

Sandford Park School

Anti-Bullying Policy



1. Rationale:

This policy is devised having regard to the Anti-Bullying Procedures for Primary and Post Primary Schools (2013) and Cineáltas: Action Plan on Bullying (2022) and has been developed following consultation with students, teachers, parents and Board of Governors.

The purpose of this policy is to provide information to the school community on how school authorities operate in preventing and dealing with bullying behaviour within the school.

Sandford Park School ("the School") is a community of teachers, students, parents, and non-teaching staff that aims to provide the highest possible standard of education for all its students in a stable, non-threatening environment. As bullying is known to cause physical and/or psychological damage and to negatively affect the quality of the teaching and learning provided, all members of the School are united in recognising their role in supporting an anti-bullying ethos and a whole school anti-bullying environment.

It is the responsibility of every member of the School community to respect the right of others to learn in an atmosphere free from threats towards themselves or their belongings and to assist in the prevention of bullying.

Cyberbullying can take the form of malicious sharing of intimate images online, and more seriously, can be a child protection issue and all cases involving the creation, distribution or possession of explicit images of children are potentially criminal and will be reported to An Garda Síochána.

2. Scope:

The School Anti-Bullying Policy ("the Policy") applies in the following contexts:

- a. The relationships between students and other students.
- b. The relationships between students and school staff.

The Policy does not apply to the bullying of staff by other members of staff or by parents or students. This issue is dealt with in a separate policy *Dignity in the Workplace*.

3. Application:

The Policy applies to the following:

- 3.1. When students are on the School grounds.
- 3.2. When students are travelling to and from School.
- 3.3. When students are on School tours and trips.

- 3.4. When students are engaged in extracurricular activities organised by the School.
- 3.5. When students are using the school digital online platform Office 365 or any other platform chosen by the school.

The School reserves the right, in exceptional circumstances, to apply the Policy in respect of bullying or harassment that occurs at any other time when, in the opinion of the Principal and/or the Board of Governors of Sandford Park School (“the Board”), there is a clear connection with the School, and the alleged behaviour is likely to have a significant impact on the work of the School. This could include (but is not limited to), for example, the bullying of a student using social networking sites such as Snapchat, Instagram, TikTok or other such sites.

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the National Education and Welfare Board (“NEWB”), the Board has adopted the following anti-bullying policy within the framework of the School’s overall Code of Behaviour. The Policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013. It also takes account of Cineáltas: Action Plan on Bullying (Dec 2022).
2. The Board recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:
 - 2.1. A positive school culture and climate which
 - 2.1.1.1. is welcoming of difference and diversity and is based on inclusivity.
 - 2.1.1.2. encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
 - 2.1.1.3. promotes respectful relationships across the school community.
 - 2.2. Effective leadership.
 - 2.3. A school-wide approach.
 - 2.4. A shared understanding of what bullying is and its impact.
 - 2.5. Implementation of education and prevention strategies (including awareness- raising measures) that
 - 2.5.1. build empathy, respect, and resilience in students; and
 - 2.5.2. address explicitly the issues of cyber-bullying and identity-based bullying including in particular homophobic, and transphobic bullying.
 - 2.6. Effective supervision and monitoring of students.
 - 2.7. Support for staff.
 - 2.8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
 - 2.9. On-going evaluation of the effectiveness of the 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, but do not limit, the definition of bullying:

- 3.1. Deliberate exclusion, malicious gossip, and other forms of relational bullying.
- 3.2. Cyber-bullying and sharing explicit images of pupils.
- 3.3. 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.

Cineáltas defines bullying as follows: "Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and / or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society"

- 3.4. Isolated or once-off incidents of intentional negative behaviour, including (but not limited to) 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.
- 3.5. In addition, 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.

Any other 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 summarised in the School Diary and is detailed in Appendix 1.

