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*Mol an óige agus tiocfaidh sí*

# Anti-Bullying Policy

## Compliance

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the Code of Behaviour guidelines issued by the NEWB (2008), the Board of Management of Delgany 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 (Circular 45/2013) which were published in September 2013.

## 2. Aims of this Policy

- To raise awareness of the seriousness of bullying as an unacceptable form of behaviour
- To create a safe and trusting community which encourages children to disclose and discuss incidents of bullying behaviour
- To work with parents to establish a safe and trusting community
- To outline procedures used within the school to prevent bullying behaviour
- To outline the procedures used in reporting, investigating and dealing with incidents of bullying
- To outline strategies that may be usefully employed in working with children who are involved in bullying behaviour

## 3. Other policies that work in tandem with this policy are:

- Code of Behaviour
- Supervision
- Attendance
- Anti- Cyber –Bullying policy
- Smart Devices Policy
- Acceptable –Usage Policy
- Zoom Protocols for Home Learning

## 4. Key Principles of Best Practice

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:

1. 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
2. Effective leadership
3. A school-wide approach
4. A shared understanding of what bullying is and its impact
5. Implementation of education and prevention strategies
6. Effective supervision and monitoring of pupils
7. Supports for staff
8. Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
9. On-going evaluation of the effectiveness of the anti-bullying policy.

## 5. Definition and types of Bullying

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

**Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.**

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying, cyber-bullying
- 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.

It should be noted that it is a criminal offence to use a mobile phone to harass or offend another person and in such instances the school will report such behaviour to the guards.

## Examples of bullying behaviours

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• Slagging</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures             <ul style="list-style-type: none"> <li>• The “look”</li> <li>• Invasion of personal space</li> </ul> </li> <li>• A combination of any of the types listed.</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumours, lies or gossip to hurt a person's reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety             <ul style="list-style-type: none"> <li>• Silent telephone/mobile phone call</li> </ul> </li> </ul>

<b>Cyber (continued)</b>	<ul style="list-style-type: none"> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Snapchat/ Twitter/YouTube/Tik Tok/Instagram or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b></p> <p><b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<b>Homophobic and Transgender</b>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person’s sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<b>Race, nationality, ethnic background and membership of the Traveller community</b>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>
<b>Relational</b>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone’s friends away</li> <li>• “Bitching”</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The “look”</li> <li>• Use or terminology such as ‘nerd’ in a derogatory way</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>

<b>Special Educational Needs, Disability</b>	<ul style="list-style-type: none"> <li>- Name calling</li> <li>- Taunting others because of their disability or learning needs</li> <li>- Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>- Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues.</li> <li>- Mimicking a person's disability</li> <li>- Setting others up for ridicule</li> </ul>
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**6. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:**

- The class Teachers
- The Principal or Deputy Principal
- The Special Education Teacher Team including Special Needs Assistants may become involved where a programme of extra support is needed for those children involved in incidents of bullying behaviour.
- The Board of Management
- Any teacher may act as a relevant teacher if circumstances warrant it.

**7. Indicators of Bullying Behaviour**

Indicators which may suggest that a pupil is being bullied include the following

**Physical Indicators:**

- Unexplained cuts and bruises
- Loss of/damage to personal property
- Hunger/thirst
- Frequent tummy aches, headaches
- Bedwetting
- Loss of appetite
- Obsessive behaviour, physical appearance, weight gain
- Stammering
- Extra requests for money

**Emotional Psychological Indicators:**

- Outbursts of anger, temper, irritability
- Bullying younger/older brothers and sisters
- Change in behaviour
- Signs of depression - changes in mood, appetite, sleep patterns
- Constant tiredness,
- Neglect of appearance
- Expressions of sadness and worthlessness
- Nightmares
- Unexplained crying
- Restless, dangerous, wild, disruptive behaviour
- Cynicism, black moods
- Implied /overt threats of suicide

**School Related Indicators:**

- Reluctance to go, wanting to be accompanied
- Returning in bad form

- Changing route
- Avoiding certain days/lessons
- Nervousness in class
- Poor concentration
- Deterioration in school work
- Punctuality problems
- Expressions of hopelessness
- Fewer/or no/ phone calls/ friends calling invitations
- Reluctance to take part in activities
- Abusive phone calls /texts

## **8. Education and Prevention Strategies**

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:

### **8.1 School-wide approach**

- There is a school-wide approach to the fostering of respect for all members of the school community.

