

North Dublin Project School

Anti-Bullying Policy 2021

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 the North Dublin National School Project 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. The Board of Management also acknowledges that bullying is an issue for all schools and the wider community of which the NDNSP is a part and does not tolerate or condone bullying of any form or at any level of the school community. This policy guides action and organisation within the school community for preventing and responding to bullying as well as raising awareness and understanding of bullying. The Board of Management 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**

 - (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.**

3. The Definition of 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 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 the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying, extortion, isolation and persistent name calling,
- 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, may /may 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, or private group 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 may 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 are set out in Appendix 1

4. The relevant teachers for investigating and dealing with bullying in this school are as follows

- All class teachers
- Principal
- Deputy principal
- Any teacher may act as a relevant teacher if the circumstances warrant it

5. These education and prevention strategies (including strategies specifically aimed at cyber- bullying, homophobic and transphobic bullying) will be used throughout the school

Tier 1: School – Based

Annually, termly, weekly, daily

- ✓ Friendship - whole school work on same for an agreed upon period during the school year
- ✓ Fortnightly assemblies
- ✓ Anti-Bullying month
- ✓ Friendship Squad (Daily) (Covid means that this is currently on hold - Oct 2021)
- ✓ Core curriculum noticeboard (on-going)
- ✓ Pride Week (yearly)
- ✓ Golden Rules (ongoing)
- ✓ Code of Behavior (ongoing)
- ✓ 1:1 interviews between teacher and students in the older classes (4th-6th) in the first term
- ✓ Friendship surveys done in older classes

The school ensures the following takes place:

- A school-wide approach to the fostering of respect for all members of the school community. This is evident in the set-up of the school where all stakeholders are committed to achieving this goal.
- 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. A wide variety of agencies may be accessed to provide support and information in this area, e.g NESS, PDST, Psychologists and Local Education Centres
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Close 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.

- Student support activities that can help to support pupils and encourage a culture of peer respect and support for example Friends for life and Sticks and Stones
- Development and promotion of an Anti-Bullying code in each classroom during Anti-bullying month and displayed in the classroom for the rest of that school year.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s)s at enrollment, and the patrons AGM. Parents are given a copy as part of the Code of Behaviour of the school and anti-bullying policies at enrollment. Copies of each are available to all parents and guardians at the school office.
- 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. Teach the difference between telling tales and reporting, and we provide each each class with a table of the differences between telling tales and reporting.
- Reporting incidences of bullying is very important in our school and we use a variety of strategies to encourage a culture of reporting. We provide a poster on the variety of ways we encourage children to report. We ensure pupils know who to tell and how to tell.
 1. Direct approach to tell the teacher, appropriate time for example after class or during quiet work
 2. Niggle Box
 3. Get a parent / guardian or friend to tell on your behalf
- Ensure the bystander aspect of bullying is taught and implicit throughout the year.
- 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
- Mobile phones must be turned off and in the bottom of school bags throughout the school day.
- Clear protocols are in place which encourage parent(s) / guardian(s) to approach if they suspect that their child is being bullied. All parents and guardians are advised to follow this line of communication; Class teacher – principal – BOM
- We deal proactively with homophobic and transphobic bullying and use The Stop and Educate Approach (appendix 2) to give clear and age-appropriate information when dealing with homophobic or transphobic bullying.

Curriculum

- ✓ SPHE Curriculum
- ✓ Core Curriculum
- ✓ Stay Safe
- ✓ Walk Tall
- ✓ Webwise

- ✓ INTO respect guidelines
- ✓ Garda Schools programme

Tier 2: Class-Based

What do we teach in class?