4. The "Relevant Teachers" for investigating and dealing with bullying are the teacher to whom the bullying has been reported, the Class Teachers, the Form Teachers, Year Heads, the Guidance Counsellor, Deputy Principal and Principal.
5. **The Anti-Bullying Programme: "*Prevention is better than cure*".**

The Anti-Bullying Programme ("the Programme") contains the education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying. that are used by the School. The Programme aims to raise awareness about bullying, to make it acceptable to talk about bullying and to take action to prevent such behaviour. In particular, the Social Personal Health Education (SPHE), Relationships and Sexuality Education (RSE), and Civic, Social and Political Education (CSPE) specifications are designed to raise self-esteem and to help students deal with the inevitable conflict that one encounters in everyday life in a positive and proactive manner. The School has an Anti-Bullying Coordinator appointed who oversees the Anti-Bullying Programme The Programme comprises the following elements:

- 5.1. The Policy is a function of the School's Code of Behaviour ("the Code"). Copies of the Code are given to all students and parents/ guardians and they enter into a contract to abide by the Code when they join the School.
- 5.2. At the start of each school year, the Policy and the information on bullying in the School Diary is read and discussed by each Form teacher with the students in his/her Form at an extended registration.
- 5.3. The "Pastoral Care Team" (Class Teachers, Form Teachers, Year Heads, the Guidance Counsellor, SPHE/CSPE teachers, Deputy Principal and Principal) assist in the implementation of the Policy.
- 5.4. All junior year groups are timetabled for SPHE. This syllabus incorporates many issues related to bullying. Relationships and Sexuality Education ("RSE") is taught in senior cycle.
- 5.5. All form one students are timetabled for E-Safety classes to raise awareness of how students can protect themselves from on-line abuse and cyber-bullying.
- 5.6. Selected senior cycle students may be invited to act as mentors to junior cycle students. They offer friendship, support and advice to younger students and encourage the disclosure of bullying incidents. Training is provided as needed for these mentors.
- 5.7. The non-consensual sharing of intimate images or 'sexting' content of children under the age of 17 always warrants a report to the school and it will be reported to An Garda Siochana and Tusla.
- 5.8. The Student Council is composed of an elected representative from each form group. One of its functions is the task of ensuring that no student is made unhappy by the deliberate or thoughtless actions of others.
- 5.9. The School displays the Anti-Bullying Charter ("the Charter") (see Appendix 2) in the School Diary, in classrooms and on notice boards around the School.
- 5.10. All staff, students, parents and teachers have the right to access the Policy and the Charter.
- 5.11. New students from 2nd to 6th year, and those who join the School mid-year are allocated a "buddy" who is in the same form to ease their transition to a new school. Prefects and Transition Year students also run a buddy system with the 1st years.
- 5.12. *Friendship Week* is an annual event which incorporates a series of challenges designed to promote an environment of collegiality, friendship, and tolerance amongst all students.
- 5.13. A wide range of co-curricular options (e.g. Sport, Drama and Music) are available to students which have an undoubted effect in promoting positive relations between students.
- 5.14. The supervision of students for 30 minutes before, during and for 30 minutes after school by staff is also important in deterring inappropriate behaviour.
- 5.15. The use of CCTV may also be appropriate in helping to deter and monitor student behaviour.
- 5.16. The Policy is an agenda item at a Staff Meeting at least once in an academic year. It is also discussed annually at a Parent Teacher Association ("PTA") meeting. As part of the ongoing programme of School Self-Evaluation, the School surveys students (e.g. in SPHE class), on matters of importance to student welfare.
- 5.17. Parents are expected to take a proactive role in promoting an anti-bullying message consistent with the Policy.
- 5.18. At the Information Evening for all incoming Form 1 students and their parents/guardians, attention is drawn to the School's Child Protection Policy, the SPHE Programme and the Policy.
- 5.19. Students are asked and encouraged to tell if they or somebody else is being bullied by telling a teacher, parent/ guardian. If students find it difficult to tell, they can write their concerns on a note and hand it up with homework or get a friend to tell on their behalf.

- 5.20. Guest speakers from the IT industry, or An Garda Síochána or other organisations may be invited to deliver an anti-bullying presentation or programme to students and/or parents from time to time.
- 5.21. Themed weeks such as Stand-Up week and Wellness Week help foster a culture of respect and acceptance for all members of the school community.
- 5.22. Participation in initiatives such as the One Good School programme, Green Schools 'Global Citizen' flag, and Fuse help keep anti-bullying to the forefront of teachers and students' minds.

6. Parental Responsibilities:

Parents' reactions are vital when it comes to addressing bullying behaviour. It is important for parents to act in a calm manner and not become emotional when a child speaks to a parent, or a parent becomes aware of an issue.

Parents should promote resilience in their child in an effort to manage the stress that may be caused by bullying and work with the school addressing the matter. Parents should also be aware that if their child is accused of bullying behaviour towards another child, it is an opportunity to teach their child to behave with kindness and humanity.