- We promote the value of diversity to address issues of prejudice and stereotyping, to highlight the unacceptability of bullying behaviour.

- We foster and enhance the self-esteem of all our pupils through both curricular and extracurricular activities e.g. assembly activities, drama and sport. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.

- From time to time whole staff professional development on bullying issues is employed, 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.

- Staff expertise may be used or assistance from external sources such as NPC primary or CAPP

- The school is committed to 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.

- Supervision and monitoring of teacher-led after school clubs.

- 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.

- Involvement of the students in contributing to a safe school environment e.g. Buddy System Yard Safety, help to support pupils and encourage a culture of peer respect and support.

- Development and promotion of an Anti-Bullying code for the school to be displayed publicly in classrooms and in common areas of the school. S.T.O.P. signs readily available throughout the school, use of restorative practice questions to resolve issues in the playground.

- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a hard copy on admittance to the school and additional copies may be downloaded from the school website.

- The school's anti-bullying policy is reviewed with pupils at an age-appropriate level at the beginning of each school year. Teachers record in their Cuntas Míósúil that this has been taught.

- Parents are annually encouraged to review both the Code of Behaviour and anti-bullying policies

- The school promotes whole school awareness through wellbeing week and bullying prevention lessons as part of our SPHE curriculum. The use of the Weaving Wellbeing Programme & Stay Safe.

- Parent(s)/guardian(s) seminars have been organised through NPC or local community guards;

- Regular school or class assemblies by the principal, deputy principal, and class teachers are used to raise awareness.

- We promote a culture of telling, with particular emphasis on the importance of bystanders

- Ensuring that pupils know who to tell and how to tell, e.g.:

- Direct approach to the 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.

- Worry box

- Get a parent(s)/guardian(s) or friend to tell on your behalf.

- Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

The development of an Acceptable Use Policy/Anti-cyber bullying policy in the school ensures that access to technology within the school is strictly monitored, as is the pupils' use of mobile phones. Please refer to our AUP policy / our Anti-Cyber bullying policy/Mobile phone use policy.

- We encourage open communication within the school where parents/guardians/teachers and pupils are supported and encouraged to discuss anxieties openly and freely. Parents/Guardians are encouraged to make an appointment with the school if they have any concerns.

## **8.2 Implementation of curricula**

- The SPHE curricula including the RSE, Stay Safe, and Weaving Wellbeing Programmes are taught throughout the school.

- Continuous Professional Development for staff is available in delivering these programmes.

- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme, Weaving Well-being and the Follow Me Religious Education programme. \*In the event that a parent informs the school that they wish to withdraw their child from the Stay Safe Programme, a written record of their reasons for doing so is required from the parent. This is retained on the child's school file. The supervision aspect of withdrawal will be discussed with the Principal \*

- School wide delivery of lessons on Relational aggression, Cyber Bullying, Be Safe programmes: Web Wise, Web Wise Primary teachers' resources.

- We regularly teach the importance of diversity and multi-culturalism or hold days such as an International Day or Children's Day.

- Delivery of the Garda SPHE Programmes: These lessons, delivered by Community Gardaí, cover issues around personal safety and cyber-bullying.

- The school specifically considers 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 SEN team ensure that SEN pupils can adequately access the RSE, Stay Safe, SPHE programme.

- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

## 9. Intervention Strategies

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:

- 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;

- Any parent/guardian /pupil may bring a bullying incident to the attention of any teacher in the school.

- All alleged incidents of bullying behaviour will be investigated

- It is recognised that there can be considerable peer pressure against reporting of bullying, hence all interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned.

