



*Scoil Mhuire*



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### *Anti Bullying Code:*

- 1.1 Bullying is defined as repeated physical, verbal or psychological aggression conducted by an individual or group against others. Isolated incidents of which should be condoned can scarcely be described as bullying.
- 1.2 Bullying behaviour may undermine the quality of a pupil's education and impose psychological damage.
- 1.3 Bullying behaviour affects not only those immediately involved but also other members of the community.
- 1.4 Pupils who are bullied may develop feelings of insecurity and extreme anxiety.
  
- 2.1 The aims of this code are to prevent and deal with bullying behaviour by:
  - 2.2 - developing a school ethos which encourages children to disclose and discuss incidents of bullying behaviour.
  - 2.3 - raising awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils and parents/guardians.
  - 2.4 - ensuring comprehensive supervision and monitoring measures through which all areas of school activities are kept under supervision.
  - 2.5 - developing procedures for noting and reporting incidents of bullying behaviour.
  - 2.6 - developing procedures for investigating and dealing with incidents of bullying behaviour.
  
- 3.1 Indications of Bullying Behaviour – Signs and Symptoms:
  - 3.2 Anxiety about travelling to and from school.
  - 3.3 Unwillingness to go to school
  - 3.4 Deterioration in educational performances.
  - 3.5 Patterns of physical illness.
  - 3.6 Unexplained changes either in mood or behaviour.
  - 3.7 Visible signs of anxiety or distress, stammering, nightmares, crying and not eating.
  - 3.8 Possessions missing or damaged.
  - 3.9 Increased requests for money or stealing money.
  - 3.10 Unexplained bruising, cuts or damaged clothing.
  - 3.11 Reluctance to say what is troubling him/her.



#### 4.1 Bullying May Take Many Forms.

#### 4.2 Physical Aggression:

It includes pushing, shoving, and punching, kicking, poking and tripping people up. It may also take the form of severe physical assault.

While children commonly engage in `mess fights`, they can often be used as a disguise for physical harassment or inflicting pain.

#### 4.3 Damage to Property:

Personal property can be the focus of attention for the bully: this may result in damage to clothing, school books and other learning material or interference with a pupil's bicycle. Items of personal property may be defaced, broken, stolen or hidden.

#### 4.4 Extortion:

Demands for money may be made, often accompanied by threats (sometimes carried out) in the event of the victim not promptly "paying up". Victim's lunches, may be taken. Victims may be forced into theft or property for delivery to the bully. Sometimes this tactic is used with the sole purpose of incriminating the victim.

#### 4.5 Intimidation:

Some bullying behaviour takes the form of intimidation: It is based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting to victims can be the so called `look` - a facial expression which conveys aggression and /or dislike

#### 4.6 Telephone Calls:

The abusive anonymous telephone call is a form of verbal intimidation or bullying.

#### 4.7 Isolation:

A certain person is deliberately isolated, excluded or ignored by some or the entire class group. This practice is usually initiated by the person engaged in bullying behaviour. It may be accompanied by writing insulting remarks about the victim on blackboards or in public places, by circulating notes about or drawings of the victim or by whispering insults about them loud enough to be heard.



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#### 4.8 Name- Calling:

Persistent name- calling directed at the same individual(s), who hurts insults or humiliates should be regarded as a form of bullying behaviour.

#### 4.9 Slagging:

This behaviour usually refers to the good natured banter which goes on as a part of normal social interchange between people. However, when this slagging extends to very personal remarks aimed again and again at the one individual it assumes the form of bullying.

#### 5.1 Prevention of Bullying:

5.2 Pupils are encouraged to develop tolerance and to have mutual respect for one another (covered in SPHE )

5.3 Pupils are encouraged to report incidents of bullying to parents and teachers.

5.4 Pupils are encouraged to accept differences in other pupils.

5.5 Pupils are advised that it is wrong to hurt others physically or psychologically.

5.6 Pupils are advised that participation in bullying behaviour may result in sanctions being imposed.

5.7 Teachers in classrooms and in the playground will monitor pupils who are considered to be prone to bullying and pupils who display aggressive attitudes and a low level of self-discipline.

#### 6.1 Procedures for Noting and Reporting Incidents of Bullying Behaviour:

6.2 Reports of bullying by pupils will be investigated by teachers.

6.3 Serious cases of bullying by pupils are referred to the Principal or Deputy – Principal.

6.4 Serious cases of bullying will be brought to the attention of parents of those involved.

6.5 Serious cases of bullying will be recorded.

#### 7.1 Procedures for Investigation and Dealing with Bullying.

7.2 The victim and bully are interviewed and where necessary those involved may have to write down their account of the incident.

7.3 Depending on the gravity of the bullying behaviour parents may be requested to attend the school to give an assurance that there will be no repetition of such behaviour.



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7.4 Every effort will be made to ensure that the bully and the victim are reconciled and the bully comes to appreciate the rights of other pupils.

7.5 Where a pupil repeats bullying behaviour or where a pupil is involved in a single serious bullying incident suspension may be considered.