



## Corpus Christi Primary School 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 Corpus Christi Primary School 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.

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 climate which
  - is welcoming of difference and diversity and is based on inclusivity.
  - encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
  - promotes respectful relationships across the school community.
- Effective leadership.
- A school-wide approach.
- A shared understanding of what bullying is and its impact.
- Implementation of education and prevention strategies, including awareness raising measures that
  - build empathy, respect and resilience in pupils.
  - explicitly address the issues of cyber-bullying and identify-based bullying, in particular homophobic and transphobic bullying.
- Effective supervision and monitoring of pupils.
- Supports for Staff.
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies).

- On-going evaluation of the effectiveness of the anti-bullying policy.

In accordance with the Anti-bullying Procedures for Primary and Post Primary Schools, bullying is defined as follows:

**Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.**

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying.
- cyber-bullying.
- 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 once-off offensive or hurtful text message or other private messaging do not fall within the definition of bullying and should be dealt with, as appropriate in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

### **Examples of bullying behaviours**

General behaviours which apply to all types of bullying	Harassment based on many of the nine grounds in the equality legislation, eg. sexual harassment, homophobic bullying, racist bullying etc. Physical aggression. Damage to property. Name calling. Slagging. The production, display or circulation of written words, pictures or other materials aimed at intimidating another person. Offensive graffiti. Extortion. Intimidation. The ‘look’ Invasion of personal space. A combination of any types listed.
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Cyber	<p>Denigration: Spreading rumours, lies or gossip to hurt a person's reputation.</p> <p>Harassment: Continually sending vicious, mean or disturbing messages to an individual.</p> <p>Impersonation: Posting offensive or aggressive messages under another person's name.</p> <p>Flaming: Using inflammatory or vulgar words to provoke an online fight.</p> <p>Trickery: Fooling someone into sharing personal information, which you then post on line.</p> <p>Outing: Posting or sharing confidential or compromising information or images.</p> <p>Exclusion: Purposely excluding someone from an online group.</p> <p>Cyber stalking: On-going harassment and denigration that causes a person considerable fear for his/her safety.</p> <p>Silent telephone/mobile phone calls.</p> <p>Abusive telephone/mobile phone calls.</p> <p>Abusive text messages.</p> <p>Abusive email.</p> <p>Abusive communication on social networks eg. facebook, ask.fm, twitter, you tube, snap chat, instagram, game consoles etc.</p> <p>Abusive website comments/blogs/pictures etc.</p> <p>Abusive posts on any form of communication technology.</p>
<p><b>Identity Based Behaviours</b> Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community).</p>	
Homophobic and Transgender	<p>Spreading rumours about a person's sexual orientation.</p> <p>Taunting a person of a different sexual orientation.</p> <p>Name calling eg. gay, queer, lesbian...used in a derogatory manner.</p> <p>Threats.</p>
Race, nationality, ethnic background and membership of the Travelling Community	<p>Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.</p> <p>Exclusion on the basis of any of the above.</p>
Relational	<p>This involves manipulating relationships as a means of bullying.</p> <p>Behaviours include:</p> <ul style="list-style-type: none"> <li>● Malicious gossip.</li> <li>● Isolation and exclusion.</li> <li>● Ignoring.</li> <li>● Excluding from the group.</li> </ul>

	<ul style="list-style-type: none"> <li>● Taking someone's friends away.</li> <li>● Spreading rumours.</li> <li>● Breaking confidence.</li> <li>● Taking loud enough so that the victim can hear.</li> <li>● The 'look'</li> <li>● Use of terminology such as 'nerd' in a derogatory Way.</li> </ul>
Sexual	Unwelcome or inappropriate sexual comments or touching. Harassment.
Special Education Needs Disability	Name Calling. Taunting others because of their disability or learning needs. Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying. Taking advantage of some pupils.

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

### **Relevant teachers for investigating and dealing with bullying**

The relevant teachers for investigating and dealing with bullying are as follows

- The class teacher initially.
- The principal.
- Any teacher may act as a relevant teacher, if circumstances warrant it.

