

## **Scoil Bhríde 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 Scoil Bhríde, Straffan 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) 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;

**(b) Effective leadership**

**(c) A school-wide approach which enhances care, empathy and compassion**

**(d) A shared understanding of what bullying is and its impact**

**(e) 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;

**(f) Effective supervision and monitoring of pupils**

(g) Supports for staff

(h) Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and

(i) On-going evaluation of the effectiveness of the anti-bullying policy.

## Defining Bullying

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 conduct, 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*.

## Examples of bullying behaviours

*The list of examples below is non exhaustive, and schools may wish to add behaviours which reflect their own circumstances.*

### General behaviours which apply to all types of bullying

- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
- Physical aggression,
- Damage to property
- Name calling
- Taunting
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Offensive graffiti
- Extortion
- Intimidation
- Insulting or offensive gestures
- Invasion of personal space
- A combination of any of the types listed.

### Cyber (See Appendix 2 for supports advice )

- **Denigration:** Spreading rumors, lies or gossip to hurt a person's reputation
- **Harassment:** Continually sending vicious, mean or disturbing messages to an individual
- **Impersonation:** Posting offensive or aggressive messages under another person's name
- **Flaming:** Using inflammatory or vulgar words to provoke an online fight
- **Trickery:** Fooling someone into sharing personal information which you then post online
- **Outing:** Posting or sharing confidential or compromising information or images
- **Exclusion:** Purposefully excluding someone from an online group
- **Cyber stalking:** Ongoing harassment and denigration that causes a person considerable fear for his/her safety
- Silent telephone/mobile phone call
- Abusive telephone/mobile phone calls

- Abusive text messages
- Abusive email
- Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles
- Abusive website comments/Blogs/Pictures
- Abusive posts on any form of communication technology

### **Identity Based Behaviours**

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 Traveller community).

### **Homophobic and Transgender**

- Spreading rumours about a person's sexual orientation
- Taunting a person of a different sexual orientation Name calling e.g. Gay, queer, lesbian...used in a derogatory manner
- Physical intimidation or attacks
- Threats

### **Race, nationality, ethnic background and membership of Traveller the community :**

- Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background
- Exclusion on the basis of any of the above

### **Relational**

This involves manipulating relationships as a bullying. Behaviours include:

- Malicious gossip
- Isolation & exclusion Ignoring
- Excluding from the group
- Taking someone's friends
- Spreading rumours
- Breaking confidence
- Talking loud enough so that the victim can hear
- Use or terminology / name calling *such as 'nerd'* in a derogatory way

### Sexual

- Unwelcome or inappropriate sexual comments or touching
- Harassment

### Special Educational 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' vulnerabilities and limited capacity to understand social situations and social cues.
- Mimicking a person's disability
- Setting others up for ridicule

### Personnel Involved

The Relevant Teachers for investigating and dealing with bullying in this school are All Class Teachers, Deputy Principal: Ms. Mc Auliffe and Principal: Mrs. Colleran. (*Any teacher may act as a relevant teacher if circumstances warrant it*).

### The education and prevention strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows

- **School-wide approach:**
  - A school-wide approach to the fostering of respect for all members of the school community.
  - The 3 R's Approach is being used in 3rd-6th classes and is being phased in over a 5 year period. See attached Appendix
  - The ABI Care School programme is used when required in 1st to 3rd classes
  - 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 extracurricular 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 develops an awareness of what bullying is, how it impacts on pupils' 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
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying behaviours, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours 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.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; ABI Care schools Programme, annual Friendship Week and parent(s)/guardian(s) seminars; annual student surveys; regular school or year group assemblies by principal, deputy principal and other teaching staff.
- 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 behaviours they are not considered to be telling tales but are behaving responsibly.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied in line with the ABI Care School programme
- The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- 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 and the RSE and Stay Safe Programmes in line with school policy.
- Continuous Professional Development for staff in delivering these programmes.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, cover issues around personal safety and cyber-bullying
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

### **Links to other policies**

- Code of Behaviour,
- Child Safeguarding Statement,
- Supervision Policy
- Acceptable Use policy,

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

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 type behaviour are as follows:

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

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

### Reporting bullying type behaviour

Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school.

All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher in line with the school ABI Care schools Programme.

