

Asdee National School



Anti-Bullying Policy

Updated in 2023

Introduction

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 Asdee 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 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;
 - 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)
 - 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.

Examples of bullying behaviours:

General behaviours which apply to all types of bullying:

- Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc
- Physical aggression
- Damage to property
- Name calling
- Slagging
- The production, display or circulation of written words, pictures or other materials aimed at intimidating another person
- Offensive graffiti
- Extortion
- Intimidation
- Insulting or offensive gestures
- The "look"
- Invasion of personal space
- A combination of any of the types listed.

Cyber bullying:

- Denigration: spreading rumours, lies or gossip to hurt a person's feelings
- 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 to 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 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:

1. Gender including transgender
2. Civil status
3. Family status
4. Sexual orientation
5. Religion
6. Age
7. Disability
8. Race
9. Member 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, lesbian, queer...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

This involves manipulating relationships as a means of bullying.

Behaviours include:

Malicious gossip

Relational:

- Isolation and exclusion
- Ignoring
- Excluding from the group
- Taking someone's friends away
- "Bitching"
- Spreading rumours
- Breaking confidence
- Talking loud enough so the victim can hear
- The "look"
- Use of terminology such as "nerd" in a derogatory way

Sexual:

- Unwelcome or inappropriate sexual comments or touching
- Harassment

Special Educational Needs, Disability:

- Name calling
- Taunting others because of their disability or learning needs
- Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying
- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues
- Mimicking a person's disability
- Setting others up for ridicule

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

(see Section 6.8 of the *Anti-Bullying Procedures for Primary schools*)

Principal: Ms. Michelle Sheehy

Deputy Principal: Ms. Brídín Reen

Special Education teacher/Assistant Principal II: Ms. Assumpta Collins

Mainstream class teacher: Ms. Cathy O' Regan

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:

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 circular 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. Croke Park hour annually.
- School wide awareness raising on all aspects of bullying, to include pupils, parents, guardians and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to the relevant teachers. Supervision will also apply to monitoring student use of communication technology within in the school.
- Involvement of the senior classes in contributing to a safe school environment e.g. Active School games, this can help to support pupils and encourage a culture of peer respect and support.
- The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy as part of the Code of Behaviour.
- The implementation of regular (yearly) whole school awareness measures e.g. a dedicated notice board in the school on the promotion of friendship, and bullying prevention, annual Friendship Week.
- 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 to be considered to be telling tales but behaving responsibly.
- Ensuring that pupils know who to tell and how to tell e.g.:
 1. Direct approach to teacher at an appropriate time, for example after class.
 2. Hand up note with homework
 3. Make a phone call to the school or to a trusted teacher in the school
 4. "I need to talk" box
 5. Get a parent/guardian or friend to tell on your behalf
 6. Administer a confidential questionnaire to all pupils, where necessary.
 7. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place
 8. Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied.

9. The development of an Acceptable Use Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
10. Supports currently being used in the school and identification of the supports available to the school. e.g. www.thinkyounow.co.uk, webwise.ie, Stay Safe, Walk Tall, RSE, Grow in love

Implementation of curricula:

- The implementation of the SPHE, the RSE and the Stay Safe programmes.
- Continuous professional development for staff in delivering these programmes.
- School wide delivery of lessons on Bullying.
- Delivery of the Garda SPHE Programmes at primary level. 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 pupils to respond appropriately.

Links to other policies:

School policies, practices and activities that are particularly relevant to bullying

e.g. Code of Behaviour, Child Protection Policy, Acceptable Use Policy, Attendance Policy, Supervision Policy, Annual Friendship Week.

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:

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 apportion blame).

Reporting Bullying Behaviour:

- Any pupil or parent/guardian 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, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, 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
- Parents/guardians 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 parties involved as quickly as possible
- Teachers should take a calm, unemotional problem-solving approach.

-When analysing incidents of bullying 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;
- The teacher may speak to a group of children first to determine who is involved.
- 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 the group should be supported through the possible pressures that may face them from 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 should give parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and 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 has ceased;
 - Whether any issues between the parties have been resolved in so far as practicable;
 - Whether the relationships between the parties have been restored as far as practicable
 - Any feedback received from the parties involved, their parent(s)/guardian(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.
- In the event that the 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 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 the relevant teacher. Notes will be recorded by the relevant teacher.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record of the reports, the actions taken and any discussions with those involved regarding same.
- The relevant teacher must inform the Principal of all incidents being investigated.

Formal Stage 1 – determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as 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 bullying behaviour in the following circumstances:

- a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
- b) where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

Appendix 3 forms are stored in the incident book, in the office.

Established Intervention Strategies:

- Teacher interviews small groups and children individually.
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process.
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time

7. 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. RE/SPHE programmes, group work such as circle time/group discussions
- 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.

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 harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy has been made available to school personnel, published on the school website and emailed to all parents. A copy of this policy will be made available to the Department and the patron if requested.

11. This policy was updated by school staff and ratified by the Board of Management of Asdee N.S. in April/May 2023.

Chairperson: Mr .Oliver Kearney

Secretary to B.O.M./Principal: Mrs.Michelle Sheehy

Signed: _____ Signed: _____

Date: _____

Date: _____

Date of next review: This policy will be reviewed again in 2025.

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

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

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Location of incidents (tick relevant box(es))*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
School Bus	<input type="checkbox"/>
Other	<input type="checkbox"/>

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	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____

* **Note:** The categories listed in the tables are suggested and schools may add to or amend these to suit their own circumstances.

