School Position on Bullying

The Gaelscoil Chill Dara school community believes that each pupil has a right to an education free from fear and intimidation.

The teachers in this school together with other staff members seek, on an ongoing basis, to cultivate an environment in the school that is free from bullying.

This school regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted pupil(s). Therefore, this school does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted pupil(s) and the perpetrator(s).

The immediate priority, should a bullying situation arise, is ending the bullying, (*thereby protecting the person(s) being targeted*) and resolving the issues and restoring the relationships involved insofar as is practicable using a 'Reform, not Blame' approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the school. On becoming aware of any bullying situation in or outside the school, involving or having an impact on members of the school community, they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Pupils' participation in school life in general is encouraged through existing school structures. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

Anti-Bullying Policy

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 Gaelscoil Chill Dara 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; Clár a Chineáltais - Kindness programme
   ● 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;
   ● 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 behaviour are included in the definition of bullying:

     - deliberate exclusion, malicious gossip and other forms of relational bullying,
     - cyber-bullying and
     - identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

   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.

<u>Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.</u>

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a pupil or undermine her/his self-esteem or self-confidence.

(Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

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. The 'Relevant Teacher(s)' for investigating and dealing with bullying in this school this year (as required in Procedures, Appendix 1 – *Template Anti-Bullying Policy* section 4) are indicated in Appendix 4 below.
    (*'At primary level, the relevant teacher will normally be the class teacher.'* Procedures 6.8.3)

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity based bullying) used by the school include both of the following (6:5):

    ● The anti-bullying module of the SPHE programme as it applies during each school year, particularly the relevant exercises from the "*Walk Tall*" and "*Stay Safe*" programmes, and

    ● Awareness-raising exercises from the 'Awareness-Raising' strand of the *Anti-Bullying Campaign* programme, pro-actively explaining the nature and variety, causes, negative consequences and unacceptability of bullying.

    Using a combination of exercises from these programmes on a monthly basis, pupils will experience approximately 10 short awareness-raising exercises each year. In the process:

    -   Pupils are helped to examine the issue of bullying in a calm rational way, outside of the tense context of particular bullying situations and so become more aware of the nature of bullying and the various forms that it can take.

    -   Pupils are made aware that the consequences of bullying behaviour are always bad for those who are targeted, even if this is not always obvious at the time.

    -   Pupils are encouraged to recognise, reject and report bullying behaviour, either spontaneously or through surveys that are regularly used in the school each year – e.g. a survey of all pupils who can read and write every year.

    Through presentations or other exercises, the school staff and parents/guardians are made aware of the nature of bullying and the signs that might indicate that a pupil is being bullied. They are encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the 'Relevant Teacher' (in the case of staff members) or any staff member (in the case of parents/guardians).

    Through regular reports in school newsletters and other communications, as well as at meetings with parent/guardian groups, parents/guardians are regularly informed of the anti-bullying activities of the school and encouraged to support its work.

- An annual anti-bullying/friendship week each year..
- Kindness modules.
- Workshops with Barnardos & the Gardaí regarding online safety.
- Pupil committee.
- Annual survey Rang 1 - 6
- Class activities throughout the year such as a Reflection box.

6. The school's procedures for uncovering, investigation, follow-up and recording of bullying behaviour, and the established intervention strategies used by the school for dealing with cases of bullying behaviour, (e.g. the "4 Essential Steps" approach available from the *'Resolving Bullying Situations'* section of the *Anti-Bullying Campaign website*) are as follows:

- The 'Relevant Teacher' investigates all instances of reported or suspected bullying behaviour, whether these take place within the school or outside it but with an impact within it, with a view to establishing the facts and bringing any such behaviour to an end.
- Since bullying is often hidden from teachers and not reported, but pupils "see everything," surveys are regularly used (e.g. annual) to uncover possible bullying situations, allowing pupils to suggest to their teacher who s/he should talk to in relation to these.
- The School, through the 'Relevant Teacher' reserves the right to ask any pupil to write an account of what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that any pupil is guilty of misbehaviour.
- Pupils who are alleged to have been involved in bullying behaviour are interviewed by the 'Relevant Teacher,' acting *in loco parentis,* to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise - gealltanas that they will treat all pupils fairly, equally and respectfully including the targeted pupil(s).
- The 'Relevant Teacher' does not apportion blame but rather treats bullying behaviour as something that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them using restorative practice questions as a scaffold to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore are not getting others 'in trouble' but rather enabling them to get out of trouble into which they may ultimately get if the bullying continued.
- When an investigation is completed and/or a bullying situation is resolved the 'Relevant Teacher' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information.
- If a pupil has signed such a gealltanas but then chooses to break that promise and continue the bullying behaviour, parent(s)/guardian(s) will be informed, at that "early stage," (Procedures 6.8.9. (xiv)) and requested to countersign their child's promise. Breach of this additional promise by further bullying behaviour would be regarded as a very grave matter and a sanction may be imposed by the school authorities (See sanctions below).
- All documentation regarding bullying situations and their resolution is retained securely in the school on the Aladdin profile of the relevant child.