- ✓ Stay Safe lessons
- ✓ Walk Tall lessons
- ✓ Core-curriculum lessons
- ✓ Web wise lessons

- Anti-Bullying and friendship month where each class focus on the key anti-bullying messages from Stay Safe and teach those specific lessons. Teachers will also work on a class based anti-bullying definition and code.
- Revision lesson once a month around key anti-bullying messages from Stay Safe and school procedures.
- Our whole school code of behavior teaches and encourages the children to behave in a respectful, safe and friendly manner – with focus on our class Golden Rules. *Teachers reward out of class respectful, safe and friendly manner through giving tickets. Classes collect tickets to reach 30, and can exchange for a class based reward. For review*
- Classes are involved in the Friends for life programme to develop social and emotional skills to support them during friendship
- To prevent cyber bullying teachers used a variety of approaches as laid out in appendix 2
- To prevent homophobic and transphobic bullying teachers use a variety of approaches laid out in appendix 3
- Lessons on reporting v.s telling and the reporting pyramid

Tier 3: Individual – based

Individual students who might be experiencing or perpetrating bullying may work on a one-to-one or group level with a resource teacher, depending on the needs and abilities of the school to provide such support

6. 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);

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

- 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.
- Teaching and non-teaching staff such as the school secretary, special needs assistant (SNAs), caretaker and personelle involved in out of school activities 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 alleged 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;
- 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 alleged 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;
- If a group is involved, each member should be interviewed 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 interview by the teacher;
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s)
- 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 should 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 him/her how he/she is in breach of the school's anti-bullying policy and efforts should be

made to try to get him/her to see the situation from the perspective of the pupil being bullied;

- The alleged bully will be asked to reflect on his / her behaviour and its consequences for himself / herself and for the person who is the victim (Restorative Practice)
- It will 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 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 pupil who has been bullied is ready and agreeable.
- 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 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 follow

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them which they deem as a bullying-type incident. **Appendix 5 (Incident Report Form)**. All allegations of bullying should be recorded on this form and forwarded to the relevant teacher.
- While 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.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-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.

- The school in consultation with the relevant teacher/s should develop a protocol for the storage of all records retained by the relevant teacher.

Formal Stage 2 – recording on school bullying incident template (attached to this policy)

- The relevant teacher must use the recording template to record the bullying behaviour in the following circumstances:
- 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
- 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. Incidents under the 9 equality grounds, sexual, cyberbullying, SEN, physical aggression, extortion
- 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.
- When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Due consideration needs to be given to where these records are kept, who has access to them, and how long they will be retained. Decisions around record keeping should be noted in this policy.

Established intervention strategies

- Teacher / Principal interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews

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

(see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools)

- 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 .
- 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.

- In relation to Acceptable Use Policy in the school:
 - The school has level NCTE3 filters on all computers in the school.

- The school regularly monitor pupils' Internet usage
- Pupils may not send emails that have not been vetted by a teacher
- There is no access in our school to social networking sites
- The school holds meetings for parents on appropriate internet use by children and on child protection issues in relation to the use of the internet – including anti-bullying issues

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 9th April, 2014

11. This policy has been made available to school personnel, published on the school website, is provided to all families and provided to the PTGA and Patron Committee. A copy of this policy will be made available to the Department of Education and Skills and / or its agents 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 PTGA and Patron Committee. A record of the review and its outcome will be made available, if requested, to the Department.

13. It is open to any member of the school community at any time to submit proposals for change to this policy, for consideration by the Board of Management.

Signed: _____

Signed: _____

(Chairperson of Board of Management) (Principal)

Appendix 1

<p>General behaviours which apply to all types of bullying</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 ● A “look” which makes another person feel uncomfortable ● 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 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
<p>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).</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 e.g. Gay, queer, lesbian... or any other term used in a derogatory manner ● Physical intimidation or attacks ● Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> ● Discrimination, prejudice or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background ● Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> ● Malicious gossip ● Isolation & exclusion ● Ignoring ● Excluding from the group ● Taking someone’s friends away

	<ul style="list-style-type: none"> • “Bitching” • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • A “look” that makes another person feel uncomfortable • Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • 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

Appendix 2: Cyber Bullying

A lot of cyber bullying occurs when children lose sight of the consequences. Some don’t think sending messages, which they see as “just messing” or “joking”, is bullying and don’t understand how they can hurt someone. One of the most common reasons for cyber bullying is an attitude among bullies that they won’t get caught. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced. As with traditional bullying, pressure from

friends can be a trigger for cyber bullying too. As well as this, some pupils do not appreciate that posting online is a form of publishing. Rather, some see the internet as “not the real world”. This feeling leads to children believing that they cannot be reprimanded for what they do online.