Parents will be encouraged to complete a Care form (if a formal report is being made) which will be distributed through the office along with a copy of the parent's Care School Booklet which guides them to complete their report.

Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), 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 of approach

In investigating and dealing with bullying type behaviour, the (relevant) teacher will exercise his/her professional judgement to determine whether bullying type behaviours have occurred when following this policy.

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why using Restorative Questioning. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner. Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved (Special Education Room, Deputy Principal or Principal Office)

If a group is involved, each member should be spoken with using restorative practice (RP) questioning 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 a group should be supported through the possible pressures that may face them from the other members of the group after the individual RP questioning by the teacher;



## **Steps for dealing with incidents of Bullying Type Behaviour in the Junior Classes**

1. **Report and Record:** Any reports of Bullying Type Behaviours are recorded in the School Antibullying Record Form (*See Appendix 1*)
2. **Review:** When incidents of bullying type behaviours are reported in the Junior Classes, teachers use restorative questioning to seek the children's voice to ascertain what happened. Parents will be notified by the class teacher and issues are discussed with them.
3. **Repair:** As part of the classroom intervention programme, The Friends Programme is used in both the Junior and Senior Classes. The Friends Programmes: 'Fun Friends' and 'Friends for Life' are school-based anxiety prevention and resilience building programmes which help students to develop resilience by teaching them effective strategies to cope with, problem solve and manage all kinds of emotional distress, including worry, stress, change and anxiety.

## **Steps for dealing with incidents of Bullying Type Behaviour in 1st and 2nd Class**

Steps for dealing with incidents of Bullying Type Behaviour in the 1st - 2nd Classes Using The ABI Care School's Programme as outlined in the diagram below.

1. **Report and Record:** Any reports of Bullying Type Behaviours are recorded in the School Antibullying Record Form and Parents complete a Care Form.
2. **Review:** When incidents of bullying type behaviours are reported in the 1st -2nd Classes, teachers use restorative questioning to seek the children's voice to ascertain what happened. Parents will be notified of the Fact Finding Outcomes by the class teacher.
3. **Repair:** As part of the Repair/ Retribution Phase, teachers will follow Step 3 depending on the outcome from the Review Stage.

