



# 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 Gaelscoil Éadan Doire 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;
1. The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
  2. The school acknowledges the uniqueness of each individual and his/her worth as a human being.
  3. The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
  4. The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
  5. The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
  6. The school has the capacity to change in response to pupils' needs.
  7. The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
  8. The school takes particular care of "at risk" pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
  9. The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
-

10. The school recognises the role of parents in equipping the pupil with a range of life-skills.
11. The school recognises the role of other community agencies in preventing and dealing with bullying.
12. The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
13. The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
14. Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of the school community.

**(b) Effective leadership**

All teachers are responsible for the implementation of this policy as is stated in the 'Anti-Bullying Procedures for Primary and Post Primary Schools' under the direction of the Principal and the Deputy Principal.

**(c) A school-wide approach**

The agenda for the first staff meeting in each school year will include the school's 'Anti -Bullying Policy' and this will be followed by all teachers the school.

**(d) A shared understanding of what bullying is and its impact**

During the drafting of this policy a meeting was held for all parents to inform them of the official definition of bullying, everyone's role in the prevention of bullying and the school's plan to educate and deal with bullying.

This will also be discussed with all parents on enrolment and with all parents at the start of each school year when the classroom teachers meet with parents.

**(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;
- effective supervision and monitoring of pupils;

**(f) Effective supervision and monitoring of pupils**

The Board of management is satisfied that there is effective supervision and monitoring of pupils in this school.

**(g) Supports for staff**

Time was devoted during staff meetings in the 2013/14 school year to allow teachers to familiarise themselves with the new 'Anti-Bullying Procedures'. Staff will be brought through the policy during the first staff meeting of each school year. The Principal and Deputy Principal will ensure that all teachers are fully adhering to the policy.

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

This information is detailed below at number 5

**(i) On-going evaluation of the effectiveness of the anti-bullying policy.**

The school's anti-bullying policy will be reviewed at the end of each school year.

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*.

4. The relevant teachers for investigating and dealing with bullying are primarily the classroom teachers with both the Principal and Deputy Principal responsible for the school's overall compliance with this policy.

5. The education and prevention strategies (including strategies specifically aimed at cyber-

bullying, homophobic and transphobic bullying) that will be used by the school are as follows:

- The anti-Bullying module of the SPHE programme at the beginning of each school year which finishes with the annual School's 'Friendship Week' before the October mid-term break.
- Once each term the school will organise a whole school activity around the topic of bullying to help raise awareness.
- 3<sup>rd</sup> Class to 6<sup>th</sup> Class – At Least five awareness-raising exercises per school year for each class (Examples from the Anti-Bullying Campaign , via its website, proactively explaining the nature and variety, causes, consequences and unacceptability of bullying.
- Teachers will study the anti-bullying policy at the beginning of each school year and include it on their agenda for the parent meetings in September each year. Everyone will be encouraged to be vigilant in watching out for signs of bullying and to report any suspicion of bullying they may have to the relevant teacher (the child's classroom teacher).
- The school will regularly report on work being carried out as part of this policy through notice boards in school and through the school's weekly newsletter.

#### Education and prevention strategies

##### **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. This will be placed onto the agenda of the first staff meeting each year alongside the School's Child Protection Policy.
- 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 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.
- Development and promotion of an Anti-Bullying code for the school-to be included in student journals and 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 enrolment process every year.
- The implementation of regular per term whole school awareness measures e.g. a dedicated notice board in the school on the promotion of friendship, and bullying prevention; annual Friendship Week and parent(s)/guardian(s) seminars; termly student surveys given to all children from 2<sup>nd</sup> to 6<sup>th</sup> class and regular school assemblies focusing on bullying prevention conducted by all classroom teachers.

- 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, e.g.:
  - Direct approach to teacher at an appropriate time, for example after class.
  - Hand note up with homework.
  - Make a phone call to the school or to a trusted teacher in the school.
  - A ‘Worry Box’ to be placed in each class from 2<sup>nd</sup> to 6<sup>th</sup>.
  - Get a parent(s)/guardian(s) or friend to tell on your behalf.
  - Confidential questionnaires are distributed once a term to all pupils from 2<sup>nd</sup> to 6<sup>th</sup> class.
  - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- All parents are informed and aware of how to approach the school if they suspect their child or another child in the school is being exposed to bullying behaviour.
- The school plans to purchase technology during the 2014/2015 school year and develop 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.
- The following are a list of supports available to the school in the implementation of this policy: Misneach, Bí Sábháilte, OCG, Feachtas Frith-bhulaíochta ([www.antibullyingcampaign.ie](http://www.antibullyingcampaign.ie)), School Policy, Board of management, HSE, Education Centres.....

#### **Implementation of curricula**

- The full implementation of the SPHE curricula and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme (Bí Sábháilte), The Walk Tall Programme (Misneach).
- School wide delivery of lessons on **Relational aggression** (Cool School Programme: A Friend in Deed), **Cyber Bullying** (#UP2US, Web wise Primary teachers’ resources), **Diversity and Interculturalism**.
- The school will request the 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 all pupils to respond appropriately.
- The school will implement the advice in “Sexual Orientation advice for schools” (RSE Primary, see booklet) on an informal basis when the need arises.

#### **Links to other policies**

The following school policies are strongly linked to this anti-bullying policy;

- School’s characteristic Spirit, Code of Behaviour and Child Protections policy,

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:

### **6.8.9. Procedures for Investigating and Dealing with Bullying**

**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, caretakers and 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 (see section 6.8.9)**

- 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;  
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 (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 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 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 (are) 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 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. Consideration needs to be given to where the records will be made e.g. incident book. All incidents must be reported to 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.
- Each class will have 'An Anti-Bullying Folder'. A folder will be given to each teacher who teaches junior infants and this folder will move through the school with the class. This folder will be sent to the office when the class leaves the school after sixth class.  
All records in relation to the school's 'Anti-Bullying Policy' are to be kept in this folder in a locked filing cabinet in each classroom.

