**Anti-Bullying Policy**

**Galbally National School**

1. **Rationale**

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 Galbally 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.

1. **Aims**

The Board of Management of Galbally National School recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils. It is therefore important that all concerned have a clear understanding of the policy aims in order to develop effective strategies for dealing with bullying behaviour. The main aims are as follows:

1. To create a positive school culture and climate that is inclusive and welcoming of difference;
2. To create a school climate which is open, supportive and encourages pupils to disclose and discuss bullying behaviour
3. To raise awareness amongst the entire school community (including school management, teachers, pupils, parents, volunteers etc.) that bullying is unacceptable behaviour;
4. To ensure comprehensive supervision and monitoring through which all aspects of school activity are kept under observation;
5. To provide procedures for investigating and dealing with bullying behaviour;
6. To provide procedures for noting and reporting bullying behaviour;
7. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
8. To work with and through the various local agencies in countering all forms of bullying and anti-social behaviour eg local community garda, guest speakers and NEPS
9. To facilitate ongoing evaluation of the effectiveness of the school’s anti- bullying policy.

**Table A: Key elements of a positive school culture and climate**

* The school acknowledges the right of each member of the school community to enjoy school in a secure environment.
* The school acknowledges the uniqueness of each individual and his/her worth as a human being.
* The school promotes positive habits of self-respect, self-discipline and responsibility among all its members.
* The school prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any of its members.
* The school has a clear commitment to promoting equity in general and gender equity in particular in all aspects of its functioning.
* The school has the capacity to change in response to pupils’ needs.
* The school identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils’ attitudes and values.
* 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.
* The school recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
* The school recognises the role of parents in equipping the pupil with a range of life- skills.
* The school recognises the role of other community agencies in preventing and dealing with bullying.
* The school promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities.
* The school promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school.
* 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.

1. **Definition of Bullying**

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.

**Examples of bullying behaviours**

|  |  |
| --- | --- |
| **General behaviours which apply to all types of bullying** | * 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. |
| **Cyber** | * **Denigration**: Spreading rumors, lies or gossip to hurt a person’s reputation * **Harassment**: Continually sending vicious, mean or disturbing messages to an individual * **Impersonation**: Posting offensive or aggressive messages under another person’s name * **Flaming**: Using inflammatory or vulgar words to provoke an online fight * **Trickery**: Fooling someone into sharing personal information which you then post online * **Outing**: Posting or sharing confidential or compromising information or images * **Exclusion**: Purposefully excluding someone from an online group * **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety * Silent telephone/mobile phone call * Abusive telephone/mobile phone calls * Abusive text messages * Abusive email * Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles * Abusive website comments/Blogs/Pictures * Abusive posts on any form of communication technology |
| **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). | |
| **Homophobic and Transgender** | * 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** | * 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** | This involves manipulating relationships as a means of bullying. Behaviours include:   * 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** | * Unwelcome or inappropriate sexual comments or touching * Harassment |
| **Special Educational Needs,**  **Disability** | * 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 |

**Effects of Bullying**

Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of their self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behaviour. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behaviour as early intervention can be very effective.

**Characteristics of Bullying Behaviour**

It is important that we as a school recognise that any pupil can be bullied or can engage in bullying behaviour.

**The Pupil who is bullied – The Victim**

Any pupil through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. As pupils can be particularly quick to notice differences in others, pupils who are perceived as different in some way can be more prone to encounter such behaviour. However, the pupils who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the pupil’s continuing response to the verbal, physical or psychological aggression.

**The Pupil who engages in bullying behaviour – The Bully**

Pupils who engage in bullying behaviour tend to display aggressive attitudes combined with a low level of self-discipline. They may lack any sense of remorse; often convincing themselves that the other person deserves the treatment they are receiving.

Pupils who bully can be attention seeking: often setting out to impress bystanders and responding to or enjoying the reaction their behaviour provokes. They tend to lack the ability to empathise. They can appear unaware or indifferent to the other person’s feelings. It is of note that pupils who exhibit bullying behaviour often suffer from a lack of confidence and have low self-esteem.

However, it must also be recognised that pupils who engage in bullying behaviour do not always intend to bully or may not recognise the potential negative impact of their words and actions on others.