- Sanctions:

  Where a pupil has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed:

  - For (first) breach of promise – i.e. a resumption of bullying behaviour – s/he may be required to sign another promise, this time countersigned by a parent/guardian;

  - In the unlikely event of a further (second) breach of promise – i.e. a resumption of bullying behaviour – the 'Relevant Teacher' may contact parent(s)/guardian(s) to inform them of the nature and extent of the bullying behaviour, to discuss the matter with them with a view to coming to a better understanding the reasons for the bullying behaviour, to suggest actions to be taken to help meet their child's needs and to agree a strategy whereby a promise to end the bullying behaviour would be honoured;

  - In the highly unlikely event of a further (third) breach of promise – parent(s)/ guardian(s) may be invited to a meeting with the 'Relevant Teacher' and the Principal and a sanction may be imposed in accordance with the Code of Behaviour of the school.

  - In the extremely unlikely event of a further (fourth) breach of promise – the case may be referred to the Board of Management and a further sanction may be imposed in accordance with the Code of Behaviour of the school.

7. The school's programme of support for working with pupils affected by bullying is as follows:

- Restorative practice of bullied pupils (as required under Procedures 5.2.2 (vii) and Appendix 1. 7.):

  - Ending the bullying behaviour,

  - Changing the school culture through ongoing awareness-raising to (a) foster more respect for bullied pupils and for all pupils and (b) foster greater empathy towards, and support for, bullied pupils,

  - Indicating clearly that the bullying is not the fault of the targeted pupil (a reassurance bullied pupils often need), through ongoing awareness-raising and through the speedy identification of those involved in bullying and speedy resolution of bullying situations and, after resolution, enabling bullied pupils to complete a victim-impact statement,

  - Making adequate support and/or counseling facilities available to pupils who need them (who seem less resilient and are slower to recover, make friends and enjoy school life again), within or outside the school as applicable, in a timely manner,

  - Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).

  - Implementing a 'buddy system' in the school (*if applicable*).

- For bullying pupils: (as required under Procedures 5.2.2 (vii)):

  - Making it clear that bullying pupils who reform are not blamed or punished and get a 'new start,'

  - Making it clear that bullying pupils who reform are doing the right and honorable thing and giving them praise for this,

  - seeking other ways to "catch them doing the right thing" and giving appropriate praise,

  - Supporting them to overcome learning difficulties through Support Staff provision and to overcome emotional and/or social difficulties through class management and pastoral care within the school,

- Helping those whose self-esteem is low by encouraging them to become involved in activities that develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school),
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth, including creating opportunities to use appropriate praise,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform.
- Making adequate support and/or counselling facilities available to help remedy underlying issues for those who need them, within or outside the school as applicable, and to help them learn to meet their needs without violating the rights of others,

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. The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps as 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.

This policy was adopted at a meeting of the Board of Management in September 2023..

Cathaoirleach: Colm Ó Gógáin   Príomhoide: Niamh Uí Chadhla

Síniú: Síniú:

Dáta: Dáta:

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Notes:

All policies of Gaelscoil Chill Dara are subject to a process of review & amendment from time to time. The Parents Association (Comhairle na dTuismitheoirí) and the teaching staff are consulted in this process before a new or revised policy is finally adopted by the Board of Management. Further suggestions on any of the Gaelscoil's policies, made in writing to the Principal, will be welcomed at any time from any interested person. The policies, as they presently stand, are posted on the Gaelscoil's website in both English & Irish:
www.gaelscoilchilldara.com

All of the Gaelscoil's policies are drawn up in both English & Irish. In the event that some difference is noted between the two versions of any policy a parent, *etc*, may choose to rely on either version as being the more beneficial for their child or their needs generally. The Board conducts its meetings through Irish but it will deal with any matter through either Irish or English as requested by any parent or other person.

