



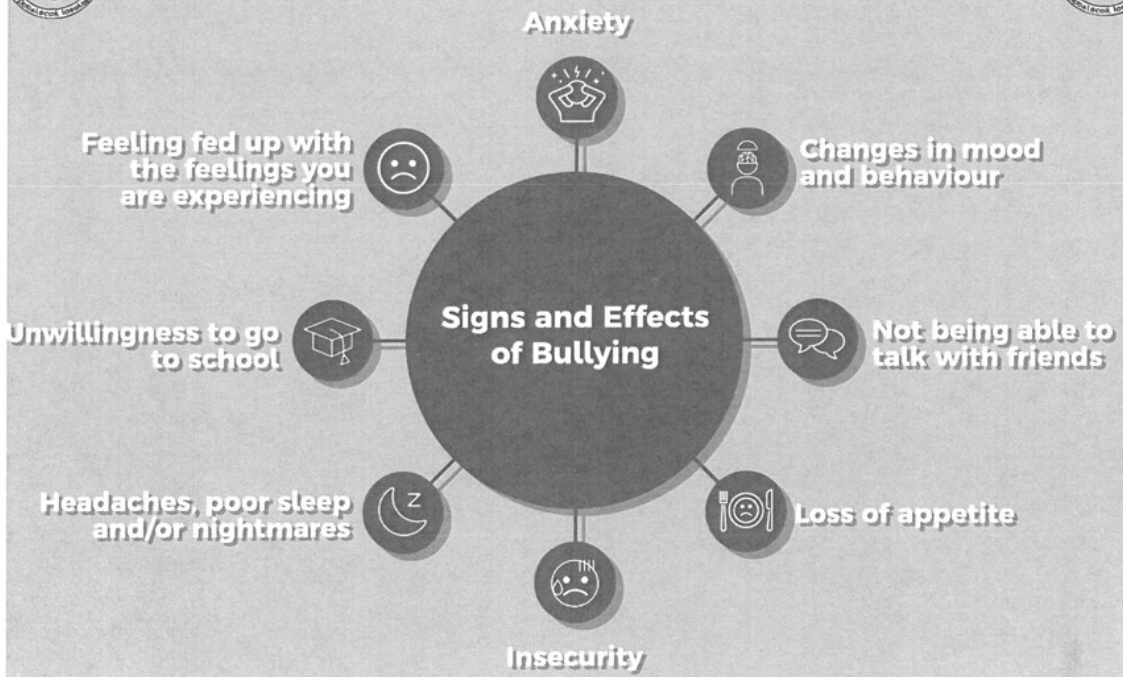
# **Pobalscoil Iosolde Anti-Bullying Charter**

16 March 2021

Version 1.0



# Pobalscoil Iosolde Signs & Effects of Bullying





# Pobalscoil Iosolde Anti-Bullying Charter

At Pobalscoil Iosolde, we strive to keep our school community free of all forms of hate, violence, discrimination and aggression. We, the students, teachers and management, do not tolerate bullying of any kind in our school.

## Your Rights

- Right to education.
- Right to have you and your property respected.
- Right to be free from verbal, physical, and emotional harm or abuse on school hours.
- Right to not be isolated.
- Right to be free from aggression online and not to be judged on the internet.
- Right to be free of hate in regards to your race, gender identity, sexuality, religion, etc.
- Every student has a right to be heard and listened to by staff.

## Your Responsibilities

- Responsibility to ensure others education is not disrupted.
- Responsibility to respect others and their belongings.
- Responsibility to ensure no one faces verbal or emotional abuse.
- Responsibility to not physically hurt anyone.
- Responsibility to include others.
- Responsibility to ensure others are free from aggression online and not to be judged on the internet.
- Responsibility to not encourage any type of intolerance towards anyone based on their race, gender identity, religion or sexuality.
- Responsibility to support those who may feel they are being bullied or harassed.
- A shared responsibility to ensure bullying isn't tolerated.

## What is Bullying?

Bullying is the harassment of students or staff, about their race, gender identity, sexuality, religion, class, interest, etc.

Bullying is not only physical; bullying can be verbal and psychological too.

Bullying can happen in school, in your community, or online via social media or other platforms.

Bullying does not need to be extreme to be reported, if a person is making you uncomfortable all of the time, even after being asked to stop, you can still report them to a teacher, member of staff or an adult you trust.

Even people we are friends with can be considered bullies if their behaviour is affecting you negatively.

## Who Do I Tell?

- A Parent
- Any staff member you feel comfortable with
- Your tutor or year head
- Guidance counsellor
- Management
- Friends who will talk to an adult on your behalf

## Signs and Effects of Bullying

- Insecurity
- Anxiety
- Changes in mood and behaviour
- Unwillingness to go to school
- Not being able to talk with friends
- Feeling fed up with the feelings you are experiencing
- Loss of appetite
- Headaches, poor sleep and/or nightmares



## **ANTI-BULLYING POLICY OF POBALSCOIL IOSOLDE 2021/2022**

### **Anti-Bullying Policy of Pobalscoil Iosolde**

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 Pobalscoil Iosolde 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.
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;
  - 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 including in particular, homophobic and transphobic bullying.
  - Effective supervision and monitoring of pupils;
  - Supports for staff;
  - Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); 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 bullying 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.

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

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

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The Year Head of the relevant year group(s) in conjunction with the chaplain and career guidance counsellor will investigate and deal with incidents of bullying behaviour

5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The school mission statement instils respect for the individual, others and the environment, thus acting as a preventative measure towards bullying

/A comprehensive transition programme insures students entering our school are equipped will all of the information and skills necessary to become part of our positive school community

The Code of Behaviour promotes good behaviour and provides sanctions for unacceptable behaviour

All staff, students and parents are provided with a copy of and are fully aware of the contents of the anti-bullying policy and procedures

Staff will be given training regarding all forms of bullying: How to prevent, recognise and deal with bullying behaviour

This year 5 staff members are being trained by FUSE in DCU to deliver an Anti-Bullying programme to all first-year students.

