, the school may:

- Require parents/guardians to forward all documentation, regarding their previous placement.
- Contact the previous school or institution attended by the child (with parental consent).
- With parental consent, contact any other body that may have had an involvement with the child in question.

B. Bullying of a child with Special Needs

All teachers and parents need to be aware that, children with special educational needs (which include children with learning, behavioural and emotional difficulties) tend to have greater involvement in bullying behaviour, as recipients of bullying behaviour are more likely to bully others. The child with special educational needs may have a heightened sensitivity and may overreact to certain situations. These situations will be addressed according to the Special Education Needs programme or Individual Education Programme of the children concerned. In so far as is appropriate for the individual child, policy procedures will be adhered to.

C. Sexual Harassment

Sexual Harassment among school children:

The distinction between sexual harassment and general unacceptable behaviour is not clear and the invisibility of sexual harassment will continue unless children can name it and challenge it directly.

Sexual Harassment is:

- Inappropriate touching.
- Use of derogatory names, insults or sexist jokes.
- Sexist graffiti
- Bringing sexist materials into the school.
- Sexist comments or innuendo through any media.
- Ridicule of an individual on the basis of stereotypes.
- Inappropriate comments of a sexual nature.

D. Homophobic/Transphobic Bullying

Homophobic Bullying is:

- Use of derogatory names, insults or homophobic/transphobic jokes.
- Homophobic/transphobic graffiti.
- Bringing homophobic/transphobic materials into the school.
- Homophobic/transphobic comments or innuendo through any media.
- Ridicule of an individual on the basis of stereotypes.

The school needs to deal with sexual harassment whenever it occurs and deal with assumptions about sexuality/gender in the curriculum and structures in the school.

E. Racial Harassment

Racial Harassment is:

- Physical assault because of colour, ethnicity or nationality.
- Use of derogatory names, insults or racist jokes.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges of insignia.
- Bringing racist materials into the school.
- Verbal abuse or threats.
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion.
- Attempts to recruit others to racist organisations and groups.
- Ridicule of an individual for cultural differences e.g. food, music, dress etc. Refusal to co-operate because of a person's colour, ethnic origin or nationality.

F. Cyber bullying

Cyber bullying is:

- increasingly common and is constantly evolving.

- carried out through the use of information and communication technologies such as but not limited to: text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies.
- often perpetrated in ways that are unknown to adults and free from supervision.
- possibly shared and seen by a very wide audience almost instantly and is almost impossible to delete permanently.
- commonly manifested as inappropriate or hurtful messages online.
- 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.

G. Adult/Child bullying i.e. Teacher/Child

Such a complaint may be made by a parent or significant adult against a teacher. In this case please refer to agreed procedures in the Parental Complaints Procedures Policy.. Any allegation of bullying by a teacher of a child will be taken seriously by the school and acted upon by the Board of Management.

H. Bullying in the workplace

Where there is an allegation of bullying between a teacher and the Principal, a teacher and a teacher, or a teacher and a member of the Board of Management the 'Working Together Document' agreed between the Managerial Bodies and the I.N.T.O. will apply.

Any non-teaching staff may use this approach when dealing with alleged bullying but will be advised at the appropriate stage to seek advice from their representative body.

It is expected that inspectors will familiarise themselves with all school policies. If a teacher should have any difficulty with an inspector then that teacher should follow the agreed procedures

I. Bullying between Members of Staff and Members of the School Community

In the event of a parent wishing to raise an issue with a teacher, the best approach is to set up a meeting to discuss this with the teacher in the first instance, then with the Principal if necessary and if the issue is not resolved to the parent's satisfaction. School guidelines on this and other communication issues will be drawn up in the coming years. This procedure is an agreed one at national level between teachers' union and the management bodies and is recognised and supported by the Department of Education. There is no parallel procedure in the event of a teacher wishing to raise an issue with a parent.

If a member of staff feels that excessive and unreasonable demands are being placed on him/her by a parent or parents of a child in the school, this may include constant meetings being called, teacher having to repeatedly account for actions or curricular decisions, might feel that he or she is being bullied. Similarly if a teacher feels that he or she is constantly being monitored or is being undermined and that their professionalism is constantly being questioned then he or she may feel that he or she is being bullied.

- This should be referred to the Principal
- The parent should be informed that he or she should follow agreed procedures.
- It is school policy that probationary and substitute teachers when meeting a parent or parents in a formal setting may have a senior member of staff in attendance.