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Appendix 1 – Examples of Bullying Behaviour

Bullying (Deliberate, Repeated, Hurtful Behaviour) can take a number of forms. These may include any of the following (this list is not exhaustive):

- **Repeated aggressive behaviour/attitude/body language, for example:**
  Shouting and uncontrolled anger
  Personal insults
  Verbal abuse
  Offensive language directed at an individual
  Continually shouting or dismissing others
  Public verbal attacks/criticism
  Domineering behaviour
  Open aggression
  Offensive gestures and unwanted physical contact

- **Intimidation, either physical, psychological or emotional, for example:**
  Treating in a dictatorial manner
  Ridicule
  Persistent slagging
  Deliberate staring with the intent to discomfort
  Persistent rudeness in behaviour and attitude toward a particular individual
  Asking inappropriate questions/making inappropriate comments re. personal life/family
  Asking inappropriate questions/making inappropriate comments re. social life or schoolwork

- **Interference with property, for example:**
  Stealing/damaging books or equipment
  Stealing/damaging clothing or other property
  Demanding money with menaces
  Persistently moving, hiding or interfering with property
  Marking/defacing property

- **Undermining/Public or Private Humiliation, for example:**
  Condescending tone
  Deliberately withholding significant information and resources
  Writing of anonymous notes
  Malicious, disparaging or demeaning comments
  Malicious tricks/derogatory jokes
  Knowingly spreading rumours
  Belittling others' efforts, their enthusiasm or their new ideas
  Derogatory or offensive nicknames (name-calling)
  Using electronic or other media for any of the above (cyber bullying)
  Disrespectfully mimicking a particular individual in his/her absence
  Deliberately refusing to address issues focusing instead on the person

- **Ostracising or isolating, for example:**
Deliberately marginalising an individual
Deliberately preventing a person from joining a group
Deliberately preventing from joining in an activity, schoolwork-related or recreational
Blaming a pupil for things s/he did not do
If any of these happen again & again to a student this is bullying behavior regardless of what other name it is called by.

Appendix 2 – Prevention/Awareness Raising (Required under Procedures 5.2.2 (iii) & Appendix 1. 5.)

	Exercises From: "Walk Tall"	Exercises From: "Stay Safe"	Exercises From: "Anti-Bullying Campaign"
Junior Infants	3.3 Kind or not so Kind	2.1 Friendship 2.2 What is Bullying?	9 Exercises – Friendship, Kindness and Respect - *see pages below . .*
Senior Infants		2.3 How can we stop Bullying?	9 Exercises – Friendship, Kindness and Respect - *see pages below . .*
1st Class		2.1 Friendship 2.2 What is Bullying 2.3 Exclusion	9 Exercises – Friendship, Kindness and Respect - *see pages below . .*
2nd Class	4.6 Bullying (Cope – Tell)	2.4 Effects of Bullying 2.5 Class Agreement	9 Anti-Bullying Exercises - *see pages below . .*
3rd Class	4.1 What is Bullying? 4.2 The Effects of Bullying 4.3 What we think of Bullying 4.4 Witnessing Bullying 5.5 A Bully-Free Zone 4.6 Standing up to Bullying	2.1 Friendship 2.2 What is Bullying? 2.3 Other types of Bullying	9 Anti-Bullying Exercises - *see pages below . .*
4th Class	5.3 Dealing with Bullying	2.4 Cyber-Bullying 2.5 Coping with Bullying 2.6 Class Agreement	
		2.1 Friendship 2.2 What is Bullying 2.3 Other types of Bullying	9 Anti-Bullying Exercises - *see pages below . .*

5ᵗʰ Class

6ᵗʰ Class

Appendix 2 Contd. **Prevention/Awareness-Raising Exercises**

from the *Anti-Bullying Campaign* – Fostering Friendship, Kindness and Respect
for Junior and Senior Infants and First Class (Age 4-7 years) (As Gaeilge buíochas le COGG)

