Glanduff National School   Scoil Náisiúnta an Gleann Duibh

Glanduff   An Gleann Dubh
Kiltoom   Cill Tuama
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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 Glanduff 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 non-threatening environment; and

   - promotes respectful relationships across the school community;

   See Attached Table A (6.1.5.Procedures): Key elements of a positive school culture and climate, and Practical tips for building a school culture and climate.

   (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;

   (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:

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,

- ongoing verbal abuse;

- non-verbal 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 Appendix A of this policy.

4.   As with all instances of misbehaviour in school, if there is an accusation of bulling in school, the class teacher (or the teacher on yard, if the incident occurs on yard) will investigate and deal with the incident in the first instance. The teacher on yard will discuss the incident with the child/children's class teacher.

If there is an acceptance that the behaviour constituted bullying, or the behaviour is repeated, the matter is brought to the attention of the principal. The principal will contact the parents of all parties involved and advise them that a bullying incident involving their child is being investigated. The principal and class teacher will speak to all children involved and the incident will be recorded on the "Template for recording bullying behaviour" (Appendix B) by the relevant teacher.

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:-

Sample 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.
- Training has been provided for the principal. All teachers are open to ongoing training and teachers have carried out research into the latest thinking on bullying.
- 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.
- Buddy system that will help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Bullying code for the school and 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)s are given a copy as part of the Code of Behaviour of the school, published on the website and given to every parent on enrolment.
- The implementation of regular whole school awareness measures (See Classroom Strategies below)
- 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.:

  o   Direct approach to teacher at an appropriate time, for example after class.

  o   Hand note to a teacher

  o   Make a phone call to the school or to a trusted teacher in the school.

- o Get a parent(s)/guardian(s) or friend to tell on your behalf.

- o Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Parent(s)/guardian(s) are encouraged to approach the school if they suspect that their child is being bullied. The difference between telling about minor, once-off incidents and telling to 'stay safe' should be understood by everyone involved.
- The school has a Code of Behaviour, Mobile Phone Policy and Acceptable Use Policy in place.

Implementation of curricula
Classroom Strategies

- An anti-bullying theme will form part of the SPHE Curriculum. A class charter will be drawn up in each classroom by the children in conjunction with the class teacher.
- Teachers will explicitly teach about cyber-bullying and identity based bullying.
- Pupils will be addressed on cyber bullying and safe internet tips (4th to 6th). The BoM feels that the main function of the school with regard to cyber-bullying is to educate the children about same as most cyber-bullying occurs from home.
- The Stay Safe Programme will be taught. This programme will seek to enhance children's self-protection skills including their ability to recognise and cope with bullying.
- The Buddy Programme ensures that Junior Infant children are supported by children from the senior classes so that no Junior Infant pupil feels alienated or unhappy in the playground.
- Delivery of the Garda SPHE Programmes. 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.

5. 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:

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 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

- 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 will 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 will 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. The school will 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 will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will 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 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

- All records will be kept in accordance with GDPR compliance in a safe and secure environment.

- 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 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.

- All parties to be updated regularly.

- 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.

Follow up and 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 keep a written record of any incidents witnessed by them or notified to them in the school incident book which is kept in the staffroom. 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.

- In cases where the teacher considers that bullying behaviour has not been adequately

addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the attached "Template for Recording Bullying Behaviour" and submitted to the school principal.

- In some instances the teacher may decide to record and report the bullying incident immediately to the principal. In this case the principal and teacher will meet both parties separately and a Behaviour Plan of action will be drawn up. This plan will be implemented immediately and monitored at regular intervals that are agreeable to all parties following consultation with parents and pupils concerned.

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)s to support school interventions

- A 'Reform not Blame' approach

- Circle Time

- Restorative interviews

- Restorative conferencing

6. 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.

    - All teachers involved in a pastoral care role
    - Buddy system

- In cases where a school has serious concerns in relation to managing bullying behaviour the advice of the NEPS will be sought.

- Serious instances of bullying should, in accordance with the Children First and the Child Protection Procedures for Primary and Post-Primary Schools, be referred to the HSE Children and Family Services and/or Gardaí as appropriate.

- Principal brings report to the Board of Management meeting.

- The principal will provide a report of the Board of Management at Board of Management meetings, setting out the overall number of bullying cases reported

since the previous meeting and confirmation that these issues have been dealt with in accordance with the School's Anti-Bullying Policy.

7. 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.

8. 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.

9. This policy was initially adopted by the Board of Management on 1st October 2013.

10. This policy has been made available to school personnel, will be published on the school website, is otherwise 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.

11. 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, 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.

Date of next review: _____

Signed: _____   Date: _____
 (Chairperson of Board of Management)

Signed: _____   Date:_____
 (Principal)

APPENDIX A:

Types of bullying
The following are some of the types of bullying behaviour that can occur amongst pupils:

- **Physical aggression**: This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain.

- **Intimidation**: Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike; invasion of personal space; unwelcome or inappropriate sexual comments or touching; taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying and to understand social situations and social cues.

- **Isolation/exclusion** and other relational bullying: This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing e.g. "The Look"; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

- **Cyber-bullying**: This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chat-rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures may be posted with negative comments about a person's sexuality, appearance etc.

- **Name calling**: Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name-calling of this type refers to physical appearance, e.g., size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers, are also targeted.

- **Damage to property**: Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden.

- **Extortion**: Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.

Template for Recording Bullying Behaviour

Name of Pupil being bullied:_____ **Class:** _____

Names and Classes of Pupil(s) engaged in bullying behaviour

Source of bullying concern / report

Pupil Concerned	
Other Pupil	
Parent	
Teacher	
Other	

Location of incident

Playground	
Classroom	
Corridor	
Toilets	
Other	

Name of Person(s) who reported the bullying concern

Type of Bullying Behaviour

Physical Aggression		Cyber-Bulling	
Damage to Property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (Specify)	

Where behaviour is regarded as identity-based bullying, indicate the relevant category

Homophobic	Disability / SEN	Racist	Member of Traveller Community	Other (Specify)

Brief description of bullying behaviour and its impact

Details of action taken

Signed:_____ Date: _____
      Relevant Teacher

Date submitted to Principal / Deputy Principal:_____