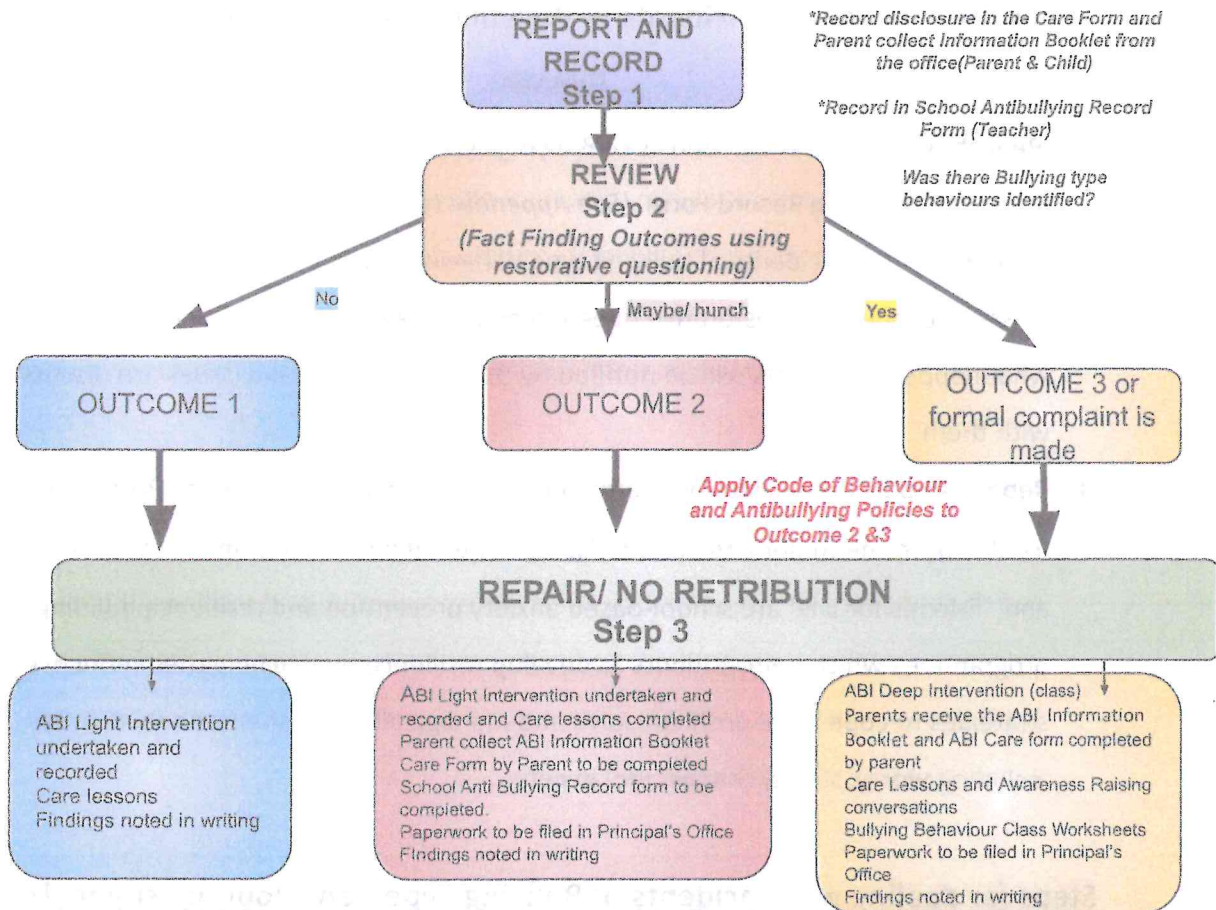


Diagram above: ABI Flow Chart for 1st and 2nd Classes

### Steps for dealing with incidents of Bullying Type Behaviour in the 3rd-6th Classes

Steps for dealing with incidents of Bullying Type Behaviour in the 3rd-6th Classes Using The Three R's (Report, Review, Repair) Programme as outlined in the diagram below and Appendix 3.

- 1. Report and Record:** Any reports of Bullying Type Behaviours are recorded in the School Antibullying Record Form and both the Parents and child complete a Three R's Information Sheet.
- 2. Review:** When incidents of bullying type behaviours are reported in the 3rd -6th Classes, teachers use restorative questioning to seek the children's voice to ascertain what happened. Parents will be notified of the Fact Finding Outcomes by the class

teacher.

3. **Repair:** As part of the Repair/ Retribution Phase, teachers will follow Step 3 depending on the outcome from the Review Stage.

