ANTI- BULLYING POLICY SCOIL AN CHROÍ NAOFA, BARRADUFF

ANTI-BULLYING POLICY (VERSION 2024)

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 Barraduff National School's 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.

11.1 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;
- 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.

11.2 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:

1. deliberate exclusion, malicious gossip and other forms of relational bullying,
2. cyber-bullying
3. 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.
4. Humiliation; including name-calling, reference to academic ability, physical characteristics, accent or distinctive voice, sexual innuendo etc.
5. Intimidation; including aggressive use of body language / dirty looks/mimicking.
6. Verbal abuse, showing disrespect anonymous or otherwise.
7. Physical abuse or threatened abuse. (pushing, punching, kicking, tripping, assaulting)
8. Being mean
9. Aggressive or obscene language.
10. Offensive joke; whether spoken or by email, text messaging etc.
11. Victimisation; including very personal remarks about appearance, clothing, personal hygiene, school work, family circumstances, ability at games.
12. Interfering/breaking/hiding/defacing/stealing personal possessions. (property, damage to clothing, school books, learning materials)
13. Unreasonable assignment to duties that are obviously unfavourable.
14. Unreasonable deadlines or tasks.
15. Threats, including demands for money or other belongings.
16. Writing derogatory comments on books, copies, desks etc.

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*, DES, 2013.

11.3 School Contact Personnel

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

- *All Class teacher and where necessary The Principal*
- *Any teacher may act as the relevant teacher if circumstances warrant it.*

11.4 Education & Prevention Strategies

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)

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) used in Barraduff National School are as follows:

School Wide Approach

1. A school-wide approach to the fostering of respect for all members of the school community.
2. The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
3. 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.
4. 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.
5. Professional development with specific focus on the training of the relevant teacher(s)
6. School wide awareness raising on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
7. 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.
8. Development and promotion of an Anti-Bullying code for the school-to be displayed publicly in classrooms and in common areas of the school.
9. The school's anti-bullying policy is discussed with pupils and all new parent(s)/guardian(s) are sent the Code of Behaviour of the school which includes the Anti- bullying policy.
10. The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school corridor on the promotion of friendship, and bullying prevention; annual Friendship Week.
11. 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.
12. Ensuring that pupils know who to tell and how to tell, e.g. Direct approach to teacher at an appropriate time, get a parent(s)/guardian(s) or friend to tell on your behalf.
13. Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place. Each class to display an anti -bullying slogan in the classroom which is referred to after breaktimes

14. Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied.
15. The development of an Acceptable Use Policy (AUP) in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored.

Implementation of curricula

1. The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
2. Continuous Professional Development for staff in delivering these programmes.
3. School wide delivery of lessons on bullying from evidence-based programmes, e.g., Stay Safe Programme, The Walk Tall Programme, The RSE programme.
4. 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.

Links to other Policies

1. The following school policies are particularly relevant to bullying, e.g. Code of Behaviour, Safeguarding Children Policy, Supervision of Pupils, Acceptable Use Policy, Attendance Policy, Sporting activities.

2. 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 outlined as follows.

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

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 of bullying, will be investigated and dealt with by the relevant teacher.

Non-teaching staff such as secretary, special needs assistants (SNAs), caretaker, must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.

Investigating and dealing with incidents

1. 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;
2. 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;
3. Teachers should take a calm, unemotional problem-solving approach.
4. Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
5. 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;
6. 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;
7. 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.
8. 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;
9. 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;

10. 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;

11. 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 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 parental complaints procedures outlined on the school's website.
- 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

1. All staff must keep a written record of any incidents witnessed by them or notified to them. At the informal stage teachers will use the informal stage reporting sheet which will be kept in the filing cabinet of the classroom. All incidents must be reported to the relevant teacher

2. While all 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
3. The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1 Determination That Bullying Has Occurred

1. 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 is practicable, the relationships of the parties involved.
2. The school in consultation with the relevant teacher/s should develop a protocol for the
3. Storage of all records retained by the relevant teacher.

Formal Stage 2

The relevant teacher must use the recording template at **Appendix 3** to record the bullying behaviour in the following circumstances:

1. 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
2. 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. The school should list behaviours that must be recorded and reported immediately to the principal. These should be in line with the school's code of behaviour. When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Records on bullying incidents will be kept in the office filing cabinet which is accessed only by the school principal. These records will be kept until the pupils in question have turned 18.

Established intervention strategies

1. Teacher interviews with all pupils
2. 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
3. Working with parent(s)/guardian(s) to support school interventions
4. No Blame Approach
5. Circle Time
6. Restorative interviews
7. Restorative conferencing
8. 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. Restorative practices within the school, Buddy / Peer mentoring system, circle time

9. If pupils require 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.
10. Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

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.

The following Prompt Questions will help to determine the level of supervision and monitoring of pupils:

1. Are there agreed appropriate monitoring and supervision practices in the school?
2. Have bullying danger spots been identified?
3. Have parents and pupils been consulted in the identification of these danger spots?
4. How will the student support/care structures support measures to counteract bullying behaviour?
5. How will pupils, in particular senior pupils, be involved as a resource to assist in counteracting bullying? In this regard, has a mentoring/buddy system been considered?
6. In relation to Acceptable Use Policy in the school are the following issues addressed?
7. Are all Internet sessions supervised by a teacher?
8. Does the school regularly monitor pupils' Internet usage?
9. Have pupils been instructed to access only those programmes and search engines that have been approved by the school?

(Note: that the Schools Broadband Programme has blocked all social networking sites).

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. This Code of Behaviour/Anti-Bullying Policy was adopted by the Board of Management.

2. This policy has been made available to school personnel, its existence will be advised to parent(s)/guardian(s) via the school's webite www.barraduffns.ie and provided to the

Parents' Council. A copy of this policy will be made available to the Department and the patron if requested.

3. 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, be readily accessible to parents and pupils on request and provided to the Parents' council. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

RECORDS

A standardised record system will be used to track an individual pupil's Behaviour. Such records will contain;

1. Incidents of misbehaviour,
2. Interventions used to improve behaviour, including contact with parent(s)/guardian(s) or referral to other agencies
3. Evidence of improved behaviour
4. Any sanctions imposed, and the reasons they were imposed

Pupils will be told when a record is being made about their behaviour, and the reasons for keeping a record will be explained.

All records will be kept in accordance with the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.

Signed: _____   Signed: _____

(Chairperson of Board of Management)   (Principal)

Date: _____   Date: _____

Date of next review: April 2025