While parents are protective of their children and do not like to think of their child being involved in bullying behaviour, it is important that the negative behaviour is recognised, that an allegation is not seen as an attack on their child but an opportunity to change unacceptable behaviour. Children need to be taught how to behave well and it is a parent's duty to ensure this learning takes place.

In conjunction with the school, parents should ensure their children are aware that the Internet is not a private place and remind them of the four characteristics of Digital Media:

It is searchable: Anyone, anywhere, anytime can find it

It is forever: It can be found today, tomorrow or anytime in the future

It can be copied: once it is found, it can be copied, shared and changed

It has a global invisible audience: You cannot tell who is sharing your pages. Even if your page is private, you have no control over what "friends" will do with it. (*Integrating Internet Safety into Teaching and Learning, NCTE*)

If cyberbullying persists or gets worse, parents can file a complaint with the website, ISP (Internet Service Provider) or mobile phone company. There is generally a link on the website's homepage for reporting concerns. They can also contact the Gardai, if the cyberbullying includes any threats

7. Student responsibilities

- If a student encounters cyberbullying the following are the steps to take:
- Inform your parents or a trusted adult.
- Do not retaliate. This feeds into cyberbullying and could make other people think you are part of the problem.
- Block the bully from your site/account. Change your password and contact details. Save the evidence (screen shot). Keep a record of every message but do not reply to any bullying messages.
- Show or give the record of bullying messages to your parents.

8. Signs and Symptoms of Bullying:

As bullying is not always easy to spot, teachers and parents/guardians should be vigilant in keeping an eye out for signs and symptoms that may indicate that a student is being bullied or is engaging in bullying. See Appendix 1 for examples of bullying. Signs and symptoms may include, but are not limited to:

- Deterioration in academic performance.
- Possessions missing or damaged.
- Refusal to talk to a parent/guardian about what is troubling him/her.
- Reluctance to go to school.
- Generalised anxiety/ difficulties sleeping/ loss of appetite.

9. Procedures for dealing with incidents of alleged or actual bullying

The primary aim for the Relevant Teacher 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). In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

9.1. Investigation, Recording and Reporting

- 9.1.1.1. All reports, including anonymous reports of bullying, must be investigated and dealt with by the Relevant Teacher. Non-teaching staff, such as ancillary staff, Special Needs Assistants (SNAs), grounds staff, sports coaches, instrumental/singing teachers etc. must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to a Relevant Teacher.
- 9.1.1.2. The Relevant Teacher is required to keep a written record of the entire investigation process. The Relevant Teacher will inform the Anti-Bullying Coordinator of any incident that is being investigated. Recording templates for reporting alleged bullying behaviour are included in Appendix 5.
- 9.1.1.3. The Relevant Teacher should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- 9.1.1.4. Incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved and all interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned.
- 9.1.1.5. The alleged victim should be listened to and asked to write an account of the incident. (See appendix 5 Templates for reporting alleged bullying.)
- 9.1.1.6. The Relevant Teacher should obtain written accounts of the incident from the alleged bully/bullies and from any witnesses noting important facts (who, what, where, when, why, names of witnesses etc.). These records should be signed and dated by the student and Relevant Teacher. These records should be kept in a safe place. (See Appendix 2 Templates for reporting alleged bullying)
- 9.1.1.7. Any accusations against a member of the School community found to be false will be taken very seriously and dealt with appropriately.

9.2. Post Investigation Outcomes

If an investigation uncovers no evidence of actual bullying then the issue may be dealt within the context of promoting better behavioural awareness/standards and in accordance with the Code of Behaviour. Consideration should also be given to offering

support (as outlined below in this section) to the student alleged to have been the recipient of the unsubstantiated bullying and the student alleged to have been responsible for the bullying.

9.3. Post Investigation Sanctions (dealing with students found to have been involved in bullying):

Stage 1

In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the relevant teacher will

- Complete the Record of Bullying Behaviour (Appendix 2)
- Contact the parents of the parties to inform them of the matter and explain the actions being taken (by reference to the school policy).
- The Relevant Teacher discusses the incident with the student and a clear warning is given. The student will be told that their behaviour is unacceptable and that it must stop.
- It will be explained to the student why their behaviour is deemed as bullying and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- Appropriate sanctions will be imposed in accordance with the Code of Behaviour and parents/guardians will be advised of any such sanctions. Parents/guardians will also be advised of the possible consequences of a continuation of the unacceptable behaviour.
- The student involved in bullying behaviour may be referred to the School's Disciplinary Committee where appropriate sanctions are decided upon in accordance with the Code.