An Outline of Primary Strand 1 - Tools for Raising Awareness

Age 4-7 Years – Developing a Culture of Friendship, Kindness and Respect

*Before addressing the bullying issue in Second Class (age 7-8)
children should ideally have done all of the positive exercises below during the previous three school years*

Junior Infants (Age 4-5):

Exercise 1.0.01 Board Game for Dice – Friendship, Kindness & Respect 1

Exercise 1.0.02 "Sesame Street - What Is A Friend" – Video and Questions for Teacher to Ask

Exercise 1.0.03 "Sesame Street - Because We're Friends" – Video and Questions for Teacher to Ask

Exercise 1.0.04 "Sesame Street - I Am Your Friend" – Video and Questions for Teacher to Ask

Exercise 1.0.05 "Grumpy Tree Story" – Video and Questions for Teacher to Ask

Exercise 1.0.06 "Sesame Street - Looking For A Friend" – Video and Questions for Teacher to Ask

Exercise 1.0.07 "Colour Your World With Kindness" – Video and Questions for Teacher to Ask

Exercise 1.0.08 "Respect Explained" – Video and Questions for Teacher to Ask

Exercise 1.0.09 "Sesame Street - Respect" – Video and Questions for Teacher to Ask

Senior Infants (Age 5-6):

Exercise 1.0.11 Board Game for Dice – Friendship, Kindness & Respect 2

Exercise 1.0.12 "Sesame Street - Get Along Together" - Video and Questions for Teacher to Ask

Exercise 1.0.13 "A Random Act of Kindness" – Video and Questions for Teacher to Ask

Exercise 1.0.14 "Be Responsible, Safe, Respectful Song" – Video and Questions for Teacher to Ask

Exercise 1.0.15 "Simple Act of Kindness Creates Endless Ripple" – Video and Questions for Teacher to Ask

Exercise 1.0.16 "Respect" – Video and Questions for Teacher to Ask

Exercise 1.0.17 "Respect Song Video - Classroom Mix Version" – Video and Questions for Teacher to Ask

Exercise 1.0.18 "Kindness Rhyme For Kids - You Are Amazing" – Video and Questions for Teacher to Ask

Exercise 1.0.19 "Kindness Changes Everything" – Video and Questions for Teacher to Ask

First Class (Age 6-7):

Exercise 1.1.01 Board Game for Dice – Friendship, Kindness & Respect 3

Exercise 1.1.02 "Kid's Guide - Getting Along With Classmates" – Video and Questions for Teacher to Ask

Exercise 1.1.03 "Inspirational Video – Pay it Forward" – Video and Questions for Teacher to Ask

Appendix 2 Contd. **Prevention/Awareness-Raising Exercises**
from the *Anti-Bullying Campaign,* Strand 1 – Raising Awareness Handbook
for Second to Sixth Classes (Age 7-12 years) and the Whole School Community (as gaeilge buíochas le COGG)

An Outline of Primary Strand 1 – Tools for Raising Awareness

Age 7-12 Years – Explaining the Nature and Unacceptability of Bullying

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Second Class (Age 7-8):

Exercise 1.2.1: **"Sesame Street – Good Birds Club (2011)"** – *YouTube Video & Printed Questions to Ask*

Exercise 1.2.2: *"Types of Bullying" – Worksheet Exercise*

Exercise 1.2.3: **"The Meanest Girl in Second Grade"** – *YouTube Video & Accompanying Worksheet*

Exercise 1.2.4: *"Snakes and Ladders" Exercise – game with anti-bullying messages*

Exercise 1.2.5: **"Cyber Bullying Cinema Commercial"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.2.6: **"Meena Cartoon – Who is Afraid of the Bully**" - *YouTube Video & Accompanying Worksheet*

Exercise 1.2.7: *Annual Anti-Bullying Drawing Competition (2 Weeks)*

Exercise 1.2.8: *Annual Anti-Bullying Slogan Competition (2 Weeks)*
> **+ Surveys:** From the "*Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

Third Class (Age 8-9):

Exercise 1.3.1: *"Recognising Bullying" – Worksheet Exercise*

Exercise 1.3.2: **"Strength in Numbers"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.3.3: **"It's up to You"** – *YouTube Video & Accompanying Worksheet*

Exercise 1.3.4: *"Rudolph the Red-Nosed Reindeer" Worksheet Exercise*

Exercise 1.3.5: **"Words Hurt – Don't be a part of it"** - *YouTube Video & two Accompanying Worksheets*