### **Education and prevention strategies**

- A whole school approach to fostering respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our pupils, through both curricular and extra-curricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth, through formal and informal interactions.
- Whole staff professional development on bullying, to ensure that all staff develop an awareness of what bullying is, how it impacts on pupil's lives and the need to respond to it (prevention and intervention).
- An annual audit of professional development needs, with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Whole school awareness raising and training on all aspects of bullying, to include pupils, parents/guardians and the wider community.
- Supervision and monitoring of classrooms, corridors, school grounds, school outings and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- The schools anti bullying policy is discussed with pupils and a copy is available for parents to view in the office and on the website.

- The implementation of regular whole school awareness measures eg. promotion of friendship and bully prevention notices throughout the school, school assemblies, annual friendship/wellbeing week etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way, pupils will gain confidence 'in telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying, they are not considered to be telling tales, but are in fact behaving responsibly.
- Ensure that pupils know who to tell and how to tell.
  - Direct to approach the teacher at an appropriate time.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - Ask a parent/guardian or a friend to tell on your behalf.
  - Administer a confidential questionnaire to pupils.
  - Ensure bystanders understand the importance of telling, if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parents/guardians to approach the school, if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The development of an Acceptable Use Policy in the school, to include the necessary steps to ensure access to technology within the school is strictly monitored. Pupils' mobile phones are not permitted in the school.
- The listing of supports currently being used in the school and the identification of other supports available to the school.

### **Implementation of curricula**

- The full implementation of the SPHE curriculum, RSE and Stay Safe programmes.
- School wide delivery of lessons on bullying from evidenced based programmes, Stay Safe Programme, Walk Tall Programme.
- The implementation of programmes as part of our Wellness policy throughout the school, such as Incredible Years, Roots of Empathy, Paws B, Mindfulness etc.
- Implementation of the Tools for Raising Awareness about Bullying (3<sup>rd</sup> to 6<sup>th</sup> class) from antibullyingcampaign.ie
- School wide delivery of lessons on cyber bullying.
- Delivery of Garda SPHE Programmes. These lessons delivered by Community Gardaí cover issues around personal safety and cyber bullying.
- The school will specifically consider the additional needs of pupils with special education needs, with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will follow the advice in 'Sexual Orientation advice for Primary Schools' in the PDST information on bullying booklet.

Links to other policies:
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- Code of Behaviour, Child Protection, Supervision of pupils, Acceptable use policy, Attendance policy, Enrolment Policy.

#### Resources

Walk Tall, RSE Resources Books, Stay Safe Resource Books, online resources

[www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)

<https://www.tcd.ie/tcpid/research/anti-bullying/antibullying.php>

<http://www4.dcu.ie/abc/index.shtml>

<http://www.pdst.ie>

### **Procedures for Investigating and Dealing with Bullying**

The primary aim in investigating and dealing with bullying, is to resolve any issues and to restore as far as is practical the relationships of the parties involved (rather than to apportion blame).

Every effort will be made to ensure that all involved, including pupils, parents/guardians understand this approach at the outset.

#### **Reporting Bullying behaviour**

- Any pupil, parent/guardian can inform any teacher in the school of a bullying incident.
- All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff, such as secretaries, special needs assistants (SNA), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them to the relevant teacher.

#### **Investigating and dealing with incidents: Style/Approach**

- When investigating and dealing with bullying, the (relevant) teacher will exercise his/her professional judgement, to determine whether bullying has occurred and how best the situation might be resolved.
- Parents/guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring as far as is practical, the relationships of the parties involved as quickly as possible.
- Teachers should take a calm, unemotional problem-solving approach.
- 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 a pupil is guilty of misbehaviour.
- Where possible, incidents should be 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 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 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 the group should be supported through possible pressures that they may face from other members of the group, after the interview with the teacher.
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage, to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to pupils.
- Where the relevant teacher has determined that a pupil has engaged in bullying behaviour, it should be made clear to him/her that 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 'relevant teacher' does not apportion blame, but rather treats bullying behaviour as a 'mistake' that can be and must be remedied. He/she emphasises that the intention is not to punish perpetrators, but to talk to them 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 an end of the matter. Pupils who report bullying therefore are not getting others 'in trouble,' so much as 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 a promise and then chooses to break it, this can no longer be considered a 'mistake'. Breach of this promise, by further bullying is regarded as a very grave matter and a serious sanction may be imposed by the school authorities (see sanctions below).