Stage 2

Follow up

In cases where the Relevant Teacher considers that the bullying behaviour has not been adequately and appropriately resolved within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the Relevant Teacher in the recording template at Appendix 2 which must be retained by the Relevant Teacher and copied to the Principal or Deputy Principal as appropriate.

- 9.3.1.1. In determining whether a bullying case has been adequately and appropriately addressed the Relevant Teacher must, as part of his/her professional judgment, take the following factors into account:
 - 9.3.1.2. Whether the bullying behaviour has ceased.
 - 9.3.1.3. Whether any issues between the parties have been resolved as far as is practicable.
 - 9.3.1.4. Whether the relationships between the parties have been restored as far as is practicable; and
 - 9.3.1.5. Any feedback received from the parties involved, their parents or the School Principal and Deputy Principal.
- 9.3.2. The student accused of bullying comes before the School's Disciplinary Committee and appropriate sanctions are decided upon in accordance with the Code.

- 9.3.3. The student's parents/guardians are informed of the outcome. The Guidance Counsellor is also informed and may discuss the situation further with the parents/guardians.

Sanctions

The case is referred to the Principal and sanctions up to and including suspension may ensue. In extreme circumstances the student's case may be referred to the Board. (See Disciplinary Procedures involving Suspension or Expulsion.)

Where a parent / guardian is not satisfied that the School has dealt with a bullying case in accordance with these procedures, the parent / guardian must be referred, as appropriate, to the School's complaints procedures.

10. Records and Reports

Formal records of all stages of investigations should be kept by the Relevant Teacher including, but not limited to:

- Notes of all interviews held
- The decision-making process
- The decision and the rationale for the decision
- The sanctions applied including any conditions attached thereto.

The Template for recording bullying behaviour (Appendix 2) will be completed by the Relevant Teacher and copied to the Anti-Bullying Coordinator. The Anti-Bullying Coordinator updates the Deputy Principal of any bullying incidents being investigated and the outcomes of any identified bullying incident.

11. Programme of Support

The School's programme of support for working with students affected by bullying is as follows:

- 11.1. The student who has been bullied will be offered support. This may involve sympathetic listening, the support of a senior cycle mentor, helpful advice, referral to the Guidance Counsellor or a discussion with another member of staff.
- 11.2. The Relevant Teacher may consider it appropriate to remind all class members of their responsibility in upholding the Policy.
- 11.3. The student responsible for bullying should be informed of the possible impact of his/her behaviour on the person the subject of the bullying and the possible consequences for himself/herself if it were to continue. He/she should receive clear direction in how to change his/her behaviour. He/she may also be referred to the Guidance Counsellor.
- 11.4. Parents / guardians of the students involved will be informed of the issue and the actions taken.

12. Points to remember

- Time limitation - Incidents of bullying behaviour must be reported as soon as possible. It is extremely difficult for the school to investigate historic matters. Any incident brought to our attention, more than an academic year after an alleged incident is reported to have taken

place, will not be investigated due to the difficulty of obtaining accurate information about the alleged incident as a result of the lapse of time.

- Parents are expected to support our Anti-bullying policy.
- The school cannot investigate actions by people who are not students of Sandford Park School.
- Evidence of alleged bullying behaviour will be necessary in order to instigate an investigation.
- In all matters relating to bullying behaviour Sandford Park School will investigate according to the school's Anti-bullying Policy.
- We accept that these issues are sensitive issues for all parties concerned and these matters will be dealt with in a timely, confidential and professional manner.
- Matters will be dealt with from a restorative perspective initially in the hope of bringing about a satisfactory resolution.
- If restorative practice proves unsuccessful the matter will be dealt with according to our ladder of referral and Code of Behaviour.
- Bullying behaviour is not tolerated in Sandford Park School as it is unacceptable and contrary to our ethos.

13. Supervision and Monitoring of Students

The Board of Governors 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.