It is not uncommon to find that pupils who engage in bullying behaviour may also have been bullied themselves.

**Indications of Bullying Behaviour – Signs and Symptoms**

The following signs and symptoms may suggest that a pupil is being bullied:

* Anxiety about travelling to and from school e.g. requesting parents to drive or collect them, changing travel routes, avoiding regular times for travelling to and from school
* Unwillingness to go to school, refusal to attend, truancy;
* Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;
* Pattern of physical illnesses e.g. headaches, stomach aches;
* Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;
* Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;
* Spontaneous out-of-character comments about either pupils or teachers;
* Possessions missing or damaged;
* Increased requests for money or stealing money;
* Unexplained bruising or cuts or damaged clothing; and
* Reluctance and/or refusal to say what is troubling them.

There may be other signs depending on the individual’s circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

1. **Investigation, follow up and recording of bullying behaviour**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Relevant Teachers in this school as determined by school management are:   |  |  | | --- | --- | | **Galbally National School** | | | Principal  Deputy Principal  All class teachers | Martin Kearney  Claire Byrnes |   **Any teacher may act as a relevant teacher if circumstances warrant it.** |

1. **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 Galbally NS are as follows:

**Education and Prevention Strategies**

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| --- |
| **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. * An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources * Professional development with specific focus on the training of the relevant teacher(s) * 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. * Involvement of the students in contributing to a safe school environment e.g. Buddy system, mentoring, Lunchtime Pals and other student support activities 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 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)s are given a copy as part of the Code of Behaviour of the school. * The implementation of regular whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; annual Friendship Week; annual student surveys or more frequently if required; regular school assemblies by principal and deputy principal. * 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. * Anti-bully or Niggle box in each classroom. * Get a parent(s)/guardian(s) or friend to tell on your behalf. * Administer a confidential questionnaire once a year to all pupils and again more frequently if the need arises. * Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place. * Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents **See Appendix 3** * The development of 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.   **Implementation of curricula**   * The full implementation of the SPHE and CSPE 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, The Walk Tall Programme and Alive O. * Delivery of the Garda SPHE Programmes at primary. These lessons, delivered by Community Gardai, 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.   **Links to other policies**   * Other school policies, practices and activities that are particularly relevant to bullying are e.g. Code of Behaviour, SPHE, Child Protection, Supervision of pupils, Acceptable Use policy, Attendance, Sporting activities. |

1. **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 are 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.

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 :

**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 the secretary and special needs assistants (SNAs), caretakers/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**

* 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 with 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)s or the school Principal or Deputy Principal

* Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
* Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school’s 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. All such incidents will be entered in the Incident Book kept in the Staff Room. 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 will inform the principal of all incidents being investigated.

**Formal Stage - determination that bullying has occurred**

* If it is established by the relevant teacher that bullying has occurred, the relevant teacher must fill in **Bullying Recording Template (Appendix 3)** and 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.
* The school in consultation with the relevant teacher/s has developed a protocol for the storage of all records retained by the relevant teacher. All records will be stored in pupils’ personal drop down files in locked filing cabinet in staff room.

The school has listed **Bullying** behaviours that must be recorded and reported immediately to the principal. These are in line with the school’s code of behaviour.

When the recording template is used, it will be retained by the relevant teacher in question and a copy maintained by the principal. We have stated earlier (see second point above in Formal Stage ) where and how records are stored in our school.

**Established intervention strategies**

* Teacher interviews with all pupils
* Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
* Working with parent(s)/guardian(s)s to support school interventions
* No Blame Approach
* Circle Time
* Restorative interviews
* Restorative conferencing
* Implementing sociogram questionnaires
* Peer mediation where suitable training has been given

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

1. **Supports for pupils affected by bullying**

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

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| * 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.   + Pastoral care system   + Buddy / Peer mentoring system   + Care team / Student Support Team   + Group work such as circle time * 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. |

1. **Supervision and Monitoring of Pupils**

The Board of Management of Galbally NS 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.