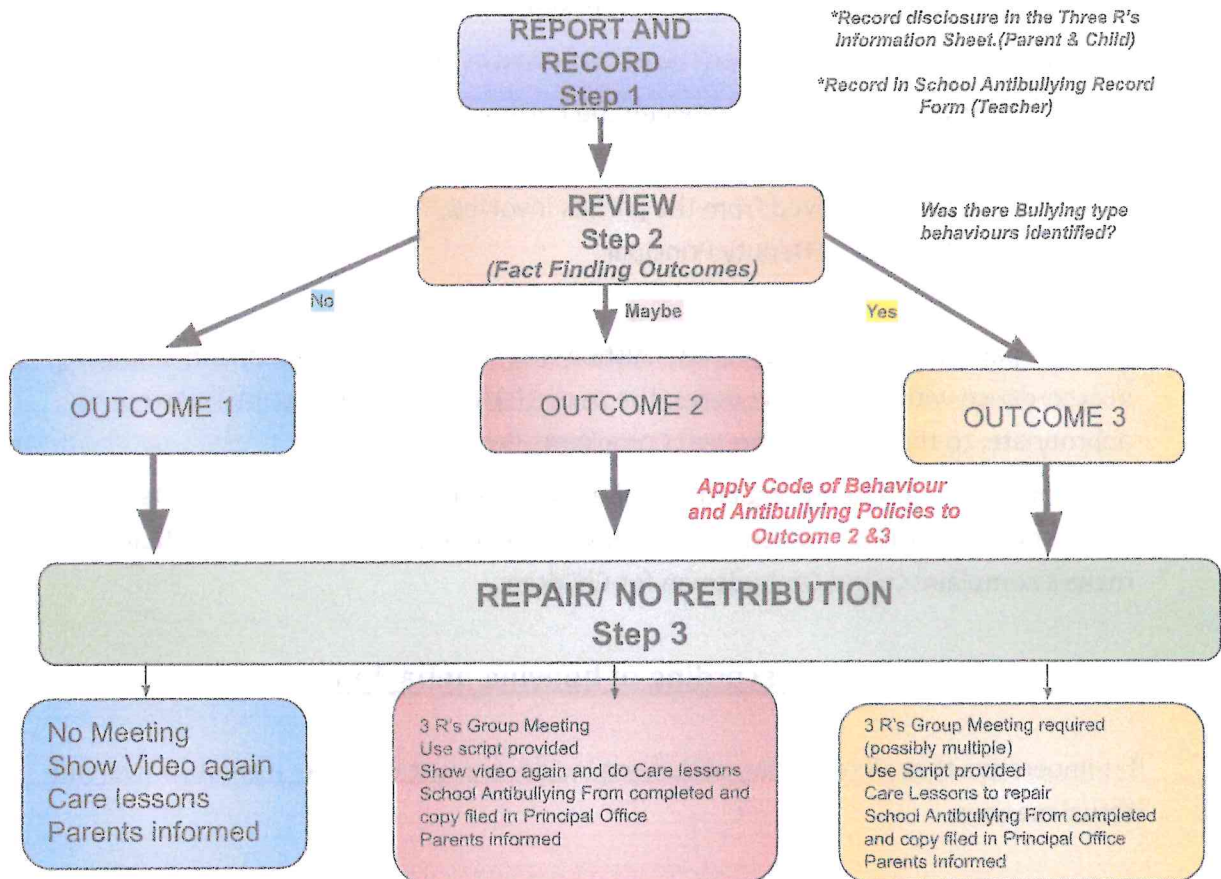


Diagram above: ABI Flow Chart for 3rd-6th Classes

### Role of Parents and pupils

Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

It should 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 into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable;
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the School Principal or Deputy Principal

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 Parental 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 of bullying behaviour

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

The school's 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 incidents witnessed by them or notified to them on the School Anti bullying Record Form. All incidents must be reported to the relevant teacher. While all reports, including anonymous reports of bullying type behaviour 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 discussions with those involved regarding same as outlined in our ABI/Three R's Procedures above.

***The relevant teacher must inform the principal of all incidents being investigated.***

### **Formal Stage-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 in line with the Three R's/ ABI approaches outlined in the diagrams above.

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances (this is separate to the Care form/ Three R's Information Sheet for the Parents):

(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 occurred; and

b) Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

The school should list behaviours that must be recorded and reported immediately to the Principal. These should be in line with the school's code of behaviour.

All records should be stored safely by the class teacher while the Review is being conducted. When the review and repair stages are completed, all paperwork should be stored in the Principal's Office. See Data Retention Policy regarding the retention of paperwork.

### **Established intervention strategies**

#### **List of Intervention Programmes currently being used in our school**

- Restorative Practice using Restorative Questions and Restorative Circles
- ABI Initiative (Light and Deep interventions)
- Three R's Intervention Programme
- Friends Programme
- Stay Safe and SPHE curriculum
- Morning Circles
- Weaving Wellbeing
- Grow In Love Patron Programme
- Code of Behaviour

Further initiatives may be used where the needs requires it

## **The school's programme of support for working with pupils affected by bullying-type behaviours is as follows:**

All in-school supports and opportunities will be provided for the pupils affected by bullying type behaviours to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.

- Pastoral care system
- Buddy / Peer mentoring system
- Friends Programme
- Care team / Student Support Team
- Group work such as RP/ Morning Circle Time

If pupils require counselling of further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying behaviours or involved in the bullying type behaviour.

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

The Board of Management confirms that appropriate supervision and monitoring of policies and practices are in place to both prevent and deal with bullying type behaviour and to facilitate early intervention where possible. This practice is complemented by the schools Code of Behaviour.

### **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**

**11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association.** A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed 

(Chairperson of Board of Management)

Signed: 

(Principal)

Date: 10/10/24

Date of next review: June '25.

