

MOL AN ÓIGE STEINER NATIONAL SCHOOL ANTI-BULLYING POLICY

This policy is a working document and will be updated as needs arise.

Policy Aims

1. To create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
2. To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
3. To ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
4. To develop procedures for noting and reporting incidents of bullying behaviour.
5. To develop procedures for investigating and dealing with incidents of bullying behaviour.
6. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
7. To evaluate the effectiveness of school policy on anti-bullying behaviour.

An active school policy on Bullying is most effective when integrated in a school climate which encourages respect, trust, caring, consideration and support for others. As pupils model their behaviour on the behaviour of adults, teachers have to be careful to act as good role-models and not misuse their authority. Moreover, they should be firm, clear and consistent in their disciplinary measures.

Bullying can be defined as repeated aggression be it verbal, psychological or physical, which is conducted, by an individual or a group against others. It is behaviour which is intentionally aggravating and intimidating. It includes behaviour such as teasing, taunting, threatening, hitting, exclusion, or extortion by one or more pupils against a victim. Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the victim often feels a sense of hopelessness.

Types of Bullying

Child to child - includes physical aggression, verbal bullying, intimidation, damage to property, stealing property and isolation

Adult to child - this includes the use of repeated gestures or expressions of a threatening or intimidatory nature or any comment intended to degrade a child

Child to adults - this includes the use of repeated gestures or expressions of a threatening or intimidatory nature by an individual or group of children.

Bullying Behaviour includes:

- **Being called names, insulted or verbally abused;**
- **Being deliberately embarrassed and humiliated by other children;**
- **Being made to feel different or like an outsider;**
- **Being lied about;**
- **Being physically assaulted or threatened with violence;**
- **Being ignored, including being deliberately exclude from a social group;**
- **Pulling Faces;**
- **Extortion;**
- **Intimidation.**

PROCEDURES

1. Noting and reporting an incident of bullying
2. Investigating and dealing with bullying

All reports of bullying, no matter how trivial, should be noted, investigated and dealt with by teachers. In that way, pupils will gain confidence in 'telling'. It should be made clear to all pupils that when they report incidents of bullying they are not telling tales but are behaving responsibly.

Each teacher has a copybook for their class and will note incidents of bullying in the book. In the first instance, the child or children concerned will be given a verbal warning, that if their name appears once too often in the copybook, or if the offence is of a serious nature and is repeated, their parents will be informed and their repeated behaviour will lead to an appropriate sanction.

Parents will be informed after the second serious bullying incident is recorded, or after a number of repeated but less serious infringements.

The parents of the 'victim' will also need to be consulted to assist in the healing of the situation.

The bullying incidents and the children involved will be brought up for discussion at the next Teachers' Meeting. Once brought to the Teachers' Meeting, a serious incident of bullying will be recorded in the Bullying Book. Only after the teachers and parents involved have talked together about the bullying incidents will an appropriate sanction, in line with the procedures set out in the School's Code of Behaviour, be imposed on the child/children in question. In this regard, the protection of the 'victim' would be seen as a priority.

Ratified by Board of Management on _____
Date

Signed _____
Chairperson, Board of Management