* Bullying danger spots have been identified.
* The student support/care structures including Resource/Learning Support teachers will support measures to counteract bullying behaviour.
* Senior pupils are involved as a resource in assisting in counteracting bullying, a buddy system is in place.
* In relation to Acceptable Use Policy in the school the following issues have been addressed:
* All Internet sessions are supervised by a teacher
* The school regularly monitor pupils’ Internet usage
* The pupils have been instructed to use only approved class accounts for email purposes and to use these only under teacher supervision
* Pupils can only access sites that have been approved by the school. As part of the Schools Broadband Programme all social networking sites have been blocked on the basis that they waste time and take up too much of the bandwidth which has been provided for educational purposes only

1. **Suspension and Expulsion - Authority to Suspend:**

* **The Board of Management has the authority to suspend a pupil. Where this authority is delegated to the principal, the delegation should be done formally and in writing.**
* **Suspension should be a proportionate response to the behaviour that is causing concern, such as:**
  1. The student’s behaviour has a seriously detrimental effect on the education of other students
  2. The student’s continued presence in the school constitutes a threat to safety
  3. The student is responsible for serious damage to property
  4. In exceptional circumstances suspension may be immediate.
  + **Schools are required by law to follow fair procedures when proposing to suspend or expel a student.**
  + **Fair procedures have two essential parts:**

1. The right to be heard
2. The right to impartiality

* Expulsion of a student is a very serious step and one that should only be undertaken by the Board of Management in extreme cases of unacceptable behaviour.
* All Board of Managements must formally adopt and implement an anti-bullying policy that fully complies with the new procedures.
* Key principles including a positive school culture and climate, effective leadership, a school wide approach
* Process is as important as the product

1. **Prevention of Harassment**

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

1. **Approval by the Board of Management**

This policy was adopted by the Board of Management of Galbally National School on \_\_\_\_\_\_.

1. **Roles and Responsibilities**

This policy has been made available to school personnel, published on the school website and is readily accessible to parents and pupils on request and provided to the Parents’ Association. A copy of this policy will be made available to the Department and the patron if requested.

1. **Review and Evaluation**

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 will be readily accessible to parents and pupils on request) 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

(Chairperson of Board of Management)

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

(Principal)

**Galbally NS Procedures for dealing with Bullying Behaviour**

**Reporting Possible Bullying Behaviour**

* Pre-determined bullying concern is reported to relevant teacher
* Relevant teacher assures those reporting that this will be investigated thoroughly
* Relevant teacher immediately makes a detailed personal written record of the bullying concern (copy is made for principal)
* Relevant teacher informs principal

**Investigating Bullying Report**

* Relevant teacher must take a calm, professional problem-solving approach
* Incidents must be investigated outside the classroom to ensure privacy
* Those involved should be interviewed individually at first and then brought together so that everyone involved is clear of each other’s statements (children can also write down their accounts)
* Pupils not directly involved can provide important information
* The relevant teacher must be aware of pressures faced by those giving their accounts in group settings and provide support to all involved.
* Relevant teacher’s professional judgement is used to determine whether bullying has occurred.

**Dealing with Bullying**

* **Relevant teacher fills** *B****ullying Recording Template* (Appendix 3 of Bullying Policy)**
* **Parents/guardians of the pupils involved must be contacted to inform them of the matter and explain the actions being taken with reference to the school policy**
* **The relevant teacher must make clear to the pupil(s) engaged in bullying behaviour that they are in breach of the school’s Anti-Bullying Policy and efforts must be made to have them see the situation from the perspective of the pupil (s) being bullied**
* **If disciplinary sanctions are required it must be made clear to all involved that this is a private matter between the pupil(s) being disciplined, their parents/guardians and the school.**

**Follow Up – See Page 8 Anti Bullying Policy**

**Disciplinary Actions and Sanctions to deal with Bullying**

* Warning
* Apology to the victim
* A record is kept. Pupil/s write an account of the incident/s that lead to the Bullying behaviour and what they have learned from this episode in their lives – parents must sign this.
* Pupils may be sent inside/removed from activity if endangering self or others.
* No play next break/temporary separation from peers.
* Pupil is sent to Principal/Deputy Principal and made aware that suspension could be a possibility.
* In cases where it has been determined that bullying behaviour has occurred the Principal/Deputy Principal informs the parents

**Advice for Pupils**

* Tell yourself that you do not deserve to be bullied, and that it is WRONG.
* Be proud of who you are. It is good to be individual.
* Try not to show that you are upset. It is hard but a bully thrives on someone’s fear.
* Stay with a group of friends/people. There is safety in numbers.
* Be assertive – shout NO. Walk away confidently. Go straight to a teacher or member of staff.
* Fighting back makes things worse– So don’t fight back. REPORT to a teacher or parent(s)/guardians instead. If you need support find a friend and both of you speak to the teacher.
* Generally it is best to tell an adult you trust straight away. You will get immediate support.