14. Prevention of Harassment

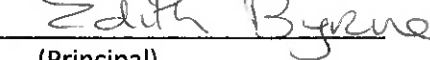
The Board of Governors confirms that the School will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of students or staff on any of the nine statutory grounds specified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

15. The Policy has been made available to all School personnel, published on the School website and provided to the PTA and to the Sandford Park Holding Company ("the Holding Company"). A copy of the Policy will be made available to the Department of Education ("the Department") if requested.

16. This policy and its implementation will be reviewed by the Board 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 PTA and to the Holding Company. A record of the review and its outcome will be made available to the Department if requested.

17. This policy was adopted by the Board of Governors on 10/6/24 [date]

Signed: 
(Chairperson of Board of Governors)

Signed: 
(Principal)

Date: 10/6/24

Date: 10/6/24

Date of next review: April 2025

Reviewed June 2024.

Appendix 1 - Examples of bullying behaviours (this is not an exhaustive list)

<p>General behaviours which apply to all</p>	<ul style="list-style-type: none"> ● 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 ● Slagging ● 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 ● The ongoing “look” ● Invasion of personal space ● A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none"> ● Denigration: Spreading rumours, 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 is then posted online ● Outing: Posting or sharing confidential or compromising information or images ● Exclusion: Purposely excluding someone from an online group ● False Reporting ● Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety ● Silent telephone/mobile phone calls ● Abusive telephone/mobile phone calls ● Abusive text messages ● Abusive emails ● 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
<p>Identity-Based Behaviours</p>	<p>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).</p>
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> ● Spreading rumours about a person’s sexual orientation ● Taunting a person of a different sexual orientation ● Name calling ● Physical intimidation or attacks ● Threats
<p>Race, nationality, ethnic background and membership of</p>	<ul style="list-style-type: none"> ● Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller

the Traveller community	background ● Exclusion on the basis of any of the above
Relational	This involves manipulating relationships as a means of bullying. Behaviours include: ● Malicious gossip ● Isolation & exclusion ● Ignoring ● Excluding from the group ● Taking someone's friends away ● "Bitching" ● Spreading rumours ● Breaking confidence ● Talking loudly enough for the victim can to hear ● The ongoing "look" ● Setting others up for ridicule
Sexual	● Unwelcome or inappropriate sexual comments or touching ● Harassment
Disability	● Name calling ● Taunting others because of their disability or learning needs ● Taking advantage of some students' vulnerabilities and limited capacity to recognise and defend themselves against bullying ● Taking advantage of some students' vulnerabilities and limited capacity to understand social situations and social cues. ● Mimicking a person's disability

Examples of bullying behaviour and its effects (continued)

Bullying can be verbal, physical, psychological, or online (Snapchat, email, text, etc).

What is verbal bullying?

- Words are powerful. When it comes to bullying, sometimes verbal bullying can result in as much distress and pain as physical bullying.
- The goal of verbal bullying is to degrade and demean the victim in order to make the aggressor appear dominant and powerful.
- Verbal bullying is the saying of mean or hurtful things. Verbal bullying examples include comments under the following categories; race, gender, sexuality, size, religion, ability, culture, age and more.

Examples:

- Repeated teasing and/or name-calling
- Putting someone down in front of others
- Offensive jokes
- Spreading malicious rumours
- Offensive graffiti, notes or pictures
- Making jokes about someone or referring to them with a nasty nickname
- Inappropriate sexual comments, or repeated comments about sexuality
- Taunting about appearance, clothes, shoes, hair etc
- Threatening to cause harm, instilling fear

What is Physical Bullying?

- Physical bullying is the use of physical actions to intimidate and gain control over someone. The physical actions are unwanted by the victim and can either cause damage to their body or possessions or both. (Physical bullying is also assault)

Examples: Repeated

- Shoving, jostling, pushing, slapping

- Pinching
- Interfering with personal property, bag or locker
- Unwanted touching or prodding
- Tripping someone up
- Blocking their path or refusing to move out of their way
- Intimidating behaviour or force or threat of force

What is Psychological Bullying?

- **Psychological bullying can be defined as any kind of intentional and purposeful mental abuse.**

Examples:

- Socially isolating a person
- Exclusion
- Making demeaning comments about a person based on their physical appearance or ability
- Spreading gossip about someone with intent to hurt them
- Stalking
- Gaslighting
- Controlling someone

What is online (cyber) Bullying?

- Cyberbullying is a form of bullying. It happens on social media, online forums, text and email.
- Online or Cyberbullying is the use of electronic and digital means to deliberately harass, ridicule or hurt someone or group of people.

