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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 Clondulane National School 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:

(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;

The school recognises the following key elements of a positive school culture and climate (from Table A Anti-Bullying Procedures for Primary and Post Primary Schools)

- ✓ The school acknowledges the right of each member of the school community to enjoy school in a secure environment

- ✓ The school acknowledges the uniqueness of each individual and his/her 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 clear commitment of promoting equity in general and gender equity in particular in all aspects of its functioning

- ✓ The school has the capacity to change in response to pupils' needs

- ✓ The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.

- ✓ The school takes particular care of ''at risk'' pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.

- ✓ The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis

- ✓ The school recognises the role of parents in equipping the pupil with a range of life-skills

- ✓ The school recognises the role of other community agencies in preventing and dealing with bullying

- ✓ The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities

- ✓ The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school

- ✓ Staff members share a collegiate responsibility, under the direction of the principal, to act in preventing bullying /aggressive behaviour by any member of 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 trans phobic 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. In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

<u>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.</u>

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 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 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 Primary and Post-Primary Schools.*

Examples of bullying behaviours	
General behaviours which apply to all types of bullying	• 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 or hurting their feelings • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • 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**: Misleading 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 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 and Transgender	- Spreading rumours about a person's sexual orientation - Taunting a person of a different sexual orientation - 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 - Breaking confidence - Talking loud enough so that the victim can hear - The "look" - Use of terminology such as 'nerd' in a derogatory way
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 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

4. The Relevant Teachers in this school are:

Primary School
Principal
Deputy Principal
All class teachers
Special Needs Teachers

The class teacher will take primary responsibility for investigating and dealing with bullying incidents and will consult regularly with the principal.
Any teacher may act as a relevant teacher if circumstances warrant it.
If the teacher supervising the yard notices bullying behaviour he/she will report to and work with the class teacher who will take primary responsibility for investigating and dealing with the bullying incidents relating to the children in his/her class.

5. 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;

Education and Prevention strategies

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 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.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant

teacher(s)
- School wide awareness raising and training on all aspects of bullying, 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.

- Development and promotion of an Anti-Bullying code for the school-to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (per year or more regularly if necessary) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; termly pupil surveys; regular school assemblies by principal, deputy principal 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.
- Ensuring that pupils know who to tell and how to tell, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Tell box to be in each classroom for anonymous reporting
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Administer a confidential questionnaire once a term to all pupils.(Sample in Appendix 1)
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child or any child is being bullied. Parents are welcome to come to the school at any time to make such a report.
- 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 are not permitted in the school and will be taken and locked away by a teacher if found.

Implementation of curricula
- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g Stay Safe Programme, The Walk Tall Programme,
- School wide delivery of lessons on Cyber Bullying (Web wise Primary teachers' resources), Appendix 2 to this policy contains a list of SPHE resources in the school and a list of appropriate websites.
- Delivery of the Garda SPHE Programmes at primary level. These lessons, delivered by Community Gardai, 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.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see Appendix 4).

Links to other policies
- The school has other school policies, practices and activities that are particularly relevant to bullying. These include the Code of Behaviour, Child Protection policy, Acceptable Use policy, Attendance Policy

6. 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 (see Section 6.8 of the Anti-Bullying Procedures for Primary and
Post-Primary Schools):

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);

The school's procedures must be consistent with the following approach.

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 secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners 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 (see section 6.8.9)

- 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;
- 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;
- 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;
- It must also be made clear to all involved (each set of pupils and par-

ent(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;

- If the school becomes aware of bullying behaviour which takes place outside the school the class teacher in conjunction with the principal will verbally inform the parents of the child who is allegedly bullied and those of the alleged bully. If the reports of bullying outside of school persist the school will inform the parents in writing. If the reports persist, the school will seek advice from the Child Protection authorities (see Child Protection Policy) or the Gardaí

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)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 the school doesn't succeed in stopping the bullying, despite the best efforts of those concerned, advice will be sought from the Child Protection agencies and if necessary a referral will be made. Help may also be sought from the NEWB

- 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 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. Detailed records will be kept in the individual teacher's own notes. A brief outline of individual incidents will be kept in the incident book which is stored in the back of the third drawer in the office filing cabinet. The principal and secretary have keys to the filing cabinet.

