

Irish Rugby Institutes Position on Bullying

The IRI regards bullying as a serious infringement of individual rights and a serious threat to the self-esteem and self-confidence of targeted student (s). Therefore it does not tolerate bullying of any kind.

Every report of bullying is treated seriously and dealt with, having due regard for the well being of the targeted student(s) and the perpetrator(s).

An 'Anti-Bullying Team,' made up of staff members, exists to cultivate an environment free from bullying.

The immediate priority should a bullying incident occur, is ending the bullying, (thereby protecting the student(s) being targeted) and resolving the issues and restoring the relationships involved insofar as is practicable using a "Reform, not Blame" approach.

All pupils are expected to contribute to the creation and maintenance of a safe environment in the camp. On becoming aware of any bullying situation, in or outside the camp, involving members of the camp community they should notify a trusted responsible adult. Bullying behaviour is too serious not to report.

Students' participation in camp life in general is encouraged through. Awareness of bullying, and willingness to take action to prevent or stop it, is part of this participation.

The Camps Anti - Bullying Policy consists of three sections;

1. Anti - Bulling Policy
2. Anti-Cyber- Bullying Policy
3. Adult Anti - Bullying Policy

Anti - Bullying Policy

The IRI Board of Management recognizes 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 behavior;

- A positive camp culture and climate which -
 - is welcoming of difference and diversity and is based on inclusivity
 - encourages pupils to disclose and discuss incidents of bullying behavior in a non- threatening environment
 - promotes respectful relationships across the camp community
- Effective leadership
- A camp - wide approach
- A shared understanding of what bullying is and its impact
 - 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 and transphobic bullying
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behavior (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

1. Defined as:

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 behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying
- cyber-bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the Camp's Code of conduct.

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 Camp's Code of Conduct.

This definition includes a wide range of behaviour, whether verbal or written, whether physical or social, whether targeting person or property, whether carried out directly or indirectly or through any electronic or other medium, which could harm a student or undermine her/his self-esteem or self-confidence.

Appendix 1 gives a list of specific examples of bullying behaviour. This list is not exhaustive.

Additional information on different types of bullying is set out in section 2 of the Anti-Bullying Procedure for Schools.

2. Dealings

The 2 Relevant Coach(s) for investigating and dealing with bullying in this camp are as follows;

Rossa Keane

The Camp's procedure for investigation, follow up and recording of bullying behaviour and the established intervention strategies used by the camp for dealing with cases of bullying behaviour, (e.g the six step approach available from the "Dealing with Incidents" section of the Anti-Bullying Campaign website) are as follows;

The 'Relevant Coach' investigates all instance of reported or suspected bullying behaviour, whether these take place within the camp or outside it, with a view to establishing the facts and bringing any such behaviour to an end.

The Camp, through the 'Relevant Coach' reserves the right to ask any student to write an account of or verbally recount what happened, as part of an investigation. This will be a standard procedure and does not necessarily imply that a student is guilty of misbehaviour.

Students who are alleged to have been involved in bully behaviour are interviewed by the 'Relevant Coach' to establish the nature and extent of the behaviour and any reasons for it. In the event that they have been involved in bullying behaviour they are asked to sign a binding promise that they will treat all students fairly, equally and respectfully including the targeted student(s).

The 'Relevant Coach' does not apportion blame but rather treats bullying behaviour as a "mistake" that can and must be remedied. S/he emphasises that the intention is not to punish perpetrators but to talk to them, to explain how harmful and hurtful bullying is and to seek a promise that it will stop. If that promise is forthcoming and is honoured there will be no penalty and that will be the end of the matter. Pupils who report bullying therefore aren't not getting others "in trouble" so much as enabling them to get out of trouble into which they may ultimately get if the bullying continued.

When an investigation is completed and/or a bullying situation is resolved the 'Relevant Coach' will complete a report, to include the findings of the investigation, the strategy adopted and the outcome of the intervention, as well as any other relevant information (as per Appendix 2, Circular 0045/2013).

If a student has signed such a promise but then chooses to break that promise and continue the bullying behaviour, this can then no longer be considered a "mistake". In this event parent(s)/ guardian(s) will be informed. This may result in student being sent home from the camp.