Examples:

- Sending mean texts or (IMs) Instant Messages to someone
- Prank/Malicious calls someone's cell phone (making prank/malicious calls to or from someone's phone pretending to be someone else or making prank calls from someone's phone)
- Hacking into someone's gaming or social networking profile
- Sharing images or videos of someone without their knowledge or permission
- Being rude or mean to someone in an online game
- Spreading secrets or rumours about people online
- Pretending to be someone else to spread hurtful messages online

Effects of Bullying

Research shows that ALL bullying including name-calling, exclusion, physical, online and psychological, have serious consequences and can leave deep emotional scars that carry on into adulthood and can affect in various emotional and psychological ways, including:

- Low self-esteem/self-worth
- Feelings of depression
- Anxiety/panic attacks
- Cutting/self-harm
- Avoidance of school and or friends
- Substance use or abuse (drinking and/or drug use)
- And in extreme cases, suicidal thoughts or attempts

Sandford Park School



Record of Bullying Behaviour

1. Name of student being bullied _____ Form _____

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

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

Student concerned	
Other Student	
Parent	
Teacher	
Other (please specify)	

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

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other (please specify)	

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

6. Type of Bullying Behaviour (tick relevant box(es))

Physical Aggression		Cyber-bullying		Name calling	
Damage to property		Intimidation		Other (please specify)	
Isolation/Exclusion		Malicious gossip			

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

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

8. Brief Description of bullying behaviour and its impact (please attach any relevant notes, records, or minutes)

Sandford Park School



Anti-Bullying Charter

1. Every student in Sandford Park School has the right to enjoy his/her learning and leisure free from intimidation, both in the School and in the surrounding community.
2. Our school community will not tolerate any unkind actions or remarks, even if these were not intended to hurt.
3. Students should support each other by reporting all instances of bullying.
4. Bullying will be taken very seriously.
5. We are a telling school. Bullying is too important to ignore.

Appendix 4

Checklist for annual review of the anti-bullying policy and its implementation

The Board of Governors ("the Board") must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the School's Anti-bullying Policy ("the Policy") will be required.

	Yes/No
Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	Y
Has the Board published the Policy on the School website and provided a copy to the Parent Teacher Association?	Y
Has the Board ensured that the Policy has been made available to School staff (including new staff)?	Y
Is the Board satisfied that School staff are sufficiently familiar with the Policy and procedures to enable them to effectively and consistently apply the Policy and procedures in their day to day work?	Y
Has the Board ensured that the Policy has been adequately communicated to all students?	Y
Has the policy documented the prevention and education strategies that the School applies?	Y
Have all of the prevention and education strategies been implemented?	Y
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	Y
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the Policy?	Y
Has the Board received and minuted the periodic summary reports of the Principal?	Y
Has the Board discussed how well the School is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal's periodic report to the Board?	Y
Has the Board received any complaints from parents regarding the School's handling of bullying incidents?	N
Have any parents withdrawn their child from the School citing dissatisfaction with the School's handling of a bullying situation?	N
Have any Ombudsman for Children investigations into the School's handling of a bullying case been initiated or completed?	N
Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	Y
Has the Board identified any aspects of the Policy and/or its implementation that require further improvement? <i>embed FUSE programme, update templates.</i>	<i>continue to</i>
Has the Board put in place an action plan to address any areas for improvement?	Y

Signed *[Signature]* Date 10/6/24
 Chairperson, Board of Governors


Signed *[Signature]* Date 10/6/24
 Principal


Notification regarding the Board of Governor's annual review of the anti-bullying policy

To: PTA, Student Council

The Board of Governors of Sandford Park School wishes to inform you that:

- The Board of Governors' annual review of the School's Anti-Bullying Policy and its implementation was completed at the Board meeting of 10/6/24 [date].
- This review was conducted in accordance with the checklist set out in **Appendix 3** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

•
Signed  Date 10/6/24
Chairperson, Board of Governors

Signed  Date 10/6/24
Principal

Sandford Park School

Appendix 5



“Targeted” student report on an incident of alleged bullying behaviour.

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.

Name: _____

Form: _____

Please explain in detail the incident(s) in which you felt you were bullied.

When did it happen? (Date(s) and time(s) if known)

Where did it happen?

What happened? (Give details of the incident(s) including the name(s) of those allegedly involved)