Terms that will be useful to listen out for and to understand when dealing with cyber bullying (Webwise 2015)

Term	Description
Frapping	The action of editing someone’s Facebook profile or status without the person’s permission.
Happy Slapping	The misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the Internet.
Hashtag	A hashtag is a word or a phrase preceded by a # sign to identify messages on a specific topic
Twitter, Tumblr, Instagram, Facebook	Social media platforms where people can share content, be followed or have friends and post comments and material to be viewed by friends, followers or the public
Whatsapp, Viber, Snapchat	Online messaging apps that allow users to communicate in groups or individually. Access to the internet is necessary. Snapchat messages delete themselves after a set number of seconds. However, screenshots can be taken during this time to record and maintain the picture or message.
Selfie	A self-portrait typically taken with a hand held camera or phone
Troll	A troll is a deliberately provocative use of an internet message board, social network or comments section. A troll upsets or angers others by leaving hurtful or off-topic remarks in an online community, usually to illicit emotional responses.
Viral	Content is said to have gone viral (photos, videos, blogs) when they are circulated rapidly and widely from one user to another
Tagging	To describe a link to a website, person or place on the internet using a social media platform. Usually photos, people or websites are tagged to link in that user and inform them of the content. People can tag others to be hurtful and lead unwanted traffic to that person’s profile or picture. This can lead to photos being shared and inappropriately shared.
Screenshot	A photo that can be taken of the screen of a mobile phone using the device itself.

Prevention of Cyberbullying

In conjunction with other curricular implementation, here are some specific approaches that can be employed by the class teacher to prevention cyberbullying;

- Explicit teaching of computer rules at the beginning of each school year
- Explicit teaching of our SMART online code
- Explicit reference to cyber bullying and what it is when covering the Stay Safe programme
- Teaching of Webwise lessons on safe internet use (My Selfie and the Wider World) during February of each year
- Marking and reflecting on Safer Internet Day each year

- Using teachable moments to reflect on behaviour online
 - When sharing information
 - Taking and uploading pictures
- Modelling good behaviour online through class blogs, twitter accounts and other online technology

Responding to Cyberbullying

*In conjunction with our schools policy on recording and responding to bullying here are some tips for class teachers;
(Adapted from Webswise 2015)*

- Support: Provide the person being bullied with support and reassurance.
- Evidence: Help the child keep relevant evidence for investigations. This can be done by taking screen shots or printing webpages. Do not allow the deletion of phone messages
- Inform: Give the child advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online
- No Retaliation: Ensure that the young person does not retaliate or reply to the messages
- Privacy: Encourage the child to keep personal information private on the internet
- Investigation: The cyber bullying claim needs to be investigated fully. If the perpetrator is known, ask them to remove offending remarks or posts. All records should be kept as part of the investigation.
- Guidelines: Refer to and be aware of the school's Acceptable Use Policy and Code of Good Behaviour

Appendix 3: Homophobic Bullying

Homophobia is when people discriminate against lesbian, gay, bisexual or transgender people (LGBT), or people they think may be LGBT. The term includes transphobia which is discrimination against transgendered people. Anti-gay graffiti, spreading rumours that someone is gay, being abusive, jeering or violence towards someone who is LGBT are all types of homophobia. People who are heterosexual can also be victims of homophobia because the people who are bullying think that they are LGBT. Children may not be aware that their behaviour is homophobic and it is important to create an atmosphere of tolerance for difference, and respect of others.