### **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 is practicable, the relationships of the parties involved.
- All records are to be kept in the class 'Anti-bullying Folder'.

### **Formal Stage 2:**

The relevant teacher must use the recording template in this policy to record the bullying behaviour.

When the recording template is used, it must be retained by the relevant teacher in question and filed in the 'Anti-Bullying Folder' and a copy maintained by the principal. These must be kept in a locked filing cabinet at all times.

### **Whole-School Intervention strategies**

- Teacher interviews with all pupils (Sample available in policy)
- Negotiating agreements between pupils as part of a no-blame approach.
  - The child who has been involved in Bullying Behaviour signs a pupil Behaviour Promise with the classroom teacher .Both the child's parents ( the child involved in bullying behaviour and the child who has been exposed to the behaviour) are contacted at this stage by the classroom teacher informing them that this promise has been signed.
  - If the bullying behaviour continues the child is asked to sign a second behavioural promise in the presence of the classroom teacher and a parent / guardian.
  - If the bullying behaviour continues the child signs a third behaviour promise in the presence of the classroom teacher, a parent / guardian and the principal.
  - If the bullying behaviour continues the Principal in conjunction with the Board of management will issue disciplinary sanctions or seek external support.
- Working with parent(s)/guardian(s)s to support school interventions
- No Blame Approach eg. Anti-Bullying Campaign.ie
- Circle Time
- Restorative interviews
- Restorative conferencing
- Distributing questionnaires each term from 2<sup>nd</sup> to 6<sup>th</sup> class.

The Procedures mention the following intervention strategies and reference Ken Rigby; [www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools Ken Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/BullyingPreventionStrategiesinSchools%20Ken%20Rigby.pdf)

- The traditional disciplinary approach
- Strengthening the victim
- Mediation
- Restorative Practice
- The Support Group Method
- The Method of Shared Concern

A copy of these are provided to each teacher as a resource for dealing with incidents.

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.
  - Activities planned and organised by the classroom teacher.
  - Group work such as circle time
  - The use of the support team (learning support teacher / resource teacher) if deemed necessary.
- 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 is a form attached to our 'Yard Book' for the teachers on duty in the yard. (Copy as part of this policy). This gives the teachers an opportunity to comment on anything they witness that may be associated with this policy by recording it and forwarding it onto the classroom teacher. The classroom teacher then files this in their class 'Anti-Bullying Folder' and can monitor the child in question.

### 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. This policy was reviewed by the Board of Management on the 11<sup>th</sup> October 2017.

11. 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 given to all parents during the enrolment process and a copy of this policy will also be made available to the Department and the patron if requested.

12. 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: \_\_\_\_\_  
(Chairperson of Board of Management)

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

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date of next review: September 2018

## Record of Bullying behaviour

1. Name of Pupil being bullied: \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

2. Names of classes / pupils engaged in bullying Behaviour:

---



---



---



---



---



---

3. Source of bullying concern / report (Tick relevant box):

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 incident (Tick relevant box):

Classroom	<input type="checkbox"/>
Playground	<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:

---

6. Type of Bullying Behaviour (Tick relevant box(es)):

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation / Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

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

Homophobic	Disability / SEN related	Racist	Membership of Traveller Community	Other

8. Brief Description of Bullying behaviour and its impact:

9. Details of actions taken:

Signed: \_\_\_\_\_ (Relevant Teacher) Date: \_\_\_\_\_

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

## Taifead de Iompar Bulaíochta:

1. Ainm an Pháiste a bhfuil bulaíocht á déanamh air / uirthi:

Ainm: \_\_\_\_\_

Rang: \_\_\_\_\_ Múinteoir: \_\_\_\_\_

2. Ainm(neacha) agus rang(anna) an dalta/ na daltaí atá ag gabháil d'iompar bulaíochta:

---



---



---



---



---

3. Foinse an ábhair inmí (Ticeáil an bosca ceart):

An Páiste atá i gceist	
Páiste eile	
Tuismitheoir	
Múinteoir	
Eile	

4. An áit ar tharla an teagmhas / na teagmhais (Ticeáil an bosca ceart):

Seomra Ranga	
Clós	
Pasáiste	
Leithreas	
Bus Scoile	
Eile	

5. Ainm an duine a thuiriscigh an t-údar inmí bulaíochta:

---

6. Cineál an Iompair Bhulaíochta (Ticeáil an bosca ceart):

Ionsaitheacht Fhisiciúil		Cibearbhulaíocht	
Dochar do mhaoin		Imeaglú	
Aonrú / Eisiamh		Cúlchaint mhailíseach	
Ainmneacha maslacha		Eile (tabhair do thuairim)	

7. I gcás iompair a bhféachtar air mar bhulaíocht bunaithe ar aitheantas, tabhair an chatagóir lena mbaineann:

Homafóbach	Míchumas / bainteach le riachtanais speisialta	Ciníoch	Ballraíocht den Lucht Siúil	Eile

8. Cur síos gairid ar an iompar bulaíochta agus ar a thionchar:

9. Sonraí na mbeart a rinneadh:

Sínithe \_\_\_\_\_ (Múinteoir Ábhartha) Dáta: \_\_\_\_\_

An Dáta a cuireadh é ar aghaidh chuig an bPríomhoide / Leas-Phríomhoide : \_\_\_\_\_