## Appendix 1

### Scoil Bhríde Template for recording 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


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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>



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**

**9. Details of actions taken**

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

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

## Appendix 2:

### Tips on How You Can Support Your Child with Cyberbullying

- Teaching a child to say “NO” in a good assertive tone of voice will help deal with many situations. A child’s self image and body language may send out messages to potential bullies.
- Parents should approach their child’s teacher by appointment if the bullying is school related. It is important for you to understand that bullying in school can be difficult for teachers to detect because of the large numbers of children involved. Teachers will appreciate bullying being brought to light. School bullying requires that parents and teachers work together for a resolution.
- Sometimes parental advice to a child is to “hit back” at the bully if the abuse is physical. This is not always realistic as it requires a huge amount of courage and indeed sometimes makes the situation worse. Children should not be encouraged to engage in violent behaviour. Teaching children to be more assertive and to tell is far more positive and effective.
- It is important to be realistic; it will not be possible for a single child to assert his/her rights if attacked by a group. Children should be advised to get away and tell in situations such as this.
- Keep an account of incidents to help you assess how serious the problem is. Many children with a little help overcome this problem very quickly.

#### What If Your Child is Bullying?

- Don’t panic. This may be a temporary response to something else in the child’s life e.g. a new baby, a death in the family, a difficult home problem etc. Give your child an opportunity to talk about anything that could be upsetting him/her.
- Don’t punish bullying by being a bully yourself. Hitting and verbal attack will make the situation worse. Talk to your child and try to find out if there is a problem. Explain how the victim felt. Try to get the child to understand the victim’s point of view. This would need to be done over time.
- Bullies often suffer low self esteem. Use every opportunity you can to praise good, considerate, helpful behaviour. Don’t only look for negatives.
- Talk to your child’s teacher and find out more about your child’s school behaviour. Enlist the teacher’s help in dealing with this. It is important that you both take the same approach.
- If the situation is serious you may need to ask the school or G.P. to refer your child to

the child guidance clinic for help.

### **Types of Behaviour in Cyber Bullying...**

These guidelines provide assistance in identifying and describing the types of behaviour involved in cyber bullying. The means of cyber bullying are constantly changing, and the following list of types of bullying behaviour can be expanded in light of the experience of the school community:

#### **1. Hate Sites**

- Encouraging other people to join the bullying by publishing someone's personal details or linking to their social network page.
- Abusive messages.
- Transmitting abusive and/or threatening messages.
- Chat rooms and discussion forums.
- Posting cruel and/or or abusive comments about someone.

#### **2. Mobile Phones**

- Sending humiliating and abusive video messages or photographic images messages.
- Making silent or abusive phone calls.
- Sending abusive text messages.

#### **3. Interactive gaming.**

- Locking victims out of games.
- Spreading false rumours about someone.
- Hacking into someone's account.
- Sending viruses.
- Hacking programs to another person.
- Unauthorised interference with a computer device.

#### **4. Abusing Personal Information**

- Transmitting personal photos, videos emails.
- Blogs- Posting blogs where others could see them without the owner of the blog's permission

### **Tips on how you can support your child re: Cyber Bullying**

- Establish rules about appropriate use of computers, mobile phones, and other technology. For example, be clear about what sites they can visit and what they are

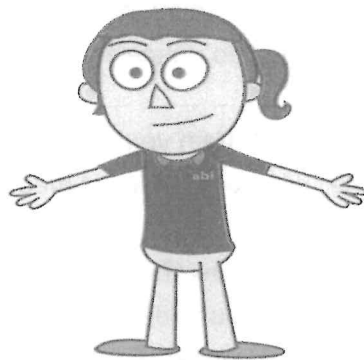
permitted to do when they're online. Show them how to be safe online.

