



### **Anti-Bullying Policy**

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 Ballydesmond 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.

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 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;
- Effective leadership;
- A school-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; 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;
- Supports for staff;

- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

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,
- 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*.

The relevant teachers for investigating and dealing with bullying are the class teachers.

**The Education and prevention strategies that will be used in the school are as follows:**

- Programs focused on developing pupils' awareness and understanding of bullying for example *Stay Safe* and *RSE* Programmes. The Stay Safe Programme is a personal safety skills programme which seeks to enhance children's self-protection skills including their ability to recognise and cope with bullying. The Relationship and Sexuality Education programme provides opportunities to explore and discuss areas of human sexuality and relationships, which has particular relevance to identity-based bullying.
- Each class teacher begins the school year with a talk with their students to emphasise the correct way in which to treat each other, promoting a culture of mutual respect.
- As self-esteem is a major factor in determining behaviour, our school through curricular programmes, provide pupils with opportunities to develop a positive sense of self-worth i.e. Drama, Art, PE.
- 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.
- **Involvement of the student council** in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Parents' attention is drawn to the school's **anti-bullying policy** and **Code of Behaviour** via the school website at the start of each school year. These policies are also available on our website [www.ballydesmondns.ie](http://www.ballydesmondns.ie)
- 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/leave note on teacher's desk
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Our SPHE and RE curriculum makes specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.
- Explaining what cyber-bullying is and encouraging children to take responsibility for their words and actions online and sensitising them to the impact that their words and actions online can have on people. Advising children on what they should do if they experience or come across cyber-bullying i.e. speak to a parent, teacher about it.

**The school's procedures for investigating, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying are as follows:**

**Reporting bullying behaviour**

- Any pupil or parent(s)/guardian(s) may bring a bullying incident to any teacher in the school. **Incident report forms** (Appendix 3) will be kept in all classrooms and in the office and are completed thereafter.
- All reports will be investigated and dealt with by the relevant teacher or if appropriate the classroom teacher of the children involved.
- 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 allegations of bullying behaviour**

- The primary aim for the relevant teacher 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);
- In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- All reports of bullying must be investigated and dealt with by the relevant teacher. 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;
- Non-teaching staff such as the secretary, inclusion support assistants (ISA's), caretaker, cleaner must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- Parents and pupils are required to cooperate 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;
- It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents;

- Incidents are generally best 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. A second member of staff will be present at interviews for the purpose of taking notes.
- 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 they may face from the other members of the group after 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 parents of both 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 parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their 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 parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school;

### **Sanctions:**

Where a pupil 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 Teacher' 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;
- Parent(s)/guardian(s) may be invited to a meeting with the 'Relevant Teacher'.
- Parent(s)/guardian(s), the relevant teacher and the Principal meet in a final effort to resolve the situation.
- The pupil may be suspended from the school. (See school's Code of behaviour)
- The case may be referred to the Board of Management and the pupil may be expelled from 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; and
  - Any feedback received from the parties involved, their parents 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. This can have a therapeutic effect;
- Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures;
- In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.
- All reports of bullying must be investigated and dealt with by the relevant teacher and all records are to be kept of these reports, the actions taken and any discussions with those involved regarding same;
- 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 it is practicable, the relationship of the parties involved;

- The relevant teacher must use the recording template (appendix 3) 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.

In each of the circumstances above, the recording template must be completed in full and kept on file. It should also be noted that the timeline for recording bullying behaviour in the recording template does not in any way preclude the relevant teacher from consulting the Principal or Deputy Principal at an earlier stage in relation to a case.

**The schools programme of support for working with pupils affected by bullying is as follows:**

**Bullied pupils:**

- Ending the bullying behaviour,
- Changing the school culture to foster more respect for bullied pupils and all pupils,
- Changing the school culture to foster greater empathy towards and support for bullied pupils,
- Indicating clearly that the bullying is not the fault of the targeted pupil through the speedy identification of those responsible and speedy resolution of bullying situations,
- Helping bullied pupils raise their self-esteem by encouraging them to become involved in activities that help develop friendships and social skills (e.g. participation in group work in class and in extra-curricular group or team activities during or after school).
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same, i.e. NEPS, HSE.