Exercise 1.3.6: **"Emma's Story - Cyberbullied by a Best Friend"** – *YouTube Video & Accompanying Worksheet*

Exercise 1.3.7: *Annual Anti-Bullying Drawing Competition (2 Weeks)*

Exercise 1.3.8: *Annual Anti-Bullying Slogan Competition (2 Weeks)*

Exercise 1.3.9: **"Inspirational Video – Pay it Forward"** – *Video and Questions for Teacher to Ask*
> **+ Surveys:** From the "*Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

Fourth Class (Age 9-10):

Exercise 1.4.1: **12 Short Animated "Webisodes"** *(e.g. 2 sessions of six each) & Accompanying Worksheet*

Exercise 1.4.2: **"When the Going gets Scruff"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.4.3: *"Cyber-Bullying by Phone" Powerpoint Presentation*

Exercise 1.4.4: **"The Power of One – School Video Sample"** - *YouTube Video to be followed by Survey*

Exercise 1.4.5: **"Bully (Amazing Short Animation film)"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.4.6: **"Supporting Difference"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.4.7: *Annual Anti-Bullying Drawing Competition (2 Weeks)*

Exercise 1.4.8: *Annual Anti-Bullying Slogan Competition (2 Weeks)*

Exercise 1.4.9: *"Snakes and Ladders" Exercise – game with anti-bullying messages*

+ **Surveys:** From the *"Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

Fifth Class (Age 10-11):

Exercise 1.5.1: **"***Simon Says" exercise, focusing positively on difference, to be led by Teacher*

Exercise 1.5.2: **"Anti-Cyberbullying (FCF Youth Version)"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.5.3: **"Antibullying PSA: The Price of Silence"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.5.4: **"BackMeUp – Anti-cyberbullying"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.5.5: *"Cyber-Bullying Online" Powerpoint Presentation*

Exercise 1.5.6: **"Talent Show - Cyberbullying Prevention"** - *YouTube Video & Accompanying Worksheet*

Exercise 1.5.7: *Annual Anti-Bullying Drawing Competition (2 Weeks)*

Exercise 1.5.8: *Annual Anti-Bullying Slogan Competition (2 Weeks)*

Exercise 1.5.9: 5th & 6th Class (Age 11-12) Anti-Bullying Snakes and Ladders - *Game* **+Surveys:** From the *"Resolving*

Sixth Class (Age 11-12):

Exercise 1.6.1: **"Mean Girls"-** *You Tube Video & Accompanying Worksheet*

Exercise 1.6.2: **"How to UnMake a Bully, Vol. 2"** – *YouTube Video to be followed by small group or class discussion*

Exercise 1.6.3: **"Cyber-Bullying"** – *YouTube Video & Accompanying Worksheet*

Exercise 1.6.4: **"Childnet International – Cyberbullying"** – *YouTube Video & Accompanying Worksheet*

Exercise 1.6.5: *Short Worksheet Exercise to avoid being cyberbullied & handout of tips re. phone & online bullying*

Exercise 1.6.6: **"Tolerance PSA - Dear Parents"** – *YouTube Video to be followed by discussion in school & at home*

Exercise 1.6.7: *Annual Anti-Bullying Drawing Competition (2 Weeks)*

Exercise 1.6.8: Computerised Anti-Bullying Poster Competition or *Annual Anti-Bullying Slogan Competition (2 Weeks)*

Exercise 1.6.9: 5th & 6th Class (Age 11-12) Anti-Bullying Snakes and Ladders - *Game* **+Surveys:** From the *"Resolving Situations"* section with 'Reform, not Blame' approach explained before every survey

All Classes: (Age 8 - 12):

Curricular Anti-Bullying Resources:*Social, Personal & Health Education, Religious Education, and/or other subject area activities supporting anti-bullying work*

Teachers Section: 13 – *A Selection of Poems, some of which can help older pupils understand how bullied children might feel & maybe encourage further writing*

Literature: *Any literature on themes of Friendship, Kindness, Respect, Bullying etc.*

School Visits: *Visiting Anti-Bullying Drama/Speaker if available/affordable*

Staff Awareness of Bullying:
Primary & Post-Primary Level Videos: *Sample Various Pupil Awareness-Raising Videos from our programme*
Teachers Section:

01 (a) – *Powerpoint Presentation for Teachers on Bullying and how the Anti-Bullying Campaign works*

01 (b) – *Video Presentation for Teachers on Bullying and how the Anti-Bullying Campaign works*

03 (a) – *Powerpoint Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

03 (b) – *Video Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

09 – "Not in the Break Room, Not on the Playground" – *YouTube Video*

10 – "To this Day Project – Shane Koyczan" – *YouTube Video*

11 – Lucy's Story – *Tragedy of teen son, taunted online, told by his mum*

13 – *Poems to help Teachers understand how bullied children might feel*

Visiting Drama: *Attend any Visiting Anti-Bullying Drama/Speaker with pupils*

Every support required available here.

Regular Reports & "Thank You's":   *Presented at staff-meetings, staff-days, in-school inservice etc.*

Parent Awareness of Bullying:
Teachers Section: Exercise 03 (a) – *Powerpoint Presentation for Parents and Teachers on Bullying & Cyberbullying with an outline of the Anti-Bullying Campaign*

Exercise 03 (b) – *Video Presentation for Parents and Teachers on Bullying & Cyber-Bullying with an outline of the Anti-Bullying Campaign*

Policy: *Publication of Anti-Bullying policy in School Prospectus / School Website / Pupil Journals*

Newsletters: *Regular parents newsletter items re. anti-bullying activities*

Whole School Awareness: **Display in central and/or public areas in school:**

        (a) *Information re anti-bullying activities*

        (b*) Notice of upcoming anti-bullying events*

        (c) *Anti-bullying competition winners' names*

        (d) *Anti-bullying competition winning entries*

Appendix 3. **– Resolving Possible Bullying Situations -** for Second to Sixth Classes (Age 7-12 years)
(Required under Procedures 5.2.2 (v)/(vi),5.3.1 (viii) & Appendix 1.6)
From: Anti-Bullying Campaign Strand 2 – Resolving Bullying Situations Handbook

All resources available here

Strand 2: – 4 Essential Steps to Rapidly Uncover and Resolve Possible Bullying Situations

Tools to Rapidly Uncover and Resolve Possible Bullying Situations

Every incident or suspicion reported must be investigated and dealt with.

There follows a complete list of tools/pages for the various stages of investigating bullying. In most cases, however, only the following need to be used:

Essential Step 1 *(back to back) to record any report of bullying and progress in dealing with it.*

Essential Step 2 *(back to back) to remind pupils of no blame approach and then carry out a whole class survey.*

Essential Step 3 *(back to back), to guide conversation with pupil to establish if bullying did take place – allow up to 30 minutes per pupil.*

Essential Step 4 (a) or (b) *- if bullying has been confirmed, a first promise not to bully or a second promise, if needed (supported by a parent).*

Some of the other tools/pages may sometimes be helpful in more difficult cases.

FULL LIST OF TOOLS/PAGES

If a report of possible bullying is received from any source, always complete **Essential Step 1**. This includes an "Incident Report" form and (copied back-to-back) an "Action Taken" form on which brief details of the response to the report are

sign a "Joining-In" promise form, enabling them to admit any involvement in the bullying and promising that in future they will not join in.

3   Speak with any alleged perpetrators using the **Essential Step 3** "Alleged Bullying Interview" form.   In the conversation use the "Bullying Behaviour Checklist" to establish the nature and/or gravity of the behaviour.

If necessary, (though it is seldom necessary) ask each identified witness to individually complete an "Incident Observer Report" form.

If necessary (in the unusual event that sufficient information has not been forthcoming through the survey), organise the Anti-Bullying Team to use the "Whole Class Individual Interview" form with all class members individually within one class period.

If necessary, seek staff feedback using the "Suspected Vulnerable Pupil Alert," "Pupil Friction Alert" or "Named Bullied Pupil Alert" notices.

4 As **Essential Step 4** ask each confirmed perpetrator to complete and honour a simple "Pupil Behaviour Promise". For breach of a previous promise (e.g. bullying a different

All used pages are confidential unless a legal imperative dictates otherwise. If a pupil keeps her/his anti-bullying promise, the pages should be kept on file and not shown to anyone (apart from a school anti-bullying team, if applicable). However, if a pupil chooses to break that promise then disclosure is possible.