- Don't let your own ignorance get in the way of common sense. A simple rule is 'no phones after bedtime.' Have a drawer in the kitchen that all phones are left in.
- Try turning off the wifi when you are going to bed to make sure there are no 3am online arguments.
- Know the sites your kids visit and their online activities. Ask where they're going, what they're doing, and who they're doing it with. Tell your kids that as a responsible parent you may review their online communications if you think there is reason for concern. Installing parental control filtering software or monitoring programs are one option for monitoring your child's online behaviour, but do not rely solely on these tools. Have a sense of what they do online and in texts. Learn about the sites they like. Try out the devices they use.
- Ask for their passwords, but tell them you'll only use them in case of emergency.
- Ask to "friend" or "follow" your kids on social media sites or ask another trusted adult to do so.
- Talk to your children; let them know they can talk to you; keep the channels of communication open. Talk with your kids about cyberbullying and other online issues regularly and be aware of what your kids are doing online.
- Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities."
- Inform your child of dangers involved in chatting with strangers online. Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.
- Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.
- Sometimes children don't 'tell' about bullying because they worry their parents will 'overreact'. Don't be that parent. If your child tells you that they are being bullied — don't lose your temper; above all don't threaten to take their phone or internet access away — you're just guaranteeing they'll never tell you anything again. Remain calm and ask questions — who, what, why, where, when. Get the facts, write it down, keep the text/phone messages or take a screen shot from the computer so you are informed when you approach the school, internet or phone provider, or gardaí.
- We encourage you to also look at links for parents on our school website re Cyber Bullying.

## Appendix 3

### Addendum 1

# Straffan National School Anti-bullying Policy : Moving from ABI to 3 R's



## Policy Statement

Straffan National School will be using the Three R's Restorative Anti-Bullying training and Intervention methodology as an awareness raising, preventative and interventive tool for the school year 2023/24 as a phased pilot programme. It was piloted in 6th Class from Spring 2023 and was extended to 4th, 5th and 6th for 2023/24. During 24/25, Restorative Circle Practices will be introduced into the 3<sup>rd</sup> class. Our Senior Classes (4th-6th) will move from informal practice to formal practice and will include conferencing with parents. (*See 3R's Plan below*). This training programme focuses on rebuilding fractured relationships **justly** to restore peace within social groups that have been affected by a bullying problem. This approach is **Restorative**, in other words, the old language of 'Bully' and 'investigation' and 'interview' etc. will transform and shift to a no blame, no shame approach where the affected group are empowered and supported to come up with solutions themselves to arrest or break a potential bullying cycle. This supports the whole school community to effectively move from the use of retributive actions towards perceived wrongdoing to restorative actions to acknowledge harm done and rebuild healthy relationships.

There are three Training courses which can all be accessed through a login –

Teachers – 1.10 minutes

Students – 12 minutes

Parents – 15 minutes

There is also a Three 'r's Handbook which houses all support documentation to run the program.

At the outset, the training deescalates any issues that may be brewing under the surface, changes the language and creates a clear understanding amongst the school community with regard to restorative pathways taken to address potential bullying issues. In particular, the **parents training course** guides parents through the do's and the don'ts when it comes to supporting their child if they feel they may be caught up in a bullying cycle and also how to support the school so that there is a collective problem solving action. The Three 'R's supports and promotes a more peaceful way of working out potential bullying issues amongst a group of children, healthier relationships and growth within the school community - which has been **AGREED** by all members of the school community.

Additionally, should a bullying issue come to light, the children/affected group are supported themselves by their teachers and parents to work the problem out, acknowledge harm done and work towards restoring healthy relationships rather than apportioning blame to one individual who may be seen as the potential 'bully' - thus avoiding the dispatching of collective shame onto one individual.

It is important to note if, through the use of the three 'r's intervention steps, it emerges that there are children who may have engaged in bullying behaviours towards another, the affected group will be guided towards agreeing on ways in which the harm that may have been done to a child can be acknowledged and repaired. It is also important to note that a reparative sanction may be applied to those children who may have engaged in bullying behaviours towards another child by the adult leading the intervention and agreed by group.

## **Induction**

At the beginning of the school year the children are brought together and shown the children's three 'r's training video that accompanies the training pack.

After the children have watched their training video the link to the parents three 'r's training video can be forwarded parents with the three 'r's agreement sheet, copy overleaf.

## The Three 'r's Agreement

I agree to try to care about everyone in this class/group/team.

If I see anyone who is not behaving in a caring way and may be behaving in a bullying way towards another student, I agree not to stand and watch.

I agree to tell an adult so that the person who is being bullied will not suffer any longer and the bullying will stop.

I agree to take part in the three 'r's Steps with my group if anyone may be feeling bullied.