What are the terms and what do they mean? (Respect Guidelines INTO / GLEN 2015)

Term	Junior Classes	Senior Classes
Lesbian	A woman who loves another woman and they can be a family together	A woman who has or wants to be in a loving relationship with another woman
Gay	A man who loves another man and they can be a family together	A man who has or wants to be in a relationship with another man. Sometimes gay is a word to refer to lesbians.
Bisexual	A person who can love either a man or a woman and make a family with either gender	A person who can have or wants to have a relationship with either a man or woman
Transgender	A girl who feels like they are a boy / A woman who likes lie they are a man A boy who feels like they are a girl / A man who feels like they are a woman	A person who was born with the physical characteristics of a boy or girl but deep down inside they feel like they are a different gender and want their life as that gender
Heterosexual	A man who loves a woman, or a woman who loves a man and they can be a family together	A man who has or wants to have a loving relationship with a woman or a woman who has or wants to have a loving relationship with a man
LGBT	A short way to say lesbian, gay, bisexual and transgender	An acronym used to refer to lesbian, gay, bisexual and transgender communities
Ally	A person who stands up for LGBT people and won't let people be mean to them	A person who stands up and supports LGBT people and won't let people be mean to them
Homophobic Bullying	When people are hurtful to others because they are lesbian, gay, bisexual or transgender or think they are	When people are hurtful to others (verbally, psychologically, physically or online) because they are lesbian, gay, bisexual or transgender or think they are

Prevention of homophobic bullying and behaviour

In our school, in conjunction with other curricular implementation, here are some specific approaches that can be used to prevention homophobic bullying and behaviour;

1. Promote positive and inclusive representations of LGBT families and people through appropriate story and picture books in class library and as Read Aloud (see attached list of books)
2. When teaching about family through SPHE, to include and make visible all types of families. Use INTO Different Families/ Same Love poster
3. Explain LGBT terms to children if asked direct questions and, as children develop concepts, teach the terms explicitly when discussing homophobic bullying or dealing with misuse of language

4. Explicitly name homophobic bullying if it occurs or if its discussed
5. Challenge gender stereotypes that limit children's understanding of gender roles
 - i. Through Aistear – challenge children to take roles beyond their own experience or knowledge
 - ii. Story and Picture Books (see attached list)
 - iii. School Activities – encourage all to become involved and challenge the idea of a 'boys game' and a 'girls game'
 - iv. Teacher language – use inclusive language – don't unnecessarily categorise pupils on the basis of gender
 - v. Teach lessons on Gender Equality from Equal Measures lessons
6. Inclusion of LGBT voices in curricular subjects (such as civil rights leaders)
7. If there are persistent issues with homophobic bullying, have an explicit lesson on Homophobic name-calling (from Amnesty, available on the school server)

Responding to Homophobic Language or Bullying (adapted from www.welcomingschools.org)

In conjunction with how we respond to bullying behaviour, it is important to note that homophobic language and behaviour may not be understood by children when they use it. The following approach will allow for children to develop a sense of the hurtful nature of homophobic language. The use of any term that is derogatory to describe LGBT people can be deemed homophobic language and as such should be addressed and not ignored.

Stop it!	Educate!
<p>Keep it simple with quick responses:</p> <ul style="list-style-type: none"> ● We don't use put-downs in our school ● It is not okay to say 'that's so gay', 'that game is gay', 'that pass is gay' ● It is not okay to call someone 'gay' ● What did you mean by that? ● Do you know what gay means? ● You may not have meant to be hurtful but when you use the word 'gay' to mean something is stupid or bad, it is hurtful ● Do you know why it is hurtful? 	<p>If you have the time and opportunity to educate on the spot, do it. If not, make time for it later.</p> <ul style="list-style-type: none"> ● Have a lesson around the meaning of the terms used and discuss about why they are hurtful ● Be clear with students that when they use the word gay in a negative way, they are being disrespectful ● Provide accurate information and teach the terms relative to the age group (see above) ● Be aware of other terminology and discuss in the same age-appropriate way

Appendix 4: Recording template for determining bullying (INCIDENT SHEET)

Appendix 5: 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"/>

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

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>

Teacher	
Other	

Toilets	
School Bus	
Other	

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

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

*** Note:** These forms will be given to the school Principal and stored in the Principals office in a separate file.