Glengarriff National School
Scoil Fhiachna
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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 **Scoil Fhiachna, Glengarriff, 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;

(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,
- 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 Bulling Behaviour

General Behaviours which apply to all types of bullying	
	• Harassment based on any of the nine grounds in the equality legislation e.g., secular 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.
	• 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 rumours, 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:** Fooling 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 calls.
	• Abusive telephone/mobile phone calls.
	• Abusive text messages.
	• Abusive email.

	- Abusive communication on social networks, e.g., Facebook/Ask.fm/X/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	- Malicious gossip - Isolation and exclusion - Ignoring - Excluding from the Group - Taking someone's friends away - Bitching - Spreading rumours - Breaking confidence - Talking loud enough so that the victim can bear - The "look" - Use or 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 again 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 teacher(s) for investigating and dealing with bullying is (are) as follows: (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

All teachers within the school

5. The education and prevention strategies (including strategies specifically aimed at cyber- bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

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.

• 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 extracurricular activities. Non-teaching ad 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 pupils contributing to a safe school environment e.g., Student Council, Buddy system, mentoring and other student support activities that can help to support pupils and encourage a culture of peer respect and support.

• 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.

• The implementation of regular whole school awareness measures e.g., promotion of friendship and bullying prevention; annual Friendship Week and parent(s)/guardian(s) information evenings, annual student surveys, regular school assemblies.

• Encourage a culture of telling, with particular emphasis on the important 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.

• 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.

• Parents may make an appointment to meet with teacher if they have concerns.

• The continuation 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, as is the pupils use of mobile phones

• Continue to insist mobile phones are turned off and handed up to the teacher on arrival at school.

Implementation of curricula

• The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes and particular emphasis on wellbeing.

• Continuous Professional Development for staff in delivering these programmes.

• School wide delivery of lessons on bullying from evidence-based programmes, Stay Safe Programme, The Walk Tall Programme.

• 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 booklet).

Links to other policies
• Code of Behaviour

- Child Protection Policy
- Supervision of Pupils
- Acceptable Usage Policy
- Attendance Policy

Some or all of these characteristics may be indicators of a child who bullies

- A bully may be male or female.
- A bully may be one who is bullied at home, on the street or at school.
- A bully may be found amongst children from an early age.
- A bully may be exposed to physical or psychological forms of aggression
- A bully may often use a third party to carry out the bullying.
- Some bullies are quick to provoke the antagonism of others - lease, taunt - and then are quick - To complain of others behaving similarly.
- A bully may often be physically stronger than others, may be aggressive and may enjoy conflict.
- A bully may feel neglected or over-looked at home or at school.
- A bully may have learning difficulties and may have a negative attitude 10 teachers or to authority.
- A bully may have low self-esteem and may try to compensate for this through her/his bullying behaviour. A bully may be one who is under pressure to succeed at all costs.
- A bully may be none of the above.

Definition of a Victim of Bullying

A victim of bullying is a person who suffers the repeated uninvited attention of another or others, or, who suffers as a result of being excluded or isolated by another or others.

How to recognize a victim of bullying

- A victim may be a person seen to be different from her/his peers.
- A victim may be a child who is over-protected.
- A victim may be low in self-esteem.
- A victim may be lacking in social and coping skills.
- A victim may be hypersensitive.
- A victim may be subjected to bullying because of her/his academic achievements.
- A victim may be a low achiever or a high achiever.
- A victim may be none of the above.

Recognising a Victim of Bullying

At School

- Deterioration in educational performance
- Loses interest and enthusiasm for school
- Visible signs of anxiety/distress
- Possessions missing
- Unexplained bruises, injuries or torn clothes changes
- Are picked on, belittled or sneered at Are (Often) alone and excluded from peer group Frequent minor illnesses, especially headaches and tummy aches.

At Home

- Unwillingness to go to school
- Anxiety about travelling to or from school
- Unexplained changes in mood or behaviour. This will often occur before the restart of school, e.g. end of weekend, end of holidays.
- Frequent minor illnesses often accompanying the mood changes mentioned above.
- May begin to bully other children in the family.
- Increased request for money.
- Unexplained bruising, injuries, cuts, scratches.
- Reluctance to say what is troubling him/her/them.
- Give improbable excuses to explain any of above.

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):

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

• 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;

• 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 and get him9her 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

- 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) or the school Principal or Deputy Principal.

- Follow-up meeting 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 complains 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. All incidents must be reported to relevant teacher. All incidents witnessed in the yard are to be recorded in the Incident Book.

- 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 parents of both parties are to be notified as soon as possible

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 is-sues 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 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

The recording template must be retained by the relevant teacher in question and a copy maintained by the principal.

Established intervention strategies

• Teacher interviews 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

• Circle Time

7.   The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 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.,

- Pastoral care system

- Buddy/Peer mentoring system

- Student Support Team

- Student Council

• 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.

•   There are agreed appropriate monitoring and supervision practices in the school.

•   Bullying danger spots have been identified.

- All ancillary staff, Support teachers and will be given a copy of the policy and will be asked to actively engage with it.
- Senior pupils are encouraged to watch out for younger children
- In relation to Acceptable Use Policy in the school the following issues are addressed: -
  - All internet sessions supervised by a teacher

  - the school regularly monitors pupils' internet usage

  - Pupils have been instructed to use only approved class accounts for email and Google Classroom purposes and the use these only under teacher supervision.

(Note: 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 has 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. Dignity in the Workplace

All school personnel are expected to abide by the Dignity in the Workplace Charter and to be a good example to children and to be professional in their dealings with all school personnel. In this way, we try to promote respectful relationships across the school community, by being aware of voice, tone, abruptness, body language, sarcasm, etc.

Adult bullying of a child

All complaints against a teacher are handled under the agreed INTO/CPSMA Complaints Procedure.

A copy of this may be obtained from the school office at any time.

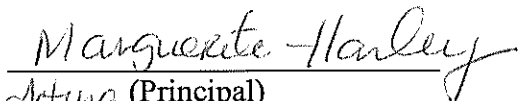### Parent bullying of a teacher

School Staff are entitled to work in a safe, professional environment free from harassment of any kind, including but not limited to verbal, written, cyber or physical bullying. Parents are reminded to make a formal appointment if they wish to discuss an issue.

11. This policy was adopted by the Board of Management on _6th February 2024____ [date].

12. This policy has been made available to school personnel, published on the school website and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

13. 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 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.

Signed: _Ann Flahive_ Signed: _Marguerite Hanley_
(Chairperson of Board of Management) Acting (Principal)

Date: _6/2/2024_ Date: _6/2/2024_

Date of next review: _February 2025._