



## **ANTI – BULLYING POLICY**

In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of behaviour Guidelines by the NEWB, the Board of Management of Gleneely 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.

### **Definition of Bullying:**

In accordance with the Anti-Bullying procedures for Primary and Post-Primary Schools bullying is defined as follows:



***'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.
- Identity-based bullying on the grounds of gender, family status, sexual orientation, religion, age, race, 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.

Any repeated negative behaviour / bullying that has an impact on the children within school will be dealt with through the school's Anti-bullying policy.

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)

### **School Contact Personnel**

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

Mrs. Emma Bradley (Principal) and Mrs. Amanda Coyne (Deputy- Principal)  
*Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):*



## **Education and Prevention Strategies:**

- Provide pupils with opportunities to develop a positive sense of self-worth
  - SPHE Curriculum
  - Positive initiatives in school – Full attendance award, sporting awards, Gaeilgeoir na Seachtaine, Part of various groups in school – Green Team, Active Team, Student Council
- Prevention and awareness raising measures focusing on cyber-bullying by educating pupils on appropriate on-line behaviour, how to stay safe while online
  - Invite Donegal Youth reach into the school
  - Participation in Anti-bullying week
- Teachers can influence attitudes to bullying behaviour in a positive manner.
- There are a number of curriculum components and programmes which are particularly relevant to the prevention of bullying and the promotion of respect for diversity and inclusiveness. The SPHE curriculum makes specific provision for exploring bullying as well as the inter-related area of belonging and integrating, communication, conflict, friendship, personal safety and relationships. The Stay Safe programme and RSE programmes at primary levels are personal safety skills programmes which seek to enhance children's self-protection skills including the ability to recognise and cope with bullying. Various other social, health and media education programmes can further help to address the problem of bullying behaviour.
- The work can be extended into many other areas such as Art, Drama, Religious Education, and Physical Education. Co-operation and group enterprise can be promoted through team sports, school clubs and societies.
- Sporting activities in particular can provide excellent opportunities for channelling and learning how to control aggression.

## **Procedures for Investigating and dealing with Bullying**

*a) The main aim is to resolve any issues and to restore as far as is practicable the relationship between the parties (rather than to apportion blame). With this in mind the school's procedures are as follows:*

## GLEENEELY NATIONAL SCHOOL



- b) In investigating and dealing with bullying, the teacher(s) will exercise his/her/their professional judgement to determine whether bullying has occurred, what type if it has and how best the situation might be resolved
- c) All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s). 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.
- d) Non-teaching staff such as secretaries, special needs assistants, bus escorts, caretakers, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- e) Parents and pupils are required to co-operate with the investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationship of the parties involved as quickly as possible.
- f) It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- g) Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.
- h) Initial investigations of bullying behaviour may be done in class where possible but incidents are generally best investigated outside the classroom situation to ensure the privacy of all involved
- i) 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
- j) When analysing incidents of bullying behaviour, the relevant teacher(s) should seek answers of what, where, who, when, and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- k) 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 of his/her account of what happened to ensure that everyone in the group is clear about each other's statement.

## GLEENEELY NATIONAL SCHOOL



- l) Each member of a group should be supported through the possible pressures that they may face from other members of the group after the interview by the teacher.
- m) It may also be appropriate or helpful to ask those involved to write out their account of the incident.
- n) In cases where it has been determined that a pupil has 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 him/her to see the situation from the perspective of the pupil being bullied.
- o) The parents involved should be contacted at an early stage to inform them of the matter and explain the actions being taken. The school should give parents an opportunity of discussing ways in which they can reinforce or support the action being taken by the school and the supports for their pupils.
- p) It must be made clear to all involved (each set of parents and pupils) 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.
- q) Follow-up meetings with the relevant parties involved may be arranged separately with a view to possibly bringing together at a later date if the pupil who has been bullied is ready and agreeable.
- r) An additional follow-up meeting with parents of the children involved may take place after an appropriate time to ensure that the matter has been resolved satisfactorily.
- s) 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 must be recorded by the relevant teacher in the recording template at Appendix 3 (See Section 6.8.10 (iii));
- t) 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;



- U) 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;
- V) 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.

## **RECORDING:**

Noting and reporting of bullying behaviour is to be documented using the *template for recording bullying behaviour* (Appendix 3). All records must be maintained in accordance with relevant data protection legislation. The school's procedures for noting and reporting bullying behaviour will adhere to the following:

- a) While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher(s), the relevant teacher(s) will use his/her/their professional judgement in relation to the records to be kept of these reports, the actions taken and any discussions with those involved regarding same
- b) If it is established by the relevant teacher(s) that bullying has occurred, the relevant teacher(s) 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
- c) The relevant teacher(s) will use the recording template at Appendix 3 to record the bullying behaviour.
  - 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.

In each of the circumstances at (a) and (b) above, the recording template at Appendix 3 must be completed in full and retained by the teacher in question and a copy provided to the Principal or Deputy Principal as applicable. It should also be noted that the timeline for recording bullying behaviour in the recording template at Appendix 3 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.

## **Support for working with pupils affected by bullying:**



The school's programme of support for working with pupils affected by bullying involves a whole school approach. Given the complexity of bullying behaviour, no one intervention/support programme works in all situations. Therefore various approaches and intervention strategies may be used including suggesting that parents seek referrals so that appropriate outside agencies in order to receive further support for the pupils and their families if needed.

