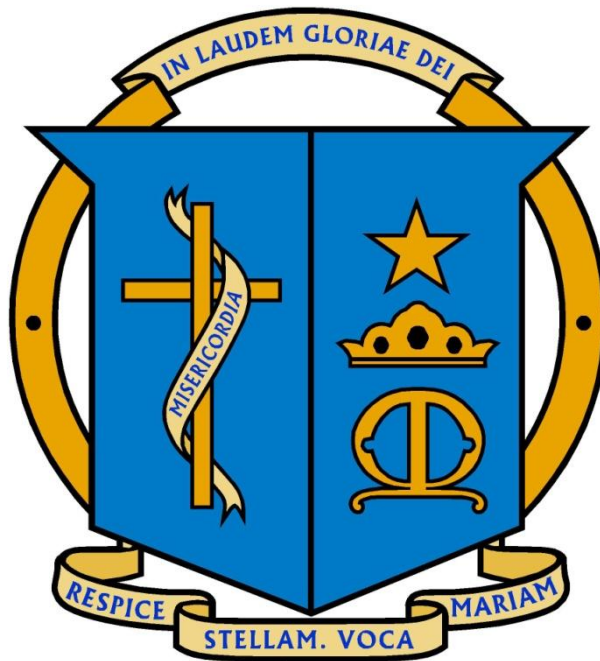


Meán Scoil Mhuire



ANTI-BULLYING POLICY

Chairperson: Ms. Eileen Donohue

Principal: Ms. Siobhan Cullen

Date: 12th November, 2024

Anti-Bullying Policy

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, the Board of Management of Meán Scoil Mhuire Longford has **adopted the following anti-bullying policy** within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following **key principles of best practice** in preventing and tackling bullying behaviour.

The Key Principles of best practice are as follows:

(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
- promotes respectful relationships across the school community (See Appendix 1 for Elements of a Positive School Culture and Climate & Appendix 2 for Practical methods of promoting this culture in Meán Scoil Mhuire Longford.

(b) Effective leadership.

(c) A school-wide approach.

(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
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic, biphobic and transphobic bullying

(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).

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

3. In accordance with the *Bí Cineáltas Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools* bullying is defined 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 is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society."

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

- identity-based bullying such as homophobic, , **biphobic and transphobic** 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 Post-Primary Schools*.

Examples of recurrent behaviours that are deemed as bullying

General behaviours which apply to all

- 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
- Spreading rumours
- Slagging
- **Intimidating glances**
- 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

- **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 Related 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, biphobic and transphobic

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

Race, nationality, ethnic background and membership of the Traveller 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 means of bullying. Behaviours include:

- Malicious gossip
- Isolation & exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- "Bitching"
- Spreading rumours
- Talking loud enough so that the victim can hear

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 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
- Setting others up for ridicule

4. The Relevant Teachers for investigating and dealing with bullying are as follows:

Year Heads are the first point of contact for all concerns regarding bullying.

In the absence of the Year head the Principal reserves the right to appoint another member of the middle management team to commence the investigation.

Most serious cases may be referred to the Principal/ Deputy Principal once the incident has been investigated.

5. This document takes account of a major school wide review of our anti-bullying policy conducted in 2021/2022. This review was undertaken in light of the ongoing challenges that the Covid 19 pandemic has presented. An anti-bullying task force was established consisting of senior management, middle management, teachers and students. The 6 step process of school self-evaluation (SSE) was employed to guide the work of the Task Force. This work is ongoing.

Meán Scoil Mhuire is a school under the trusteeship of CEIST. Therefore we place significant emphasis on the five core values fostered in CEIST schools:

- Promoting Spiritual and Human Development
- Achieving Quality in Teaching and Learning
- Showing Respect for Every Person
- Creating Community
- Being Just and Responsible

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 promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour. The FUSE anti-bullying programme introduced in 2021/2022 places significant focus on breaking down such stereotyping.
- 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 e.g. Anti-Bullying Week, Positive Health Week, Stand-up Week, **Cultural Week**, Wellbeing Programme, SPHE Programme etc.
- Whole staff professional development opportunities are given to teachers, to include the **relevant teachers**, 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 e.g. The FUSE programme (Appendix 4) and Restorative Practice (Appendix 5).