Teachers are entitled to:

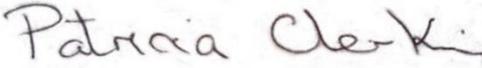
- expect that this procedure will be respected and that they will not be subjected to criticism in any forum or other public assembly. This includes situations where a teacher may not be explicitly named but is clearly identifiable due to the context of the discussion.
- The school community understands that the committee of any constituted group within the school community is responsible for the conduct of its members during any meetings/talks they organise.
- It is the responsibility of the chairperson/acting-chairperson to ensure the proper conduct of meetings.
- Malahide Portmarnock Educate Together wishes to state that repeated breaches of this procedure may represent bullying and may result in appropriate action being taken to resolve any such incidents.

Parents are entitled to:

- confidentiality with respect to all discussions they hold with teachers.
- expect (notwithstanding the professional responsibilities of the teacher) that this confidentiality will not be breached, including in circumstances where, although a parent is not explicitly named, they are clearly identifiable.
- Malahide/Portmarnock Educate Together recognises that repeated breaches of confidentiality may represent bullying.

16. Implementation/Ratification and Review

This policy was ratified by the Board of Management of Malahide Portmarnock Educate Together NS on 11th March 2020. It will be reviewed again in October 2021.

Signed: 

Date: 26/10/2022

Chairperson

Signed: 

Date: 26/10/2022

Principal

Appendix 1 Checklist for annual review of anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes /No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Principal?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Notification regarding the Board of Management's annual review of the anti-bullying policy

To: _____

The Board of Management of _____ wishes to inform you that:

- The Board of Management’s annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of _____ [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____
Chairperson, Board of Management

Date _____

Signed _____
Principal

Date _____

Appendix 2: Anti-bullying Campaign



Malahide Portmarnock ETNS **Anti-Bullying Campaign** **Junior Infants to 1st Class**



When someone is being mean and does or says things over and over again to upset or annoy someone else it is breaking our school rules.

Go over Golden rules: Kind hands, Kind feet, Kind words, Tell the truth etc.

If someone is being mean-how does it make other children feel?

You do not have to like everyone in your class group but you must still respect them.

If anyone is ever unkind to you, you must tell an adult because that is not ok!
We need your help!! If you see someone being unkind, you can help by telling an adult!



Malahide Portmarnock ETNS **Anti-Bullying Campaign** **2nd to 6th Class**



Pupils who are bullied over and over again by others feel bad, sad, miserable and embarrassed. Even if they laugh and don't let on or if they pretend they don't mind, they really want it to stop!

When someone is being mean and does or says things over and over again to upset or annoy someone else this is what we call BULLYING. This could include pushing or hitting them, "going at" their stuff, not letting them join in, calling them names, saying or writing nasty things to them or about them, or "making fun" of them in any way.

We want all bullying to stop - NOW! If we hear that a pupil is bullying others we want to quietly meet that pupil, explain how serious and unfair bullying is and how bad it feels for anyone to be bullied. We want to ask that pupil for a promise to stop the bullying. If the bullying stops nobody will be punished and that will be the end of the matter. But the bullying must stop!

Pupils have a right not to be bullied because they are different. We are all different and that is a very good thing. We may be brown skinned or white, tall or small, heavy or skinny, Irish or Indian, red haired or fair, loud or quiet, rough or gentle, good at Maths or bad at Irish etc. We should not be bullied because we are different. What is important is that everyone deserves equal respect.

Pupils who see or know about bullying and do not tell a teacher are helping the bullying pupil to continue bullying. If they report the bullying it can be stopped and everyone can "live happily ever after," even the bullying pupils(s). It is very important to report all bullying to a teacher.

We need your help. We need to know if there is anyone we need to talk to about bullying. You are going to answer a survey as part of your homework. You will be putting your name on it. Please be honest here. Remember! We simply want to talk to those involved, and if the bullying stops the matter will end quietly there. But we need to know who to talk to.



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Pupil Survey

Your answers will not be shared with anyone else in the class.

Are you having any problems with anyone from school?

If your answer is yes, what is going on?

Do you think anyone else in the class is having any problems with anyone from school? If your answer is yes, what is going on?



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Anti-bullying Promise

1. I will treat every person with kindness and respect at all times.
2. I will not shame, scare, threaten, or bully any student at school.
3. I will not just watch someone being bullied and not try to help. If I can not stop the bully myself, I will talk to and comfort the person being bullied. I will always try to help the person being bullied.
4. I will encourage my friends not to bully and to help others who are being bullied.
5. I will try to be a friend to students who don't seem to have friends and spend a lot of time by themselves.
6. If I dislike someone I will treat them with respect.