A student charter on Ant-Bullying should be generated annually and should be visible around the school and on the website

Students given responsibility in the implementation of the policy, to lead by example and to report bullying behaviour.

Anti-bullying materials embedded across several subject areas, SPHE, CSPE and RE

Outside agencies are used to provide relevant in-service/modules to staff, students and parents. e.g This year all first year students are taking part in the FUSE anti-bullying programme.

The establishment of an Anti-bullying team comprising of Deputy Principal, Guidance Councillor, Chaplain and first year tutors.

School systems and practices such as the Year Head Tutor system promote good behaviour and a positive attitude towards school

The buddy programme provides students with positive role models and a means of confiding any bullying incidents, which can then be dealt with using agreed procedures

Within the teaching of all subject's teachers promote an attitude of respect for all

The Social Personal Health Programme delivered in our school provides modules relevant to bullying. These include all forms of bullying, a knowledge of what constitutes bullying, how to prevent bullying behaviour, measures to be taking when bullying behaviour occurs, how incidents of alleged bullying will be dealt with, and sanctions and interventions to be put in place.

Comprehensive supervision and monitoring measuring are in place to prevent and deal with bullying behaviour

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

All students and staff will be encouraged to report all bullying incidents

No bullying incident will be ignored

All bullying incidents will be recorded using the form for recording bullying behaviour

All reported incidents of bullying will be investigated

The primary aim of the investigating relevant teacher is to resolve any issue and restore, as far as is practicable, the relationships of the parties involved

Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues

Incidents will generally be investigated outside the classroom situation with due regard to the rights of all pupils involved

Pupils who are not directly involved may also be asked to provide useful information

When analysing incidents the relevant teacher will seek answers to who, what, when, where and why. It may be appropriate to ask those involved to write down their account of the incident(s)

If a group is involved, each member will be interviewed individually at first, followed by all those involved meet as a group if appropriate. Each member will be given the opportunity to give his/her account of what happened and supported thereafter

In cases where the relevant teacher has ascertained that bullying behaviour has occurred, the parents of the parties involved should be contacted to inform them of the matter and explain the actions being taken. Parents will be given the opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils

The interventions, sanctions and measures put in place to ensure that there are no further incidents of bullying will be discussed with all relevant parties

Any situation where disciplinary sanction is required, this is a private matter between the pupil being disciplined, his or her parents and the school

Agreed measures will be monitored and reviewed to ensure that any unacceptable behaviour does not re-occur and students affected are being supported using the most appropriate intervention(s)

In cases where the relevant teacher considers that the bullying incident has not been resolved within 20 days after he/she has determined that bullying behaviour has occurred, it must be reported to the Deputy Principal/Principal with all relevant information, using the form for recording bullying behaviour. The Deputy Principal/Principal will consider what further action is appropriate in order to resolve any outstanding issues

Where a parent is not satisfied that the school has dealt with a bullying incident in accordance with the above procedures, the parents may request a meeting with the relevant Year Head, Deputy Principal/ Principal in an attempt to resolve the outstanding issues

If having exhausted the above procedures the parents remain dissatisfied with the outcome they may bring the matter to the Board of Management for their consideration

In the event that a parent has exhausted the school's complaints procedure and is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*) :

Interventions will be put in place for all those affected by bullying.

Those affected include pupils who have been bullied, pupils involved in bullying behaviour and pupils who witness incidents of bullying behaviour

These will be predominantly provided by the chaplain/career guidance counsellor, to include counselling, activities at improving self-esteem, social skills, develop friendships and build resilience

The interventions will be discussed with all parties involved to ensure that the most appropriate measures are utilised to support the affected student(s)

## **8. Supervision and Monitoring of Pupils**

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

## **9. Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on **7<sup>th</sup> September 2021**.





### RECORD OF BULLYING BEHAVIOUR

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

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

**2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

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

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

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

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**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:**

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

**8. Brief Description of bullying behaviour and its impact**

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**9. Details of actions taken**

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Signed \_\_\_\_\_ (Relevant Teacher) Date \_\_\_\_\_

Date submitted to Principal/Deputy Principal \_\_\_\_\_

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**Rights and Responsibilities**

YOUR RIGHTS	YOUR RESPONSIBILITIES
<ul style="list-style-type: none"><li>• Right to education.</li><li>• Right to have you and your property respected.</li><li>• Right to be free from verbal, physical, and emotional harm or abuse on school hours.</li><li>• Right to not be isolated.</li><li>• Right to be free from aggression online and not to be judged on the internet.</li><li>• Right to be free of bigotry in regards to your race, gender identity, sexuality, religion, etc.</li><li>• Every student has a right to be heard and listened to by faculty.</li></ul>	<ul style="list-style-type: none"><li>• Responsibility to ensure others education is not disrupted.</li><li>• Responsibility to respect others and their belongings.</li><li>• Responsibility to ensure no one faces verbal or emotional abuse.</li><li>• Responsibility to insight no physical violence.</li><li>• Responsibility to include others.</li><li>• Responsibility to ensure others are free from aggression online and not to be judged on the internet.</li><li>• Responsibility to insight no bigotry against others based on their race, gender identity, religion or sexuality.</li><li>• Responsibility to support those who may feel they are being bullied or harassed.</li><li>• A shared responsibility to ensure bullying isn't tolerated.</li></ul>

Signed *Gary Creighton*

Date: 07<sup>th</sup> September 2021

Chairperson Board of Management