- 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.

Formal Stage 2-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 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.
Some of the behaviours which are prohibited are listed in Section 2 of this policy. These are 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. This will be numbered (year and number) and kept in the filing cabinet in the resource room/principal's office in a special file. They will be retained indefinitely.

Established intervention strategies
- Teacher 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) to support school interventions. Parents will be involved at an early stage.
- No Blame Approach
- Circle Time
- Restorative interviews
- Restorative conferencing
- Peer mediation where suitable training has been given

The following interventions may be used;
- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

(www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools_Ken Rigby.pdf)

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 e.g.
    - Group work such as circle time
    Confidence building activities eg; as part of SPHE

- If pupils require counselling of 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.
The playground is supervised each morning from 9.10 to 9.20 by the principal. It is supervised at break times by the teacher on duty and by the special needs assistant.

Bullying danger spots will be identified if there are such and listed. All children will be regularly encouraged to tell if they notice bullying behaviour in the school building or on the school grounds.

All internet sessions are supervised by the teacher.
(Note that the Schools Broadband Programme has blocked all social networking sites on the basis that they waste time and take up too much of the bandwidth which is been provided for educational purposes only)

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 _____ .

11. This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request) 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 in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request) and provided to the Parents' Association (where one exists). A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of the Board of Management)

Signed:_____
                           (Principal)

Date: _____   Date: _____

Date of next review: _____

Appendix 1 **Sample confidential questionnaire to ascertain if bullying is going on in school (based on a questionnaire from the Ken Rigby website)**

Here is a picture of a person being bullied with a number of people watching. The person being threatened may be called the victim. The person threatening is the bully.

1. How often does this sort of thing happen at your school?
Circle your answer.

Every day   Most days   Once or twice a week

Hardly ever   Never

2. Now please think carefully about what you think you would do if you were watching what was happening.
Tick <u>one</u> only

I would ignore it
I would support the person being pushed down
I would support the person who is pushing the other person down
I would get a teacher

Write a sentence saying why you ticked the one you did.
_____

_____

_____
The website contains instructions for the teacher to make use of the questionnaire.

Appendix 2-List of Resources in the School

See SPHE policy for a list of SPHE Resources

The following websites and helplines have been recommended:
Anti bullying centre, Trinity College, Dublin 01-8962573, 01-8963488.

www.hotline.ie
www.makeitsecure.org
www.watchyourspace.ie
www.webwise.com
www.antibullyingcampaign.ie
www.pdst.ie
www.kenrigby.net

Appendix 3 Template for reporting if bullying is ongoing after 20 days (enclosed)

Appendix 4 Sexual Orientation –Advice for Primary schools (PDST)

- Schools can foster a culture that is accepting of difference. This can be expressed where appropriate, rather than making the assumption that everyone understands it.

- An integral part of RSE is learning to respect for families or individuals who are different from the norm

- The Equal status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment to protect students and staff from discrimination or sexual harassment.

- If children are using the word 'gay' in a negative fashion it is better not to ignore it in the hope that it will go away. The same advice would apply for any instance of bullying.

- Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. This should be done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in any detailed discussion of sexual identity.

Practical suggestions for the teacher

If the word 'gay' is used in a negative fashion the school's policy will be as follows;

- Among older children the teacher will ask a child or a class group what they mean by the word 'gay'

- The response of the teacher will be a simple explanation such as 'When people grow up the majority of boys are attracted to girls and the majority of girls are attracted to boys. This is called being heterosexual. Sometimes boys are attracted to boys and girls are attracted to girls. This is called being homosexual or gay'

- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish

- Homophobic insults will be treated in exactly the same way as racist or other insults- the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable

- The school will promote a culture of communication which actively discourages abusive name calling