Appendix 4

The 'Relevant Teacher(s)' for investigating and dealing with possible bullying situations in this school
(as required in *Anti-Bullying Procedures for Primary and Post Primary Schools*, 2013
Appendix 1 – *Template Anti-Bullying Policy,* section 4)
(*'At primary level, the relevant teacher will normally be the class teacher.'* Procedures 6.8.3)

Restorative Practice NEW 2023

Restorative Practice

Improving relationships between people and communities

Restorative Practices are philosophical and restorative justice principles and provide an ethos and procedures that underpins, maintains and repairs relationships and facilitates a spirit of social responsibility and shared accountability.

Restorative Practice (RP) encompasses a set of principles that help us build positive relationships, and manage conflict when it arises, in a healthy and constructive way. It encourages people to take ownership of their actions and holds others to account for their own actions. Respect is the most important thing in restorative practice: respect everyone, especially those who you might struggle with. As a result, relationships will show fairness and openness.

The six principles of restorative practice are:

Respect

● Empathy

● Safety

Personal Accountability

● Equality

● Community

Confidence

Using Restorative Questions to respond to challenging behaviour

1. "What happened?" This is an opportunity to show empathy and respect. At this stage the child feels understood and listened to.

2. "What were you thinking at the time?" how did you feel at the time? If the emotions and needs that cause behaviour can be identified and understood, it can be of great help in solving the behaviour.

3. "What ideas have you had since then?" This step helps the child to learn about the appropriate behaviour — what is and is not acceptable from a behavioural point of view.

4. "Who is affected by what you have done and how is he/she/they affected? How has you been affected by this incident? On others? Did you upset anyone else? How did this affect you/them? The purpose of this step is to help the child to instil empathy with others.

5. "How could you do things differently?" could you do anything another way next time? This allows the child to develop strategies that meet their needs, in a way that respects the needs of others.

6. "What do you think should happen next?" What needs to happen now to put things right? What do you have to do now? the child learns how to resolve harm and restore relationships that can be broken at a time of conflict.

How do you feel now?

https://www.connectrp.ie/about

https://www.pdst.ie/post-primary/health-wellbeing/restorative-practice

https://www.youtube.com/watch?v=2UvDMQyBVLs

https://www.connectrp.ie/workshops

https://www.education.ie/en/Press-Events/Press-Releases/2019-press-releases/PR19-04-02a.html

https://www.thejournal.ie/readme/opinion-we-have-an-unacceptable-high-level-of-school-suspensions-and-expulsions-3714434-Nov2017/?utm_source=shortlink

https://youtu.be/9Qe5_1WayiI School to Prison pipeline

https://youtu.be/AZ-pU7ozt3g Under the surface

Restorative Practices Ireland www.restorativepracticesireland.ie

 http://www.restorativepracticesireland.ie/conference-calls-restorative-practices-used-schools/)

https://www.pdst.ie/primary/healthwellbeing/restorativepractice

https://youtu.be/evq-zW6DQ9s Traditional versus RP

Flúirse - Summer Course for all staff 2021 Restorative Practice

Restorative Practice

Restorative Practices

Restorative Practice Questions

What it means:

Looking at conflicts through a 'relationship' lens – understanding that people and relationships were harmed;

Understanding that when such harm is done, it creates obligations and liabilities;

Focusing on repairing the damage and putting things right;

When inappropriate behaviour has harmed/impacted negatively, at times without thinking, all sides must:

have a chance to tell their side of the story and feel heard;

better understand how the incident occurred;

understanding how this can be avoided again;

feel that they were understood by the others involved;

find a way to move on and feel better about themselves.

There are a range of types of Restorative Practice including using restorative language, conducting restorative conversations, running circle time, restorative conferencing etc. When things go wrong:

You take into account those responsible for the incident and those affected to solve the problem

Provide high levels of support to all parties, whether perpetrators or those affected;

 Addressing the needs of all those involved in adverse events;

Provide strong messages and reminders of what types of behaviour are acceptable and unacceptable;

Restorative questions aimed at helping those harmed by other people's actions include

:

What happened?

How did you feel at the time?

Did you upset anyone? How did it affect them?

Could you do anything differently next time?

What do you have to do now?

How do you feel now?

There are many challenges in implementing an organisation or institution-based approach as the restorative way involves strong opinions about power and control and the desire to make things unpleasant for someone when they do something wrong or are responsible for 'misconduct'.