

Scoil Náisiúnta Seanghualainn

Shanagolden National School



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 Shanagolden 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 by the Department of Education & Skills in September 2013.

1.1 Best Practice in the Prevention of Bullying Behaviour

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.

1.2 Definition of Bullying

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.

The list below is non-exhaustive:

Examples of Bullying Behaviours

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none">• 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• Offensive graffiti• Extortion• Intimidation• Insulting or offensive gestures• The “look”• Invasion of personal space• A combination of any of the types listed.
<p>Cyber</p>	<ul style="list-style-type: none">• 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: Fooling someone into sharing personal information which you then post online

	<ul style="list-style-type: none"> • 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
<p>Identity Based Behaviours</p> <p>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).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • 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
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • 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
	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p>

<p>Relational</p>	<ul style="list-style-type: none"> • 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 or terminology such as ‘nerd’ in a derogatory way
<p>Sexual</p>	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
<p>Special Educational Needs, Disability</p>	<ul style="list-style-type: none"> • 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

1.3 School Contact Personnel

The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

- Supervising Teacher
- Class Teacher
- Principal/Deputy Principal

1.4 Education & Prevention Strategies

The school will utilise a range of education and prevention strategies to encourage good behaviour and discourage bullying. We will seek to develop a positive school culture in the following ways:

All staff will actively watch out for signs of bullying behaviour and share observations.

Actively promote the right of every member of the school community to be safe and secure in school.

Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.

- 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.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school. 'Catch them being good' - notice and acknowledge desired respectful behaviour by providing positive attention.
- Model respectful behaviour to all members of the school community at all times.
- Display key respect messages in classrooms, in assembly areas and around the school.
- Consistently tackle the use of discriminatory and derogatory language in the school –this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN. Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- 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.
 - 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.
 - Encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
 - Educational awareness measures aimed at senior classes and which focus on cyberbullying, will focus on discussion of appropriate online behaviour, how to stay safe while on-line and on reporting any concerns to a trusted adult in school.
 - Parents will be made aware that there are risks and dangers associated with social media and parental supervision is required in this area. While the school has safeguards in place with regard to internet access (Acceptable Use Policy) the responsibility of use of internet outside of school hours falls on parents.
 - Raise pupils' awareness and understanding of bullying, including its causes and effects, taking particular account of the needs of pupils with disabilities or with SEN. Approaches to decreasing the likelihood of bullying for pupils with SEN will include improving inclusion and focusing on developing social skills.
 - Use elements of the SPHE curriculum which make specific provision for exploring bullying as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships. 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.
 - Opportunities for curricular integration and cross-curricular approaches will be used where appropriate to foster an attitude of respect for all: to promote the value of diversity; to address prejudice and stereotyping and to highlight the unacceptability of bullying behaviour. In English, there is a wide range of literature available which will be used to stimulate discussion. Similarly in Geography and History references to, exploitation and dictatorships could be used to illustrate the negative aspect of power. The work will be extended into many other areas such as Art, Drama, Religious Education, and Physical Education.
- The Board of Management will make appropriate arrangements to ensure that temporary and substitute staff have sufficient awareness of the school's code of behaviour and its anti-bullying policy.

- Consistent investigation, follow up and recording of bullying behaviour (including use of established intervention strategies)

Individual class teachers will use some of the following systems:

Praising appropriate behaviour “catch them being good”

- proximal praise
- star charts
- ‘traffic lights’
- table points system
- golden time
- student of the week
- group reward system
- individual behaviour profiles where necessary

1.5 Investigation & Follow-Up Procedures

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 will be to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame).

The relevant teacher will have primary responsibility for investigating alleged cases of bullying. However, dependent on the seriousness of the actions involved, the relevant teacher may decide to involve the Principal / Deputy Principal in accordance with our Code of Behaviour. Where an alleged incident of bullying involves students from a number of classes, the relevant teacher will liaise with the Principal/Deputy Principal to carry out the investigation.

1. All reports, including anonymous reports of bullying will be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. It will 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, SNAs and the caretaker, are encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher. Where there has been a report of an incident during break time involving students in one class the relevant teacher will investigate. However, this does not have to be done directly after break. It may be more appropriate to get the class settled and working and then investigate the issue. If a number of classes are involved the relevant teacher can liaise with Principal to help in any investigation.

2. In investigating and dealing with bullying, the relevant teacher will exercise her/his professional judgement to determine whether bullying has occurred and how best the situation might be resolved.

3. Parents 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.

4. When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example of dealing effectively with a conflict in a non-aggressive manner.

5. Incidents will generally be investigated outside the classroom situation to ensure the privacy of all involved.

6. If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements. The class may also be spoken to as a whole.

7. Each member of a group will be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.

8. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved will 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 will 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.

10. It will be made clear to a pupil engaged in bullying behaviour that 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.

11. It will 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.

12. If appropriate, follow-up meetings with the relevant parties involved will 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.

13. Informal enquiries from teacher to the pupils concerned as to how things are- if there have been any further problems etc.

14. In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it will be recorded by the relevant teacher in the recording template.

15. 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:

- a. Whether the bullying behaviour has ceased;
- b. Whether any issues between the parties have been resolved as far as is practicable;
- c. Whether the relationships between the parties have been restored as far as is practicable; and
- d. Any feedback received from the parties involved, their parents or the school Principal or Deputy Principal;

16. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents will be referred, as appropriate, to the school' complaints procedure. If having exhausted these procedures the parent is still not satisfied, the school will advise the parents of their right to make a complaint to the Ombudsman for Children

1.6 Working with Pupils Affected by Bullying

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

- Provide opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience (as per SPHE programme, Friends For Life).
- Encourage friendship and small-group team-building exercises focused on affected students.
- Close monitoring of pupils (those bullying and those being bullied) on yard in the weeks following an incident of bullying.
- Follow up meetings with students on an ongoing basis following any incident of bullying. Informal enquiries of both parties.
- Pupils who observe incidents of bullying behaviour will be encouraged to discuss them with teachers.

1.7 Supervision & Monitoring

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.

1.8 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.

1.9 Policy Adoption

This policy was adopted by the Board of Management on 11/2/'19.

1.10 Communication

This policy has been made available to school personnel, 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.

1.11 Implementation Review

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, accessible to parents and pupils on request 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.

1.12. Policy Ratification

The policy was ratified by the Board of Management of Shanagolden National School at its meeting held on 11/2/'19

Signed: Canon O' Keeffe ,Chairperson, Board of Management