



Shronell N.S.

Anti-Bullying Policy

- This Policy was ratified on 5th of June 2014
- Reviewed by Staff on 21st of January 2020, ratified on 12th of February 2020
- This was ratified by the BOM on 5th December 2022

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 Shronell N.S. 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
- promotes respectful relationships across the school community

We will ensure a positive school culture and climate is prioritised across the school by working through an Action Plan on how this can be ensured:

What steps do we need to take?	Who?	When?	Complete /Ongoing	Date
As a staff, we will model respectful behaviour to all members of the school community at all times	All staff	All times	Ongoing	
We will explicitly teach pupils at all class levels what respectful language and behaviour looks like, acts like, sounds like and feels like in class and around the school	All staff	Friendship Week	Ongoing	Annually
We will engage in CPD events in relation to Anti-Bullying and also set aside	All staff	Community Garda talk in school		Annually

planning time as a staff for this area	Ms. Hickey Ms. Kelly All Staff	NPC talk in school Buddy bench Programme SALT Programme		
We will agree key respect messages and display them in classrooms, assembly areas and around the school. The pupils will be involved in the development of these messages and they will be cross-referenced with our Code of Behaviour	All classes	Every Sept.	Ongoing	
We will consistently tackle the use of discriminatory and derogatory language in Shronell NS – this includes homophobic and racist language or language that is belittling of pupils with a disability or SEN	All staff		Ongoing	

(b) Effective leadership

(c) A school-wide approach

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

(e) Implementation of education and prevention strategies (including awareness raising measures) that-

- build empathy, respect and resilience in pupils
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying

(f) Effective supervision and monitoring of pupils

(g) Supports for staff

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

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

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

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

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

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school’s code of behaviour.

Examples of bullying behaviours*

*The list below is non exhaustive

<p>General behaviours which apply to all types of bullying</p>	<ul style="list-style-type: none"> • Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • Slagging • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
<p>Cyber*</p>	<ul style="list-style-type: none"> • Access to the internet in the school environment is supervised in

	<p>a class setting.</p> <ul style="list-style-type: none"> Children enter internet through Mozilla Firefox only – this is named beside each computer station with internet access <p>*the Board of Management of Shronell NS recognises the primary role of the parent in the child’s education and highlights that the responsibility of protecting and limiting chances of cyberbullying begins at home.</p>
<p>Identity Based Behaviours Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
Homophobic and Transgender	<ul style="list-style-type: none"> Spreading rumours about a person’s sexual orientation Taunting a person of a different sexual orientation Name calling e.g. Gay, queer, lesbian...used in a derogatory manner Physical intimidation or attacks Threats
Race, nationality, ethnic background and membership of the Traveller community	<ul style="list-style-type: none"> Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background Exclusion on the basis of any of the above
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> Malicious gossip Isolation & exclusion Ignoring Excluding from the group Taking someone’s friends away “Bitching” Spreading rumours Breaking confidence Talking loud enough so that the victim can hear The “look” Use or terminology such as ‘nerd’ in a derogatory way
Sexual	<ul style="list-style-type: none"> Unwelcome or inappropriate sexual comments or touching Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> Name calling Taunting others because of their disability or learning needs Taking advantage of some pupils’ vulnerabilities and limited capacity to recognise and defend themselves against bullying Taking advantage of some pupils’ vulnerabilities and limited capacity to understand social situations and social cues. Mimicking a person’s disability Setting others up for ridicule

4. The relevant teachers for investigating and dealing with bullying are as follows:

Shronell NS	
Principal	Ms Hickey
Deputy Principal	Ms Kelly
Class teachers	Ms White

Any teacher may act as a relevant teacher if circumstances warrant it.

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:

<p>School-wide approach</p> <ul style="list-style-type: none"> • 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 staff develop an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it-prevention and intervention will be facilitated where possible. • An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources • School wide awareness raising and training on all aspects of bullying including pupils, parents and the wider school community. Stay Safe lessons, with specific focus on Bullying, addressed with all classes in conjunction with parent workshop to promote discussion, communication and awareness in relation to bullying. • 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. • Involvement of the students in contributing to a safe school environment ie in-class Buddy system, inter-class buddy system that can 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. • The school's anti-bullying policy is discussed with pupils and all parents/guardians are given a copy with the Code of Behaviour of the school. • The implementation of whole school awareness measures e.g. Friendship Week with activities such as 'Random Act of Kindness' chart • 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
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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.
 - 'Concern Box/ Worry Monster – in each classroom
 - Get a parent/guardian or friend to tell/write on your behalf.
 - Administer a confidential questionnaire during Friendship Week to all pupils.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.

- Parents/guardians are encouraged to approach the school by phoning/note to arrange an appointment if they suspect that their child is being bullied.

