



*Scoil Mhuire,
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Anti-Bullying Policy

Bullying can be defined as repeated aggression whether it is 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. Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying.

Indications of bullying:

- a. Anxiety about attending school
- b. Deterioration in educational performance
- c. Pattern of physical illness
- d. Unexplained changes in mood or behaviour
- e. Visible signs of anxiety or distress
- f. Possessions missing
- g. Increased requests for money
- h. Unexplained bruising
- i. Reluctance to say what is troubling him/her

These are all signs of a variety of problems as well as bullying.

Procedures for noting and reporting incidents:

- a. If parents have concerns about their child being bullied they should inform the class teacher
- b. Reports of bullying either from parents or staff members should be recorded. The teacher should investigate and act appropriately. If the teacher suspects that bullying occurred, the Principal/Deputy Principal should be informed
- c. Parents of those involved should be notified and given an opportunity to discuss the matter with the teacher
- d. It should be made clear that children reporting incidents of bullying are acting responsibly
- e. A record should be kept of how the matter was handled and the outcome. When the class moves on, the succeeding teacher should be informed of any problems that existed

Procedures for investigating and dealing with bullying:

- a. Calm, unemotional, problem solving approach
- b. Incidents are best investigated outside of the classroom situation
- c. Teachers should speak separately to the children involved
- d. Members of a gang should be met separately and as a group
- e. Parents should be informed where it has been determined that bullying has occurred
- f. Once the bullying of the child has ceased, the teacher should check with the child on a regular basis that no further difficulties have arisen

This Policy was formulated in 2006 and reviewed in May 2012 and reviewed in January 2016



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Dear Parents

We are in the process of amending our Code of Behaviour for Scoil Mhuire.

With that in mind, the Board of Management have adopted a new programme which will be delivered in all classes.

This programme is designed to highlight and address any unhelpful behaviours which occur in school life.

Highlighted behaviours will form the basis of targeted lessons which will be delivered during SPHE classes.

A copy of the steps involved in this programme is attached for your perusal.

We are currently doing our Stay Safe lessons in all classes and our new Positive Behaviour programme will dovetail into these lessons.

Thank you all for your continued support. As always, if you feel the need to talk to us about anything affecting your child's school life please make an appointment to come and see us.

Thanks again.

Marie Rossiter Gargan



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Positive Behaviour Promotion

The procedures as laid out below are procedures that have as their focus a desire to address the area of unhelpful and bullying type behaviours in a way that allows for real involvement by all children and their parents. It is a whole school approach and has been adopted by our Board of Management.

This initiative is based on a 'no blame' approach and has been implemented in many other schools in the country with great effect. It is a precursor to the formal initiating of an allegation of Bullying.

Initial Steps to be introduced:

Step 1: Initial class survey to target behaviours in need of modification. Behaviours that are unhelpful. No individual will be named.

Step 2: Follow up lessons will be completed in class as part of SPHE for a period of approximately one month.

Step 3: Survey will be repeated to assess improvement in targeted behaviour.

Step 4: In the event that behaviours still exist a discreet and gentle chat is had by class teacher with the identifier of said behaviour. The purpose of this chat is to gain further knowledge e.g. who is involved? details of incidents.

Step 5: Additional targeted lessons will follow to address the specific incidents. These lessons will be delivered as part of the SPHE curriculum.

Step 6: Should any pupil be identified as displaying unhelpful behaviours their parents will be spoken to by class teacher to assess the requirement for further action.

Step 7: If further action is required the child will be asked to fill out a Behaviour Checklist form and a Pupil Promise form.

Step 8: If this initial promise is broken then another promise will be signed by both parent and child.

In the event that the second Pupil Promise is broken then at this stage proceedings will enter the Formal Stage of the Code of Behaviour and will be governed by the school's Anti Bullying procedures.



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Regular Class Survey

I know that being mean to someone over and over again is bullying and this is unfair. I also know that if I see or know about someone bullying others I should tell a teacher. **I know that anyone who bullies others but who then signs a promise to stop and keeps that promise will not be punished and will not be in trouble so everyone can "live happily ever after."**

Your Name (Block Letters): _____ Class/Year: _____

Does this happen in your class . . .

Calling them names Making fun of them Going at their stuff
 Not letting them join in Pushing them Hitting or Kicking

Are there other ways that someone is being treated unfairly:

Describe that behavior:

What I have written above is true.

Name: _____ Date: ___/___/___



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Behaviour Checklist

Please use the letter "Y" for "yes," or "sometimes" or even for "once."

Pupil Name: _____ *Class:* _____ *Date:* ___/___/___

When you are with (N): _____ have you ever . . .

Verbal: Called (N) names? ____
 Said things to make (N) feel bad? _____
 Teased (N) _____
 Said nasty things about (N)'s parent (e.g. mother) or family? _____
 Said bad things or made fun of (N) re.
 Skin Colour? _____
 Religion? _____
 Nationality? _____
 Home Background? _____
 A disability (special needs)? _____

Written: Written nasty notes about (N)? _____
 Sent text/messages about (N)? _____
 Put nasty/embarrassing things about (N) on the Internet? _____

Property: "Borrowed" (N)'s stuff without (N)'s permission? _____
 Hid/Stole (N)'s stuff? _____
 Stole (N)'s stuff? _____
 Damaged (N)'s stuff? _____
 "Went at" (N)'s stuff? _____

Discrimination: Treated (N) badly because (N) seems "different"? _____
 Treated (N) badly because you think he is "not like us?"

Social: Laughed at (N), with others, knowing that (N) could hear you? _____
 Pretended (N) wasn't there? _____
 Given (N) a "dirty" or disgusted look? _____
 Left (N) out of games? _____
 Left (N) alone on bus, in yard etc? _____
 Tried to cause trouble between (N) and (N)'s friends? _____
 Made fun of (N) in front of others? _____
 Stared at (N) as a group? _____
 Said (N) said things he did not say? _____
 Spread rumours about (N)? _____

Intimidation: Tried to make (N) angry? _____
 Threatened (N)? _____
 Ganged up on (N)? _____
 Followed (N) around? _____
 Forced (N) to do something (N) did not want to do? _____

Physical: Thrown objects at (N)? _____
 Pulled (N)'s hair? _____
 Stuck a pencil/pen in (N)? _____
 Pushed (N)? _____
 Punched (N)? _____
 Kicked (N)? _____
 Hit (N)? _____
 Pinched (N)? _____
 Splashed/Wet (N)? _____
 Tripped (N)? _____
 Spat at (N)? _____
 "Head-locked" (N)? _____
 Grabbed at (N)'s private parts? _____

Any other details or comments: _____



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Pupil Behaviour Promise

Pupil Name: _____ Class: _____

I know that all of my fellow pupils are different from each other and from me in many ways. *(These 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, bad at learning, good at sports etc).* I would not like to be treated unfairly and made to feel bad by any of my fellow-pupils because of any 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. It is wrong to treat anyone any other way. I therefore promise that in future I will treat all my fellow-pupils 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")*

Name: Pupil: _____ Date: ___/___/___

Teacher: _____