- As far as is practically possible there will be respect for the privacy, anonymity, sensitivities and dignities of the child/children involved as either target(s) or perpetrator(s).



- Teachers will take a calm, unemotional problem-solving approach.
- The child will be reassured that his/her allegations will be taken seriously, investigated thoroughly and acted upon as soon as possible.
- When analysing incidents of bullying behaviour, the relevant teacher will seek answers to questions of what, where, when, who and why. This will be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- The child who has allegedly been bullied and the child who is alleged to have been engaged in the bullying will be given the opportunity to speak separately to the teacher/principal to give their version of events. Both parties may be asked to write down their version of events.
- Where considered appropriate a teacher may act as a scribe for a child who is deemed too young to write down the details themselves.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved may be met as a group. At the group meeting, each member will be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements. Each member of the group shall be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
- The teacher may consider it appropriate and helpful to ask those involved to write down their account of the incident(s).
- 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.
- Once the teacher/principal is satisfied that bullying behaviour has occurred the relevant teacher must complete a "Record of Bullying Behaviour" form appendix 1
- The children will be encouraged to understand the impact their behaviour has had on the victim(s) and to try and see the situation from their point of view.
- Children may be asked to complete a reflection form.
- The sanctions given and the reasons why they are given will be explained clearly to the child/children who have engaged in the bullying behaviour and to the class if deemed necessary and appropriate.
- The parents/guardians of the parties involved will be contacted and invited to meet with/discuss with the relevant teacher the actions being taken and the reasons for them will be explained. Ways to support and reinforce these actions will be discussed. The school's decision to issue a sanction to a child is final as it is important to implement the school's Code of Behaviour fully and consistently.
- It will be made clear to all involved that this is a private matter between the pupil being disciplined, his/her parents /guardians and the school.

## **10. Follow up and Recording**

1. In determining whether a bullying case has been adequately addressed the relevant teacher will as part of his /or her professional judgement, will take the following factors into account:

- Whether the bullying behaviour has ceased
- Whether the issues between the parties are resolved, as far as is practicable
- Whether the relationships between the parties involved, their parents/guardians have been restored as far as is practicable
- Feedback from all parties involved

2. Follow up interviews may be conducted with the parties involved, in order to review and evaluate progress.

3. A written record of the bullying incident will be kept on file.

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4. Where the parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, they will be referred to the complaint procedures.

5. In the event that parents have exhausted the school's complaints procedures and are still not satisfied, the school will advise the parents of their right to take the matter to the Ombudsman for Children.

### 11. Programme of Support

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

Policy Updated Annually	Ratified by the BOM	Changes made:
October 2023	November 2023	<ul style="list-style-type: none"><li>• Social media</li><li>• Stay Safe</li><li>• Restorative Practice</li></ul>

**Ratified by the Board of Management**

Chairperson: N Wayl

Date: 27-11-23

**Notification regarding the Board of Management's annual review of the anti-bullying policy**

To: Patron / School Personnel / Parents' Association

The Board of Management of Delgany NS wishes to inform you that:

- The Board of Management's annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of 27/11/23 - [date].
- This review was conducted in accordance with the checklist set out in **Appendix 4** of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed   
Chairperson, Board of Management

Date 27-11-23

Signed   
Principal

Date 27/11/23

# Record of Bullying Behaviour

## Based on Circular 45/2013

**1. Name of pupil being bullied**

Name: \_\_\_\_\_ Class \_\_\_\_\_  
 \_\_\_\_\_

**2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour**

Name: _____	Class: _____
Name: _____	Class: _____
Name: _____	Class: _____
Name: _____	Class: _____
Name: _____	Class: _____

**3. Source of bullying concern/report**

( Relevant box)

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

**4. Location of incidents**

( Relevant box)

Playground	
Classroom	
Corridor	
Toilets	

**5. Name of person(s) who reported the bullying concern**

Name: _____
Name: _____

**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)	