I agree that I will try not behave in a bullying way towards anyone in my class/group/team and that if I do, I agree to take part in the three 'r's Steps to solve the problem.

Name of Child \_\_\_\_\_ has undertaken the Three R's Training module.

Group/Class/Team:

Group Leader:

I have watched the three 'r's parents training video.

Parents Signature:

Date:

## The Three R's Steps

### Step One

Record- Disclosure of alleged bullying issue by child or parent. The Three R's Information Sheet is completed by child and parent and given to teacher, group leader, coach, trainer who will then engage in a fact finding mission with identified group members.

### Step Two



Review – Fact Finding mission, talks with those mentioned in the Three R's information sheet.  
If a bullying cycle is discovered, a Three R's group meeting is announced.

### Step Three

Repair / No Retribution- Meeting takes place. No Blame-No Shame approach to work with the group concerned towards repairing any harm done and rebuilding peaceful relationships. Group designs and then agrees new ground rules.

## Three R's Steps in more Detail

### Step One – Record

As per training - Parent(s) alert the adult in charge of their child's class or group that they are concerned there may be a bullying issue and that their child may be being targeted by other children in the group. The adult will then give the parent the **Three R's information sheet**. Parents then work with targeted child and to help them to describe the repeated pattern of the bullying behaviour by recording an account of it, who within the group was playing what roles, and by mapping one issue to the next. As much detail as possible must be given, **including dates, times and places where bullying behaviour may have taken place including names of any students who may have engaged in bullying behaviour**. Parents then meet with the adult in charge and deliver their account. **THE THREE R's INFORMATION SHEET SHOULD BE RETURNED TO THE ADULT WITHIN THREE DAYS**. Copy of information sheet overleaf.

## Three 'r's Information Sheet

Parents please work with your child and help them to describe the repeated pattern of alleged bullying behaviour by writing an account of it, who was playing what roles, and by mapping one issue to the next. As much detail as possible must be given, including dates, times and places where bullying behaviour may have taken place including names of any students who may have engaged in bullying behaviour.

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Inviting the group to the meeting.

### **What to do if the outcome of the fact finding mission produces no evidence of a bullying cycle**

**Outcome One** - If the adult **cannot** establish any bullying cycle during their fact finding mission no meeting can take place and the alleged target and their parent(s) is informed that no evidence has become available. The adult could show the group the Three R's training video again.

**Outcome Two** - If the adult **cannot** gather enough information to show the existence of an established bullying cycle but can see that there is a potential risk of one arising out of conflict they will arrange a meeting between the alleged perpetrator and the alleged victim to facilitate

- the arrest of the establishment of a bullying cycle
- reaching of agreement on how to go forward peacefully
- monitoring of the situation for a period of time
- The adult could show the group the Three R's training video again

### **What to do if the outcome of the fact finding mission produces evidence of a bullying cycle amongst the group**

**Outcome Three** -If the adult through their fact finding mission, discovers evidence of an established bullying cycle within the group concerned, they will then call a group meeting to begin step three of the Three R's approach. This process brings together the group of individuals who have been affected by the bullying behavior to participate in a structured dialogue, with the goal of creating understanding, accountability, and the repairing of harm with community support.

It may take more than one meeting depending on the amount of time the bullying issue has been in existence. It's important to remember that a bullying cycle takes time to establish itself, that roles can fluctuate in this time, and that if it is a deeply embedded bullying cycle it will may take time to interrupt it and therefore could need multiple meetings or conferences.

## **Step Three – Repair/ No Retribution**

### **Facilitating the Three R's Group Meeting**

1. The facilitator will run through the Three Rs meeting ground rules and will secure agreement from the group that they will adhere to them.
2. The facilitator will have established a clear repetitive cycle of bullying behaviour on their fact finding mission and will introduce their findings to the group including information outlined in the account written by the alleged target.
3. The facilitator can use the Three Rs Bullying Roles Diagram which can be displayed in the meeting space and allow a discussion to develop on self-responsibility, looking at one's own role in the issues as active or passive.

### **Private Discussions with alleged perpetrators**

After the group meetings, if the adult sees a need, discussions can take place with individual perpetrators of bullying behaviour to support them in acknowledging their role, the harm they may have caused. A sanction can be applied, but not a punishment.