### **Sanctions**

- Sanctions will be proportionate to the seriousness of the bullying behaviour.
- 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.
  - He/she may be required to sign another promise, this time countersigned by a parent/guardian.
  - Parent(s)/guardian(s) may be invited to a meeting with the 'relevant teacher' and the Principal.
  - The pupil may be suspended.
  - The case may be referred to the Board of Management and the pupil may be expelled from the school.

- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)), that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school.

### **Follow up**

- In determining whether a bullying case has been adequately and appropriately addressed, the relevant teacher must as part of his/her professional judgement take the following factors in to account:
  - Whether the bullying behaviour has ceased.
  - Whether any issues between the parties have been restored as far as is practical.
  - Whether the relationships between the parties have been restored, as far as is practical.
- Any feedback received between the parties involved, their parent(s)/guardian(s) or the school Principal, or Deputy Principal.
- 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.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred as appropriate to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

### **Recording**

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school procedures for noting and reporting bullying behaviour are as follows:

#### **Informal pre-determination that bullying has occurred.**

- All staff must keep a written record of any incident witnessed by them or notified to them. All incidents must be recorded to the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussion with those involved regarding same.
- The relevant teacher must inform the principal of all incidents being investigated.

#### **Formal Stage 1- determination that bullying has occurred.**

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore as far as is practical the relationships of the parties involved.
- Record will be kept in a secure location.

### Formal Stage 2- determination that bullying has occurred.

The relevant teacher must use the recording template at Appendix 5 to record bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred.
- b) at the discretion of the principal, certain bullying behaviour must be recorded and reported immediately to the Principal.

When the recording template is used, it must be retained by the relevant teacher in question, and a copy maintained by the principal.

- The relevant teacher keeps record sheets in a secure location.
- The Principal's copy will be kept in a Bullying Reports Folder in a secure location in the office. This copy will be kept on file for 10 years after the child leaves Primary School.

### Established intervention strategies

- Teacher interview with all pupils.
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis, or implemented through a more structured mediation process.
- Working with parent(s)/guardian(s) to support school interventions.
- No blame approach.
- Circle Time.

### The schools programme of support for working with pupils affected by bullying is as follows

- All in school supports and opportunities will be provided for the pupils affected by bullying, to participate in activities designed to raise their self-esteem, to develop friendships and social skills and to build resilience.
- If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies, to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

### 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.

The following prompt questions may be useful in considering this aspect of the policy:

- Are there agreed appropriate monitoring and supervision practices in the school?
- Have bullying danger spots been identified?
- Have parents and pupils been consulted in the identification of these danger spots?

- How will student support/care structures (Teachers, SPHE, Circle Time, Mindfulness etc.) support measures to counteract bullying behaviour?
- How will pupils in particular senior pupils be involved as a resource to assist in counteracting bullying? Has a mentor/buddy system been considered?
- How will the student's council and school clubs be involved?
- In relation to Acceptable Use Policy in the school, are the following issues addressed?
  - Are all internet sessions supervised by a teacher?
  - Does the school regularly monitor pupils' internet usage?
  - Have pupils been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision?
  - Have pupils been instructed to access only those chat rooms, discussion forums and messaging or other electronic communication fora that have been approved by the school?

(The school broadband had blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth, which is being provided for educational purposes only).

### **Prevention of Harassment**

The Board of Management confirms that the school will in accordance with its obligations under equality legislation, take all such steps that are reasonably practical, to prevent 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.

