Scoil Íde Presentation Primary School,
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ANTI-BULLYING POLICY

Scoil Íde
New Road,
Clondalkin,
Dublin 22.

SCOIL ÍDE
ANTI-BULLYING POLICY

Definition of Bullying:
We, in Scoil Íde, define bullying as a repeated and persistent aggression verbal, psychological or physical conducted by a group or an individual against another (as outlined by the Department of Education Guidelines on Bullying).

Policy Statement:
In our Mission Statement we are 'committed to the full and proper development of all aspects of the individual pupil, for personal and family life, for working life, for living in the community and for leisure therefore we are opposed to bullying of any kind in our school.

Aim of the Policy:
Our aim is to develop a consistent whole approach to dealing with bullying in order to reduce the incidence of bullying in our school.

Objectives:
- To raise awareness of bullying as an unacceptable form of behaviour among staff, pupils and parents.
- To create a school ethos which encourages children to disclose and discuss incidents of bullying.
- To develop procedures for reporting, noting and recording bullying incidents.
- To lay down set procedures for investigating and dealing with incidents of bullying.
- To inform parents of our anti-bullying policy and procedures and to give parents guidelines for recognising and reporting bullying.
- To ensure that there is adequate supervision in all areas of the school.
- To integrate the anti-bullying campaign into the school curriculum as a preventative measure. We hope to equip the children with the skills necessary for coping with bullying.
- To allow for review and updating of the policy

PROCEDURES FOR NOTING AND REPORTING BULLYING

Reporting:
Pupils and Teachers:
- Pupils should report minor incidents of bullying to their class teacher or to the teacher on duty.
- More serious incidents are to be reported to the Principal.
- Principal may refer the matter to the Board of Management.
- Children should be encouraged to report bullying incidents and be taught that to do so is behaving responsibly and not telling tales.

- Pupils not directly involved in incidents should be encouraged to report bullying that they may have witnessed.
- Incidents which occur on the way to school and which are reported to the teacher should be noted in the school journal and be signed by the parents.

Parents:
- Parents reporting alleged incidents of bullying should do so either by letter or by telephoning the Principal (this is as a safeguard to protect the victim from further bullying). Following the telephone conversation the Principal will make a written report of the case and fill in the incident form (**Form B**).
- Incidents of bullying within the school must be handled solely by the Principal and staff of the school initially and, if needs be, by the Board of Management. Parents should not confront either the parents of or the child/children involved in incidents of bullying which occur on school premises.

Noting and Recording:
Teachers/Principal:
- Initial incidents reported by pupils can be noted by the teacher in an A – Z file containing the names of all the pupils in the class.
- Informal teacher observations could also be noted (e.g. mood changes, etc.).
- Bullying that is witnessed by a teacher or incidents which could indicate potential bullying if they became persistent, should be recorded on a special sheet entitled Yard Record Sheet B to be clipped on the back of the clipboard. This should be examined on the first Monday of every month and, if a pattern emerges for any child or children, the class teachers should be informed and further investigations made where necessary.
- Serious cases of bullying are to be recorded on an incident form to be called **Form B**. A copy of any completed form is to be sent to the Principal's Office where it will be kept on file for future reference.
- See Appendices for Form B and Yard Record Sheet B and Incident Sheet.

INVESTIGATING BULLYING INCIDENTS

The following points should be noted when investigating alleged incidents of bullying:
- Adopt a low key approach, e.g. never address the class as a whole about incidents.
- Victim and bully should not be interviewed together with the early stages of the investigation in either minor or serious incidents and later only if the victim feels ready.
- Communication between teacher/principal, teacher/teacher must be opened up immediately when alleged bullying has been reported to either party by a child, a parent or another adult.
- **Parents** should be requested not to become involved in alleged incidents or to interview either pupils or parents of those involved but to report them immediately to the school (preferably by phone or letter) and allow the school sufficient time to deal with the situation in accordance with the bullying policy in the school.
- Minor incidents could be dealt with using the written account approach where each party in an alleged incident is asked to write his/her account of what happened. See Incident Record Sheet.
- Incidents which are more serious and may involve a group of people with a ringleader are to be dealt with in accordance with the **No Blame Approach** which

involves setting up interviews with the victim and later with the group involved in the incident. There are 7 Steps laid out in this approach:

Step 1: Interview the victim
Step 2: Convene a meeting with the people involved
Step 3: Explain the problem
Step 4: Share responsibility
Step 5: Ask the group for ideas
Step 6: Leave it up to them
Step 7: Meet them again individually

If, after following the above approach, the bully persists the child/children will be sanctioned in accordance with our Code of Behaviour, i.e. Step 5 or Step 6 of the sanctions.

APPENDICES TO BULLYING POLICIES

1. Form B:
For recording any reports of bullying by parents, teachers or pupils.

2. Incident Record Sheet:
To be used when pupils are asked to write an account of what happened in minor incident.

3. Yard Record Sheet B:
To record incidents of bullying witnessed by teacher on duty

4. No Blame Approach:
Outline of the 7 Steps.

Form B

INCIDENT SHEET

A.

Day	Date	Time

Place	

B.

Pupils Names	

C.

Details of Incident:

Reported by:	

INCIDENT RECORD SHEET

Incident reported by:	
Date:	

What happened:
Why did it happen:
Who was involved in the incident:
Where did the incident take place:
When did it occur:
How do you think we can resolve this problem:

Signature:	**Date:**

YARD RECORD SHEET B

Date: _____ Pupil: _____was ☐ Kicking ☐ Hitting ☐ Punching ☐ Pushing ☐ Threatening ☐ Knocking Over ☐ Name Calling ☐ Other _____ _____	Date: _____ Pupil: _____was ☐ Kicking ☐ Hitting ☐ Punching ☐ Pushing ☐ Threatening ☐ Knocking Over ☐ Name Calling ☐ Other _____ _____	Date: _____ Pupil: _____was ☐ Kicking ☐ Hitting ☐ Punching ☐ Pushing ☐ Threatening ☐ Knocking Over ☐ Name Calling ☐ Other _____ _____
Date: _____ Pupil: _____was ☐ Kicking ☐ Hitting ☐ Punching ☐ Pushing ☐ Threatening ☐ Knocking Over ☐ Name Calling ☐ Other _____ _____	Date: _____ Pupil: _____was ☐ Kicking ☐ Hitting ☐ Punching ☐ Pushing ☐ Threatening ☐ Knocking Over ☐ Name Calling ☐ Other _____ _____	Date: _____ Pupil: _____was ☐ Kicking ☐ Hitting ☐ Punching ☐ Pushing ☐ Threatening ☐ Knocking Over ☐ Name Calling ☐ Other _____ _____
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NO BLAME APPROACH TO BULLYING

There are seven steps in this approach as follows:

Step 1: Interview the Victim

When the teacher finds out that bullying has happened, she starts by talking to the victim about her feelings. She does not question him about incidents, but she does need to know who is involved, including non-participant spectators. She encourages him/her to write down the effects of the bullying, how it makes him/her feel.

Step 2: Meeting with the People Involved

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight people works well.

Step 3: Explain the Problem

Teacher tells them about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise her distress. At no time does she discuss the details of specific incidents or allocate blame to the individuals or the group.

Step 4: Shared Responsibility

The teacher does not attribute blame but states that she knows that the group can do something about it, something to help.

Step 5: Ask The Group For Their Ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but she does not go on to extract a promise of good behaviour.

Step 6: Leave It To Them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet them again, individually, a week later to see how things are going.

Step 7: Meet Them Again

About a week later, the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.