A review date can be agreed with the alleged perpetrator to discuss how they are working towards changing their behaviours.

Review should take place within 20 days of intervention.

### **Follow Up**

Follow up should take place with the affected group, the targeted individual and the perpetrators after an agreed period of time subsequent to doing the Three R's steps in the form of

- A meeting
- Redoing the Three R's training
- A re-signing of the Three R's agreement

This addendum to Straffan National School Antibullying Policy will be effective for the school year 2023/24 in order to facilitate the embedding of the new practice. The Policy, as a whole will then be reviewed and modified to encompass the new Restorative Approach to bullying behaviours, issues and cycles if management is satisfied that these approaches are growthful and effective within the whole school community.

### **The 3 R's (Record, Review, Repair) Restorative Plan**

Our Antibullying Policy for Scoil Bhríde Straffan for 23/24 has an Addendum which outlines our 3 R's Restorative Plan which was implemented in our Senior Classes in Spring 2023. The plan for Transitioning to becoming a fully Restorative School is as follows:

1. **During 2023 (Year 1)**, we introduced Restorative Practices into 6<sup>th</sup> class which included Restorative Circles. In September 2023, this practice was expanded to include 5<sup>th</sup> class and now in Spring 2024 we will continue this practice in 4<sup>th</sup> classes.
2. **From September 2024 (Year 2)**: Introduction of Restorative Circle Practices 3<sup>rd</sup> class. Move from Informal practice to formal Practice in the Senior end of the school and include conferencing with parents.
3. **From September 2025 (Year 3)**: Continue as in year 2 and include the introduction of Restorative Circle Practices 2<sup>nd</sup> class
4. **From Sept 2026, (Year 4)**: Continue as year 3 and include the introduction of Restorative Circle Practices 1st classes
5. **From Sept 2027, (Year 5)**: Continue as year 4. The school (1st-6th) is now fully transitioned to Restorative Practices. Change all policies to reflect Restorative Practices

The Teachers and the pupils have just completed the Three R's Restorative Anti-Bullying training. This Antibullying Initiative and Intervention methodology is an awareness raising, preventative and intervention tool which was outlined in the Addendum to our Antibullying Policy for 23/24.

### **Parents Online Training**

We are now asking all parents to complete the 15 minute Online Training Course as part of our 3 R's Training Programme. This course can be accessed through the link [www.abi-online.ie/for-parents](http://www.abi-online.ie/for-parents).

*Once you have registered, you will get access to the Parents' Video. You will receive an email with instructions as soon as you register.*

The **parents training course** guides parents through the do's and the don'ts when it comes to supporting their child if they feel they may be caught up in a bullying cycle and also how to support the school so that there is a collective problem solving action. The Three 'R's supports and promotes a more peaceful way of working out potential bullying issues amongst a group of children, healthier relationships and growth within the school community - which has been **AGREED** by all members of the school community.

The training programmes focuses on rebuilding fractured relationships **justly** to restore peace within social groups that have been affected by a bullying problem. This approach is **Restorative**, in other words, the old language of 'Bully' and 'investigation' and 'interview'

etc. will transform and shift to a no blame, no shame approach where the affected group are empowered and supported to come up with solutions themselves to arrest or break a potential bullying cycle. This supports the whole school community to effectively move from the use of retributive actions towards perceived wrong doing to restorative actions to acknowledge harm done and rebuild healthy relationships.

At the outset, the training deescalates any issues that may be brewing under the surface, changes the language and creates a clear understanding amongst the school community with regard to restorative pathways taken to address potential bullying issues.

Additionally, should a bullying issue come to light, the children/affected group are supported themselves by their teachers and parents to work the problem out, acknowledge harm done and work towards restoring healthy relationships rather than apportioning blame to one individual who may be seen as the potential 'bully' - thus avoiding the dispatching of collective shame onto one individual.

It is important to note if, through the use of the three 'r's intervention steps, it emerges that there are children who may have engaged in bullying behaviours towards another, the affected group will be guided towards agreeing on ways in which the harm that may have been done to a child can be acknowledged and repaired. It is also important to note that a reparative sanction may be applied to those children who may have engaged in bullying behaviours towards another child by the adult leading the intervention and agreed by group.