- School wide awareness raising and training on all aspects of bullying is offered, 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.
- Involvement of the student representative council, peer mentors and the prefect team in contributing to a safe school environment e.g. student support activities that can encourage a culture of peer respect.
- The school's Anti-Bullying Policy is discussed with pupils and all parent(s)/guardian(s) are given access to the Code of Behaviour. All policies are published on the school website.
- The implementation of regular whole school awareness measures on the promotion of friendship and bullying prevention e.g. annual Anti-Bullying Week, annual Positive Health Week, annual Stand-Up Week and parent(s)/guardian(s) seminars, student surveys etc.
- 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 they are not considered to be telling tales but are behaving responsibly. Through the review process the culture of telling was identified as an area for improvement. **As a result the use of regular Sociograms (Appendix 6) to encourage a culture of telling is being trialled in 2021/2022.**
- Ensuring that pupils know who to tell and how to tell:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Parents/ guardians are encouraged to make a phone call to the Year Head.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

The above points are enhanced through the participation in the FUSE programme (Appendix 4)

Implementation of Curricula

- The full implementation of the SPHE and CSPE curricula and the RSE Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes e.g. FUSE programme (Appendix 4) and Restorative Practice (Appendix 5).
- School wide delivery of lessons on **Relational Aggression, Cyber Bullying, Homophobic, Biphobic and Transphobic Bullying, Diversity and Inter-culturalism**.
- Delivery of the Garda SPHE Programmes at post- primary level. These lessons, delivered by Community Gardaí, 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
- CCTV Policy
- Prefect Policy
- Mobile Phone and Digital Device Policy
- SEN Policy
- Student Representative Council Policy
- Supervision Policy
- Visitors Policy
- School Outings/Trips Policy

- Child Protection Policy
- RSE Policy
- Acceptable Use Policy
- Attendance Policy
- Substance Use Policy

6. Anyone who reports bullying behaviour will be listened to and the school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows:

Procedures for Investigating and Dealing with Bullying

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. In 2021/2022 in association with the PDST, whole staff education and training in Restorative Practices began. The school continues to develop these practices throughout the school community.

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

Reporting Bullying Behaviour:

- In the course of their work teachers and ancillary staff may witness unacceptable interactions between students. A student displaying these negative interactions may be recorded and reported to the Year Head using the form in Appendix 4 of this policy document. The Year Head will follow the Code of Behaviour as normal in dealing with such situations. Where there is evidence of repeated negative interactions, reports will be investigated by the Year Head, in his/her role of **relevant teacher**.
- Any pupil may bring a bullying incident to any member of staff in the school.
- Any parent may bring a bullying incident to the attention of the Year Head, Deputy Principal or Principal.
All reports, including anonymous reports of bullying, will be investigated and dealt with by the **relevant teacher**. In the absence of the Year Head the Principal reserves the right to appoint another member of the middle management team to commence and report on the investigation.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the **relevant teacher**.
- The Principal/Deputy will present the content of this policy and its significance to the ancillary staff annually.

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the **relevant teacher** will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- 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.
- **Relevant Teachers** should take a calm, unemotional problem-solving approach.

- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the **relevant teacher** should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- When possible the process of Restorative Practice will be employed. See Appendix 5 on Restorative Practice.
- In cases where it has been determined by the **relevant teacher** that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school will endeavour to give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the **relevant teacher** has determined that a pupil has been engaged in bullying behaviour, it should be made clear to the student how they are in breach of the school's anti-bullying policy and efforts should be made to try to get the student to see the situation from the perspective of the pupil being bullied.
- It must 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, their parent(s)/guardian(s) and the school.

Follow up and recording

- 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
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.
- The effectiveness of the restorative practice process needs to be monitored.
- 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. All incidents must be reported to the relevant teacher, using the template provided in Appendix 3.

- All reports, including anonymous reports of bullying 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.

Informal-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 which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- From the review date of this policy in 2021/2022 records will be retained separate to student files in a secure location.

Formal-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:

- 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 has 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.

It should be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 does not in any way preclude the relevant teacher from consulting the principal or Deputy Principal at an earlier stage in relation to a case.

A report will be made to the Board of Management, at each meeting, informing the Board of the number of cases where the **relevant teacher** considers that bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined bullying behaviour had occurred.

Established intervention strategies

- FUSE anti-bullying programme (Appendix 5)
- Restorative Practice (Appendix 6)
- Administering Sociogram questionnaires (Appendix 7)
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Introduction of Circle Time as part of Restorative Development Practice in the school.
- Restorative dialogue

7. The school's programme of support for working with pupils affected by bullying is as follows :

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g.
 - Pastoral care system- Junior and Senior Care Team Meetings
 - Tutor system
 - Prefects
 - Peer Mentors
 - Student Support Team – Multidisciplinary school based weekly team meetings
 - Group work such as circle time
 - Extra -curricular activities

- Team building excursions and activities for students- tours, field trips, outings, workshops etc.
 - Themed Weeks throughout the year with associated activities e.g. Positive Health Week, Stand-Up Week, Cultural Diversity Week, Maths Week, Science Week, Catholic Schools week etc.
 - Engagement with Longford Youth Services and other outside agencies.
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
 - Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

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

9. Prevention of Harassment

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


10. This policy was adopted by the Board of Management on 9/12/21.

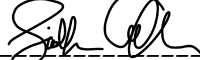
11. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the Patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once per school year. **The review process will endeavour to examine the effectiveness of the following interventions put in place to combat bullying behaviours such as:**

- FUSE programmes,
- Restorative Practice,
- Use of Sociogram questionnaires.