**Bullying pupils:**

- Making it clear that bullying pupils who reform are not blamed or punished and get a 'clean sheet,'
- Making it clear that bullying pupils who reform are doing the right and honourable thing and giving them praise for this,
- Making adequate counselling facilities available to help those who need to learn other ways of meeting their needs besides violating the rights of others,

- 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 group work in class and in extra-curricular group or team activities during or after school)
- Using learning strategies throughout the school and the curriculum to help enhance pupils' feelings of self-worth,
- In dealing with negative behaviour in general, encouraging teachers and parents to focus on, challenge and correct the behaviour while supporting the child,
- In dealing with bullying behaviour seeking resolution and offering a fresh start with a 'clean sheet' and no blame in return for keeping a promise to reform

**There is scope to utilise the SEN team in the delivery of the above supports, this will be decided on a case by case basis.**

### **Supervision and monitoring of pupils**

The Board of Management confirms that appropriate supervision and monitoring practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. **Yard books are kept up to date in order to spot patterns of behaviour.**

### **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.

**This policy was adopted by the Board of Management on 24<sup>th</sup> June 2014 and is reviewed annually.**

This policy has been made available to school personnel, and is readily accessible to parents and pupils via the school website and by request. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Board of Management

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal/Secretary to the Board of Management

This policy was adopted by the Board of Management on \_\_\_\_\_ [date]

## Appendix 1

### Examples of bullying behaviours:

|   |  |
|---|--|
| <p><b>General behaviours which apply to all types of bullying</b></p> | <ul style="list-style-type: none"> <li>· Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>· Physical aggression</li> <li>· Damage to property</li> <li>· Name calling</li> <li>· Slagging</li> <li>· The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>· Offensive graffiti</li> <li>· Extortion</li> <li>· Intimidation</li> <li>· Insulting or offensive gestures</li> <li>· The “look”</li> <li>· Invasion of personal space</li> <li>· A combination of any of the types listed.</li> </ul>   |
| <p><b>Cyber</b></p>   | <ul style="list-style-type: none"> <li>· <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person’s reputation</li> <li>· <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>· <b>Impersonation:</b> Posting offensive or aggressive messages under another person’s name</li> <li>· <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>· <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>· <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>· <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>· <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>· Silent telephone/mobile phone call</li> <li>· Abusive telephone/mobile phone calls</li> <li>· Abusive text messages</li> <li>· Abusive email</li> </ul> |

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|--|--|
|  | <ul style="list-style-type: none"> <li>· Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>· Abusive website comments/Blogs/Pictures</li> <li>· Abusive posts on any form of communication technology</li> </ul> |
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## Appendix 2 - Identity Based Behaviours

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| <p><b>Identity Based Behaviours</b></p> <p><b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p> |  |
| <p><b>Homophobic and Transgender</b></p>   | <ul style="list-style-type: none"> <li>· Spreading rumours about a person's sexual orientation</li> <li>· Taunting a person of a different sexual orientation</li> <li>· Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>· Physical intimidation or attacks</li> <li>· Threats</li> </ul> |
| <p><b>Race, nationality, ethnic background and membership of the Traveller community</b></p>   | <ul style="list-style-type: none"> <li>· Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>· Exclusion on the basis of any of the above</li> </ul>   |

|   |   |
|---|---|
| <p><b>Relational</b></p>                            | <p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>· Malicious gossip</li> <li>· Isolation &amp; exclusion</li> <li>· Ignoring</li> <li>· Excluding from the group</li> <li>· Taking someone’s friends away</li> <li>· Spreading rumours</li> <li>· Breaking confidence</li> <li>· Talking loud enough so that the victim can hear</li> <li>· The “look”</li> </ul>   |
| <p><b>Sexual</b></p>                                | <ul style="list-style-type: none"> <li>· Unwelcome or inappropriate sexual comments or touching</li> <li>· Harassment</li> </ul>  |
| <p><b>Special Educational Needs, Disability</b></p> | <ul style="list-style-type: none"> <li>· Name calling</li> <li>· Taunting others because of their disability or learning needs</li> <li>· Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>· Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>· Mimicking a person’s disability</li> <li>· Setting others up for ridicule</li> </ul> |

### Appendix 3 Template for 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**

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**3. Source of bullying concern/report**  
(tick relevant box(es)) \*

|                 |  |
|-----------------|--|
| Pupil concerned |  |
| Other Pupil     |  |
| Parent          |  |
| Teacher         |  |
| Other           |  |

**4. Location** of incidents

(tick relevant box(es)) \*

|            |  |
|------------|--|
| Playground |  |
| Classroom  |  |
| Corridor   |  |
| 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) |
|------------|------------------------|--------|-----------------------------------|-----------------|
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**8. Brief Description of bullying behaviour and its impact**

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**9. Details of actions taken**

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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

(Relevant teacher)

Date submitted to Principal/Deputy Principal: \_\_\_\_\_