**IF YOU KNOW SOMEONE IS BEING BULLIED**

* TAKE ACTION – Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
* If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
* Do not be, or pretend to be, friends with a bully.

**Advice for Parents**

* Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard, ask for money or begin stealing money.
* Always take an active role in your child’s education by enquiring how they are getting on.
* If you feel your child may be a victim of bullying behaviour, inform the school **IMMEDIATELY**. Your complaint will be taken seriously and appropriate action will follow.
* It is important to advise your child not to fight back. It can make matters worse.
* Tell your child there is nothing wrong with him/her. It is not her fault that they are being bullied.
* Make sure your child is fully aware of the School Policy concerning Bullying, and that they will not be afraid to ask for help.

**Appendix 2 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.

* Model respectful behaviour to all members of the school community at all times.
* Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
* Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
* Catch them being good - notice and acknowledge desired respectful behaviour by providing positive attention.
* Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
* Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
* Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
* Explicitly teach pupils about the appropriate use of social media.
* Positively encourage pupils to comply with the school rules on mobile phone and internet use.
* Follow up and follow through with pupils who ignore the rules.
* Actively involve parents and/or the Parents’ Association in awareness raising campaigns around social media.
* Actively promote the right of every member of the school community to be safe and secure in school.
* Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
* All staff can actively watch out for signs of bullying behaviour.
* Ensure there is adequate playground/school yard/outdoor supervision.
* School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
* Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
* Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.

# Appendix 3 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| **3. Source** of bullying concern/report (tick relevant box(es))\* |  |  | **4. Location** of incidents (tick relevant box(es))\* |  |
| Pupil concerned |  |  | Playground |  |
| Other Pupil |  |  | Classroom |  |
| Parent |  |  | Corridor |  |
| Teacher |  |  | Toilets |  |
| Other |  |  | Other |  |

**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 (specify) |
|  |  |  |  |  |

**8. Brief Description of bullying behaviour and its impact**

|  |
| --- |
|  |

1. **Details of actions taken**

|  |
| --- |
|  |

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

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

# Appendix 4 Checklist for annual review of the anti-bullying policy and its implementation

The Board of Management (the Board) must undertake an annual review of the school’s anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school’s anti-bullying policy will be required.

Yes /No

|  |  |
| --- | --- |
| Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*? |  |
| Has the Board published the policy on the school website and provided a copy to the parents’ association? |  |
| Has the Board ensured that the policy has been made available to school staff (including new staff)? |  |
| Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work? |  |
| Has the Board ensured that the policy has been adequately communicated to all pupils? |  |
| Has the policy documented the prevention and education strategies that the school applies? |  |
| Have all of the prevention and education strategies been implemented? |  |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined? |  |
| Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy? |  |
| Has the Board received and minuted the periodic summary reports of the Principal? |  |
| Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Principal’s periodic report to the Board? |  |
| Has the Board received any complaints from parents regarding the school’s handling of bullying incidents? |  |
| Have any parents withdrawn their child from the school citing dissatisfaction with the school’s handling of a bullying situation? |  |
| Have any Ombudsman for Children investigations into the school’s handling of a bullying case been initiated or completed? |  |
| Has the data available from cases reported to the Principal (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour? |  |
| Has the Board identified any aspects of the school’s policy and/or its implementation that require further improvement? |  |
| Has the Board put in place an action plan to address any areas for improvement? |  |

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

Chairperson, Board of Management

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

Principal

# Notification regarding the Board of Management’s annual review of the anti-bullying policy

To: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Board of Management of Galbally 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
  + 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, Board of Management

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

Principal