**Appendix 1**  
**Corpus Christi Primary School**  
**Anti-bullying policy**

Before class survey, read and then discuss the points below with your class.

Where this school stands on bullying:

1. When someone is being mean and does or says things over and over again to upset or to 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 nasty things to them or about them, or making fun of them in any way.
2. If six pupils 'pick on' someone just once every day for a week, that pupil is 'picked on' and upset 30 times that week. That is bullying and it is very unfair.
3. Pupils who are bullied over and over again by others feel 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!
4. 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 have dark skin or light skin, tall or small, heavy or skinny, Irish or Indian, red hair or dark hair or fair hair, loud or quiet, rough or gentle, good at maths, not so good at english etc. We should not be bullied because we are different. Being different is wonderful.
5. What is important is everyone deserves equal respect.
6. You do not have to like everyone in your class, but you must still respect them. If you dislike someone, you can simply keep away from them, but you must not bully them.
7. Often pupils who bully others, do not realise the serious harm they are doing. Bullying can be very deeply damaging.
8. Pupils who see or know about bullying and do not tell the teacher, are helping the pupil who is bullying to continue bullying. If they report the bullying, it can be stopped and everyone can learn to get on. It is important to report all bullying to a teacher or an adult.
9. In this school, we try to bring bullying to an end, so we don't have to tell the Board of Management or the Gardaí.
10. We want all bullying to stop **NOW**. If we hear that a pupil is bullying another pupil, 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 will ask that pupil for a promise to stop bullying. If the bullying stops, nobody will be punished and that will be the end of the matter. But the bullying must stop!
11. We need your help. We need to know, if there is anyone we need to talk to about bullying. We will now do a survey, where you answer questions. You will be putting your name on it. We need you to tell the truth in the survey. If your answers are different from everyone else's, it will look like you are not telling the truth in the survey - like you are helping those who bully others by hiding the truth.
12. In the survey, you will be asked if you have 'picked on' any pupil(s) and also to name anyone in the class or in the school who has done so. Please be honest here. Remember! We simply talk to those involved and if the bullying stops, the matter will end quietly there. But we need to know who to talk to.

Thank You!



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What I have written above is true:

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

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

### Appendix 3

#### Pupil Behaviour Promise:

Pupil Name \_\_\_\_\_ Class: \_\_\_\_\_

I know that all of the pupils in Corpus Christi are different from each other and from me in many ways. *(This might include hair colour, skin colour, what we wear, height, weight, size, accent, religion, nationality, where we live or have lived, whether we are loud or quiet, find it easy or hard to learn, good at sports or not so good at sports etc.)* I would not like to be treated unfairly or made to feel bad by any of the pupils because of these differences, or just because they did not like me. I know that I have a right to be different from other pupils and that this does not give anyone the right to treat me unfairly, or to be mean to me. I know I should be treated fairly, equally and respectfully in school, because of the school's Code of Behaviour. I know I should be treated fairly, equally and respectfully outside of school too.

I also know that all other pupils should be treated fairly, equally and respectfully, despite our differences and whether I like them or not.

In particular: *(Handwrite below 'I will always treat (N) fairly and respectfully.....')*

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Signed: Pupil: \_\_\_\_\_

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

**Appendix 4**  
**Template for recording bullying behaviour**

**1) Name of pupil being bullied and class group**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

<b>2) Name(s) and class(es) of pupil(s) engaged in bullying behaviour</b>

<b>3) Source of bullying concern/report</b> (tick appropriate boxes)	<b>3) Source of bullying concern/report</b> (tick appropriate boxes)
Pupil concerned	Playground
Other Pupil	Classroom
Parent	Corridor
Teacher	Toilets
Other	School Bus
Other	Other

**5) Name of person(s) who reported the bullying concern**

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Signed \_\_\_\_\_ Date: \_\_\_\_\_  
Relevant Teacher

Date submitted to the Principal \_\_\_\_\_