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: 12/11/2024

Date: 12/11/2024

Appendix 1

Key Elements of a Positive School Culture and Climate

- Meán Scoil Mhuire is a school under the trusteeship of CEIST. Therefore we place significant emphasis on the five core values fostered in CEIST schools:
 - Promoting Spiritual and Human Development
 - Achieving quality in Teaching and Learning
 - Showing Respect for Every Person
 - Creating Community
 - Being Just and Responsible
- The school acknowledges the right of each member of the school community to enjoy school in a safe, secure environment.
- The school acknowledges the uniqueness of each individual and their worth as a human being.
- The school promotes positive habits of self respect, self discipline and responsibility among all its members.
- The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
- The school has a commitment to promoting equity in general and also gender equity.
- The school takes particular care of “at risk” students and uses its monitoring systems to facilitate early interventions and to respond to the needs, fears or anxieties of individual members in a sensitive manner.
- The school recognizes the need to work in partnership with parents and to keep them informed.
- The school recognizes the role of other community agencies in preventing and dealing with bullying.
- The school promotes the qualities of responsibility, tolerance and understanding among all its members both in school and out of school.
- Staff members share collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

Appendix 2

Building a Positive School Culture and Climate

Management and staff are encouraged to actively promote the following strategies for building a positive school culture and climate.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school. This is emphasised during SPHE, Wellbeing classes and modules, and highlighted in the FUSE programme.
- Display key respect messages around the school and involve pupils in the development of these messages.
- Notice and acknowledge respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school.
- Teach pupils about the appropriate use of social media through digital literacy classes, SPHE and the involvement of the Community Gardaí.
- Encourage pupils to comply with the school rules on mobile phones and internet use. Follow up and follow through with pupils who ignore these rules.
- Actively involve parents/Parent's Association in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- All staff actively watch out for signs of bullying behaviour.
- Ensure adequate supervision during break times and on trips away from the school.
- Identify bullying "hotspots" and "hot times" for bullying in the school.
- Support the work of the student Representation Council.
- Foster a culture of telling through regular use of sociogram questionnaire.
- Utilise restorative practices to foster respectful relationships, and to resolve conflict and incidents of harm.

Appendix 3

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))

4. Location of incidents (tick

relevant box(es))

Pupil concerned	<input type="checkbox"/>		Playground	<input type="checkbox"/>
Other pupil	<input type="checkbox"/>		Classroom	<input type="checkbox"/>
Parent	<input type="checkbox"/>		Corridor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>		Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>		School Bus	<input type="checkbox"/>
	<input type="checkbox"/>		Other	<input type="checkbox"/>

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

--

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

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other(specify)	<input type="checkbox"/>

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: _____ **(Reporting Teacher)**

Date: _____

Date submitted to Relevant Teacher (Year Head): _____

Appendix 4

Template for Unacceptable Interactions between Students

1. Name of pupil name that is experiencing the unacceptable interaction.

Name: _____ Class: _____

2. Name(s) and class(s) of pupils engaged in unacceptable interaction.

3. Source of unacceptable Interaction
(tick relevant box(s))

Pupil concerned	
Other pupil	
Parent	
Teacher	
Auxiliary Staff	
Other	

4. Location of Interaction
(tick relevant box(s))

Campus	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the unacceptable interaction.

--

6. Type of unacceptable Interaction

Physical Aggression	Intimidation
Damage to property	Malicious Gossip
Isolation/Exclusion	Gestures
Name Calling	Other (specify)

7. Where unacceptable interaction is regarded as identity-based, indicate the relevant category:

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

8. Brief Description of unacceptable interaction and its impact.

9. Details of actions taken

Signed: _____ **(Reporting Teacher)**

Date: _____

Date Submitted to Relevant Teacher (Year Head): _____

Appendix 5

FUSE is the first research-based Anti-Bullying and Online Safety Programme designed to comply with UNESCO's Whole Education Approach to tackle bullying and online safety in schools. It is based on 25 years of research on bullying prevention and intervention and is designed to support the wider SPHE/RSE/Wellbeing curricula in schools. FUSE consists of a suite of student-led workshops and resources which FUSE teachers can deliver in the classroom.

At the heart of FUSE is the aim of building capacity in schools themselves to tackle bullying and online safety issues and to empower children and adolescents to understand their own behaviour, be able to recognise bullying and online safety risks and be confident in how to report and seek support when they need it.

FUSE is delivering tangible and positive impact within school communities in tackling bullying & promoting online safety.