Signed: _____ (pupil)

Date: _____

Appendix 3: Format for recording bullying behaviour

1. Recipient(s) of bullying behaviour

Name _____ Class _____

Name _____ Class _____

Name _____ Class _____

2. Pupil(s) engaged in bullying behaviour

Name _____ Class _____

Name _____ Class _____

Name _____ Class _____

3. **Source** of bullying behaviour concern/report
(tick relevant box(es))

Pupil concerned

Other Pupil

Parent

Teacher

Other

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

Playground

Classroom

Corridor

Toilets

Other

(tick

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:

New child to school	SEN related	Sexual Harassment	Homo or transphobic	Racial (incl. traveller community)	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

10. Details of follow up meetings or interventions

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____



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Alleged Bullying Interview Sheet

This interview should be conducted in an amicable way, seeking information and a promise

Team Member(s): _____ **Time:** _____ **Date:** ____/____/____

Interview with: _____ **Class:** _____ **Due to Report/Survey (R/S):** _____

Can be amended as appropriate

Do you know that if people are mean to someone over and over again, calling them names, hitting them, upsetting them or annoying them, this is what we call bullying (Y / N)? _____

We want all our pupils to be happy in school, including you. If some pupils were being mean to you we would try to get them to stop. Nobody should be mean to you. Do you understand this? ____

We did a survey about bullying and we are now worried that a pupil in your class is being bullied. Are you surprised (Y / N)? _____ ***Explain:*** _____

Who do you think might be getting bullied in your class? _____ **(Probe)**

The pupil is: _____

The survey shows that pupils in your class think you have been bullying her/him a bit. What have you been doing that might make them think this? _____ **(Probe)**

I now want to ask you a lot of questions to find out what else might have been happening. If you tell the truth when you answer these questions I will know that, if it is bullying and if you promise to stop, I can believe you. We already know some things you may have done but we need to know the whole story. Are you ready to truthfully answer a lot of questions (Y / N)? _____

(Use the checklist overleaf, then return to complete the section below).

P.T.O. →

Why have you been treating her/him this way? _____ **(Probe)**

Have you ever been bullied? (Y / N) _____ ***If 'Yes,' how did it feel?*** _____ **(Probe)**

Imagine your Mother being treated this way by big people at her work. How do you think she would feel? _____ **(Probe)**

If you knew she was treated this way how would you feel? _____ **(Probe)**

Now, can you understand how unfair it is to treat someone like this (Y / N)? _____

Did you know that bullying breaks our school rules (Y / N)? _____

We do not want to tell the Principal (depending on seriousness you may add "or the Board of Management" or "or even the Gardaí") about this. We need to know that you know how serious it is and we need to know for sure that it will not happen again. Can you promise this (Y / N)? _____

We will now ask you to sign a written promise (Decide which version?)

To be completed by team member later:

Parent signature required (Y/N)? _____

Promise signed (Y/N)? _____



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Behaviour Checklist

Please use the letter "Y" for "yes," or "sometimes" or even for "once."

Pupil Name: _____ Class: _____ Date: ___/___/___

When you are with (N): _____ have you ever . . .

Verbal: Called (N) _____ (E.g. Ref. Survey).
 Said things to make (N) feel bad? _____
 Said (N) is "thick"? _____

 Said nasty things (N) heard? _____

 Teased (N) (Toilets/Dressing Room)? _____

 Teased (N) about appearance? _____

 Said (N) is "a swat"? _____

 Said nasty things about (N)'s parent (e.g. mother) or family? _____

 Said bad things or made fun of (N) re. Skin Colour? _____
 Religion? _____

 Nationality? _____

 Home Background? _____

 A disability (special needs)? _____
 Written: Written nasty notes about (N)? _____ Written graffiti about (N)? _____

 Sent text messages about (N)? _____
 Put nasty things about (N) on the Internet? _____
 Sent an embarrassing phone message about (N)? _____
 Property: "Borrowed" (N)'s stuff without (N)'s permission? _____

 Hid (N)'s stuff? _____

Social: Laughed at (N), with others, knowing that (N) could hear you? _____

 Pretended (N) wasn't there? _____

 Given (N) a "dirty" or disgusted look? _____

 Left (N) out of games? _____

 Left (N) alone on bus, in yard etc? _____

 Tried to cause trouble between (N) and (N)'s friends? _____

 Made fun of (N) in front of others? _____

 Stared at (N) as a group? _____

 Said (N) said things he did not say? _____

 Spread rumours about (N)? _____

 Intimidation: Given (N) an angry stare? _____
 Given (N) a disgusted look? _____

 Tried to make (N) angry? _____

 Threatened (N)? _____

 Ganged up on (N)? _____

 Followed (N) around? _____

 Sent (N) a threatening text? _____

 Forced (N) to do something (N) did not want to do? _____

 Physical: Thrown objects at (N)? _____

Any other details or comments: _____

Return to main interview sheet overleaf and complete it now! P.T.O. →