All documentation regarding bullying incidents and their resolution is retained securely in the camp.

Sanctions

Where a student has been found to be engaged in bullying behaviour, has formally promised to stop and has broken that promise, any of the following sanctions may be imposed;

S/he may be required to sign another promise, this time countersigned by a parent/ guardian;

Parent(s)/ guardian(s) may be contacted by the 'Relevant Coach' and informed of the nature and extent of the bullying behaviour with a view to agreeing a

strategy whereby a promise to end the bullying behaviour would be honoured. S/he may be sent home from the camp with parent(s)/guardian (s) organising flights at the nearest possible time.

3. Support

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

Bullied Students

Ending the bullying behavior.

Changing the camp culture to foster more respect for bullied students and all students.

Indicating clearly that the bullying is not the fault of the targeted student through the awareness-raising programme.

Indicating clearly that the bullying is not the fault of the targeted student through the speedy identification of those responsible and speedy resolution of bullying situations.

After resolution, enabling bullied students to complete a victim-impact statement.

Bullying Students

Making it clear that bullying students who reform are not blamed or punished and get a "clean sheet".

Making it clear that bullying students who reform are doing the right and honorable thing, making a good decision and giving them praise for this.

Helping those who need to raise their self-esteem by encouraging them to become involved in activities that develop friendships and social skills (e.g participation in activities after the camp)

In dealing with bullying behavior in general, encouraging coaches and parents to focus on, challenge and correct the behavior while supporting the child.

In dealing with bullying behavior seeking resolution and offering a fresh start with a "clean sheet" and no blame in return for keeping a promise to reform.

4. Supervision and Monitoring of Students

The IRI 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.

5. Harassment

The IRI confirms that the camp will, in accordance with its obligations under equality legislation, take all such steps as are reasonably practicable to prevent the sexual harassment of students or staff or the harassment of student or staff or the harassment of students 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. The IRI will be informed of Bullying incidents occurring in camp and how they were responded to, once a term by the director.

6. Policy

The policy was adopted by the IRI board of management on 01/06/2017. The policy has been made available to staff members, sent to all families and provided to all host families.

This policy and its implementation will be reviewed by the IRI once in every year before the start of the camp. Written notification that the review had been completed will be made available to staff members. A record of the review and its outcome will be made available to anyone who wishes to obtain a copy.

Signed (Chairperson of Board of Management) *Rossa Keane*

Signed: *Rossa Keane*

Date: 12/06/2018

Date of next review: 01/06/2019

Appendix 1

Bullying can take a number of forms. These may include any of the following (this list is not exhaustive):

Repeated aggressive behaviour/attitude/body language, for example:

Shouting and uncontrolled anger, personal insults. Verbal abuse. Offensive language directed at an individual, continually shouting or dismissing others, public verbal attacks/ criticism. Domineering behaviour, open aggression. Offensive gestures and unwanted physical contact.

Intimidation, either physical, psychological or emotional, for example:

Treating in a dictatorial manner, ridicule, persistent slugging, deliberate staring with the intent to discomfort. Persistent rudeness in behaviour and attitude toward a particular individual. Asking inappropriate questions/making inappropriate comments.

Interference with property, for example:

Stealing/ damaging personal belongings. Demanding money with menaces. Persistently moving, hiding or interfering with property. Marking/defacing property.

Undermining/ Public or Private Humiliation, for example;

Condescending tone, deliberately withholding significant information and resources, writing of anonymous notes. Malicious, disparaging or demeaning comments, malicious tricks/ derogatory jokes, knowingly spreading rumours. Belittling others' efforts, their enthusiasm or their new ideas, derogatory or offensive nicknames. Using electronic or other media for any of the above (cyber bullying), disrespectfully mimicking a particular individual in his/her absence, deliberately refusing to address issues focusing instead on the person.

Ostracising or isolating, for example;

Deliberately marginalising an individual. Deliberately preventing a person from joining a group. Deliberately preventing from joining in an activity. Blaming a student for things s/he did not do.