For more information click on the following links:

<https://antibullyingcentre.ie/our-team/>

<https://antibullyingcentre.ie/fuse/>



Appendix 6

Restorative Practice

Restorative practice is based primarily on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practice allows for building trust between and with people. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. The development of each relationship is based on a set of core values. These values include respect, and being respectful of everyone, including towards people someone maybe doesn't always see eye to eye with or even like. Through the development of empathy, and promoting understanding of perspective taking, people can learn to respect each other and where someone is coming from in terms of their own expression of thought and feelings. In our efforts to show empathy, as human beings we are able to harness the notion of fairness into our relationships, and therefore can also account for our own actions and hold others to account for theirs.

Restorative practice provides a platform for dealing with conflict in a healthy manner when conflict occurs.

Restorative Practices

Restorative Practices (RP) are an evidence-based set of skills that help develop and sustain strong and happy organisations and communities by actively developing good relationships, preventing the escalation of conflict and handling conflict and wrongdoing in a creative and healthy manner.

RP is a philosophy based around values that are very closely linked to the ethos of our school.

These values are:

- Fairness
- Respect
- Personal Accountability
- Integrity

RP skills help us to live according to these values. The skills utilised by practitioners are:

- Restorative language – which helps us to build good relationships with each other & prevent escalation of conflicts. The language is based on non-violent communication (NVC) which enables us to effectively communicate our perspective on things and our feelings and needs in any given situation. It also promotes empathy and non-judgemental listening skills which prevent conflicts from getting out of control.
- Having restorative conversations – using the 6 restorative questions which help to both prevent escalation of conflict and resolve conflicts.
- The skill of using the restorative questions to resolve conflicts in groups
- The skill and methods of facilitating Restorative Conferences to address and repair harm caused by serious wrongdoing. This is via informal conferences in school to address bullying / fighting. Some may be familiar with the formal process which is also called Restorative Justice – used in the criminal justice system.

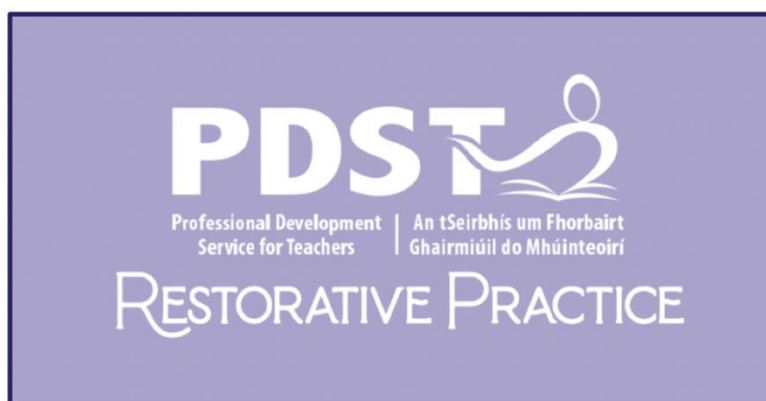
The Childhood Development Initiative (CDI) works to improve outcomes for children, families and communities in Tallaght and throughout Ireland. CDI have recently launched a podcast series (2020) outlining current Restorative Practice in Ireland:

“Circles of Connection: Stories from Ireland about using Restorative Practices to Build Relationships.”

For further information:

<https://www.pdst.ie/post-primary/health-wellbeing/restorative-practice>

<https://www.cdi.ie/our-programmes/restorative-practices/>



Appendix 7

Sociograms

A sociogram is a useful strategy that can be used at regular intervals to gain an understanding of relationships at play in a class or group. The method employed is to ask each individual a series of questions designed to uncover the social dynamic in a class, thus identifying positive and negative influences in the group.

Aims

- To prevent bullying by adopting a proactive pastoral approach. Awareness of the unacceptability of bullying will be raised even if there are no problems in the group.
- To provide a safe structure which encourages disclosure of bullying situations, thereby uncovering emerging or previously undetected cases.
- To establish a clear picture of the social dynamic operating within a class by identifying:
 - The power structure among students.
 - Levels of bullying and victimisation.
 - Students involved.
 - Students at risk.

This will give a better understanding of the hidden sub-culture of the group.

- To identify strengths within the group
- To empower bystanders.
- To encourage mutual support between students.
- To embed anti-bullying measures into classroom practice.
- As a monitoring mechanism.

Sample Bullying Sociogram

Are you happy with the atmosphere in your classroom?

Who are your friends?

Are you being bullied in any way?

Is there anyone in class having a hard time or being picked on?

Is anyone being left out, or ignored?

Is anyone spreading rumours, gossip, using notes, phone calls, text messages, or e- mails to make others feel bad about themselves?

Is anyone being unfair to others?

Is there a group of pupils making life difficult for others?

Are pupils from other classes giving anyone in this class a hard time?

Can you give examples?

Who do you think is causing the problem?