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Professional Development for staff in delivering these programmes, as deemed appropriate.
- School wide delivery of lessons on bullying from evidence based programmes ie Stay Safe Programme, The Walk Tall Programme, RSE programme, SALT Conflict Resolution programme, Break through the Clouds – antibullyingcampaign.ie

Resources related to the SPHE curriculum that are available to teachers include:

- **Junior, Senior, 1st**
 - Walk Tall - Jr, Sr, 1st
 - Be Safe
 - RSE
 - Stay Safe
 - Bí Folláin
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- **2nd/3rd/ classes**
 - Making the links
 - Walk Tall
 - Be Safe
 - RSE
 - Stay Safe
 - Bí Folláin

4th/ 5th & 6th classes

- Walk Tall
- Stay Safe
- Combat Cyberbullying – Office for Internet Safety
- Webwise – Primary Teachers' Handbook
- Bullying – Identify, Cope, Prevent – Prim-Ed
- Self Esteem 1&2 – Ready Ed Publications
- Self-Esteem – Skills to build self-worth – Prim-Ed
- Conflict Resolution – Upper Primary – Prim-Ed
- The Right Start – Human Rights Education in the Primary School – Lift Off
- Exploring Children's Rights with Children – 5th & 6th class – Ombudsman for Children

- Stand Up for your Rights – Human Rights – Two-Can Citizenship Book
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- Delivery by the Community Garda - SPHE Programme covering issues around personal safety and cyber-bullying for parents and staff.
- 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.

Links to other policies

- Other school policies, practices and activities that are particularly relevant to bullying include Code of Behaviour, Child Safeguarding statement, Attendance.

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:

Procedures for Investigating and Dealing with Bullying in Shronell NS

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).

Reporting bullying behaviour

- Any pupil or parent/guardian may bring a bullying incident to the relevant teacher in the first instance and, in her absence, the Principal.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;
- Serious cases of bullying will be referred immediately to the principal and/or deputy principal.

Investigating and dealing with incidents

- In investigating and dealing with bullying, the relevant teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- Parents/guardians and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying.
- Where possible incidents will be investigated outside the classroom situation to ensure the privacy of all involved
- All interviews will 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 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.
- If a group is involved, each member will be interviewed individually at first. Thereafter, all those involved will 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 a group will be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher.
- Children may also be asked to write down their account of the incident e.g. by filling the Conflict Resolution Assessment (S.A.L.T. programme)
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents/guardians of the parties involved will be contacted at an early stage to inform them of the matter and explain the actions being taken with reference to the school's Anti-bullying Policy and Code of Behaviour. The school will give parents/guardians 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 be-

haviour, it will be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts will be made to try to get him/her to see the situation from the perspective of the pupil being bullied.

- It will also be made clear to all involved (each set of pupils and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents/guardians and the school.

Follow up and recording

- In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after she has determined that bullying behaviour has occurred or in serious cases of bullying, it must be recorded by the relevant teacher in the recording template at [Appendix 1](#). A copy must be provided to the principal.
- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of 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 parents/guardians or the school Principal or Deputy Principal
- The principal will provide a report to the board of management setting out the following:
 - the overall number of bullying cases reported by means of the bullying recording template, to the principal or deputy principal since the previous board meeting.
 - confirmation that all these cases have been, or are being dealt with in accordance with the school's anti-bullying policy.
- Follow-up meetings with the relevant parties involved will 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. This can have a therapeutic effect.
- Where a parent/guardian is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents/guardians must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parents/guardians has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents/guardians 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 in their Teacher Handbook using the initials of the child(ren) involved.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records which will assist efforts to resolve the issues

and restore, as far as is practicable, the relationships of the parties involved.

Formal Stage 2-Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at [Appendix 1](#) to record the bullying behaviour in the following circumstances:

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

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. These records will be stored centrally and stored in a locked filing cabinet.

7. The school's programme of support for working with pupils affected by bullying includes strategies such as:

Established intervention strategies

- Teacher interviews with all pupils
- Concern Box – in each classroom, emptied on Fridays.
- Negotiating agreements between pupils and following these up by monitoring progress
- Working with parents/guardians to support school interventions
- Circle Time
- Buddy system
- School President /vice-president nominated annually to encourage easy access to support/communication for all students.
- Restorative meetings
- Encouraging participation in activities such as sport, debating, committees to build confidence and friendships.
- If pupils require counselling or further supports, the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and Practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the 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 adopted by the Board of Management on: 05/12/22

11. This policy is readily accessible to parents and pupils, has been made available to school personnel, and provided to the Parents' Association. A copy of this policy will 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 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: *Liam Vaughan*
(Chairperson of Board of Management)

Signed: *Orla Hickey*
(Principal)

Date: 5/12/22

Date: 5/12/22

Date of next review: September 2023

Appendix 1

1. Name of pupil being bullied and class group

Name _____ Class _____

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

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

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

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

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

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

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6. Type of Bullying Behaviour (tick relevant box(es)) *

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

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

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to Principal/Deputy Principal _____