## **Referral of Serious Cases of Bullying to the HSE**

The school (Designated Liaison Person) will also seek advice from external agencies where necessary in relation to incidents of bullying in schools. All serious cases of bullying will be reported to the HSE in accordance with Children First and the Child Protection Procedures for Primary and Post-Primary Schools.

**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 Prevention of Harassment**

Board of Management confirms that the school will, in accordance with its obligations under the equality legislation, take all such steps that are reasonable practicable to prevent 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.

## **Evaluation and Oversight**

At least once in every school term, the Principal must provide a report to the Board of Management setting out:

- (i) the overall number of bullying cases reported (by means of the bullying recording template at Appendix 3) since the previous report to the Board and
- (ii) confirmation that all cases referred to at (i) above have been or are being, dealt with in accordance with the school's anti-bullying policy and the AntiBullying Procedures for Primary and Post-Primary schools.

The minutes of the Board of Management meeting must record the above but in doing so must not include any identifying details of the pupils involved.

## **Annual Review by the Board of Management**

The Board of Management must undertake an annual review of the school's anti-bullying policy and its implementation by the school.

# GLEENEELY NATIONAL SCHOOL



A standardised checklist to be used in undertaking the review is included in Appendix 4 to these procedures.

The school must put in place an action plan to address any areas for improvement identified by the review.

Written notification that the review has been completed must be made available to school personnel. A standardised notification which must be used for this purpose is 37 included at Appendix 4. A record of the review and its outcome must be made available, if requested, to the patron and the Department.

This policy was adopted by the Board of Management on

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## **Policy Formation**

In formulating this policy the Board of Management completed the following steps;

- i. Parents and staff were informed that an initial draft of the Anti-bullying policy was available and they were invited to make submissions on the content within a specified period of time.
- ii. Class teachers were requested to discuss the topic of 'Bullying' with their class and submit a list of pupil suggestions to the Principal.
- iii. The initial draft of the Anti-Bullying policy was reviewed and where appropriate amended in-line with the feedback received.
- iv. The finalized draft policy was submitted for ratification.

This policy has been made available to school personnel, published on the school website and provided to the Parents' Association (where one exists). A copy of this policy will be made available to the Department and the Patron if requested.

Signed: \_\_\_\_\_ (Principal)

Signed: \_\_\_\_\_ (Chairperson of BOM)

Date:

Date of review: \_\_\_\_\_



## **APPENDIX 1: Practical tips for building a positive school culture and climate**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- a) Model respectful behaviour to all members of the school community at all times
- b) Explain clearly to pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school
- c) Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages
- d) Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention
- e) Consistently tackle the use of derogatory language in the school.
- f) Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines
- g) Explain to pupils about the appropriate use of social media
- h) Positively encourage pupils to comply with the school rules on mobile phone and internet use.
- i) Follow-up and follow through with pupils who ignore the rules
- j) Actively promote the right of every member of the school community to be safe and secure in school.
- k) Highlight school rules in pupil friendly language in the classroom and common areas
- l) All staff can actively watch out for signs of bullying behaviour.
- m) Ensure there is adequate school yard supervision



## **APPENDIX 2: Types of bullying**

The following are some of the types of bullying behaviour that can occur amongst pupils:

**Physical aggression:** This behaviour includes pushing, shoving, punching, kicking, poking and tripping people. It may also take the form of severe physical assault. While pupils often engage in 'mess fights', they can sometimes be used as a disguise for physical harassment or inflicting pain

**Intimidation:** Some bullying behaviour takes the form of intimidation. It may be based on the use of very aggressive body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

**Isolation/exclusion and other relational bullying:** This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of the class group. This practice is usually initiated by the person engaged in bullying behaviour and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes about or drawings of the pupil or by whispering insults about them loud enough to be heard. Relational bullying occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. One of the most common forms includes control: 'Do this or I won't be your friend anymore'(implied or stated), a group ganging up against one person (girl or boy), non-verbal gesturing, malicious gossip, spreading rumours about a person or giving them the 'silent treatment'.

### **Cyber-bullying:**

This type of bullying is increasingly common and is continuously evolving. It is bullying carried out through the use of information and communication technologies such as text, social network sites, emails, instant messaging (IM), apps, gaming sites, chat rooms and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying. As cyber-bullying uses technology to perpetrate bullying behaviour and does not require face-to-face contact, cyber bullying can occur at any time (day or night). Many forms of bullying can be facilitated through cyber-bullying.

### **Name calling:**

# GLEENEELY NATIONAL SCHOOL



Persistent name-calling directed at the same individual that hurts, insults or humiliates should be regarded as a form of bullying behaviour. Often name calling of this type refers to physical appearance, e.g. size or clothes worn. Accent or distinctive voice characteristics may attract negative attention. Academic ability can also provoke name calling. This tends to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically. At the other extreme there are those who, because they are perceived as high achievers are also targeted

**Damage to property:** Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, mobile phone or other devices, school books and other learning material or interference with a pupil's locker or bicycle. The contents of school bags and pencil cases may be scattered on the floor. Items of personal property may be defaced, broken, stolen or hidden

**Extortion:** Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.



**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(s)	
Parent	

Teacher	
Other	

# GLEENEELY NATIONAL SCHOOL



## 4. Location of incidents -tick relevant box(es)

Playground	
Classroom	
Corridor	
Toilets	
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			

# GLEENEELY NATIONAL SCHOOL



Other (specify)			
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## 7. Brief Description of bullying behaviour and its impact

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## 8. Details of actions taken

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

(Teacher1)

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

(Principal/Deputy Principal )

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